

OXFORD  
UNIVERSITY PRESS

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# English

# Plus



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Grade 7 Student's Book

**Second Edition**



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# Welcome

**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        | <del>father</del> | 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 Will Smith and his <sup>1</sup>partner / husband Jada Pinkett Smith with their three children. Their two <sup>2</sup>parents / sons are Jaden and Trey. They are actors. Their only <sup>3</sup>daughter / twin is called Willow. She is a famous singer.



William and Harry are <sup>7</sup>brothers / cousins. Their <sup>8</sup>grandmother / aunt is the Queen of the United Kingdom.

**3** Choose the odd word out in each group.

- |           |        |             |          |
|-----------|--------|-------------|----------|
| 1 father  | uncle  | grandmother | grandson |
| 2 nephew  | wife   | sister      | aunt     |
| 3 husband | mother | father      | daughter |

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

**KEY PHRASES** □ Asking about families

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

Have you got any brothers?

Yes, I have.



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

# LANGUAGE FOCUS *be* + subject pronouns • Possessive 's

I can exchange personal information.



## *be* + subject pronouns

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

Affirmative
She's happy today.
Negative
She <sup>1</sup> ___ happy today.
Question
<sup>2</sup> ___ 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 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.

- |                   |                        |
|-------------------|------------------------|
| 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?

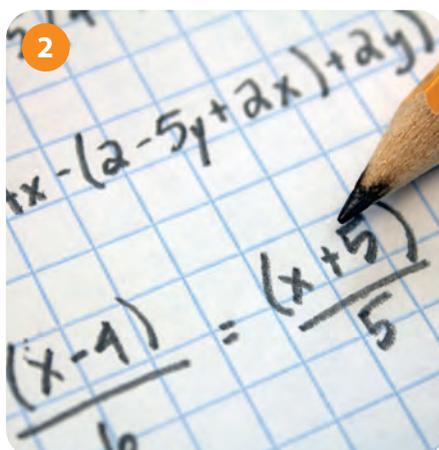
I'm 14.

**Finished?**

Write a short paragraph about you.  
 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  Welcome

- 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.

# LANGUAGE FOCUS *have got* • *there is, there are*

I can talk about school.



## have got

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

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

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

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

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

Have you got neat writing?

Yes, I have.

## there is, there are

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

are are is is isn't 's

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

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

Questions	
Singular	<sup>3</sup> ___ 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.

# 1

## Hobbies and leisure

### Start thinking

- 1 What are popular free time activities in Kazakhstan?
- 2 What do you do in your free time?
- 3 What new activities would you like to try in your free time?

### Aims

#### Communication: I can ...

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

#### Creativity and skills



My country   
Hobbies and leisure

↔ Page 16



CLIL  
Art and architecture:  
Homes around the world

↔ Page 17



Project  
A poster: collection for  
the future

↔ Page 19

## VOCABULARY □ Hobbies and leisure

I can use a variety of hobby and pastime words.

- 1  1.03 Match the things with the pastimes. Listen and check.

Things	Pastimes
1 camera	a yoga
2 boots	b cooking
3 mat	c listening to music
4 board	d cycling
5 brush	e photography
6 radio	f jogging
7 frying pan	g sightseeing
8 sports shoes	h hiking
9 bicycle	i painting
10 guide book	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.

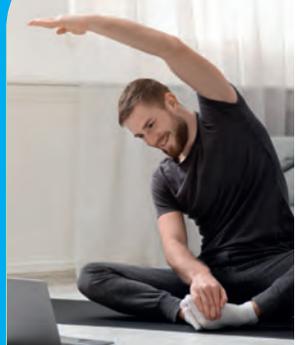
- 1 What hobbies do you enjoy?
- 2 How often do you listen to music?
- 3 Have you ever been hiking?
- 4 Are you good at cooking?
- 5 Do you think yoga is good for you?

 **Finished?**

Look again at the questionnaire on page 9.

Write five sentences about other popular Kazakhstani people, events and places.

# 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 Kui
- 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 **At what speed do we go jogging?**  
a 4–6 miles per hour      b 26–10 miles per hour  
c 10+ miles per hour
- 9 **The Tour of Almaty is a ...**  
a place name      b cycling competition  
c restaurant in Almaty
- 10 **Which of the following are ways of listening to music in Kazakhstan?**  
a Spotify      b Avtoradio      c NTV Plus



## READING Superstitions

I can understand a text about numbers.

**1** Look at the photo of the buttons in the lift. What do you notice? Why do you think this happens?

**2**  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 13<sup>th</sup> 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.

- 1 Are there any lucky or unlucky numbers in Kazakhstan?
- 2 What superstitions can bring you good or bad luck?
- 3 Do you have a fear of anything?
- 4 Do you have a lucky number?
- 5 Do you think you are a lucky person or an unlucky person? Why?

## Lucky numbers

Today is Friday the 13<sup>th</sup> and there aren't many people on 13<sup>th</sup> 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, 13<sup>th</sup> is an **unlucky** number. People with a **fear** of the number 13 are triskaidekaphobic. They believe that bad things happen on the 13<sup>th</sup> day of the month, so they spend less time outside on this day. <sup>1</sup>\_\_\_\_

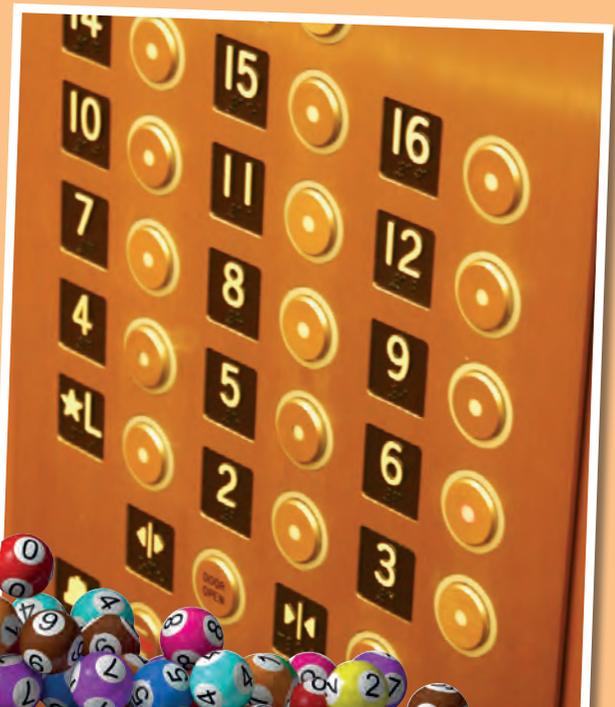
I'm not very **superstitious**, but when I need a little luck, I wear my favourite football T-shirt. It has the number eight on it. My birthday is on 8<sup>th</sup> August, so I think eight is my **lucky** number. <sup>2</sup>\_\_\_\_ But why eight? In both Mandarin and Japanese, the pronunciation for 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 (*si*) sounds like the word for 'death'. In some East Asian countries buildings don't

have any floor numbers with a four in them. <sup>3</sup>\_\_\_\_

In other countries, however, four is a lucky number.

<sup>4</sup>\_\_\_\_ 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.

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

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

More practice ⇌ Workbook page 7

## 3 Choose the correct answers.

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

- There is some rice and \_\_\_ bread.  
a a little      b fewer      c a few
- Are there any \_\_\_ questions?  
a all      b other      c both
- You should eat \_\_\_ chocolate.  
a fewer      b less      c both
- Have you got \_\_\_ brothers or sisters?  
a some      b any      c all
- \_\_\_ tickets cost €15.  
a Fewer      b Other      c All
- 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

- How \_\_\_ English words do you know?
- How \_\_\_ free time do you have today?
- Are \_\_\_ India and Japan Asian countries?
- Do \_\_\_ animals have two ears and two eyes?
- 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!



## VOCABULARY AND LISTENING □ Free-time activities

I can talk about my free time.

### 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?



More practice ⇌ Workbook page 9

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

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

I / meet / my friends after school

*I often meet my friends after school.*

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

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

*I always go shopping on Saturdays. I love it!*

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

The screenshot shows a web browser window with the MoneyMatters website. The page has a navigation bar with links for Home, Quiz, Music, Sport, TV/film, and Podcasts. The main content area features a news article titled "Hobbies that pay" with a sub-headline "Some hobbies are free. Others are expensive! But, Justine Meyer makes money from her hobby! Listen to her story." There is a "Podcast" button and an image of coins.

## 12 □ Hobbies and leisure

# 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	<sup>1</sup> ___
<sup>2</sup> ___	<sup>3</sup> ___	anywhere
<sup>4</sup> ___	everything	everywhere
nobody	<sup>5</sup> ___	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.

More practice ⇌ Workbook page 9

## 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 <sup>1</sup>\_\_\_.
- Sue They are <sup>2</sup>\_\_\_ in the kitchen.
- Ben No, they aren't. And there's <sup>3</sup>\_\_\_ in the fridge.
- Sue I can go to the supermarket and buy <sup>4</sup>\_\_\_.
- Ben Thanks, Sue. You're always so helpful. Maybe that's why <sup>5</sup>\_\_\_ likes you!

everything anybody somebody anything  
everywhere something

- Eva I don't like this city. There are tourists <sup>6</sup>\_\_\_, and <sup>7</sup>\_\_\_ is so expensive!
- Paul Why are you always so negative? You never like <sup>8</sup>\_\_\_.
- Eva That's not true! Oh look, isn't that Sam?  
Hi, Sam. What are you doing here?
- Sam Hi. I'm waiting for <sup>9</sup>\_\_\_.
- Paul Alright, is <sup>10</sup>\_\_\_ hungry? Let's go get <sup>11</sup>\_\_\_ 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 pairs. Tell your partner about:

- something you enjoy doing in your free time
- a person in your class that everybody likes
- somewhere you want to go next year
- something that you do every day
- somebody who is always late
- something about you that nobody else knows

### □ Finished?

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

*She is always kind to everybody.*

## SPEAKING □ Making offers and suggestions

I can make offers and suggestions.



- 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 with the replies. 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.

- 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 The table is dirty. (clean)
- 6 I'm hungry. (cook)

There isn't any milk.

Let's go to the shop and buy some.

## WRITING A blog

I can write a blog about a hobby.

1



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.](#)

### 1 Read the model text and 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*.

<sup>1</sup> \_\_\_ hobbies are great, but not <sup>2</sup> \_\_\_ 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 hobbies and leisure activities.

##### B THINK AND PLAN

- 1 What do students in your class enjoy doing in their free time?
- 2 What activities do your friends like?
- 3 What is your favourite activity?
- 4 What other activities do you enjoy? Why?
- 5 What new activities would you like to try?

##### C WRITE

Write your blog. Follow the model text and use the key phrases.

##### D CHECK

- sentences with *all* and *every*
- spelling and punctuation

MY COUNTRY  Hobbies and leisure

I can talk about hobbies and leisure.

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 5<sup>th</sup> 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!

CLIL □ Art and architecture: Homes around the world

I can talk about traditional homes around the world.

1



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

1 Look at the photos. Where in the world do you think these buildings are? Match the photos 1–7 with the places a–g.

- |                   |               |
|-------------------|---------------|
| a Canada          | e Switzerland |
| b the Netherlands | f Tunisia     |
| c Mongolia        | g Cambodia    |
| d the UK          |               |

2 1.12 Listen and check your answers in exercise 1. Then label the buildings with the words in the box.

igloo houseboat yurt stilt house cottage  
cave house chalet

3 1.12 Listen again and answer the questions.

- 1 What do people use chalets for today?
- 2 Why were yurts popular with nomadic people?
- 3 Why do people in South East Asia build stilt houses?
- 4 What material do people use to make the furniture inside an igloo?
- 5 Why did some African people live in caves?
- 6 For which part of the cottage do British people use leaves and grass?
- 7 In which Asian country can you see houseboats?

4 **ACTIVATE** Write a description of a traditional house in Kazakhstan. Use the questions below to help you.

- 1 What is the building called?
- 2 In which part of the country can you see this type of building?
- 3 What does it look like?
- 4 What materials do people use to make it?
- 5 Why do people live in this type of building?

## REVIEW □ Unit 1

### 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 Choose the correct words.

- We've got a **little** / a **few** time before the film starts.
- How **much** / **many** boys are there in your class?
- Have you got any **both** / **other** questions?
- There are a **little** / a **few** shops near the cinema.
- Jake earns **fewer** / **less** money than his friends.
- All** / **Both** my parents are doctors.

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

### Listening

#### 7 1.13 Listen to Zoe and her dad. Then choose the correct answers.

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



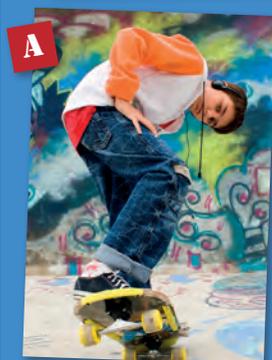
1 Read the texts. Then match paragraphs 1–4 with photos A–D.

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

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

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

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

### □ PROJECT CHECKLIST

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

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

# 2

## Communication and technology

### Start thinking

- 1 What are your favourite possessions?
- 2 What is your favourite piece of technology?
- 3 How often do you buy new technology?

### Aims

#### Communication: I can ...

- talk about my possessions.
- talk about school rules.
- talk about habits and facts.
- ask for and give opinions.
- write about my likes and dislikes.
- read and understand a text about apps.

#### Vocabulary

- Everyday objects and technology
- Communication and technology

#### Language focus

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

### Creativity and skills



#### My country



Communication and technology

↔ Page 28



#### CLIL

Technology: Advertising

↔ Page 29



#### Cumulative review

Welcome unit – Unit 2

↔ Page 31

## VOCABULARY □ Everyday objects

I can talk about my possessions.

- 1 1.14 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

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.

a



6

Have you always got your keys and money?

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

g



h



2

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

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

b



c



7

Have you always got your ID card with you?

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

i



3

Have you got photos in your wallet?

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

d



8

What is in your bag today?

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

j



4

Are all your clothes new?

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

e



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.

f



## KEY

### Questions 1-4

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

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

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

### Questions 5-8

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

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

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

## READING □ People's possessions

I can talk about school rules.

# I don't go out without ...

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

In Thailand, most Buddhist schoolboys become monks for a year. A monk lives with almost no possessions. A monk lives in a monastery and he **is supposed to** wear orange robes. A monk doesn't wear jeans or T-shirts.

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

Phra Pachak, 13, Chiang Mai, Thailand



Laura, 14, Stockport, UK

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

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

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

1 bowl 2 library card 3 sandals 4 tie 5 umbrella

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

### STUDY STRATEGY □ Scanning

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

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

- 3** 1.15 Listen and read the texts. Then write **true** or **false**. Correct the false sentences.

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

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

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

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

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

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

**We're allowed to take mobile phones to school.**

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

## 22 □ Communication and technology

# LANGUAGE FOCUS Present simple: affirmative and negative

I can talk about habits and facts.

2

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~~   doesn't   give  
lives   walk

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

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

2 Complete the rules with the words in the box.

don't   doesn't   facts   routines

## RULES

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

More practice Workbook page 15

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

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

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

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

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

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

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

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

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

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

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

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

## Finished?

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

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

## VOCABULARY AND LISTENING □ Communication and technology

I can talk about communicating using technology.

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



**5**  1.16 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.

2

- 1 ● 1.17 Complete the mini-dialogues with *do*, *don't*, *does* or *doesn't*. Then listen and check.

Do you listen to music at home?

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

<sup>1</sup> \_\_\_ he play in a band?

Yes, he <sup>2</sup> \_\_\_. / No, he <sup>3</sup> \_\_\_.

<sup>4</sup> \_\_\_ they play sport?

Yes, they <sup>5</sup> \_\_\_. / No, they <sup>6</sup> \_\_\_.

More practice ⇌ Workbook page 17

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

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

- \_\_\_ you \_\_\_ the internet? (surf)
- \_\_\_ your friend \_\_\_ cycling? (go)
- \_\_\_ your friends \_\_\_ computer games? (play)
- \_\_\_ your friend \_\_\_ a mobile phone? (use)
- \_\_\_ you \_\_\_ to classical music? (listen)
- \_\_\_ 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 ● 1.18 Read the answers and complete the questions with the words in the box. Then listen and check.

**What** When Where Who Why

**What** do you need?

You need a metal detector.

1 \_\_\_ do you go?

In the school holidays.

2 \_\_\_ does she go in the holidays?

Because she's always got free time then.

3 \_\_\_ do they go?

They usually go to a park.

4 \_\_\_ do you usually go with?

I go with my dad.

More practice ⇌ Workbook page 17

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

you / meet / your friends after school

**Why do you meet your friends after school?**

Because we go to the park.

1 you / read / in your free time

I read magazines.

2 you / study / English

Because I want to pass my exams.

3 you and your friends / play / sport

We play sport on Friday afternoons.

4 you / do / at the weekend

We go shopping at the weekend.

5 your best friend / meet / you

He meets me in the park.

6 go to the cinema / with

I go to the cinema with my best friend.

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

Why do you meet your friends?

Because we often play sports.

### □ Finished?

Write six more interview questions for a friend.

- Do you play any sports?
- When do you play?
- ...

## SPEAKING □ Asking for and giving opinions

I can ask for and give opinions



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

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

cool pretty trendy unusual useful



Do you like this bag?

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

- 1 Look at the photo of Shaun and Leah. Are they shopping online?
- 2 1.19 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 1.19 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 disorganized! I've got blue eyes and blonde hair.

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

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

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

#### KEY PHRASES Expressing likes and dislikes

I'm <sup>1</sup>\_\_\_ into ...  
I'm <sup>2</sup>\_\_\_ mad \_\_\_ ...  
I'm a <sup>3</sup>\_\_\_ of ...  
I like/love/enjoy/prefer/hate ...  
I don't mind ...  
I'm not too <sup>4</sup>\_\_\_ ...

### 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 <sup>1</sup>\_\_\_, nationalities and countries: *Simon, Austrian, Switzerland*.

**Commas:** Use commas in <sup>2</sup>\_\_\_: *I like hip hop, rock, pop and classical music*.

**Apostrophes:** Use apostrophes for <sup>3</sup>\_\_\_: *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 nationalities?
- 6 What languages or other things do you want to learn?

##### C WRITE

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

##### D CHECK

- capital letters
- commas in lists
- apostrophes

MY COUNTRY  Communication and technology

I can read and understand a text about apps.

2

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 <sup>1</sup>\_\_\_ 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 <sup>2</sup>\_\_\_ 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 <sup>3</sup>\_\_\_ money, but it's not enough. Tablets are very expensive! On my phone, I've got a dictionary app and four <sup>4</sup>\_\_\_ apps for learning languages. I speak English, Russian and French. At the moment, I'm learning Kazakh. I use the dictionary app <sup>5</sup>\_\_\_ 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** <sup>6</sup>\_\_\_ 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 <sup>7</sup>\_\_\_ apps on my dad's tablet. He spends <sup>8</sup>\_\_\_ 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**  1.20 Complete the text with the words in the box. Then listen and check.

fewer some both much other  
less all a few

**2**  1.20 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.
- How **many** / **much** time do you spend online?
- I don't like this website. I prefer the **other** / **all** one.
- Can I ask you a **few** / a **little** questions about this app?
- Children read **less** / **fewer** books nowadays.
- You must try to spend a **few** / **less** money.

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

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

## CLIL □ Technology: Advertising

I can understand a text about advertising.

2

- 1 🎧 1.21 Check the meaning of the words in the box. Then complete the text. Listen and check.

brand company essential non-essential



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

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

- 3 Look at the adverts and answer the questions.

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

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

## WHY DO WE BUY?

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

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

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



### Vocabulary

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

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

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 \_\_\_ DVDs in English. (watch)

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

never hardly ever sometimes often  
usually always

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

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

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

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

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

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

### Communication

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

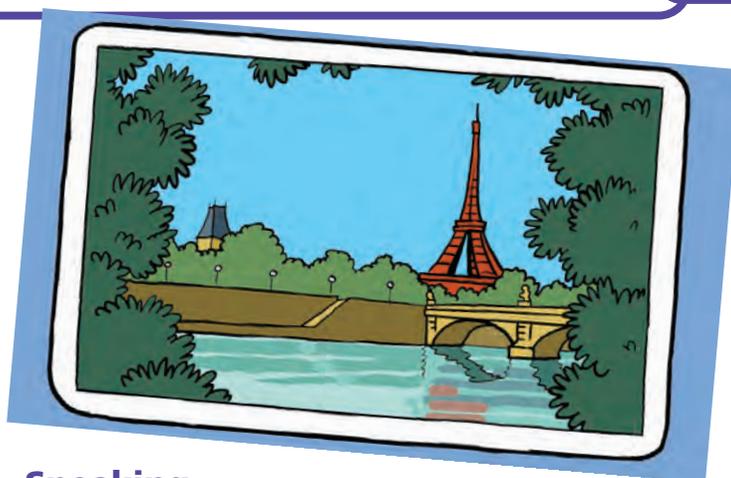


- |                     |                         |
|---------------------|-------------------------|
| 1 I'm really        | a fan of hip hop.       |
| 2 I can't           | b on hip hop.           |
| 3 I'm a big         | c into hip hop.         |
| 4 I'm not very keen | d stand hip hop.        |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

### Listening

8 1.22 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.

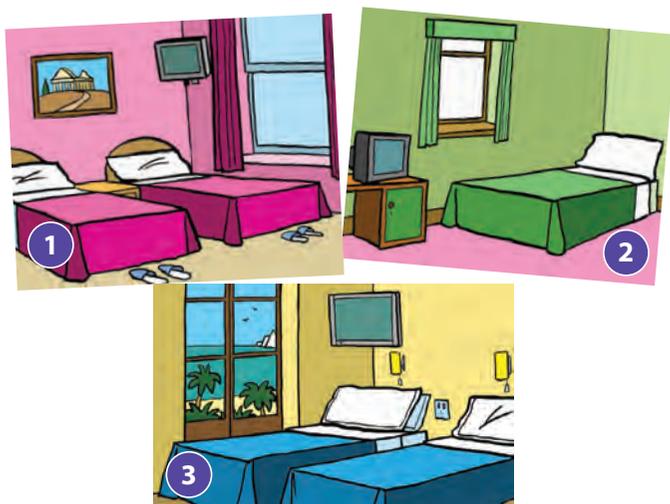


### Listening

1 Look at the pictures and answer the questions.

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

2 1.23 Listen to Alan and Bess talking about Alan's holiday. Which is Alan's hotel room?



3 1.23 Listen again and complete the sentences with one, two or three words.

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

### Speaking

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

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

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

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

### Writing

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

Hi ...,

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

# 3

## Holidays and travel

### Start thinking

- 1 Where do you go on holiday?
- 2 What do you like to do on holiday?
- 3 Are there famous houses in Kazakhstan?

### Aims

#### Communication: I can ...

- talk about activities and places.
- understand adverts and postcards.
- describe what is happening.
- talk about helping at home.
- contrast present actions with routines.
- make requests and compromises.
- describe my ideal home.
- talk about adventure holidays.

#### Vocabulary

- Holidays and travel
- Home and housework

#### Language focus

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

### Creativity and skills



My country 

Adventure holidays

↔ Page 40



CLIL

Reading for pleasure:  
Poetry

↔ Page 41



Project

A celebrity quiz

↔ Page 43

## VOCABULARY □ Holidays and travel

I can talk about holidays and travelling.

- 1  1.24 Work in pairs. Do the *Kazakhstan Holidays and Travel Quiz*. Listen and check your answers.
- 2 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 \_\_\_\_

- 3 Choose the correct word.

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

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

- 1 My grandma's shelvek is very t\_\_\_\_.
- 2 Big Almaty Lake is a b\_\_\_\_ place in the Trans-Ili Alatau mountains.
- 3 The Presidential Palace is a f\_\_\_\_ building in Nur-Sultan.
- 4 Shymbaluk is a s\_\_\_\_ ski resort.
- 5 Koumiss is a p\_\_\_\_ drink.
- 6 Almaty is an i\_\_\_\_ city in south-east Kazakhstan.
- 7 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 plan for them. Use the words and ideas in exercises 2 and 4 to help you.

### □ Finished?

Choose a photo from the quiz and write about it.

# 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?



\_\_\_\_\_

## READING Seeing stars

I can understand adverts and postcards.

# 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** 1.25 Read and listen to the advert and the postcard. Write *true* or *false*. Correct the false sentences.

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

**34**  Holidays and travel

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

- |                |                                     |
|----------------|-------------------------------------|
| 1 view         | a old style                         |
| 2 traditional  | b what you can see                  |
| 3 windows      | c you look through these            |
| 4 balcony      | d an extra home                     |
| 5 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?
- 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? If so, where are they?

# LANGUAGE FOCUS □ Present continuous: affirmative and negative

3

I can describe what is happening.

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 <sup>1</sup> \_\_\_ a great time in America.  
I <sup>2</sup> \_\_\_ in a Cadillac convertible.  
She <sup>3</sup> \_\_\_ here at the moment.  
Taylor <sup>4</sup> \_\_\_ for a holiday home there!

### ○ RULES

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

More practice ⇨ Workbook page 23

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.

- |       |        |        |
|-------|--------|--------|
| 1 do  | 3 live | 5 look |
| 2 sit | 4 have |        |

### ○ RULES

- 1 Most verbs: add *-ing*: doing \_\_\_
- 2 Verbs that end in *-e*: delete *-e* and add *-ing*: \_\_\_, \_\_\_
- 3 Verbs that end in a short vowel and a consonant: double the consonant and add *-ing*: \_\_\_

4 1.26 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.
- 1 She \_\_\_.
  - 2 He \_\_\_ an email.
  - 3 They \_\_\_.
  - 4 The woman \_\_\_ her friend.
  - 5 The baby \_\_\_.

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

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

- Two teenage girls **are looking** in a mirror.
- 1 A dog \_\_\_ near the house.
  - 2 The driver \_\_\_ the house.
  - 3 The tourists \_\_\_ to the driver.
  - 4 The actor \_\_\_ into his house.
  - 5 The teenage girls \_\_\_ at the house.
  - 6 It \_\_\_.
  - 7 Some tourists \_\_\_ photos.
  - 8 The boy \_\_\_ the wall.

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

Dana is looking in her mirror.

False.

### ○ Finished?

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

## VOCABULARY AND LISTENING □ Housework

I can talk about helping at home.

- 1 1.27 Check the meaning of the words in the box and complete the table. You can use some words more than once. Then listen and check.

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

clear	make	do	tidy	clean	take
the table					

- 2 Work in pairs. Do the questionnaire and compare your scores. Do you agree?

- 3 1.28 Listen to Jack and Megan. Choose the correct answer.

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

- 4 1.28 Listen again and choose the correct answers.

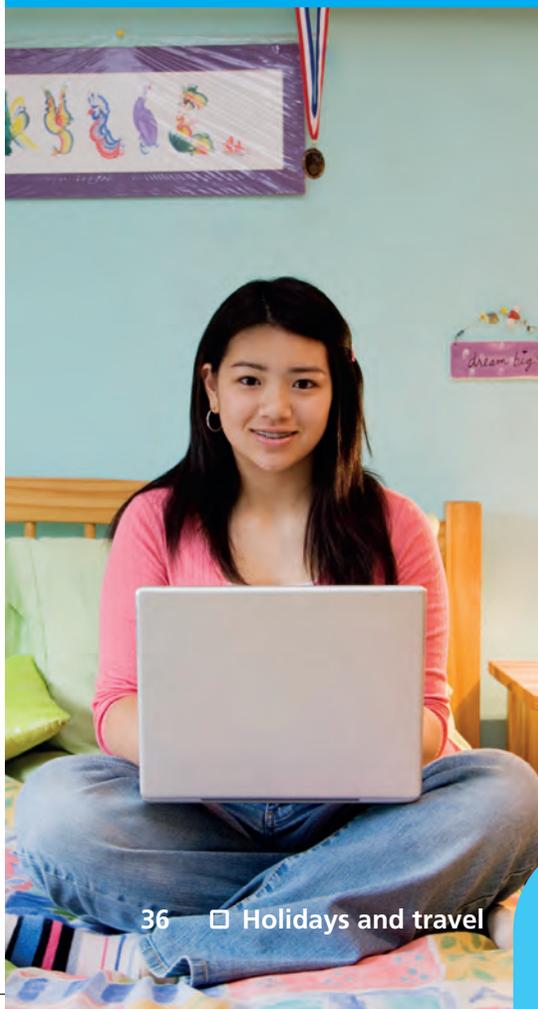
- 1 Jack is reading a \_\_\_\_.  
a comic    b magazine    c book
- 2 Megan \_\_\_\_ makes her bed.  
a always    b sometimes    c never
- 3 \_\_\_\_ always does the food shopping.  
a Megan    b Megan's mum    c Megan's dad
- 4 \_\_\_\_ enjoys cooking.  
a Jack    b Megan    c Jack and Megan
- 5 Megan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

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

You're making breakfast.

Yes, I am.

## Are you helpful around the house?



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

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

# LANGUAGE FOCUS Present continuous: questions • Present simple and present continuous

I can contrast present actions with routines.

3

## Present continuous: questions

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

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

### RULES

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

More practice ⇌ Workbook page 25

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. <sup>1</sup>\_\_\_\_  
He's reading a magazine now. <sup>2</sup>\_\_\_\_

### RULES

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

More practice ⇌ Workbook page 25

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



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

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

*How often does your sister make dinner?*

### Finished?

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

## SPEAKING □ Making requests and compromises

I can make requests and compromises.

- Mum Leah, can you **tidy your room**, please?  
 Leah Yes, but later, OK? I'm busy at the moment.  
 Mum Come on, Leah. What are you doing?  
 Leah I'm **watching something on TV**. It's really good.  
 Mum Leah! You need to **tidy your room now!**  
 Leah Please, Mum! Is it OK if I do it later?  
 Mum You always say that, Leah. When?  
 Leah I'll do it in ten minutes. I promise.  
 Mum I suppose so, but please don't forget to do it!  
 Leah OK! OK!



- 1 Look at the photo. What is Leah's mum saying?
- 2 1.29 Listen to the dialogue. What does Leah's mum want Leah to do?
- 3 Find the key phrases in the dialogue. Who says them?

### KEY PHRASES □ Making requests and compromises

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

- 4 1.30 Listen and repeat the key phrases. Stress the words in bold. Why do we stress words?
- 5 1.31 Listen to the sentences. What are the stressed words?
  - 1 This article is really interesting. (2 words)
  - 2 Sorry, I haven't got time now. (2 words)
  - 3 I'm helping Dad in the kitchen. (2 words)
  - 4 Can you do your homework? (1 word)
  - 5 I'm watching something on TV. (2 words)

- 6 Work in pairs. Practise the dialogue. Pay attention to the stressed words.
- 7 Work in pairs. Practise mini-dialogues using the key phrases.  
do your homework / play a computer game

Can you do your homework, please?

I'm playing a computer game at the moment.

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

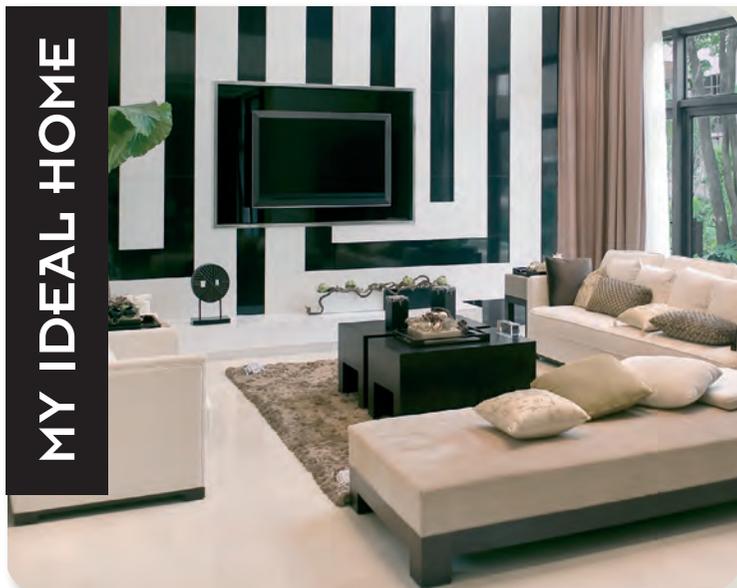
- 8 **ACTIVATE** Study the dialogue. Change the words in blue and practise your new dialogue with your partner. Use the ideas in exercise 7 or your own ideas.

## WRITING □ A perfect place to live

I can describe my ideal home.

3

### MY IDEAL HOME



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

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

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

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

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

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

#### KEY PHRASES □ Describing a place

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

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

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

#### □ RULES

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

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

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

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

#### □ WRITING GUIDE

##### A TASK

Write about your ideal home.

##### B THINK AND PLAN

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

##### C WRITE

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

**Paragraph 1:** Description

**Paragraph 2:** What's happening now

**Paragraph 3:** Favourite room

##### D CHECK

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

**MY COUNTRY** □ Adventure holidays

I can talk about activities on adventure holidays.

3

1 ● 1.32 Read the travel brochure. Then listen to the conversation. Which adventure holiday do the people choose?

2 ● 1.32 Listen again. Who said these things? Write *T* (Tanya), *S* (Serik), *H* (Henry) or *K* (Kate).

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

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

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

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

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

5 Report the statements.

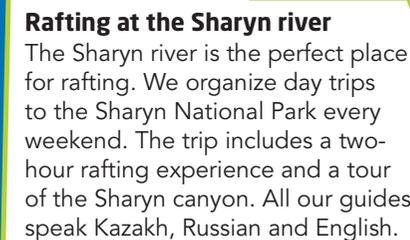
- 1 'I often go climbing.'  
He said \_\_\_\_\_.
- 2 'I'm good at snowboarding.'  
She said \_\_\_\_\_.
- 3 'Boris, we are taking the train to Semey.'  
They told \_\_\_\_\_.
- 4 'I live in Petropavl.'  
You said \_\_\_\_\_.
- 5 'I'm going home, Dana.'  
He told \_\_\_\_\_.

**ADVENTURE HOLIDAYS IN KAZAKHSTAN**



**1 Winter sports in Shymbulak**

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



**2 Rafting at the Sharyn river**

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



**3 Camel riding in the steppe**

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



**4 Climbing in the Tien Shan Mountains**

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

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

Do you like skiing?

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

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

CLIL □ Reading for pleasure: Poetry

I can understand metaphors in a poem.

3

1 Read the poem and answer the questions.

- 1 How many verses are there?
- 2 Has each line got the same number of syllables?
- 3 Do the words at the end of each line rhyme?

2  1.33 Listen and read the poem again. Where does the writer live: in a house, a castle, or a school?

# My home



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

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

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

My home is a café,  
sweet and warm.

My home is a castle,  
safe from attack.

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

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

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

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

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

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

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

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

Life

Life is a journey,

Every day is a new place.

## Vocabulary

### 1 Choose the odd word out in each group.

- |               |                     |             |
|---------------|---------------------|-------------|
| 1 hotel       | apartment           | bus         |
| 2 sightseeing | city                | shopping    |
| 3 mountains   | plane               | train       |
| 4 city        | lakes               | guest house |
| 5 train       | eating and drinking | sightseeing |

### 2 Choose the correct verbs.

- do / make / clear your bed
- clear / tidy / take the table
- take / tidy / make your room
- clear / clean / make the car
- take / do / make the shopping
- take / clean / do out the rubbish

## Language focus

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

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

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

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

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

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

## Communication

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

it's    is there    there is    where

Tom <sup>1</sup>        an email for me?

Olga Yes, <sup>2</sup>       .

Tom <sup>3</sup>       's the laptop?

Olga <sup>4</sup>        on my bed.

I'm    I suppose    is it    can you

Dad <sup>5</sup>        do the washing up, please?

Josh <sup>6</sup>        busy at the moment. <sup>7</sup>        OK if I do it later?

Dad <sup>8</sup>        so, but don't forget to do it!

## Listening

### 7 1.34 Listen to Ellen and Daisy and look at the sentences. Write *true* or *false*. Correct the false sentences.

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



- 1 Read Akbota's *Celebrity Quiz* and try to answer the questions. Then match the quiz questions with the answers.

# Roza Rymbayeva

A Celebrity Quiz by Akbota Baibatyrova

## HER LIFE

1. When and where was she born?
2. What was her father's job?
3. How many brothers and sisters does she have?

## HER MUSICAL CAREER

4. What was the name of her first pop band?
5. How old was she when she won her first musical award?
6. When did she become the People's Artist?

## HER IDEAS

7. What do people call her?
8. When and where did she get a Star?
9. What is her second profession apart from her singing career?



- ANSWERS
1. She was born in 1957 in East Kazakhstan Province.
  2. Her father was a railway worker.
  3. She has seven brothers and sisters.
  4. Her first pop band was Guldor (Flowers).
  5. She won her first musical award at the age of 18.
  6. She became the People's Artist in 1986 at the age of 28.
  7. They call her the 'Golden Voice of the Republic'.
  8. In 2005, she got a Star on the Star Square in Moscow.
  9. She also teaches at the Academy of Arts.

- 2 Make a quiz about a celebrity from TV, film, music or sport. Follow the steps in the project checklist.

### PROJECT CHECKLIST

- 1 Choose your celebrity.
- 2 Find out about him/her using magazines or the internet.
- 3 Write 8–10 questions about him/her. Think about his/her life, achievements and ideas. Organize your questions under headings. Make sure you have the answers to your questions!
- 4 Make a quiz with your texts and photos. Write your answers on a different piece of paper.

- 3 Exchange your quiz with the rest of the class. Who knows the most about your celebrity? Then give them the answers and ask them to match them with your questions. How fast can they do it?

# 4

## Space and Earth

### Start thinking

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

### Aims

#### Communication: I can ...

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

### Vocabulary

- Prepositions: movement
- Geographical features
- Space and Earth

### Language focus

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

### Creativity and skills



My country   
Space and Earth  
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CLIL  
Reading for pleasure:  
Stories  
[Page 53](#)



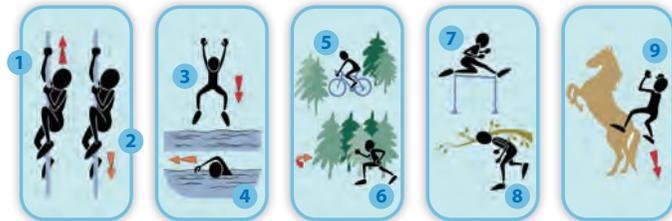
Cumulative review  
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## VOCABULARY Prepositions: movement

I can make and respond to suggestions.

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

across around down into off over through under up



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

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

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

climb cycle fall jump run swim walk

1 climb up

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

Did he sail **across** the Atlantic?

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

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

### KEY PHRASES Making and responding to suggestions

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

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

Shall we climb over that wall?

Yes, it looks easy.

### Finished?

Choose five places and invent adventures there.

Climb up the Ural Mountains and ski down them ...

# DAREDEVILS QUIZ

- 1 Some people like jumping **off / around / up** buildings, bridges and monuments (photo A). This activity is called ...
  - a base jumping.
  - b crazy jumping.
  - c basic flying.
- 2 Dave Kunst walked **into / around / down** the world. He walked ...
  - a 1,100 kilometres.
  - b 2,200 kilometres.
  - c 23,200 kilometres.
- 3 Drivers in the Paris–Dakar rally drive **down / across / under** the Sahara Desert. The Sahara is in ...
  - a Asia.   b Africa.   c Australia.
- 4 Downhill mountain bikers cycle **under / down / into** huge mountains (photo B). They use ...
  - a mountain bikes.
  - b hill bikes.
  - c BMX bikes.
- 5 Martin Strel, from Slovenia, swam **through / off / along** the River Amazon in 66 days. He swam ...
  - a 526 kilometres.
  - b 15,260 kilometres.
  - c 5,265 kilometres.
- 6 Firewalkers walk **around / across / into** hot coals (photo C). The coals are ...
  - a 50°C.   b 500°C.   c 5,000°C.
- 7 Stunt motorcyclists can jump **into / through / over** 50 or more cars. The record distance for a motorcycle jump is ...
  - a 18 metres.
  - b 58 metres.
  - c 98 metres.



## READING □ Daredevils

I can read about the history of a famous place.

1 Read the text. Which daredevils does it mention?

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

A new tightrope champion

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

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

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

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

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

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

- 1 What do you think of the daredevils in the text?
- 2 Which films that you've seen have stunts? Describe them.
- 3 What places in 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.

# LANGUAGE FOCUS was, were

I can talk about past events in my life.

4

- 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

- 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*.

More practice  Workbook page 31

- 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 past events using *was* and *were* and the words in the boxes.

When What Who Where

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

When was your last meal?

It was at half past seven.

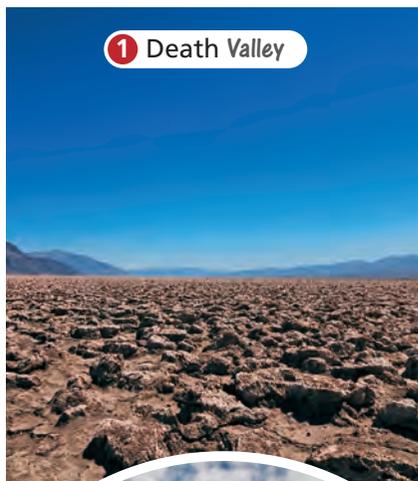
**Finished?**

Write five quiz questions about famous people.

Was Mukhtar Auezov a writer from Kazakhstan?

## VOCABULARY AND LISTENING □ Geographical features

I can talk about places in the world.



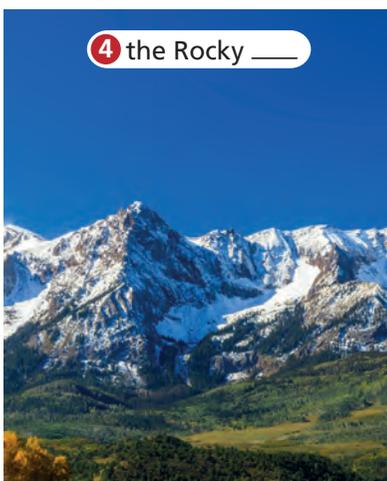
1 Death Valley



2 \_\_\_\_\_ Erie



3 the South \_\_\_\_\_



4 the Rocky \_\_\_\_\_



5 the Black \_\_\_\_\_



6 the \_\_\_\_\_ Amazon



7 the Sahara \_\_\_\_\_



8 Niagara \_\_\_\_\_



9 the Dead \_\_\_\_\_



10 the Pacific \_\_\_\_\_

- 1 2.05 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.

- Sherkala and Kok-Tobe are \_\_\_\_\_.
- It never rains in the Atacama \_\_\_\_\_.
- There isn't any land at the North \_\_\_\_\_.
- The Atlantic \_\_\_\_\_ is between America and Europe.
- There's a Red \_\_\_\_\_, a Black \_\_\_\_\_ and a Yellow \_\_\_\_\_.
- The Amazon is a \_\_\_\_\_ and a \_\_\_\_\_.

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

- From the North Pole to the United States.
- From Greenland to the North Pole.
- From the North Pole to the Equator.

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

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

- 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!*

# LANGUAGE FOCUS □ Past simple

I can talk about past events.

4

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 <i>-d</i> or <i>-ed</i> )	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.
- Which sentence has a past simple form of a regular verb?
  - Which sentence has a past simple form of an irregular verb?
  - Which sentence is in the past simple negative?

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

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

More practice ⇌ Workbook page 33

## 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 in your Workbook. Then add the verb to the table.
- Memorize five irregular verbs every week.

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

## A MEMORABLE LIFE



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

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

buy   get   graduate   have   leave

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

When did your dad leave school?

He left school in 1991.

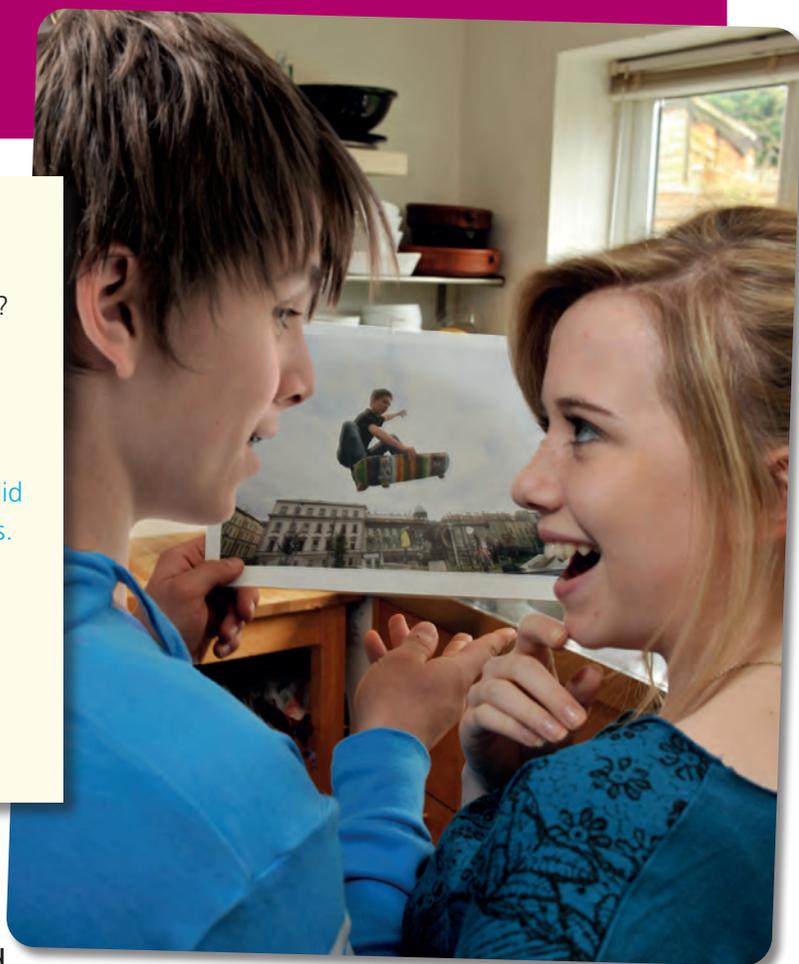
## □ Finished?

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.

- 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. <sup>1</sup>**This skateboarder jumped over a table.**
- Leah Oh! That's amazing! <sup>2</sup>**Where were you when you saw that?**
- Shaun I was <sup>3</sup>**on holiday in Madrid. These kids did some amazing tricks on their skateboards.**
- Leah Really? <sup>4</sup>**Why did they do that?**
- Shaun <sup>5</sup>**It was a show.**
- Leah Did you try it?
- Shaun You're kidding! <sup>6</sup>**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 <sup>1</sup>\_\_\_!                      <sup>3</sup>\_\_\_ done!  
Really?                                      That's <sup>4</sup>\_\_\_ \_\_\_ of you.  
You're <sup>2</sup>\_\_\_!

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

climb up Everest    dive with sharks    fly a helicopter  
meet Lionel Messi    see Demi Lovato  
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.

## WRITING □ A past event

I can describe an event in the past.

# 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.



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

#### KEY PHRASES □ Linking events

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

1 c 2... 3...

#### Language point: *there was, there were*

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

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

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

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

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

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

#### □ WRITING GUIDE

##### A TASK

Write three paragraphs about one of these events:

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

##### B THINK AND PLAN

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

##### C WRITE

Paragraph 1: Introduction *I remember ...*

Paragraph 2: Event *First ...*

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

##### D CHECK

- past simple forms
- linking words

## MY COUNTRY □ Space and Earth

I can write about the International Space Station.

4

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

planets star sun moon astronaut spacecraft  
launch gravity satellite cosmodrome galaxy

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

- 2 2.09 Complete the text with the numbers in the box. Then read, listen and check your answers.

1 2<sup>nd</sup> 6 13<sup>th</sup> 200 500<sup>th</sup> 1950s  
2001 2003 2015

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

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

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

Life on the International Space Station isn't easy. There is no gravity, which makes simple tasks like eating and drinking quite difficult. In the past, space food <sup>1</sup>\_\_\_\_\_ (serve) in tubes like toothpaste. Astronauts didn't like this. In the 1990s, new containers <sup>2</sup>\_\_\_\_\_ (design) by scientists and new methods for preserving food <sup>3</sup>\_\_\_\_\_ (invent). Nowadays, space food tastes much better. It

<sup>4</sup>\_\_\_\_\_ (dry) and carefully packaged, and modern containers are much better than the ones which <sup>5</sup>\_\_\_\_\_ (use) by astronauts in the past. The containers <sup>6</sup>\_\_\_\_\_ (place) on special trays and the food <sup>7</sup>\_\_\_\_\_ (eat) with a fork and spoon. Water <sup>8</sup>\_\_\_\_\_ (keep) in special containers, too. The containers <sup>9</sup>\_\_\_\_\_ (open) with scissors and the water <sup>10</sup>\_\_\_\_\_ (drink) with a straw.

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

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

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

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

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

## FROM BAIKONUR TO THE STARS

The Baikonur Cosmodrome **was built** in the <sup>1</sup>\_\_\_\_. 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 <sup>2</sup>\_\_\_\_ km east of the Aral Sea.

A lot of space missions **are launched** from the cosmodrome every year. Both Sputnik <sup>3</sup>\_\_\_\_ (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 <sup>4</sup>\_\_\_\_ expedition to the Mir space station. Another Kazakh astronaut, Taldat Musabayev, flew three missions – in 1994, 1998 and <sup>5</sup>\_\_\_\_. 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 <sup>6</sup>\_\_\_\_, the astronaut Aidyn Aimbetov **was selected** to fly on the Soyuz TMA-18M spacecraft to the ISS. This was the <sup>7</sup>\_\_\_\_ launch from Gagarin's Start. The launch was in 2015, but Aimbetov's journey to space began more than twelve years earlier. In <sup>8</sup>\_\_\_\_, 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 <sup>9</sup>\_\_\_\_ 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 <sup>10</sup>\_\_\_\_ September 2015.



## CLIL □ Reading for pleasure: Stories

I can understand description, narration and dialogue in an extract from a classic novel.

4

1 Check the meaning of the words in the box. Then look at the picture and predict which words will appear in the text.

wolves bears castle cottage howling roar coach train taxi

2  2.10 Read and listen to the text. Check your answers to exercise 1.

3 Read the information. Then match 1–3 with extracts a–c.

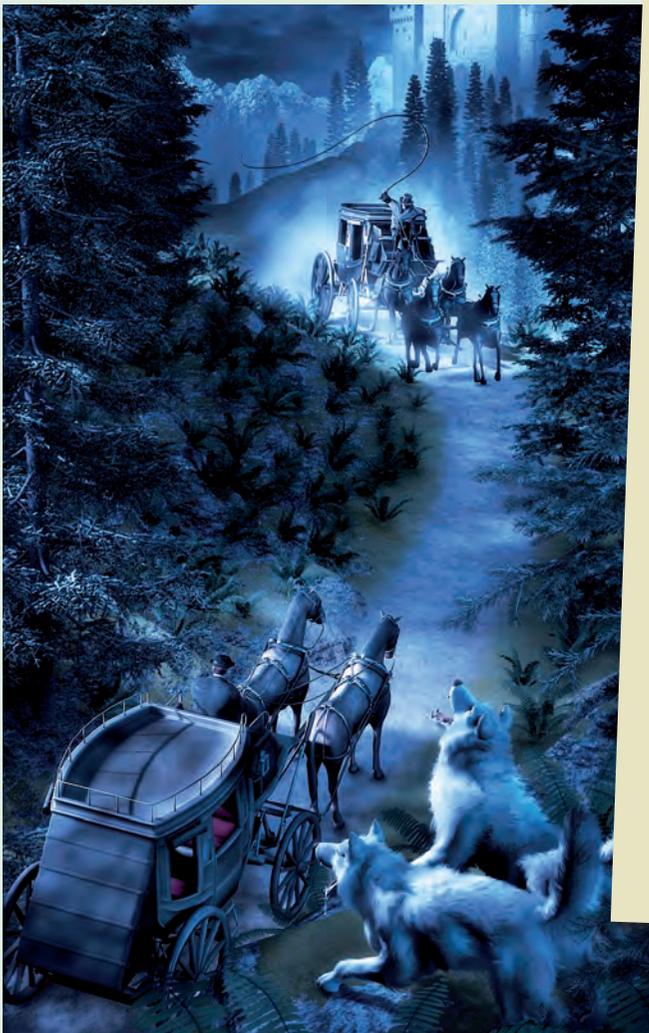
- 1 Description: what you can see, hear or feel
- 2 Narration: what happens
- 3 Dialogue: what people say

- a I arrived at a little town called Bistritz.
- b 'Where are you going?' they asked me.
- c There were mountains, trees and rivers everywhere.

4  Answer the questions.

- 1 What type of story is Dracula?
- 2 Do you know the story?
- 3 What is your favourite type of book?
- 4 Who is your favourite author?
- 5 Do you read books in English?

5 **ACTIVATE** Find some more examples of description, narration and dialogue in the text.



# DRACULA

## Chapter 1

And so, on 4<sup>th</sup> May, I arrived at a little town called Bistritz. Transylvania was a strange and beautiful place. There were mountains, trees and rivers everywhere. And somewhere high in the mountains was the Count's home, Castle Dracula. I had six hours to wait before the coach came to take me there, so I went into a little hotel. Inside the hotel it was warm and friendly. The people there were all laughing and talking.

'Where are you going?' they asked me.

'To Castle Dracula,' I replied.

Suddenly, the room was silent and everyone turned to look at me. I could not understand why they all looked afraid.

'Don't go there,' someone said.

'But I have to,' I answered. 'It's business.'

They began to talk again, but they were no longer laughing.

The coach arrived, and we travelled up into the mountains. Higher and higher it went, faster and faster. The sun was bright, but above the trees there was snow on the mountain tops. Then suddenly the sun went behind the mountains and everywhere was dark. In the forest around us, the wolves were howling. It was a terrible sound.

Suddenly, the coach stopped. A small carriage came down the narrow road on the right. Four black horses were pulling it, and the driver was dressed in black, with a black hat pulled down over his face.

'Where's the Englishman?' he called. 'I've come from Castle Dracula!'

He looked strange, standing there in the moonlight, and suddenly I was afraid. But it was too late. I could not go back now.

*Bram Stoker*

### Vocabulary

#### 1 Choose the correct words.

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

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

desert valley forest lake ocean pole

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

### Language focus

#### 3 Write an affirmative and a negative sentence for each picture using the past 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 DVD / play in a band

#### 54 □ Review Unit 4

#### 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 Complete the sentences. Use the past simple form of the verbs in brackets.

- 1 She \_\_\_ (fall) off her bike.
- 2 You \_\_\_ (not buy) any souvenirs.
- 3 I \_\_\_ (play) tennis yesterday.
- 4 They \_\_\_ (not go) on holiday last summer.
- 5 We \_\_\_ (watch) an interesting programme about the Niagara Falls.
- 6 This band \_\_\_ (become) 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

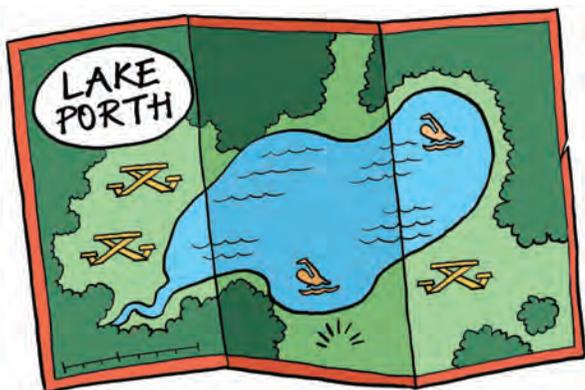
#### 7 2.11 Listen to Lucy and Clare. Complete the sentences with one, two or three words.

- 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.

### Listening

1 Look at the pictures and answer the questions.

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

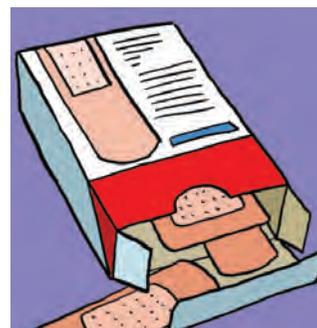


2 2.12 Listen to Alan, Bess and Lily talking about last weekend. Which is the correct picture?



3 2.12 Listen again. Write *true* or *false*. Correct the false sentences.

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



### Speaking

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

- Where was A when he / she had the accident?
- What did he / she do?
- What happened after the accident?
- 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 ...

# 5

## Reading for pleasure

### Start thinking

- 1 What was the last book you read?
- 2 Who is your favourite book character? Why?
- 3 Where is your favourite place to read?

### Aims

#### Communication: I can ...

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

### Creativity and skills



My country



Libraries

Page 64



CLIL

Reading for pleasure: Folk stories

Page 65



Project

A family history poster

Page 67

## VOCABULARY □ The written word

I can talk about language and literature.

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, etc.

2 2.13 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.

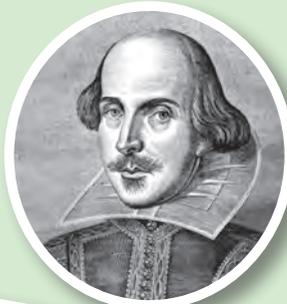
*Victor Frankenstein is a scientist who created a monster. He used parts of dead bodies to make the monster.*

# 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



## READING □ A Christmas Carol

I can understand an extract from a story.

### 1 Work in pairs. 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?

### 2 2.14 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 YOUR OPINIONS 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 by Charles Dickens? Look at the titles below. What do you think the books are about?

*Great Expectations*

*The Pickwick Papers*

*Oliver Twist*

## 58 □ Reading for pleasure



# 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

5

I can describe what was happening at a past event.

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

was standing    was wearing    were flaring  
wasn't listening

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

### ○ RULE

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

More practice ⇌ Workbook page 39

### STUDY STRATEGY ○ Spelling rules

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

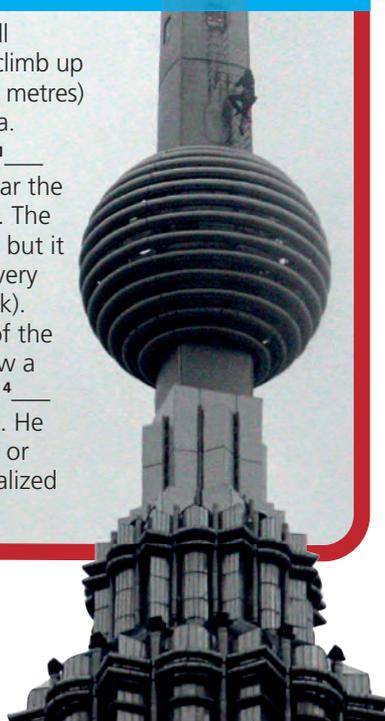
- |         |        |         |
|---------|--------|---------|
| 1 drive | 3 jump | 5 cycle |
| 2 run   | 4 fly  | 6 swim  |

- 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 <sup>1</sup> \_\_\_ (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 <sup>2</sup> \_\_\_ (not talk). They <sup>3</sup> \_\_\_ (look) at one of the towers. I looked and I saw a man on the building. He <sup>4</sup> \_\_\_ (climb) up the metal wall. He <sup>5</sup> \_\_\_ (not wear) a helmet or special clothes. Then I realized he <sup>6</sup> \_\_\_ (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.*

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

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

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



### ○ 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 ...*

## VOCABULARY AND LISTENING □ Antonyms

I can understand an extract from a novel.



# ALICE'S ADVENTURES IN WONDERLAND

by Lewis Carroll

### 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 2.15 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.

60 □ Reading for pleasure

### 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 <sup>1</sup>comfortable / uncomfortable for the Dormouse,' thought Alice while she was walking towards the table. 'But, as it's <sup>2</sup>asleep / awake, I suppose it doesn't mind.'

The table was a <sup>3</sup>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 <sup>4</sup>polite / rude of you to offer it,' said Alice <sup>5</sup>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 <sup>6</sup>rude / polite.'

The Hatter's eyes grew <sup>7</sup>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 <sup>8</sup>stopped / went on.

'I do,' Alice replied. 'At least I mean what I say—that's the <sup>9</sup>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.

### 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*.

More practice ⇌ Workbook page 41

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    .

More practice ⇌ Workbook page 41

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

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

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

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

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

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

#### ○ Finished?

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

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

## SPEAKING Your weekend

I can talk about experiences in the past.



- Shaun Hey, Gemma. How was your weekend?  
 Gemma Not bad thanks.  
 Shaun What did you do?  
 Gemma I went shopping on Saturday and bought 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!

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

- 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 \_\_\_

### 62 Reading for pleasure

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

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

1 *an hour ago*

[More practice](#) ⇌ [Workbook page 41](#)

- 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!

- ACTIVATE** Practise a new dialogue with a partner. Use the ideas in exercise 5 and your own ideas.

## WRITING □ A narrative text

I can write about a rescue.

5

# A Brave Rescue

<sup>1</sup>The rescue happened while we were on holiday in Australia last year. It was really amazing, and <sup>2</sup>I 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. <sup>3</sup>Suddenly, 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. <sup>4</sup>As soon as they saw the dog, they swam towards it on their surfboards.

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



### 1 Read the model text. Match information 1–6 with summaries a–f.

- how the rescue ended
- what the writer thought about the rescuers
- how the rescue started
- where the rescue happened
- how the writer felt about his/her photo
- how the accident happened

### 2 Complete the key phrases with the words in the box.

after   as soon as   suddenly   when   while

#### KEY PHRASES □ Linking events

- The rescue happened \_\_\_\_ we were on holiday.
- \_\_\_\_ they reached the dog, they put it onto a surfboard.
- \_\_\_\_ a few minutes, we saw the dog again.
- \_\_\_\_ they saw the dog, they swam out to it.
- \_\_\_\_, a huge wave crashed into them.

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

#### 3 Choose the correct words.

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

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

#### □ WRITING GUIDE

##### A TASK

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

##### B THINK AND PLAN

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

##### C WRITE

Paragraph 1: Introduction

*The rescue happened ...*

Paragraph 2: The people and the rescue

*There was ... / There were ...*

Paragraph 3: The end and your opinion

*The rescuers ...*

##### D CHECK

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

MY COUNTRY  Libraries

I can talk about books and libraries.

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 25<sup>th</sup> 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 \_\_\_\_.

4 Work in pairs. Tell your partner 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  2.17 Read and listen to the texts. Which one is from:

- a a diary   b a travel guide   c a blog

3  2.17 Read and listen to 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 NLRK?
  - It's the oldest library in Kazakhstan.
  - It's the biggest library in Kazakhstan.
- Which library is in Nur-Sultan?
  - The National Library of the Republic of Kazakhstan.
  - The Library of the First President of the Republic of Kazakhstan – Elbasy.

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 (NLRK) in Almaty. It has 5.5 million publications in different languages, including some very rare books and manuscripts.

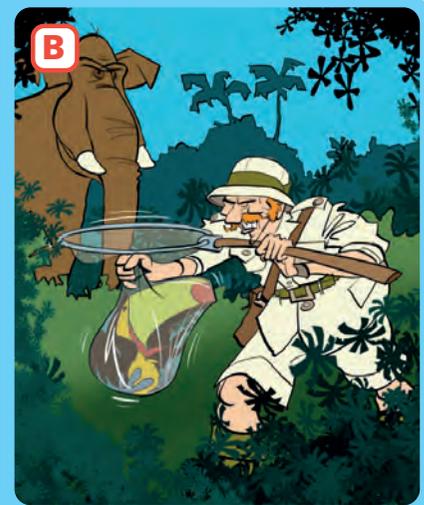
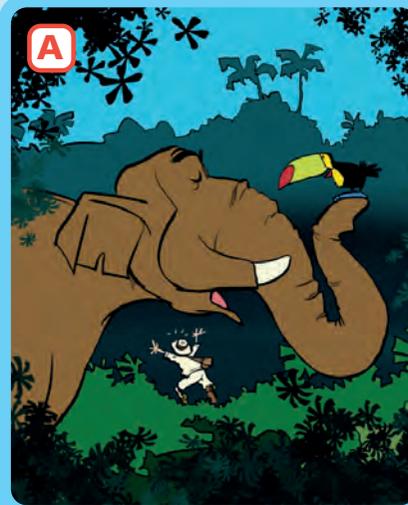
This is the Library of the First President of the Republic of Kazakhstan – Elbasy. The building is opposite the Presidential Palace in Nur-Sultan. Inside, there are quiet areas for reading and studying, a museum, a cinema and, of course, there are a lot of books.



# The bird AND THE ELEPHANT

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

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



1 2.18 Look at pictures A–D and put them in the correct order. Then listen and read and check your answers.

2 Read the story again and answer the questions.

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

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

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

A <sup>1</sup>\_\_\_ narrator is one of the characters, and participates in the story.

A <sup>2</sup>\_\_\_ narrator tells the story, but doesn't participate in it.

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

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

## 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 Write questions and short answers using the past continuous.

- 1 you / sleep / at nine o'clock yesterday morning
- 2 your teacher / have lunch / at twelve o'clock
- 3 your parents / work / on Sunday afternoon
- 4 your friend / do homework / last night
- 5 your neighbours / 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 mini-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 2.19 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.

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

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

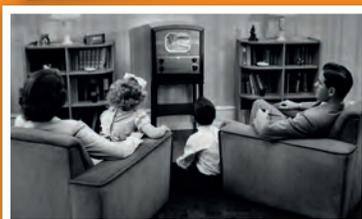
# My family history poster

by Katrina Hill



1

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



2

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



3

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



4

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



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

## PROJECT CHECKLIST

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

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

# 6

## VOCABULARY □ Entertainment and media

# Entertainment and media

### Start thinking

- 1 Which composers, painters and writers from Kazakhstan do you like?
- 2 Do you prefer to read a book or watch a film?
- 3 Which social media do you use?

### Aims

#### Communication: I can ...

- talk about different types of entertainment and media.
- understand a text about child prodigies.
- talk about past and present abilities.
- describe the qualities of things.
- use comparative and superlative adjectives.
- compare ideas for a present.
- write a biography of a person.
- write a film review.

### Vocabulary

- Entertainment and media
- Adjectives: qualities

### Language focus

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

### Creativity and skills



My country   
Entertainment and media  
↔ Page 76



CLIL  
Natural science: Adapting to the environment  
↔ Page 77



Cumulative review  
Welcome unit – Unit 6  
↔ Page 79

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  2.20 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  2.21 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 Whizz-kids

I can understand a text about child prodigies.

-  What does prodigy mean? Do you know the names of any prodigies?
  -  2.22 Read and listen to the text. Then choose the correct summary.
- The author of the text describes:
- how different the life of a prodigy is.
  - how prodigies study at university.
  - how to become a prodigy.
- Read the text again and complete the sentences with one, two or three words.

Wendy Vo was very good at *languages*.

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

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

break   start   make   take

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

- ABOUT YOU** Ask and answer the questions.

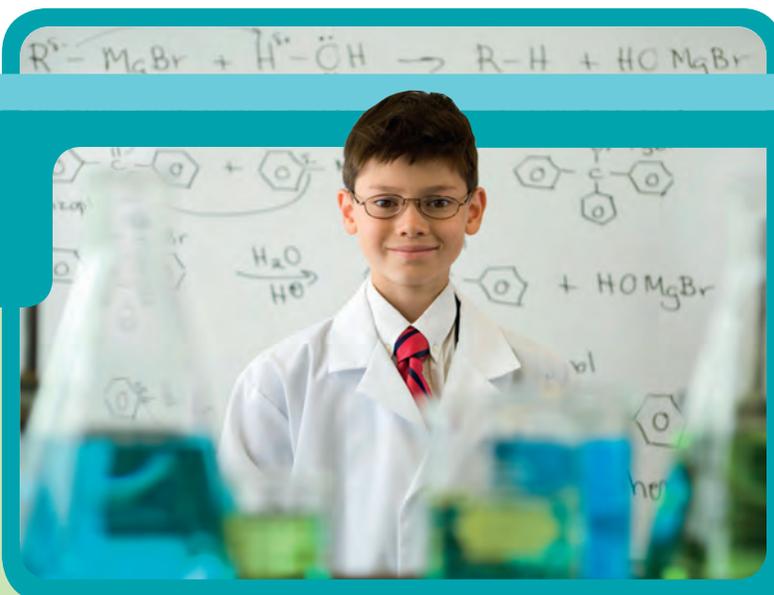
- How often do you take English exams?
- How often do you take a break when you revise for exams?
- Would you like to start university at your age? Why / Why not?
- Did you make friends quickly in this class?
- Do you want to break a record? What is it?
- Which decisions are difficult for you to make?

## PRODIGY!

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

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

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



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

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

# LANGUAGE FOCUS □ Ability: *can* and *could* • Questions with *How ... ?*

I can talk about past and present abilities.

6

## Ability: *can* and *could*

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

They **can** do things that many adults <sup>1</sup> \_\_\_ do.

Wendy Vo <sup>2</sup> \_\_\_ speak eleven languages.

She <sup>3</sup> \_\_\_ brush her teeth by herself.

[More practice](#) ⇌ [Workbook page 47](#)

2 Choose the correct words.

### ○ RULES

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

3 Complete the sentences with the words in the box.

can   can't   could   couldn't   couldn't

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

## Questions with *How ... ?*

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

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

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

far   fast   **high**   long   long   many times



Danny Way jumped seven metres high on a skateboard.

**How high did Danny Way jump?**

- Samantha Druce, 12, swam 33.8 kilometres across the English Channel.
- Jef Sarver played a guitar for 48 hours.
- Yam Bhandari's hair is 2.9 metres long.
- Chris Carr travelled at more than 600 kilometres per hour on a special motorcycle.
- Ang Rita Sherpa climbed Everest five times between 1983 and 1996.

[More practice](#) ⇌ [Workbook page 47](#)

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

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

How far can you swim?

I can swim about two kilometres.

### ○ Finished?

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

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

## VOCABULARY AND LISTENING □ Adjectives: qualities

I can describe the qualities of things.

- 1 ● 2.23 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 ● 2.24 Listen to Sophie and Joe talking about animals. Which animal that they talk about is **not** in the photos?



- 4 ● 2.24 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 ● 2.24 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	<sup>1</sup> ___	the fastest
	big	<sup>2</sup> ___	the biggest
	rare	rarer	the rarest
	noisy	noisier	the <sup>3</sup> ___
Long adjectives	artistic	<sup>4</sup> ___	the most artistic
	intelligent	more intelligent	<sup>5</sup> ___
Irregular adjectives	good	better	the best
	bad	worse	the worst

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

The elephant is more artistic than me.

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

Elephants are the most intelligent animal.

## ○ RULES

- We often use \_\_\_ after comparative adjectives.
- We often use \_\_\_ before superlative adjectives.

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

Spelling rules		
Type of adjective	Rule	Examples
Most short adjectives	Add <i>-er</i> / <i>-est</i>	faster / <sup>1</sup> ___
Short adjectives that end in <i>-e</i>	Add <i>-r</i> / <i>-st</i>	<sup>2</sup> ___ / 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>	<sup>3</sup> ___ / biggest

More practice ⇨ Workbook page 49

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** Ask and answer questions about the animals in exercise 4 using 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.

- 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 <sup>1</sup>\_\_\_ to talk about obligation and we use <sup>2</sup>\_\_\_ to give advice.

#### 1 Who are the most famous artists from your country? Have you got any posters of their work?

#### 2 2.25 Listen to the dialogue. Does Gemma agree with Shaun about the posters?

#### 3 2.26 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 this CD.
- 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 CD clothes jewellery  
bag computer game DVD

## 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** 18<sup>th</sup> 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.

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

- How Jane Austen started writing
- Jane Austen's style of writing and her most famous books
- Jane Austen's likes and dislikes
- How Jane Austen is still famous today
- A summary of Jane Austen's life

**2** Study the model text and find the time expressions in **blue**. Then match 1–6 with a–f.

#### KEY PHRASES Writing a biography

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1 She was born in ...          | a 18 <sup>th</sup> 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 sixteen, she ...    |

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

#### WRITING GUIDE

##### A TASK

Write a biography. Use the notes on Hergé or details about another writer you admire.

##### B THINK AND PLAN

- Where and when was he born?
- Where did he grow up?
- When did he die?
- Where did he study?
- What did he do as a job?
- What is his most famous character? How many books did he write?
- Why were the books successful?
- Is Tintin still famous? Why?

##### C WRITE

Paragraph 1: Summary of life

*Hergé was born in ...*

Paragraph 2: Education and work

*He studied at school in ...*

Paragraph 3: Most famous for ...

*His most famous cartoon character is ...*

Paragraph 4: How he is famous today

*Today, the Tintin books ...*

##### D CHECK

- comparative and superlative forms
- time expressions

## HERGÉ

writer and artist

**BORN:** Brussels, Belgium, 1907

**REAL NAME:** Georges Remi

**LIVED:** in Belgium, travelled all over the world

**DIED:** Brussels, Belgium, 3<sup>rd</sup> 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.



MY COUNTRY  Entertainment and media

I can write a film review.

6

- 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  2.27 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 Arynбек 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.

# ANIMAL MIGRATION

Animals **adapt** to their environment in different ways. Some change their appearance, for example arctic foxes, which become white in the winter. Others, such as cobras, produce substances like venom to help them **feed**. However, some animals adapt in a different way – they travel thousands of miles to a different **habitat**. This is called migration. Animals **migrate** for different reasons. Some, such as salmon, travel from the ocean to rivers to **breed**, because it's safer for their young there. Others, such as monarch butterflies, migrate south to spend the winter in a warmer habitat. Migration is one of the most amazing phenomena in the animal kingdom.



1 ● 2.28 Read and listen to the text. Then match the words in blue with definitions 1–5.

- 1 produce young animals
- 2 place where an animal lives
- 3 move to another place to live
- 4 eat
- 5 change



grey whale



arctic tern

2 ● 2.29 Look at the map. Then listen and choose the correct migration route for the grey whale and the arctic tern.

3 ● 2.29 Listen again and complete the table.

Animal	Migrates from	Migrates to	Distance	Time of journey
Grey whale	1__	Pacific Ocean, Mexico	9,000 kilometres	2__ months
Arctic tern	Shetland	3__	4__ kilometres	2–3 months

4 🌐 **ACTIVATE** Work in pairs. Find out about an animal that migrates. Complete the table in exercise 3 for your animal. Then compare your animal with another group's animal.

**Vocabulary**

**1** Complete the sentences with the correct form of the words in the box.

compose   paint   dance   act   write

- 1 JK Rowling became a \_\_\_ in 2003. In the next five years, she \_\_\_ five books.
- 2 Shamshi Kaldayakov was a \_\_\_\_. He \_\_\_ the music for the national anthem of Kazakhstan.
- 3 My sister is a great \_\_\_\_. She can \_\_\_ flamenco, ballet and salsa.
- 4 Sean Connery was a great \_\_\_\_. He \_\_\_ the part of James Bond.
- 5 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_gh_t         | d r_r__          |
| 5 c__mm__n       | e h__vy          |
| 6 __ggr__ss__v__ | f f__st          |

**Language focus**

**3** Complete the sentences with the words in the box.

can   can't   could   couldn't  
how many   must   should

- 1 You \_\_\_ turn off mobile phones in exams. It's one of the rules!
- 2 '\_\_\_ you swim when you were four?'  
'No, I \_\_\_\_. I learned when I was six.'
- 3 '\_\_\_ languages \_\_\_ your parents speak?'  
'Only English. They \_\_\_ speak any other languages.'
- 4 'Have you got any advice?'  
'Yes, you \_\_\_ tell your teacher.'

**4** Write comparative and superlative sentences about the dogs.

	Whippet	Ridgeback	St Bernard
			
Weight	★★★	★★★★	★★★★★
Top speed	★★★★★	★★★	★★
Rare	★	★★★★★	★★
Aggressive	★	★★★★	★★

- 1 The St Bernard / rare / the Whippet
- 2 The Whippet / fast
- 3 The St Bernard / common / the Ridgeback
- 4 The Ridgeback / aggressive
- 5 The Ridgeback / rare
- 6 The Ridgeback / slow / the Whippet

**Communication**

**5** Complete the dialogue with the words in the box.

should   she's into   about this  
do you think   who's it   this one's

- Rachel** You know a bit about classical music, Sue. What <sup>1</sup>\_\_\_ of this CD?
- 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. <sup>2</sup>\_\_\_ classical music.
- Sue** OK. <sup>3</sup>\_\_\_ better, I think.
- Rachel** <sup>4</sup>\_\_\_ by?
- Sue** Beethoven again. It's his Fifth Symphony.
- Rachel** What <sup>5</sup>\_\_\_ one? His Ninth Symphony.
- Sue** No, you <sup>6</sup>\_\_\_ get her the Fifth Symphony.

**Listening**

**6**  **2.30** Listen to the conversation and look at the sentences. Write *true* or *false*. Correct the false sentences.

- 1 Tom's parents think their house is too small.
- 2 Tom had a cat.
- 3 Tom likes taking dogs for a walk.
- 4 Martha thinks Tom should get a dog.
- 5 Tom is moving closer to school.
- 6 Tom is moving into Martha's road.



### 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 2.31 Listen to the biographies of three famous people. Which of the jobs in exercise 1 are not mentioned?

3 2.31 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.

<b>A</b> Can you help me choose ..., please?	<b>B</b> How about ...?
<b>A</b> I'm not very keen on ...	<b>B</b> Are you into ...?
<b>A</b> Reply.	<b>B</b> Ask about A's favourite authors.
<b>A</b> Reply.	<b>B</b> Suggest another book.
<b>A</b> 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)

# 7

## Natural disasters

### Start thinking

- 1 What's a roller coaster? Is it fun or scary?
- 2 What is arachnophobia?
- 3 What's the most dangerous job in the world?

### Aims

#### Communication: I can ...

- explain how I feel about activities.
- talk about fears and phobias.
- talk about experiences.
- talk about injuries I've had.
- ask about people's experiences and react to their answers.
- help someone with an injury.
- describe an accident.
- talk about stories.

#### Vocabulary

- Feelings
- Injuries

#### Language focus

- Modifiers
- Present perfect: affirmative and negative
- Present perfect: questions
- *so* and *because*
- *for* and *since*

### Creativity and skills



#### My country

Traditional stories

[Page 88](#)



#### CLIL

Natural science:  
Natural disasters

[Page 89](#)



#### Project

A proposal: sports facilities

[Page 91](#)

## VOCABULARY Feelings

I can explain how I feel about activities.

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.

[More practice](#) [Workbook page 55](#)

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 spiders?

# Risks and danger

7

## How adventurous are you?



### 2 Martial arts and adventure sports

- a I like martial arts and I've tried one of these sports: climbing, mountain biking or skiing.
- b I've often wanted to try climbing or skiing.
- c I'm **not at all** enthusiastic about martial arts or adventure sports.



### 1 Thrills

- a I love scary roller coasters. I'm not worried about anything. I'll try anything once.
- b I'll try things if they aren't too scary, but I'm frightened of things that are high or fast.
- c I hate roller coasters! I prefer to have my feet on the ground.

### 3 New experiences

- a I'm **very** fond of exotic food, especially Chinese and Indian food.
- b I've tried one or two new dishes this year.
- c I'm not good at eating spicy food, like curry.



### 4 In the wild

- a I like being outside in a storm in the dark. It's great!
- b I'm **not very** keen on being outside in a storm.
- c I never go out in a storm and I don't like the dark.

### 5 Phobias

- a I'm **really** interested in insects. I've had spiders and insects on my hand. I'm not scared of them.
- b I've touched a spider or insect, but I wasn't happy about it!
- c I'm scared of spiders and insects. I don't go near them.

### 6 Speaking in public

- a I often speak in English in front of my class. I'm not really scared of speaking in public.
- b I've spoken English in front of my class, but it isn't fun. I get **quite** stressed-out about it.
- c I never speak in front of the class in any language. I'm bad at speaking in public.



## KEY

- Mostly a:** You love risks and danger! You're definitely adventurous, but be careful. Life isn't just a game.
- Mostly b:** You aren't scared of danger and you enjoy adventure, but you don't take unnecessary risks.
- Mostly c:** It's good to respect danger, but a life without risks is boring. Why not try an adventure sport or some exotic food? You might discover a new 'you'.

## READING □ Arachnophobia

I can talk about fears and phobias.

# Feel the fear!

I hate spiders. A lot of people dislike spiders, but I'm really scared of them. If there's a spider in a room, I won't go in. I have stayed at friends' houses three times because there were spiders in our house. It sounds **ridiculous**, but if you haven't got a phobia, you won't understand. I have got a phobia – arachnophobia.

Two months ago, I went with my mum to see a specialist called Mark Tanner. Mark has helped a lot of patients with phobias. Some patients had 'normal' phobias, like being frightened of dogs, or snakes, or the dark. Some patients had really **weird** ones, like phobias of bananas, or eating in public. He's helped a girl with a phobia of school as well. She hasn't been at school this year!

I've seen the specialist a few times and he's been really helpful. First, we looked at photos of spiders, and then we watched spiders on a DVD. Next, he gave plastic spiders to my family and they hid them around the house. That was really **unpleasant**, but it's made me much less **phobic**. I also wrote in my 'spider diary' every time I saw a **real** spider.

I've looked at hundreds of spiders with Mark and my phobia has improved a bit. That's the idea of 'exposure therapy'. After you've seen a thousand spiders, you aren't scared of them anymore. Next week, Mark says that I must touch one. I don't think I'm ready for that! I haven't touched a spider before and I don't know if I can. We'll see ...

by Georgia Bushell, Birmingham



### Some phobias and their names

- fear of flying – aerophobia
- fear of thunderstorms – brontophobia
- fear of being in a small space – claustrophobia
- fear of dentists – dentophobia
- fear of teenagers – ephebiphobia
- fear of snakes – ophidiophobia

### 1 Answer the questions.

- 1 What are you scared of?
- 2 Have you got any phobias?
- 3 What is the difference between a fear and a phobia?

### 2 3.02 Read and listen to the text. How can you cure a phobia?

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

- 1 There were spiders at Georgia's house.
- 2 Georgia was Mark Tanner's first patient.
- 3 Some people are scared of eating in public.
- 4 Georgia's family hid real spiders at home.
- 5 Georgia is less scared of spiders now.
- 6 Georgia is definitely going to touch a spider.

### 4 BUILD YOUR VOCABULARY Find adjectives 1–5 in **blue** in the text. Then match them with definitions a–f. There is one definition you do not need.

- |              |                           |
|--------------|---------------------------|
| 1 ridiculous | a having a phobia         |
| 2 weird      | b existing, not imaginary |
| 3 unpleasant | c being scared of spiders |
| 4 phobic     | d very silly, absurd      |
| 5 real       | e not nice                |
|              | f unusual, strange        |

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

- 1 What do you think of spiders and insects?
- 2 What do you think is unpleasant?
- 3 Is it ridiculous to be scared of flying?
- 4 Are you scared of anything that isn't real? What?

# LANGUAGE FOCUS Present perfect: affirmative and negative

7

I can talk about experiences.

1 Complete the sentences from the text on page 82. Then choose the correct answers in the rules.

- He \_\_\_ a girl with a phobia of school.
- I \_\_\_ the specialist a few times.
- It \_\_\_ me much less phobic.
- After you \_\_\_ a thousand spiders ...

### 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.

More practice  $\leftrightarrow$  Workbook page 55

### STUDY STRATEGY Checking and learning past participles

2 Complete the table with the past simple and past participle forms of the verbs in the box.

do speak find go **help** look see  
make play stay touch visit

Past simple and past participle forms	
regular	irregular
help - helped - helped	do - did - done

3 Work in pairs. Cover your tables and test your partner. What are the past simple and past participle forms of the verbs in exercise 2?

Do

Do - did - done

4 Complete the sentences using the present perfect form of the verbs.

The specialist **has helped** Georgia. (help)

- I \_\_\_ Mark Tanner a few times. (see)
- They \_\_\_ about their phobias. (not speak)
- You \_\_\_ at her house. (not stay)
- We \_\_\_ at a lot of spiders. (look)
- Georgia \_\_\_ a spider before. (not touch)

5 Complete the text using the present perfect form of the verbs in the box.

go have not find not speak see upset visit

## School phobia

Peter Ford <sup>1</sup> \_\_\_ to school only three times in three months. He <sup>2</sup> \_\_\_ two different specialists, but they <sup>3</sup> \_\_\_ a solution to his problem. Peter is terrified of school, but he <sup>4</sup> \_\_\_ to many people about his problems. The police <sup>5</sup> \_\_\_ Peter's parents because it's illegal not to go to school.

In Britain, about 1.3% of teenagers aged 14–16 have a phobia of school, or *didaskaleinophobia*. A lot of them are scared of school because they are worried about being away from home. This sometimes happens because something <sup>6</sup> \_\_\_ them in their life, like moving house, changing schools, or because they <sup>7</sup> \_\_\_ problems with friends or family.



6 **ACTIVATE** Work in pairs. Talk about experiences 1–8. Use the words in the box and the affirmative and negative forms of the present perfect.

Everyone My friends I My mum / dad Nobody  
One of my friends One or two people in my class

- see a shark
- visit the USA
- save ₹200
- drive a car
- win a competition
- have a pet insect
- study English
- live in another country

One of my friends has seen a shark.

### Finished?

Write six ridiculous sentences about experiences.

I've met President Joe Biden!

I haven't done any homework this year!

## VOCABULARY AND LISTENING □ Injuries

I can talk about injuries I've had.

- 1 Check the meaning of the words. Then complete the table.

Verb	Past participle <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 3.03 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 3.03 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** <sup>1</sup> Venomologist

**Dan Murphy** <sup>3</sup> Fisherman

**Ted Amber** <sup>2</sup> Volcanologist

**Jill Brown** <sup>4</sup> Farmer

A

B

C

D

# LANGUAGE FOCUS Present perfect: questions

I can ask about people's experiences and react to their answers.

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.*

More practice  Workbook page 57

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  3.04 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! <sup>1</sup>\_\_\_\_ you?

That's <sup>3</sup>\_\_\_\_ !

So <sup>2</sup>\_\_\_\_ !

<sup>4</sup>\_\_\_\_ have I.

6 **ACTIVATE** Work in pairs. Ask and answer the questions in exercise 4 using the key phrases.

Have you ever done a stunt?

No, I haven't.

Neither have I.

### Finished?

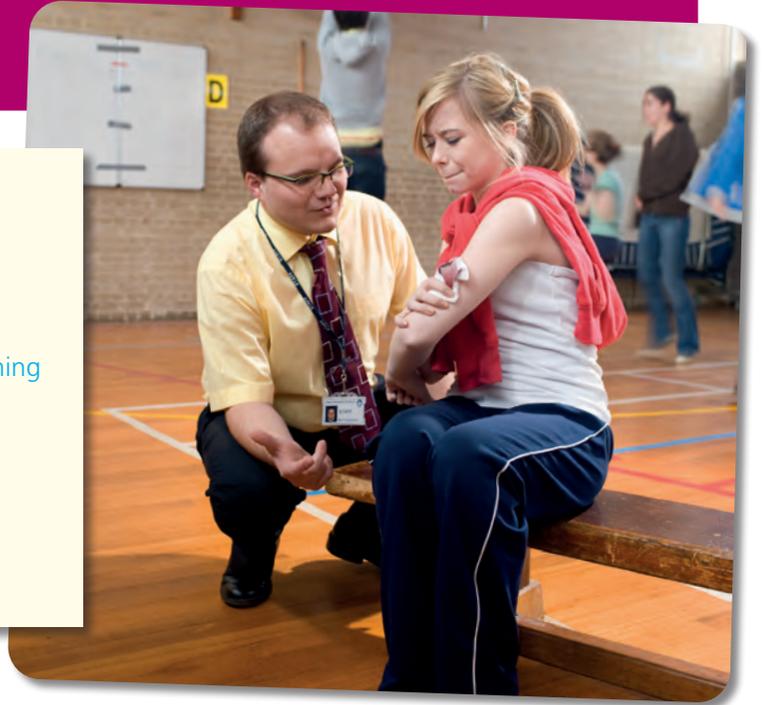
**Invent jobs for your friends. Write about their experiences.**

*Oraz is a volcanologist. He's travelled to Hawaii.*

## SPEAKING □ Helping with problems

I can help someone with an injury.

- Teacher Leah, what's wrong? Are you OK?  
 Leah I've <sup>1</sup>hurt my arm.  
 Teacher Have you broken it?  
 Leah No, I've <sup>2</sup>cut it.  
 Teacher How did that happen?  
 Leah It was an accident. <sup>3</sup>I fell while I was running to the basketball game.  
 Teacher Oh, right. Have you <sup>4</sup>cleaned it?  
 Leah Yes, I have, but it hurts.  
 Teacher Do you need help?  
 Leah <sup>5</sup>No, I think I'll be OK.  
 Teacher Mmm. Maybe you need to <sup>6</sup>see a nurse.



- 1 ● 3.05 Look at the picture. What has happened? Listen to the dialogue and check. Then practise the dialogue with a partner.

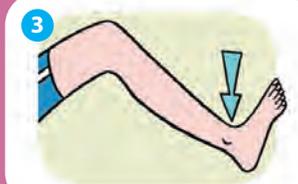
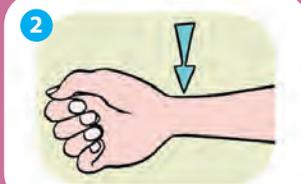
- 2 Match key phrases 1–4 with a–d.

### 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

- 1 Read the email and find three examples of the present perfect and three examples of the past continuous.
- 2 Match descriptions 1–5 with parts of the email A–E.
  - 1 What she was doing when the accident happened. **C**
  - 2 Greetings and introduction.
  - 3 Where and when the accident happened.
  - 4 What's happened since the rescue.
  - 5 What happened as a result of the accident.
- 3 Match key phrases 1–5 with meanings a–f. There is one meaning that you do not need.

### KEY PHRASES ✉ Writing emails

- |                               |                                     |
|-------------------------------|-------------------------------------|
| 1 How's it going?             | a Has (name) written/spoken to you? |
| 2 Have you heard from (name)? | 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.                          |

### Language point: so and because

#### 4 Complete the examples and rules with so or because.

- 1 I'm really bored now \_\_\_ I'm still in hospital.
- 2 It was getting dark, \_\_\_ we were hurrying.

#### ○ RULES

- 1 We use \_\_\_ to give a reason.
- 2 We use \_\_\_ to explain a result.
- 3 We use a comma before \_\_\_ but not before \_\_\_.

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

### ○ WRITING GUIDE

#### A TASK

Imagine that you have had an accident while you were playing football or basketball. Write an email to a friend.

#### B THINK AND PLAN

Check the meaning of the words. In what order will you put the words in your email?

*ambulance fall over broken ankle  
score a goal/a basket kick/throw hospital*

#### C WRITE

- 1 Greetings and introduction.
- 2 Where the accident happened.
- 3 What you were doing when the accident happened.
- 4 The result of the accident.
- 5 What's happened since the accident.

#### D CHECK

- informal phrases
- *because* and *so*
- use of present perfect and past tenses

# 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.

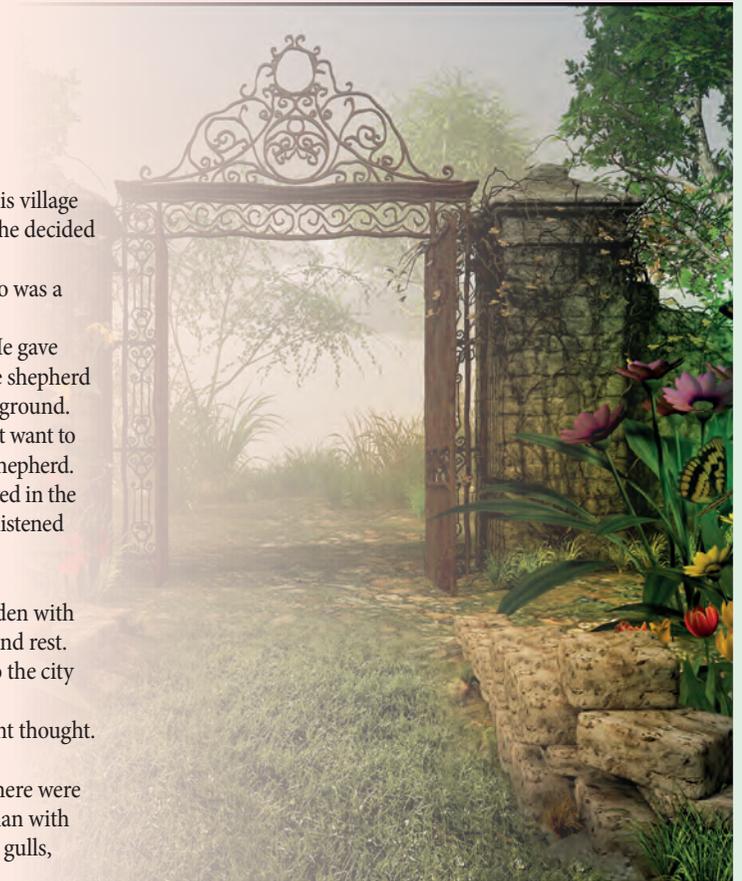
'We've argued about this gold **since** we found it,' said the shepherd. 'Please help us.'

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** 3.06 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?

CLIL □ Natural science: Natural disasters

I can understand a text about earthquakes.

7

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

- flood tsunami avalanche earthquake  
drought forest fire hurricane landslide

2 3.07 Read and listen to the text. Then answer the questions.

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

3 Match the words in blue in the text with definitions 1–6.

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

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

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

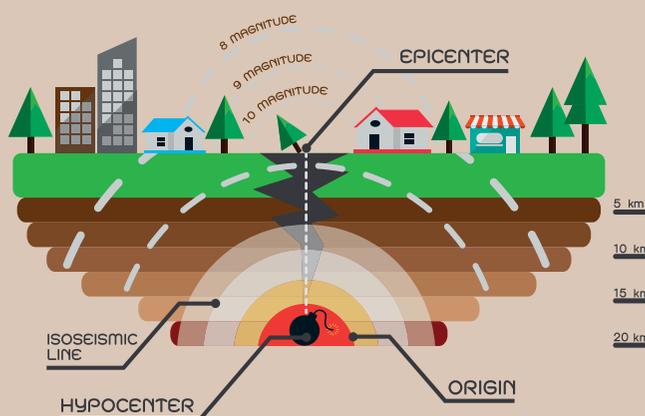
# EARTHQUAKES

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

The location below the Earth's surface where the earthquake starts is called the hypocentre, and the location directly above it on the surface of the earth is called the epicentre. Scientists use a special instrument called a seismograph and a system called the Richter scale to record and measure the strength of an earthquake. The largest recorded earthquake occurred in Chile on 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 don't feel them.

The most dangerous earthquakes are the ones that **occur** near big cities. The city of Almaty in Kazakhstan, for example, is located close to a zone where two tectonic plates meet: the Eurasian plate and the Indian plate. Almaty was destroyed or



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



### Vocabulary

#### 1 Choose the correct words.

- 'I'm not **interested** / **bad** / **fond** in horror films.'  
'Neither am I. They're usually **worried** / **phobic** / **ridiculous**.'
- 'Are you **phobic** / **good** / **interested** about anything?'  
'Yes, I'm **scared** / **bad** / **good** of dogs!'
- 'Is she **worried** / **stressed out** / **fond** of spiders?'  
'No, she thinks they're really **unpleasant** / **phobic** / **real**.'
- 'What are you **bad** / **worried** / **good** about?'  
'My best friend has sent me a **weird** / **fond** / **scared** text message.'
- 'Maths is a **real** / **worried** / **phobic** problem for me.'  
'Me too. I'm really **fond** / **interested** / **bad** at it.'

#### 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 Choose the correct words.

- I'm **not at all** / **quite** / **very** enthusiastic about rollercoasters. They're horrible and scary!
- I love cakes and I'm **not very** / **not at all** / **really fond** of chocolate cakes.
- My doctor **isn't very** / **is very** / **is really** worried about me. He says I'll be OK soon.
- I'm **quite** / **really** / **not at all** interested in films. I sometimes go to the cinema, but not often.
- She's **quite** / **very** / **not very** good at running. She won all the races last year.
- You're **not at all** / **really** / **not very** stressed-out about something. What's wrong?

#### 4 Complete the sentences using the present perfect form of the verbs.

- You don't know Lee. You \_\_\_ him. (not meet)
- He loves scary places. He \_\_\_ a few volcanoes! (visit)
- We'll be late. Our bus \_\_\_. (not arrive)
- I'm quite good at basketball. I \_\_\_ for our school three times. (compete)
- It's my first Spanish lesson today. I \_\_\_ Spanish before. (not study)

#### 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 <sup>1</sup>w\_ \_ \_g?  
 Lisa I think I've <sup>2</sup>b\_ \_ \_ \_n my finger.  
 Amy How did that <sup>3</sup>h\_ \_ \_ \_n?  
 Lisa It was an <sup>4</sup>a\_ \_ \_ \_ \_t.  
 Amy Are you OK?  
 Lisa Yes, I <sup>5</sup>t\_ \_ \_k so.  
 Amy Maybe you <sup>6</sup>n\_ \_d to go to hospital.

### Listening

#### 7 3.08 Listen to Luke and Sara talking about their jobs and complete the table.

	Luke	Sara
Job	Diving instructor	<sup>3</sup> ___
Feeling about job	<sup>1</sup> ___	<sup>4</sup> ___
Injury	<sup>2</sup> ___	<sup>5</sup> ___



1 Read the proposal. What's your opinion of Yernur's solutions?

### Proposals for sport in Taldykorgan by Yernur Torekhanov

I live in Taldykorgan. We've got ₸10,000,000 to improve the sports facilities. If we spend it on the right things, our town will be much better for everyone. What do you think of my proposals?



#### Swimming facilities

There is a successful swimming team in Taldykorgan, but the town swimming pool is too small. If we build a new swimming pool, it will definitely use all of the money.

**Proposal:** The council should find business sponsors. If they give 50% of the money, then we'll build a swimming pool and still have money for other projects.

Now give your opinion.



#### Making sports affordable

There are many sports facilities in Taldykorgan, but most of them are old and need renovation. There's a leisure centre in the town, but it's too expensive and not many young people use it. It also has lots of sports that people don't know about, such as trampolining.

**Proposal:** They should buy modern equipment for the sports centre and they should offer lower prices for students. If the sports centre organizes short courses in the summer holidays, people can have a go at the new sports.

Now give your opinion.



#### Improving the local youth centre

There aren't many things for young people in Taldykorgan, but there's a youth club. It's a good place because a lot of people come here, especially in winter, but the rooms are dirty and boring. There's lots of space outside, but nobody uses it.

**Proposal:** They should use the outside space for a basketball court and a skatepark. If there is something good outside, there will be more visitors in the summer.

Now give your opinion.



☺ Good idea!

☹ I'm not sure.

☹ Bad idea!

2 🌐 Make a proposal for sports facilities in your neighbourhood or town. Follow the steps in the project checklist.

#### PROJECT CHECKLIST

- 1 Think of three things that you'd like to change. What will be better if the changes are made?
- 2 Take a photo of each thing that you're writing about, or find one on the internet or in a magazine.
- 3 Write a short introduction to your neighbourhood or town. Then write a paragraph for each of the three things. Describe the situation at the moment, say why you'd like to change it, and make a proposal.
- 4 Make a poster with your texts and photos. Include an opinions key, so that other students can give their opinion of your proposals.

3 Exchange your proposal with the rest of the class. What's your opinion of their proposals?

# Healthy habits

## Start thinking

- Which sports do you like? Why?
- Are there sports events for disabled people?
- What companies sponsor sports teams in Kazakhstan?

## Aims

### Communication: I can ...

- make suggestions about sport.
- understand an interview.
- talk about plans.
- talk about sport.
- talk about future arrangements.
- invite a friend to a sports event.
- write a letter to ask for sponsors.
- 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

## Creativity and skills



My country 

Healthy habits

 Page 100



CLIL

Maths:  
Average speed

 Page 101



Cumulative review

Welcome unit – Unit 8

 Page 103

## VOCABULARY □ People in sport

I can make suggestions about sport.

-  3.09 Match photos 1–6 with six of the words in the box. Then listen and check.

captain   champion   finalist   supporter   TV reporter  
manager   owner   referee   sponsor   loser   trainer



- Complete the sentences with your own ideas.

- \_\_\_ is the captain of \_\_\_.
- \_\_\_ is the manager of \_\_\_.
- \_\_\_ were champions last year.
- \_\_\_ were finalists in a big competition last year.
- \_\_\_ are sponsors of \_\_\_.

- Work in pairs. Play the *Team manager* game on page 93.

## Language point: Imperatives

- Study the imperative sentences in the table. Then answer the questions.

Affirmative	Negative
Buy the player.	Don't buy the player.
Speak to them.	Don't speak to them.

- What is the difference between the affirmative and negative forms?
- Do you use a subject with the imperative?

More practice  Workbook page 63

- ACTIVATE** Work in pairs. A friend wants to become a sportsperson. Make suggestions. Use affirmative and negative imperative forms of the words in the box.

contact   drink   eat   go out late   go to bed   practise   plan   smoke

Practise every day.

### □ Finished?

Think of some good and bad situations for a team manager. Use the words in exercise 1.

Good – your sponsors want to give your team more money.

# TEAM MANAGER

- You're the manager of a team.
- Look at the situations and make decisions.
- Then look at the key.

The captain of the team is very negative at the moment.

- a Change the captain.
- b That's OK. He's a good player.



1

You've got the best trainer in the world. He wants to go to another team, but he's got a contract with your club.

- a He must stay. He's got a contract.
- b He must go if he isn't happy.



5

The owner of the club wants to buy a player. The player isn't very good, but he's the owner's friend.

- a Buy the player.
- b Don't buy the player.



2

You think that a referee made very bad decisions in a match.

- a Speak to journalists and players about the referee.
- b Don't speak to journalists or players about the referee.



6

The sponsors want to change the name of the club.

- a Accept. You need the money.
- b Don't accept. The club and its name are 100 years old.



3

You were champions last year. Now you can buy new players.

- a Don't buy new players. Your team is good.
- b Buy new players. The team can always be better.



7

Some journalists say that you're a loser and you aren't a good manager.

- a Don't speak to them.
- b Be patient and polite.



4

The supporters aren't coming because the tickets are too expensive.

- a Don't change the price. Play better.
- b Change the price and play better.



8

## KEY

**MOSTLY a:** Watch out! You aren't a bad person, but as a manager you are sometimes negative. You must also learn to be more flexible.

**MOSTLY b:** Congratulations! You're a good manager. You're fair and very positive. You're flexible, but you've also got principles.

## READING Women in sports

I can understand an interview.

# Driving Ambition

**Karen Lowe wants to be the fastest woman on four wheels.**

- A** My dad used to race cars, and I watched him when I was younger. I loved the crowds and the **atmosphere**. I **competed** in karts when I was nine. Then I drove rally cars. This year, I'm going to **have a go at** Formula 3.
- B** It's massive! The UK is a world centre for motor racing. There are 750 clubs in this country and 100,000 competitors.
- C** Not at all. There are more women competitors than you think, but you don't see them very often because there aren't a lot of women in Formula 1.

**1** Sportsmen are often more famous than sportswomen. Why is this? Is it fair? Is this situation changing? How?

**2**  **3.10** Read the interview and match interview questions 1–6 with answers A–G in the text. Then listen and check.

Are most of those competitors men? **C**

- 1 How popular is motor racing in the UK?
- 2 How did you become interested in racing?
- 3 So, what are your plans?
- 4 Why are there fewer women in Formula 1?
- 5 Is it easy to become a racing champion?
- 6 Can a woman win Formula 1 one day?

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

- 1 Karen \_\_\_ her dad when she was a girl.
- 2 After karts, Karen raced \_\_\_.
- 3 Motor racing is \_\_\_ in the UK.
- 4 There are more \_\_\_ in Formula 1 today than you think.
- 5 Karen hasn't got a lot of \_\_\_ this year.
- 6 Her dad needs to find more \_\_\_ this year.

**94**  **Healthy habits**



- D** Not many women were interested in the past. Also, journalists, sponsors and some drivers didn't **support** us. Now they say that it's good to have more women in the sport. I think the **situation** is changing.
- E** Yes, it's possible one day. Definitely.
- F** Not at all! Racing is really hard. Obviously, you have to be a great driver. Apart from that, you need a lot of money in this sport. Last year I was OK, but this year my sponsors aren't going to give me much money. I should be OK, but I can never be certain.
- G** I'm not going to stop **racing**! My dad is my manager now, and he's going to contact more sponsors. My family always support me. They're my biggest supporters.

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

- 1 Which football team do you \_\_\_?
- 2 I love learning new sports. I want to \_\_\_ everything once.
- 3 She \_\_\_ in the championship. She won!
- 4 My brother loves motorbike \_\_\_.
- 5 The \_\_\_ was quite serious. He broke his leg.
- 6 The crowd cheered. The \_\_\_ was amazing.

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

- 1 Is motor racing popular in Kazakhstan?
- 2 What sports are popular in Kazakhstan?
- 3 Which sports do you want to have a go at?
- 4 Which teams do you support?
- 5 Who are your favourite sports stars?

# LANGUAGE FOCUS *be going to*: affirmative and negative

8

I can talk about plans.

**1** Order the words to make sentences. Check your answers in the text on page 94. Then choose the correct words in the rule.

- going to / I'm / have a go at / Formula 3
- racing / stop / going to / I'm / not
- contact / he's / going to / more sponsors
- going to / me much money / aren't / my sponsors / give

**○ RULE**

We use *be going to* to make predictions / explain plans and intentions.

More practice ⇌ Workbook page 63

**2** Study the information and complete the sentences.

Plans	Karen	Karen's dad
Find more sponsors	X	✓
Buy a new car	✓	✓
Race next year	✓	X
Contact journalists	X	✓
Look for a manager	X	X

Karen's dad **is going to find** more sponsors.

- Karen and her dad \_\_\_ a new car.
- Karen \_\_\_ next year.
- Her dad \_\_\_ next year.
- Her dad \_\_\_ journalists.
- Karen \_\_\_ journalists.
- They \_\_\_ a manager.

**3** Write sentences about your plans using the affirmative and negative form of *be going to*. Then talk about your plans with a partner.

(join) a tennis club next year

- (race) motorbikes when I'm older
- (support) a different football team next season
- (go) to the Olympics when I'm older
- (watch) sport on TV this weekend
- (play) basketball soon
- (have) a go at skateboarding one day

*I'm not going to join a tennis club next year.*

**4** Look at the photos. Write affirmative and negative sentences about the people's plans.



1 buy a new bike / car



2 swim in the river / sea



3 wash the car / the dishes



4 get up early / late



5 play chess / tennis



6 go to the gym / library

1 *He's going to buy a new bike. He isn't going to buy a new car.*

**5 ACTIVATE** Work in pairs. Imagine you are organising a sports event. Complete the table and make a plan for the event. Then tell your partner about the event.

Type of sport	
Details	
Time	
Location	
Date	

The event is going to start at ... o'clock on ...

**○ Finished?**

Write five sentences about your plans for next weekend.

## VOCABULARY AND LISTENING □ Compound nouns: sports

I can talk about sport.

### 1 3.11 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 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 Nur-Sultan is an \_\_\_\_.
- 6 Usain Bolt is an \_\_\_\_.



### 3 3.12 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 3.12 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 Write six more quiz questions using compound nouns from exercise 2. Then ask and answer your questions with a partner.

- 1 *When does the football season start?*
- 2 *How many people are in a basketball team?*



## LANGUAGE FOCUS *be going to*: questions • Present continuous for future arrangements

I can talk about future arrangements.

8

### *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

- \_\_\_ are you going to do next season?
- \_\_\_ are you going to go?
- Are you \_\_\_ be one of the skiing instructors?
- \_\_\_ are you going to spend the prize money?
- \_\_\_ they going to have a rest now?

More practice ⇌ Workbook page 65

- 2 Order the words to make questions.

- going to / play / are / you / tennis / later
- going to / join / you and your friends / any teams / next year / are
- go / to any tournaments / you / going to / are / this year
- your friend / going to / is / go cycling / this weekend
- 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

- 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.
- We also use the present continuous when we talk about actions in progress. (See page 35)

More practice ⇌ Workbook page 65

- 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*

- Where are you having dinner tonight?
- Sorry, are you talking to me?
- 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

- 'What's happening on Monday afternoon?'  
'We \_\_\_ for the running race.'
- 'Have you got any plans for the summer holidays?'  
'Yes, we \_\_\_ across France on our bikes.'
- 'What are you up to at the weekend?'  
'I \_\_\_ my cousins in Aktobe!'
- '\_\_\_ you \_\_\_ anything on Saturday?'  
'Yes, I \_\_\_ in the tournament at the local pool.'
- 'Do you want to come to the café tomorrow?'  
'I can't. I \_\_\_ my dad play rugby.'

- 7 **ACTIVATE** Work in pairs. Ask and answer the questions in blue in exercise 6. Use the present continuous for future arrangements and your own ideas.

What's happening on Monday afternoon?

I'm meeting Sara. We're playing football.

#### Finished?

Write six sentences about imaginary future arrangements.

I'm meeting Dmitriy Karpov on Saturday afternoon.

## SPEAKING □ Making plans and arrangements

I can invite a friend to a sports event.

- Gemma Callum ... Callum!
- Callum Yes? Oh, hi, Gemma.
- Gemma 1\_\_\_
- Callum 2\_\_\_ Why? 3\_\_\_
- Gemma I'm going to a basketball match 4\_\_\_
- Callum Yes, great. What time does it start?
- Gemma 5\_\_\_ eight o'clock at the sports centre.
- Callum OK. Is anyone from school going?
- Gemma No, but someone you like is going to be there!
- Callum Who?
- Gemma Lucy!
- Callum Oh, OK. 6\_\_\_ the sports centre at about seven thirty?
- Gemma Yeah, OK. I'll see you there.
- Callum See you later, Gemma.



1 ● 3.13 Listen and read the dialogue. Where and when are Callum and Gemma meeting?

2 ● 3.13 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 ● 3.13 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** Imagine that you want to invite a friend to a tennis tournament or a football match. Look at the posters and choose one. Invent a dialogue. Change the words in blue in the model dialogue. Practise your dialogue with a partner.



## WRITING A formal letter

I can write a letter to ask for sponsors.

8

### 1 Read the model text and answer the questions.

- 1 What is the letter writer's name?
- 2 Do we know the name of the person who is going to receive the letter?
- 3 Which paragraph gives a suggestion about what to do next?
- 4 Which paragraph explains the event?
- 5 Which paragraph introduces the writer and explains what she needs?

### Language point: Layout and language in a formal letter

### 2 Study the text again and answer the questions.

- 1 Where is the writer's address?
- 2 Where is the date?
- 3 Where is the address of the company that is going to receive the letter?
- 4 Does the writer use full forms of verbs or contractions? Find examples.
- 5 Does the writer use formal or informal phrases? Find examples.

### 3 Study the key phrases. Then order them.

#### KEY PHRASES Writing formal letters

- \_\_\_ I am writing to you because ...
- \_\_\_ Yours faithfully,
- \_\_\_ Please contact me ...
- \_\_\_ I look forward to hearing from you.
- 1 Dear Sir or Madam,

CORK



BOUNCERS

44 Limerick Road, Cork, Republic of Ireland

Creditbank Limited  
Pearse Street  
Bandon  
County Cork  
3<sup>rd</sup> May

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)

### 4 ACTIVATE Follow the steps in the writing guide.

## WRITING GUIDE

### A TASK

You are going to compete in a cycling competition. Write a formal letter to a local company about becoming your sponsor.

### B THINK AND PLAN

Read the model text again. Then order ideas a–e for your new letter.

- a Need a sponsor
- b Planning to compete in a big competition
- c Member of the Cyclo cycling team
- d Teams from 23 countries
- e In London in May

### C WRITE

**Paragraph 1: Introduction**

Who are you? Why are you writing?

**Paragraph 2: Explain the event**

Give information about the competition.

**Paragraph 3: Suggest what to do next**

Ask the person to contact you.

### D CHECK

- layout of the letter
- formal expressions
- full form of verbs (not contractions)

MY COUNTRY  Healthy habits

I can talk about healthy habits.

8

1 Work in pairs. Look at the list and choose the options that you think are healthier. Give reasons for your answers.

- drinking tea  or fizzy drinks
- eating chocolate  or fruit
- getting up early  late
- travelling by bike  or by car
- playing computer games  or football
- living in a city  or in a village

2  3.14 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?

- Katya promised Damir to go to the park with him.
- Damir offered to help Katya with her project.
- Katya promised to call her grandmother.
- Damir offered to buy some food for Katya.
- 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.

- The tense in the tag question is the same as / different from the tense in the statement.
- 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.

- Ulan and Daryn play football every day,
  - Gaziza doesn't go to school by bus,
  - Mukhtar didn't live in Zhanaozen,
  - Fruit and vegetables are very healthy,
  - The weather was really bad yesterday,
  - 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 <sup>1</sup>\_\_\_\_, **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 <sup>2</sup>\_\_\_\_\_.

**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 <sup>3</sup>\_\_\_\_\_.

**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 <sup>4</sup>\_\_\_\_? 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 <sup>5</sup>\_\_\_\_. 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!

**CLIL □ Maths: Average speed**

I can understand and calculate average speeds.

**1** Study the information and answer the questions.



In Speedway, there are four competitors. They must ride around the circuit four times. The circuit is 300 metres long. The table below shows the time in seconds that it took four riders to complete each lap\*.

\*lap = one completed circuit

Name	Lap 1	Lap 2	Lap 3	Lap 4	Total number of seconds
Adams	15	14	18	16	63
Gollob	16	16	23	18	73
Olsen	19	15	13	17	64
Crump	19	21	20	18	78

- Who had the fastest lap?
- Who had the slowest lap?
- Who finished first?
- Who finished last?

**2** Check the meaning of the words in the box. Then read the information and answer the questions.

distance time average speed calculate equation

To calculate average speed, you need the following equation:

$$\frac{\text{distance}}{\text{time}} = \text{average speed}$$

**Example**

Distance: a lap was 300 metres long.

$$4 \times 300 \text{ metres} = 1,200 \text{ metres}$$

Time: Adams completed the 1,200 metres in 63 seconds

So, average speed:  $\frac{1,200}{63} = 19.05 \text{ metres per second (m/s)}$

To calculate average speed in kilometres per hour, use this equation:

$$\text{Average speed in metres per second (m/s)} \times 3.6 = \text{average speed in kilometres per hour (km/h)}$$

- Look again at the table in exercise 1. Calculate the average speed of Gollob, Olsen and Crump in m/s.
- Now calculate the average speed of all the riders in km/h.

**3 ACTIVATE** Read the sentences and find the average speed in km/h for each sports person.

## Record breakers!



1

In 2003, Paula Radcliffe completed the London Marathon in 2 hours, 15 minutes, 25 seconds (2.26 hours). The marathon was 42.19 kilometres.

2

In 2019, Egan Bernal completed the Tour de France in 82 hours, 57 minutes, (82.95 hours). The Tour de France was 3,366 kilometres.

3

In 2009, Usain Bolt ran 100 metres in 9.58 seconds.

4

In 2008, Michael Phelps won eight Olympic gold medals for swimming. In one race he swam 200 metres in 1 minute, 43 seconds (103 seconds).

**Vocabulary**

**1 Find the odd one out in each group.**

- 1 captain finalist trainer trophy
- 2 cycling race supporter tennis tournament rugby match
- 3 rugby team manager owner referee
- 4 journalist TV reporter skiing season sponsor

**2 Choose the correct words.**

I usually watch my team's football <sup>1</sup> **matches / sponsors / situations** on the TV. TV is OK, but the <sup>2</sup> **atmosphere / season / trophy** inside a big football <sup>3</sup> **court / race / stadium** is much more exciting. On TV, it's often difficult to see the ball, but at a real game, you can see and hear everything. The <sup>4</sup> **journalists / referees / supporters** sing their team's songs and they shout at the other team's players. They also shout when they disagree with the <sup>5</sup> **owner's / trainer's / referee's** decisions!

**Language focus**

**3 Give advice to the new girl in the running team (number 5). Write affirmative and negative imperative sentences using the words in the boxes.**

arrive eat listen run wear

chocolate late for races running shoes  
the trainer every day



**4 Write sentences using *be going to*.**

- 1 I / visit / my grandparents / next weekend
- 2 we / have / a picnic / on Thursday afternoon
- 3 I / go / to the cinema / with Yulia / later
- 4 they / not play / tennis tomorrow. They're going to play football.
- 5 the PE teacher / train / us tonight

**5 Complete the sentences using the present continuous for future arrangements.**

- 1 We \_\_\_ to the match on Saturday. (not go)
- 2 \_\_\_ the captain tonight? (the owner / meet)
- 3 They \_\_\_ the tennis tournament at 5.00. (watch)
- 4 I \_\_\_ on Saturday. I'm playing basketball. (not swim)
- 5 You \_\_\_ in the next race. (not compete)
- 6 \_\_\_ in the team tomorrow? (you / play)

**Communication**

**6 Complete the letter with the words in the box.**

contact faithfully forward madam  
sir writing

Dear <sup>1</sup>\_\_\_ or <sup>2</sup>\_\_\_,  
I am <sup>3</sup>\_\_\_ 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 <sup>4</sup>\_\_\_ me on 07792 36579.  
I look <sup>5</sup>\_\_\_ to hearing from you.  
Yours <sup>6</sup>\_\_\_,  
Roger McEnroe

**Listening**

**7** 3.15 Listen to the telephone conversation. Then complete the sentences with one, two or three words.

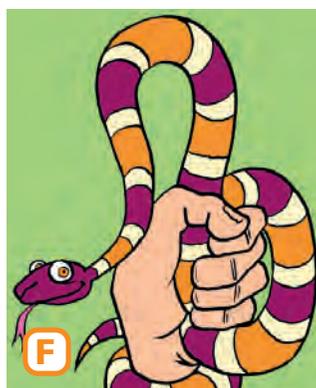
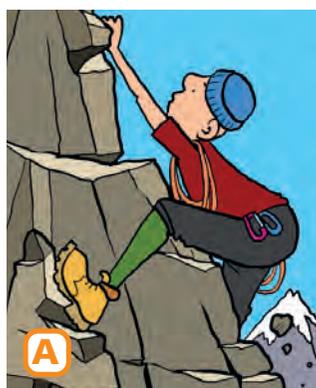
- 1 When Ben calls, Mel is \_\_\_.
- 2 Oxford United is a \_\_\_ team.
- 3 Oxford United has got a new \_\_\_.
- 4 They \_\_\_ 2.30 p.m.
- 5 Ben \_\_\_ buy the tickets online.

### Listening

1 ● 3.16 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 ● 3.16 Look at pictures A–F. In what order do they appear in the conversation? Listen again and check.



3 ● 3.16 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 \_\_\_.

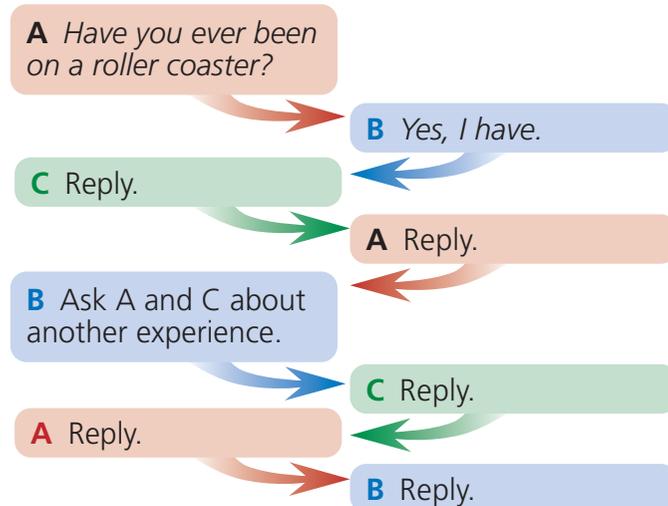
### Speaking

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 ...

# 9

## Clothes and fashion

### Start thinking

- 1 Are you interested in fashion?
- 2 What clothes did you wear yesterday?
- 3 What did you wear last weekend?

### Aims

#### Communication: I can ...

- talk about everyday clothes.
- understand a text about people with good memories.
- make predictions and talk about plans.
- talk about important life events.
- talk about conditions and their results.
- speak about the future.
- write a report about a survey.
- talk about clothes and fashion.

#### Vocabulary

- Nouns: clothes
- Milestones
- Clothes and word order

#### Language focus

- *will, won't*
- *will* and *be going to*
- First conditional
- Expressing probability
- *nobody* and *everybody*

### Creativity and skills



My country   
Clothes and fashion

↔ Page 112



CLIL  
Maths: statistics and charts

↔ Page 113



Project  
Future messages

↔ Page 115

## VOCABULARY □ Clothes and fashion

I can talk about everyday and traditional Kazakh clothes.

- 1  3.17 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

- 2 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.

- 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 <sup>1</sup> \_\_\_ called a *shapan*. They are usually a dark colour and women also wear them. His <sup>2</sup> \_\_\_ 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 <sup>3</sup> \_\_\_ called a *saukele*. She wears this on important days and for her wedding. She also has a long, red <sup>4</sup> \_\_\_ called a *koylek*. When it is cold, both men and women wear a *ton*, a <sup>5</sup> \_\_\_ 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.*



## READING Remember this!

I can understand a text about people with good memories.

# Meet the MEMORY MASTERS



In a helicopter above the city, Stephen Wiltshire is looking down at the streets of New York. He's going to fly over the city for twenty minutes. After that, he is going to draw pictures **from memory**. Stephen wasn't born in New York and he doesn't know the city, so in twenty minutes he has to **memorize** hundreds of buildings. Is it possible? Will he manage to do it? Will he remember all the details?

For people like Stephen, this is possible. He has a **photographic memory**. He probably won't remember everything, but his drawings will be very detailed. He has done this before with other cities, like London, Rome and Madrid.

Dominic O'Brien is another **memory** superstar. He can memorize the order of cards in fifty-four packs of playing cards. That's 2,808 cards! He's interested in memory sports. These are competitions in which people try to memorize different types of information, like dictionary definitions or the digits of pi. Akira Haraguchi, from Japan, once **recited** 100,000 digits of pi in sixteen hours. He started at 9.30 a.m. on a Tuesday and finished at 1.28 a.m. the next day!

Most people haven't got a photographic memory like Stephen Wiltshire, and they can't recite more than ten digits of pi. In fact, the maximum number of things people can usually **remember** from a list is about six or seven. But it is possible to train your brain. In my next blog post, I'm going to tell you how you can improve your memory, learn faster and remember more.

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

12 65 8 31 18 74 55 4 90 57

- 2** **3.18** Read and listen to the text. Which three people does the text mention? How are they similar?

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

- 1 Stephen Wiltshire is from New York.
- 2 Stephen drew a helicopter.
- 3 Akira Haraguchi learnt 100,000 digits of pi in 16 hours.
- 4 Dominic O'Brien once memorized the order of more than 3,000 playing cards.
- 5 Most people can only remember the first three digits of pi.

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

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

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

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

I can make predictions and talk about plans.

**1** Complete the sentence from the text on page 106. Then complete the rule.

He probably \_\_\_ remember everything, but his drawings \_\_\_ be very detailed.

**○ RULE**

We use \_\_\_ / \_\_\_ + infinitive without *to* when we make a prediction about the future.

**2** Match the questions with the answers. Then complete the rules.

- 1 Will he manage to do it?  
 2 Will he remember all the details?  
 a No, he won't.      b Yes, he will.

**○ RULES**

- 1 We make questions with \_\_\_ + subject + infinitive without *to*.  
 2 We make short answers with *Yes / No* + pronoun + *will / \_\_\_*.

More practice ⇌ Workbook page 71

**3** Write sentences. Predict the future for you and your friends.

Eva will write a book.

- 1 write a book      4 become a teacher  
 2 visit China      5 be on TV  
 3 buy a fast car      6 travel a lot

**4** Study the key phrases. Then use them to compare your predictions in exercise 3 with a partner.

**KEY PHRASES**  **Making predictions**

I reckon (that) ...      I imagine (that) ...  
 I bet (that) ...      I'm pretty sure / absolutely certain (that) ...

I reckon that Eva will write a book.

**5** Order the words to make questions.

will / where / you / live / when you're older

Where will you live when you're older?

- 1 have / how many / children / you / will  
 2 you / be a millionaire / will  
 3 will / do / job / what / you  
 4 be alive / will / you / in the next century  
 5 you / when / will / leave home

**will and be going to**

**6** Study the examples. Which sentence is a plan and which is a prediction?

- 1 He probably won't remember everything.  
 2 In my next blog post, I am going to tell you how you can improve your memory.

More practice ⇌ Workbook page 71

**7** Write sentences with *be going to* (for plans and intentions) or *will* (for predictions).

I think that our team **will win**. (win)

- 1 The players \_\_\_ tomorrow morning. (meet)  
 2 That was brilliant! Your manager \_\_\_ very happy with you. (be)  
 3 The finalists \_\_\_ at three o'clock. (play)  
 4 Maybe you \_\_\_ a journalist when you're older. (be)  
 5 Her trainer \_\_\_ next month. She told me yesterday. (leave)

**STUDY STRATEGY**  **Remembering grammar**

**8** Read the study strategy. Then write examples of two plans and two predictions. Memorize them. Then tell your plans and predictions to a partner without looking at your work.

- 1 When you learn a new grammar rule, write example sentences in your notebook.  
 2 Memorize your sentences and test yourself every week.

**9 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
be a champion	today
finish this book	this year
have a Ferrari	when I'm older

**○ Finished?**

Write three predictions and three plans or intentions for next year.

## VOCABULARY AND LISTENING □ Milestones

I can talk about important life events.

### 1 ● 3.19 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 ● 3.20 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 ● 3.21 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.

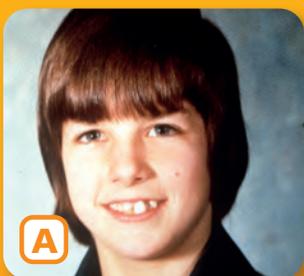
What age do people usually ...

- 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?



# LANGUAGE FOCUS □ First conditional

I can talk about conditions and their results.

9

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.* ✗

More practice ⇌ Workbook page 73

2 Choose the correct words.

## SUPERSTITIONS FROM AROUND THE WORLD

- 1 If it rains when someone moves house, they 're / 'll be rich. (Iceland)
- 2 If you 're / 'll be the seventh son of a seventh son, you'll have special powers. (Ireland)
- 3 You **won't** / **don't** get married if you sit at the corner of a table. (Russia)
- 4 Your money will disappear if you **put** / **will put** your wallet on the floor. (Brazil)
- 5 If you **see** / **will see** a spider in your house, people **visit** / **will visit** you. (Turkey)
- 6 You'll **lose** / **lose** your memory if you **wash** / 'll wash your hair on the day of a test. (Korea)

3 Complete the text using the first conditional. Who is the person you will meet?

YOUR STARS: ARIES

If you go to school today, you <sup>1</sup>\_\_\_ (meet) an interesting person. This person will be very positive and patient if you <sup>2</sup>\_\_\_ (be) friendly and polite to them. If you <sup>3</sup>\_\_\_ (listen) to this person, you <sup>4</sup>\_\_\_ (learn) a lot, but if you <sup>5</sup>\_\_\_ (not listen), you <sup>6</sup>\_\_\_ (not learn) anything.

4 Complete the sentences with your own ideas. Use the first conditional.

- 1 Our teacher will be happy ...
- 2 If I become rich and famous, ...
- 3 What will we do ... ?
- 4 He's shy. If you speak to him, ...
- 5 If it's sunny at the weekend, ...

5 **ACTIVATE** Work in pairs. Ask and answer first conditional questions using the words in the table and your own ideas.

What	(not)	do	your homework
Where		buy	early tonight?
Who		go	your keys?
		see	a lot of money?
		meet	the cinema tonight?
		remember	shopping?
		finish	the park later?
		lose	

What will you do if you finish your homework early tonight?

If I finish it early, I'll go out and meet some friends.

## ○ Finished?

What horoscope sign is your partner? Invent a horoscope prediction for him or her.

## SPEAKING A future survey

I can speak about the future.



Callum Leah, can I ask you some questions? I'm doing a survey.  
 Leah Yes, sure, Callum.  
 Callum Right, the first question is, 'Do you think that the world will be a better place in the future?'  
 Leah Let me think ... No, definitely not. I think it'll be a worse place.  
 Callum Why's that?  
 Leah Because I think we won't have enough energy. What about you?  
 Callum I disagree with you.  
 Leah What do you think then?  
 Callum I think it'll probably be a better place because we'll invent other forms of energy.  
 Leah OK. What's the next question?  
 Callum The next question is ...

- 1 Look at the picture. What are Callum and Leah doing?
- 2 3.22 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

110  Clothes and fashion

- 5 Study the example sentences. Where do we put *probably* and *definitely* in affirmative and negative sentences?

It'll probably be a better place.

I probably won't go.

They'll definitely help us.

They definitely won't understand.

[More practice](#) [Workbook page 73](#)

- 6 Look at the *Future survey*. Write answers for questions 1–6 using *probably (not)* and *definitely (not)*, and your reasons.

*I think that the world will probably be a better place in the future because we won't have as many problems.*

- 7 **ACTIVATE** Look again at the dialogue in exercise 2. Change the words in blue and practise a new dialogue using the *Future Survey*. Extend your dialogue to include questions 2–6 from the *Future survey*.

#### FUTURE SURVEY

##### Human life in the future

- 1 Will the world be a better place in the future? Why / Why not?
- 2 Will humans become more intelligent?
- 3 Will humans become more friendly or meaner?
- 4 Will space travel be normal in the next hundred years?
- 5 Will humans live on other planets in the future?
- 6 Will you travel into space if you have the opportunity?

## WRITING □ A report on a survey

I can write a report about a survey.

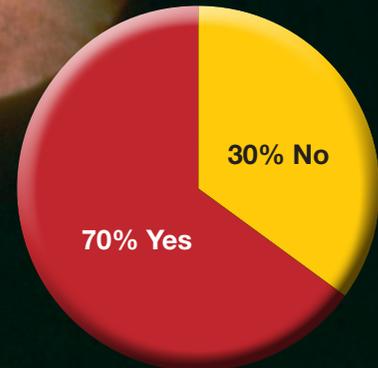
9

### REPORT: The next millennium survey

The topic of the survey was 'Human life in the future'. A group of ten people did the survey and in general they were positive about the future. These are the results:

More than half of the group think that the world will be a better place in the future. Some people think that the world will be better because we will learn to protect the planet. A lot of people think that humans will become more intelligent, but nobody thinks that we will become more friendly.

Most people think that space travel will be normal in the next century and about half of the people think that humans will live on other planets in the future. Everybody says that they will travel into space if they have the chance.



Will the world be a better place in the future?

#### 1 Read the model text and answer the questions.

- How many people did the survey?
- How many people think the world will be a better place?
- Where do about half the people think that humans will live?
- Is the language formal or informal?

#### 2 Order the phrases. Start with the phrase which expresses the smallest quantity.

##### KEY PHRASES □ Expressing quantity

more than half	nobody
one or two people	half
most / a lot	some
everybody	

#### Language point: *nobody* and *everybody*

#### 3 Study the survey. Then choose the correct words. Do we use a singular or plural verb with *nobody* and *everybody*?

### A superstition survey

	Yes	No
Have you got a lucky number?	8	2
Do you read horoscopes?	7	3
Are you superstitious?	3	7
Do you stay at home on the 13 <sup>th</sup> day of the month?	0	10

- Most / Half** of the group have got a lucky number.
- A lot of / One or two** people read horoscopes.
- More than half / Some** are superstitious.
- Everybody / Nobody** stays at home on the 13<sup>th</sup> 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.

Results of the <i>Future survey</i>		
	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.



MADINA

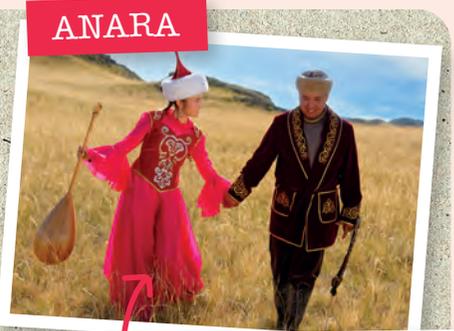
I live in Nur-Sultan in Kazakhstan. This is a photo of me on my sixteenth birthday last month. I bought the balloons to decorate the house for the party. I'm wearing a **new white cotton** <sup>1</sup> and a pair of **comfortable old blue** <sup>2</sup>. I wear trousers most of the time. My mother and my grandmother grew up in Nur-Sultan, 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, Nur-Sultan wasn't the capital city and it wasn't even called Nur-Sultan. Its name was Tselinograd. When I was 16, I went to Moscow for a year to study Russian. I stayed there with my cousins. In this photo, I'm in the park, playing with Gani, my cousins' **lovely big brown** dog. I'm wearing striped <sup>3</sup> and white <sup>4</sup>.

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** <sup>5</sup> 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** <sup>6</sup>. I'm playing the dombra. I wanted to be a musician when I was young.

1 3.23 Check the meaning of these words in a dictionary. Complete the text with six of the words. Then listen and check your answers.

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

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

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

3 Put the words in the correct order.

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

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

We use the infinitive ...

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

5 Complete the sentences with your own ideas.

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

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

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

1 Check the meaning of the words in the box and match them with A–E in the charts.

bar chart y-axis x-axis data pie chart

### Healthy eating

# SURVEY

We did a survey about healthy eating in my school. We asked all the students how many chocolate bars and pieces of fruit they eat each week. We recorded the data in different charts. These are the results.

Bars of chocolate / week	Number of students
0	32
1–2	72
3–4	168
5–6	384
7 or more	144

Pieces of fruit / week	Number of students
0	38

A

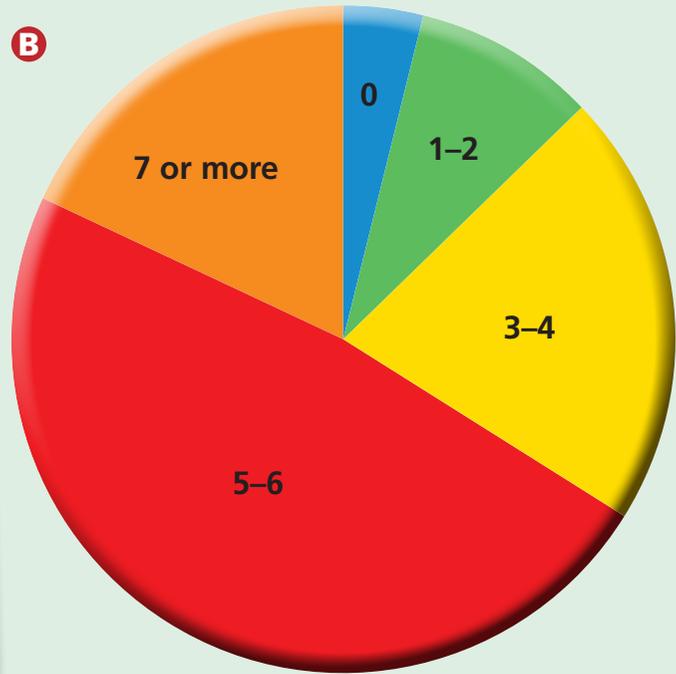
2 Study the report and charts. Then write *true* or *false*. Correct the false sentences.

- 1 There are 900 students in the school.
- 2 More than 150 students eat 3–4 pieces of fruit each week.
- 3 Nobody eats nine or more pieces of fruit each week.
- 4 More than half of the students in the school eat 5–6 pieces of fruit each week.
- 5 More students eat 3–4 bars of chocolate a week than 1–2 bars.
- 6 Most students don't eat any bars of chocolate.

3 Draw a bar chart for the data below.

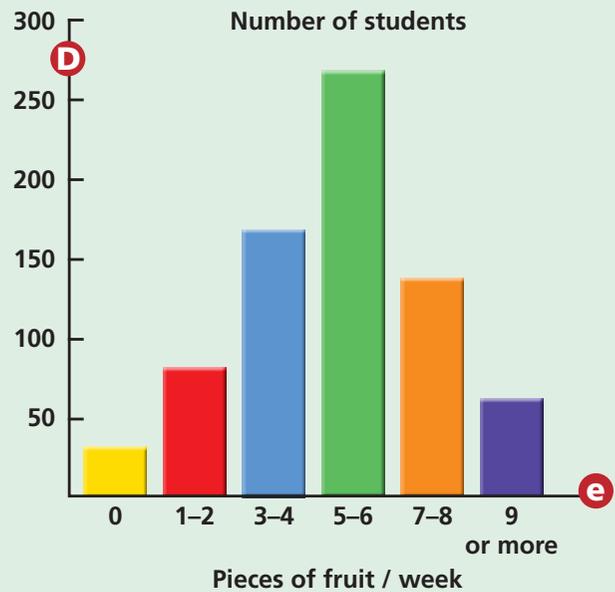
Portions of fast food / month	Number of students
0	0
1–2	45
3–4	360
5–6	275
7 or more	120

B



Number of chocolate bars / week

C



4 **ACTIVATE** Write true and false sentences about your chart. Then test your partner.

### Vocabulary

#### 1 Choose the correct words.

- 1 My **socks** / **pants** keep my feet warm.
- 2 I wear a **blouse** / **coat** when it's cold.
- 3 She wears a red **dress** / **boots** when she goes to a party.
- 4 He wears **sunglasses** / **a hoody** when it's sunny.
- 5 She puts her school books in her **bag** / **cap**.
- 6 She wears **jeans** / **shorts** when she plays 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.

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

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

**1** 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**  3.25 Listen to the messages and match them with three of the photos. Were any of the ideas similar to your ideas in exercise 1?

**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.



## 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		

## Welcome unit / Бастауыш модуль / Вступительный модуль

**aunt (n)** /ɑ:nt/ апай, жеңге тетя  
**book (n)** /bʊk/ кітап книга  
**brother (n)** /'brʌðə(r)/ аға, іні 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)** /'ɪŋɡlɪʃ/ 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'ɒɡrəfi/ жағрапия география  
**good (adj)** /ɡʊd/ 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)** /'grænpərənt/ ата-әже бабушка или дедушка  
**grandson (n)** /'grænsʌn/ немере внук  
**gym (n)** /dʒɪm/ тренажерлық зал тренажерный зал  
**history (n)** /'hɪstri/ тарих история  
**homework (n)** /'həʊmwɜ:k/ үй тапсырмасы домашнее задание

**husband (n)** /'hʌzbənd/ жұбайы, ері муж  
**ICT (n)** /,aɪ'si:'ti:/ АКТ ИКТ  
**interesting (adj)** /'ɪntrəstɪŋ/ қызық интересный  
**laboratory (n)** /lə'bɒrətəri/ зертхана лаборатория  
**maths (n)** /mæθs/ математика математика  
**mother (n)** /'mʌðə(r)/ ана мать  
**music (n)** /'mju:zɪk/ музыка музыка  
**neat (adj)** /ni:t/ ұқыпты, жинақы аккуратный  
**nephew (n)** /'nefju:/ жиен племянник  
**nice (adj)** /naɪs/ сүйкімді, тартымды, аяулы милый, хороший  
**niece (n)** /ni:s/ қарындас, сіңлі, жиен племянница  
**note (n)** /nəʊt/ ескертпе заметка  
**parent (n)** /'peərənt/ ата-ана родитель  
**partner (n)** /'pɑ:tnə(r)/ серіктес партнер  
**PE (n)** /,pi:'i:/ дене шынықтыру физкультура  
**room (n)** /ru:m/ бөлме комната  
**science (n)** /'saɪəns/ ғылым наука  
**sister (n)** /'sɪstə(r)/ апа, әпке сестра  
**son (n)** /sʌn/ ұлы сын  
**strict (adj)** /strikt/ қатаң строгий  
**study (v)** /'stʌdi/ оқу учить  
**teacher (n)** /'ti:tʃə(r)/ мұғалім учитель  
**topic (n)** /'tɒpɪk/ тақырып тема  
**translate (v)** /træns'leɪt/ аудару переводить  
**twin (n)** /twɪn/ егіз близнец  
**wife (n)** /waɪf/ әйелі, жары, зайыбы жена  
**writing (n)** /'raɪtɪŋ/ жазу барысында процесс написания

## Unit 1 / 1-ші модуль / Модуль 1

- a few (det)** /ə'fju:/ бірнеше несколько  
**afternoon (n)** /ɑ:ftə'nu:n/ түстен кейінгі уақыт  
 послеобеденное время  
**ambitious (adj)** /æm'biʃəs/ атаққұмар честолюбивый  
**approximate (adj)** /ə'prɒksɪmət/ шамамен  
 приблизительный  
**arrogant (adj)** /'ærəgənt/ тәкаппар высокомерный  
**billion (n)** /'bɪljən/ миллиард миллиард  
**blog (n)** /blɒg/ блог блог  
**bowl (n)** /bəʊl/ тостаған чаша  
**call (v)** /kɔ:l/ телефон соғу звонить  
**cave house (n)** /keɪv haʊs/ үңгір үйі пещерный дом  
**century (n)** /'sentʃəri/ ғасыр, жүз жылдық век,  
 столетие  
**chalet (n)** /'ʃæleɪ/ шале шале  
**chess (n)** /tʃes/ шахмат шахматы  
**claustrophobia (n)** /klɔ:stre'fəʊbiə/ клаустрофобия  
 клаустрофобия  
**cook (v)** /kʊk/ тамақ дайындау готовить пищу  
**cooking (n)** /'kʊkɪŋ/ тамақ дайындау приготовление  
 пищи  
**cost (v)** /kɒst/ тұру (ақшалай баға) стоить  
**cottage (n)** /'kɒtɪdʒ/ коттедж коттедж  
**couple (n)** /'kʌpl/ жұп пара  
**creative (adj)** /kri'eɪtɪv/ шығармашылық,  
 шығармашыл адам творческий  
**cycling (n)** /'saɪklɪŋ/ велоспорт велоспорт  
**dancing (n)** /'dɑ:nsɪŋ/ би танцы  
**death (n)** /deθ/ өлім смерть  
**decade (n)** /'dekeɪd/ он жылдық десятилетие  
**dozen (n)** /'dʌzn/ он екі дюжина  
**easy-going (adj)** /i:zi'gəʊɪŋ/ уайымсыз, жайбарақат  
 беззаботный  
**egg (n)** /eg/ жұмыртқа яйцо  
**enough (det)** /ɪ'nʌf/ жеткілікті достаточно  
**everybody (pron)** /'evrɪbɒdi/ барлық, бәрі все  
**fear (n)** /fɪə(r)/ қорқыныш страх  
**fewer (adj)** /'fju:ə(r)/ аз, кем меньше  
**fighting (n)** /'fɪfɪŋ/ 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  
**houseboat (n)** /'haʊsbəʊt/ үй қайығы хаусбот  
**however (adv)** /haʊ'evə(r)/ бірақ, дегенмен однако,  
 тем не менее  
**hundred (n)** /'hʌndrəd/ жүз сто  
**igloo (n)** /'ɪgloo/ иглу иглу  
**impatient (adj)** /ɪm'peɪjnt/ шыдамсыз нетерпеливый  
**Japanese (adj)** /dʒæpə'ni:z/ жапондық японский  
**kilometre (n)** /'kɪləmi:tə(r), kɪ'lɒmɪtə(r)/ километр  
 километр  
**kind (adj)** /kaɪnd/ мейірімді добрый  
**Last Supper (n)** /,lɑ:st 'slʌpə(r)/ құпия кездесу Тайная  
 вечеря  
**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/ мыңжылдық 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 (v)** /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)** /'pɑ:ti/ партия, сауық кеш партия,  
 вечеринка  
**patient (adj)** /'peɪjnt/ 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:ɪdɪŋ/ 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 (n)** /'sɪŋɪŋ/ ән айту пение  
**skiing (n)** /'ski:ɪŋ/ шаңғы спорты лыжный спорт  
**space travel (n)** /'speɪs ,trævl/ ғарыш саяхаты  
 космические путешествия  
**stilt house (n)** /stɪlt haʊs/ үй үй дом на сваях  
**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'biʃəs/ 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)** /jiə(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)** /'ædvətɑ:zɪŋ/ жарнама реклама  
**against the rules to** /ə'genst ðə ,ru:lz tə/ ережеге қарсы (бірдеңе істеу) против правил (делать что-то)  
**all (quan)** /ɔ:l/ барлық все  
**allowed to** /ə'lauɪd tə/ рұқсат етілген, ерік берілген позволено  
**always (adv)** /'ɔ:lweɪz/ әрқашан всегда  
**app (n)** /ap/ қосымша, тіркеме приложение  
**arrive (v)** /ə'raɪv/ келу прибывать  
**attractive (adj)** /ə'træktɪv/ тартымды привлекательный  
**bag (n)** /bæg/ сөмке сумка  
**basic (adj)** /'beɪsɪk/ негізгі базовый  
**both (quan)** /bəʊθ/ екеу, екі оба  
**bothered (about) (adj)** /'bɒðəd/ мазасызданған обеспокоенный (о)  
**brand (n)** /brænd/ марка, бренд марка, бренд  
**bus pass (n)** /'bʌs ,pɑ:s/ автобуста жүру билеті проездной билет на автобус  
**careful (n)** /'keəfl/ ұқыпты, мұқият аккуратный, тщательный  
**chat (v)** /tʃat/ чат чат  
**clothes (n)** /kloʊðz/ киім одежда  
**collect things (v)** /kə'lekt ,θɪŋz/ заттарды жинау собирать вещи  
**company (n)** /'kʌmpəni/ компания компания  
**copy (v)** /'kɒpi/ көшіру копировать  
**designer label (n)** /di'zaɪnə ,leɪbl/ дизайнерлік затбелгі дизайнерская этикетка  
**disorganized (adj)** /dɪs'ɔ:gənaɪzd/ 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 держать

**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 (n)** /'mæŋgə/ манга манга  
**many (quan)** /'meni/ көп, біршама много (с исчисляемыми существительными)  
**meet (v)** /mi:t/ қарсыалу 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  
**organized (adj)** /'ɔ:gənaɪzd/ 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)** /pə'zeʃn/ иелік, меншік владение  
**purse (n)** /pɜ:s/ әмиян кошелек  
**questionnaire (n)** /kwestʃə'neə(r)/ сауалнама анкета  
**read magazines and books (v)** /,ri:d mægə ,zi:nz ənd 'bʊks/ журналдар мен кітаптар оқу читать журналы и книги  
**reckon (v)** /'rekən/ есептесу, санасу считаться  
**remember (v)** /rɪ'membə(r)/ есте сақтау, ұмытпау помнить  
**robes (n)** /rəʊbz/ киімдер одежды  
**sandals (n)** /'sændlz/ жеңіл аяқ киім сандалии  
**send (v)** /send/ жіберу, жөнелту отправлять  
**sensible (adj)** /'sensəbl/ ақылға қонымды, салмақты здравомыслящий, практичный  
**sentimental (adj)** /sentɪ'mentl/ сентименталды, қылықты сентиментальный, чувствительный  
**smartphone (n)** /'smɑ:tfəʊn/ смартфон смартфон  
**sometimes (adv)** /'sʌmtaɪmz/ кейде иногда

- stand (v)** /stænd/ тұру стоять  
**sunglasses (n)** /'sʌŋglɑ:zɪz/ күннен қорғайтын (қара) көзілдірік солнцезащитные очки  
**supposed to** /sə'pəʊst tə/ болжау (бір нәрсе істеу үшін), жобалау предполагать (что-либо делать)  
**surf the internet (v)** /,sɜ:f ði 'ɪntənet/ интернетте отыру, интернетті шарлау сидеть в интернете, бороздить интернет  
**tablet (n)** /'tæblət/ планшет планшет  
**take photos (v)** /,teɪk 'fəʊtəʊz/ суретке түсіру делать фотографии  
**ticket (n)** /'tɪkɪt/ билет билет

## Unit 3 / 3-ші модуль / Модуль 3

- adventurer (n)** /əd'ventʃərə(r)/ авантюрист авантюрист  
**armchair (n)** /'ɑ:m'tʃeə(r)/ кресло кресло  
**attack (n)** /ə'tæk/ шабуыл атака  
**balcony (n)** /'bælkəni/ балкон балкон  
**bath (n)** /bɑ:θ/ ванна бөлмесі ванная  
**bed (n)** /bed/ кереует кровать  
**behind (prep)** /bɪ'haɪnd/ артында позади  
**between (prep)** /bɪ'twi:n/ арасында между  
**bookcase (n)** /'bʊkkeɪs/ кітап шкафы книжный шкаф  
**breakfast (n)** /'brekfəst/ таңғы ас завтрак  
**busy (adj)** /'bɪzi/ жұмысбасты занятой  
**camel (n)** /'kæml/ түйе верблюд  
**cathedral (n)** /kə'thi:drəl/ шіркеу собор  
**celebrity (n)** /sə'lebrəti/ атақты адам, даңқтылық знаменитость  
**chair (n)** /tʃeə(r)/ орындық стул  
**chest of drawers (n)** /,tʃest əv 'drɔ:z/ тартпалы шкаф комод  
**clean the car (v)** /,kli:n ðə 'kɑ:(r)/ машинаны тазалау чистить машину  
**clean the floor (v)** /,kli:n ðə 'flɔ:(r)/ еден жуу мыть пол  
**clear the table (v)** /,kliə ðə 'teɪbl/ үстелдің үстін жинау убирать со стола  
**climb (v)** /klaɪm/ өрмелеп шығу взбираться  
**convertible (n)** /kən'veɪtəbl/ кабриолет кабриолет  
**cry (v)** /kraɪ/ жылау плакать  
**cupboard (n)** /'kʌbəd/ ыдыс шкафы шкаф для посуды  
**describe (v)** /dɪ'skraɪb/ суреттеу описывать  
**desk (n)** /desk/ үстел стол  
**destination (n)** /,destɪ'neɪʃn/ баратын жер пункт прибытия  
**dinner (n)** /'dɪnə(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 'wɒʃɪŋ 'ʌp/ ыдыс жуу мыть посуду  
**email (n)** /'i:meɪl/ электронды пошта электронная почта  
**forever (adv)** /fə'revə(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)** /lʌnʃ/ 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)** /nɪə(r)/ жақын маңда, қасында около, возле, вблизи  
**next to (prep)** /'neks ,tu:, tə/ жанында, қасында, рядом с  
**nomad (n)** /'nɒməd/ 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)** /'rɑ:ftɪŋ/ рафтинг рафтинг  
**rain (v)** /reɪn/ жаңбыр дождь  
**repeat (v)** /rɪ'pi:t/ қайталау повторять  
**rhyme (v)** /raɪm/ ұйқастыру рифмовать  
**road (n)** /rəʊd/ жол дорога  
**safe (adj)** /seɪf/ қауіпсіз безопасный  
**say (v)** /sei/ 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 (v)** /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 ðə 'rʌbɪʃ/ қоқыс шығару выносить мусор

**take the dog for a walk (v)** /ˌteɪk ðə 'dɒg fər ə ,wɔːk/ итті қыдырту выводить собаку на прогулку  
**tell** /tel/ айту, сөйлеу говорить, рассказывать  
**tidy / clean your room (v)** /ˌtaɪdi, ,kliːn ,jɔː 'ruːm/ өз бөлмесін жинау убирать в своей комнате  
**tour (n)** /tuə(r)/ тур тур  
**travel agency (n)** /'trævl eɪdʒənsi/ саяхат агенттігі туристическое агенство  
**trekking (v)** /'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 платяной шкаф  
**wash (v)** /wɒʃ/ жуу, кір жуу мыть, стирать  
**washing machine (n)** /'wɒʃɪŋ mə,ʃiːn/ 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)** /'astrənɔːt/ астронавт, ғарышкер астронавт, космонавт  
**base jumping (n)** /'beɪs ,dʒʌmpɪŋ/ 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 нырғалық, водолаз  
**diving board (n)** /'daɪvɪŋ ,bɔːd/ 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)** /ˌfɔːl '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)** /'hæpən/ болу случаться, происходить  
**helicopter (n)** /'helɪkɒptə(r)/ тікұшақ вертолёт  
**helmet (n)** /'helmt/ шлем, каска шлем, каска  
**hit (v)** /hɪt/ соғу, ұру ударить  
**howl (v)** /haʊl/ ұлу выть  
**into (prep)** /'ɪntuː, 'ɪntə/ (-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)** /ləʊ'keɪt/ найти табу  
**litre (n)** /'liːtə(r)/ литр литр  
**meal (n)** /miːl/ тамақ еда  
**medical school (n)** /'medɪkl ,skuːl/ медициналық мектеп медицинская школа  
**memorable (adj)** /'memərəbl/ есте қаларлық, ұмытылмас, естелік памятный  
**moon (n)** /muːn/ ай луна  
**mountains (n)** /'maʊntɪnz/ таулар горы  
**move (v)** /muːv/ қозғалу, жылжу двигаться, перемещаться  
**name (v)** /neɪm/ название атау  
**ocean (n)** /'əʊʃn/ мұхит океан  
**off (prep)** /ɒf/ (-дан; -ден; -нан; -нен; -тан; -тен) жалғаулары от, с  
**over (prep)** /'əʊvə(r)/ жоғары; жоғарыда; үстінде над, через  
**planet (n)** /'plænɪt/ планета, ғаламшар планета  
**pole (n)** /pəʊl/ полюс, бағана, полюс, столб, шест  
**president (n)** /'prezɪdənt/ президент президент  
**record (v)** /rɪ'kɔːd/ жазу записывать  
**river (n)** /'rɪvə(r)/ өзен река  
**roar (v)** /rɔː(r)/ ақыру, ырылдау реветь, рычать  
**rope (n)** /rəʊp/ жіп веревка  
**run around (v)** /ˌrʌn ə'raʊnd/ олай-бұлай жүгіру, сенімсіз болу бесцельно бегать туда-сюда, быть нерешительным  
**sail (v)** /seɪl/ желкенін көтеріп жүру ходить под парусами  
**satellite (n)** /'sætəlaɪt/ спутник, серік спутник  
**scary (adj)** /'skeəri/ сескеншек, сұмдық, қорқынышты пугливый, жуткий  
**sea (n)** /siː/ теңіз море  
**select (v)** /sɪ'lekt/ выбрать таңдау  
**send (v)** /send/ отправить жіберу  
**show (n)** /ʃəʊ/ шоу шоу  
**site (n)** /saɪt/ жер телімі, сайт участок, сайт  
**skateboard (n)** /'skeɪtbɔːd/ скейтборд скейтборд  
**spacecraft (n)** /'speɪskraːft/ ғарыш аппараты космический аппарат

**stairs (n)** /steəz/ баспалдақ лестница  
**star (n)** /stɑ:(r)/ жұлдыз звезда  
**stunt (n)** /stʌnt/ каскадер трюгі, каскадер  
 каскадерский трюк, каскадер  
**sun (n)** /sʌn/ күн солнце  
**swim (v)** /swim/ жүзу плавать  
**taxi (n)** /'tæksi/ такси такси  
**then (adv)** /ðen/ онда, олай болса, тогда, затем  
**through (prep)** /θru:/ арқылы, соң, кейін через  
**ticket (n)** /'tɪkɪt/ билет билет  
**tightrope (n)** /'taɪtrəʊp/ керілген арқан натянутый канат  
**toy (n)** /tɔɪ/ ойыншық игрушка

## Unit 5 / 5-ші модуль / Модуль 5

**adapt (v)** /ə'dæpt/ бейімделу адаптироваться  
**advice (n)** /əd'vaɪs/ кеңес совет  
**angrily (adv)** /'æŋgrəli/ ашуланып сердито  
**angry (adj)** /'æŋgrɪ/ ашулы, ызалы сердитый, разгневанный  
**as soon as (adv)** /əz '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)** /'kʌləfʊl/ бояу, көркем красочный  
**comfortable (adj)** /'kɒmfətl/ жайлы комфортный  
**crash (v)** /kræʃ/ сындыру разбивать  
**critic (n)** /'krɪtɪk/ сыншы критик  
**diary (n)** /'daɪəri/ күнделік дневник  
**different (adj)** /'dɪfrənt/ әртүрлі разные  
**dog (n)** /dɒg/ ит собака  
**fearful (adj)** /'fiəfl/ қорқынышты страшный  
**fearless (adj)** /'fiələs/ батыл бесстрашный  
**folk story (n)** /'fəʊk 'stɔ:ri/ халық ертегісі народная сказка  
**for (prep)** /fə(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/ аңаулау 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:ɪnt/ көпес купец  
**moral (n)** /'mɒrəl/ мораль, өнеге мораль

**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?

**morning (n)** /'mɔ:niŋ/ таң утро  
**narrator (n)** /nə'reɪtə(r)/ әңгіме айтушы рассказчик  
**narrow (adj)** /'nærəʊ/ тар узкий  
**nearby (adj)** /,niə'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)** /'paʊəfl/ қуатты мощный  
**powerless (adj)** /'paʊələs/ күшсіз бессильный  
**publish (v)** /'pʌblɪʃ/ жариялау публиковать  
**pyramid (n)** /'pɪrəmid/ пирамида пирамида  
**queen (n)** /kwi:n/ ханшайым королева  
**recognize (v)** /'rekəɡnaɪz/ мойындау признавать  
**rescue (n)** /'reskjʊ:/ құтқару спасение  
**rhyme (v)** /raɪm/ рифма рифма  
**rock (n)** /rɒk/ жартаc, құз скала  
**rude (adj)** /ru:d/ дөрекі 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(preп)  
**uncomfortable (adj)** /ʌn'kɒmfətl/ ыңғайсыз неудобный  
**upset (adj)** /ʌp'set/ ренжіген расстроенный  
**useful (adj)** /'ju:sfl/ 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 приспособлять, адаптировать  
**adventure (n)** /əd'ventʃə(r)/ күтпеген жағдай, оқиға приключение  
**aggressive (adj)** /ə'gresɪv/ 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/ ақтүлкі 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)** /'bjʊ:tɪfl/ әдемі красивый  
**bored (adj)** /bɔ:d/ ішпыстыратын, жалықтыратын скучающий  
**boring (adj)** /'bɔ:ɪŋ/ жалықтыратын, зеріктіретін скучный  
**break a record (v)** /,breɪk ə 'rekɔ:d/ рекордты жаңғырту побить рекорд  
**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:ɪŋ/ 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'sɪʃən/ шешім решение  
**detective (n)** /dɪ'tektɪv/ детектив детектив  
**dolphin (n)** /'dɒlfɪn/ дельфин дельфин  
**domesticated (adj)** /də'mestɪkeɪtɪd/ 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'sɪʃən/ 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)** /'mjuzɪkl/ мюзикл мюзикл  
**musical (adj)** /'mjuzɪkl/ музыкалық музыкальный  
**noisy (adj)** /'nɔɪzi/ шулы шумный  
**octopus (n)** /'ɒktəpəs/ сегізаяқ осьминог  
**paint (v)** /peɪnt/ бояу қрасить, 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)** /'prɒdɪdʒi/ дарынды адам одарённый человек  
**programme (v)** /'prəʊgræm/ бағдарлама жасау программировать  
**programmer (n)** /'prəʊgræmə(r)/ бағдарламашы программист  
**rare (adj)** /reə(r)/ сирек редкий  
**romance (n)** /'rɒmɑ:ns/ 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)** /,səʊləɹ 'enərdʒi/ 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:pid/ ақылсыз глупый  
**substance (n)** /'sʌbstəns/ зат, нәрсе вещество  
**table tennis (n)** /'teɪbl ,tenɪs/ үстел теннис настольный теннис  
**take a break (v)** /,teɪk ə 'breɪk/ үзіліс жасау делать перерыв  
**take an exam (v)** /,teɪk ən ɪg'zæm/ емтихан тапсыру сдавать экзамен

**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  
**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)** /huː/ кім кто  
**wild (adj)** /waɪld/ жабайы дикий  
**win (v)** /wɪn/ жеңу побеждать  
**winner (n)** /'wɪnə(r)/ жеңімпаз победитель  
**worried (adj)** /'wɒrɪd/ мазасызданған обеспокоенный  
**worried (about) (adj)** /'wɒrɪd (ə,baut)/ мазасызданған обеспокоенный (чем-либо)  
**worrying (adj)** /'wɒrɪŋ/ мазасыздандыратын вызывающий беспокойство  
**wrist (n)** /rɪst/ білек запястье  
**writer (n)** /'raɪtə(r)/ жазушы писатель

## Unit 7 / 7-ші модуль / Модуль 7

**afraid (adj)** /ə'freɪd/ қорқып, үркіп испуганный, боящийся  
**ambulance (n)** /'æmbjələns/ жедел жәрдем скорая помощь  
**ankle (n)** /'æŋkl/ тобық лодыжка  
**arachnophobia (n)** /ə'ræknə'fəubiə/ арахнофобия арахнофобия  
**arm (n)** /ɑːm/ қол рука  
**avalanche (n)** /'ævələnʃ/ көшкін лавина  
**back (n)** /bæk/ арқа спина  
**bad (at) (adj)** /'bæd (,æt,ət)/ қабілетсіз неспособный (к чему-либо)  
**bite (n)** /baɪt/ тістеу, шағу укус  
**bone (n)** /bəʊn/ сүйек кость  
**broken (past part)** /'brəʊkən/ сынған сломанный  
**bruise (v)** /bruːz/ ауырту, көзін көгерту ушибить, поставить синяк  
**burn (v)** /bɜːn/ өртеу, жағу жечь  
**burnt (past part)** /bɜːnt/ жағылған сожжен  
**cause (n)** /kɔːz/ себеп причина  
**collide (v)** /kə'laɪd/  
**compete (v)** /kəm'piːt/ жарысу соревноваться  
**curry (n)** /'kʌrɪ/ карри карри  
**cut (v)** /kʌt/ кесу резать  
**cut (past part)** /kʌt/ кесілген порезан  
**damaged (adj)** /'dæmɪdʒd/ сұзылған поврежденный  
**danger (n)** /'deɪndʒə(r)/ қауіптілік опасность  
**dark (n)** /dɑːk/ қараңғылық темнота  
**description (n)** /dɪ'skrɪpʃn/ сипаттама описание  
**dialogue (n)** /'daɪələg/ диалог диалог  
**documentary (n)** /dɒkjʊ'mentri/ деректі фильм документальный фильм  
**dressed (adj)** /drest/ киінген одетый  
**drought (n)** /draʊt/ жауынсыздық засуха  
**earthquake (n)** /'z:θkweɪk/ жер сілкіну землетрясение  
**elbow (n)** /'elbəʊ/ шынтақ локоть  
**enthusiastic (about) (adj)** /ɪnθjuːzɪ'æstɪk/ қатты масаттану в восторге (от чего-либо)  
**exotic (adj)** /ɪg'zɒtɪk/ экзотикалық экзотический  
**exposure therapy (n)** /ɪk'spəʊə,θɪəri/ экспозициялық терпаия экспозиционная терапия  
**face (n)** /feɪs/ бет лицо  
**farming (n)** /'fɑːmɪŋ/ ауыл шаруашылығы сельское хозяйство  
**find (v)** /faɪnd/ табу находить  
**finger (n)** /'fɪŋgə(r)/ саусақ палец  
**fire (n)** /'faɪə(r)/ өрт огонь  
**fishing (n)** /'fɪʃɪŋ/ балық аулау рыбная ловля  
**flood (n)** /flʌd/ сел, тасқын наводнение  
**fond (of) (adj)** /'fɒnd (əv)/ ұнату, жақсы көру увлекаться

**foot (n)** /fʊt/ аяқ, фут нога, фут  
**forest (n)** /'fɒrɪst/ орман лес  
**frightened (of) (adj)** /'fraɪnd (əv)/ қорыққан, қорқынышты испугавшийся (чего-либо)  
**go back (v)** /,gəʊ 'bæk/ қайту возвращаться  
**goal (n)** /gəʊl/ гол, қақпа, нысана гол, ворота, цель  
**Guess what! (exc)** /,ges 'wɒt/ Және білесің бе? И знаешь, что?  
**hand (n)** /hænd/ қол рука  
**happy (about) (adj)** /'hæpɪ (ə,baut)/ бақытты счастлив (из-за чего-либо)  
**head (n)** /hed/ бас голова  
**hospital (n)** /'hɒspɪtəl/ аурухана больница  
**How's it going? /haʊz ,ɪt 'gəʊɪŋ/ Қалың қалай? Как дела?**  
**hurricane (n)** /'hʌrɪkən/  
**illegal (adj)** /ɪ'liːgl/ заңсыз незаконный  
**in public (adv)** /ɪn 'pʌblɪk/ адамдардың көзінше на людях  
**injure (v)** /'ɪndʒə(r)/ жарақаттау травмировать  
**injury (n)** /'ɪndʒəri/ жарақат травма  
**insect (n)** /'ɪnsɛkt/ жәндік насекомое  
**interested (in) (adj)** /'ɪntərəstɪd (,ɪn)/ мүдделі, құштар заинтересован (в чем-либо)  
**kick (v)** /kɪk/ аяқпен тебу ударять ногой  
**knee (n)** /niː/ тізе колено  
**land (n)** /lænd/ жер земля  
**land (v)** /lænd/ жерге қону, жерге түсу приземляться  
**landslide (n)** /'lændslaɪd/ көшкін лавина  
**laugh (n)** /lɑːf/ күлу смеяться  
**leg (n)** /leg/ аяқ нога  
**motorbike (n)** /'məʊtəbaɪk/ мотоцикл мотоцикл  
**motorcycle (n)** /'məʊtəsaɪkl/ мотоцикл мотоцикл  
**narration (n)** /nə'reɪʃn/ әңгіме, хикая повествование  
**narrow (adj)** /'nærəʊ/ тар узкий  
**neck (n)** /nek/ мойын шея  
**neither (adv)** /'naɪðə(r), 'niːðə(r)/ екеуінің біреуі де емес ни один из двух  
**no longer (adv)** /,nəʊ 'lɒŋgə(r)/ ендігәрі больше не  
**nose (n)** /nəʊz/ мұрын нос  
**occur (v)** /ə'kɜː(r)/ болу, шығу происходить, возникать  
**paramedic (n)** /'pærə'medɪk/ парамедик парамедик  
**phobic (adj)** /'fəʊbɪk/ фобиялық фобический  
**plastic (adj)** /'plæstɪk/ пластик пластик  
**police officer (n)** /pə'liːs ,ɒfɪsə(r)/ полиция полицейский  
**prevent (v)** /prɪ'vent/ алдын алу предотвратить  
**pull (v)** /pʊl/ тарту тянуть  
**real (adj)** /'riːəl/ шын, нақты, шынайы действительный, реальный  
**result (n)** /rɪ'zʌlt/ нәтиже результат

**ridiculous (adj)** /rɪ'dɪkjələs/ күлкілі, қисынсыз  
смешной, нелепый

**roller coaster (n)** /'rəʊlə ,kəʊstə(r)/ америкалық  
төбешіктер американдиқ горки

**save (v)** /seɪv/ сақтау сохранять

**scared (of) (adj)** /'skeəd (əv)/ қорыққан испуганный  
(чем-либо)

**score (v)** /skɔ:(r)/ гол соғу, есеп жүргізу забивать гол,  
вести счёт очков

**scuba diving (n)** /'sku:bə ,daɪvɪŋ/ су астында жүзу  
подводное плавание

**See you!** /'si: ,ju:/ Кездескенше! До встречи!

**series (n)** /'siəri:z/ серия серия

**shoulder (n)** /'ʃəʊldə(r)/ иық плечо

**side (n)** /saɪd/ тарап, жақ сторона

**silent (adj)** /'saɪlənt/ тұйық, сөйлемейтін молчаливый

**slide (v)** /slaɪd/ жып беру проскользнуть

**snake (n)** /sneɪk/ жылан змея

**specialist (n)** /'speʃəlɪst/ маман специалист

**spicy (adj)** /'speɪsi/ ащы острый, пряный

**spider (n)** /'spɪdə(r)/ өрмекші паук

**sprain (v)** /spreɪn/ созу, тарту растягивать

**storm (n)** /stɔ:m/ 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 'pɜ:sn/ каскадер каскадер

**suddenly (adv)** /'sʌdnli/ кенеттен внезапно

**terrified (of) (adj)** /'terɪfaɪd (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)** /tsu:'nɑ:mi/ цунами цунами

**unpleasant (adj)** /ʌn'pleznt/ жағымсыз неприятный

**volcano (n)** /vɒl'keɪnəʊ/ жанартау вулкан

**weird (adj)** /wɪəd/ ақылға қонбайтын, оғаш странный

**What's wrong?** /,wɒts 'rɒŋ/ Не болды? Что не так?

**youth (n)** /ju:θ/ жастар молодежь

## Unit 8 / 8-ші модуль / Модуль 8

**accept (v)** /ək'sept/ қабылдау принимать

**athletics (n)** /æθ'letɪks/ спортпен шұғылдану, атлетика  
занятия спортом, атлетика

**atmosphere (n)** /'ætməsfiə(r)/ атмосфера атмосфера

**average (adj)** /'ævərɪdʒ/ орта, орташа средний

**ballet (n)** /'bæleɪ/ балет балет

**basketball (n)** /'bɑ:skɪtbɔ:l/ баскетбол баскетбол

**calculate (v)** /'kælkjəleɪt/ есептеу рассчитывать

**captain (n)** /'kæptɪn/ капитан капитан

**champion (n)** /'tʃæmpɪən/ чемпион чемпион

**cheer (v)** /tʃɪə(r)/ рухтандыру, шапалақтау ободрять,  
апплодировать

**circuit (n)** /'sɜ:kit/ тізбек цепь

**competition (n)** /kɒmpə'tɪʃn/ жарыс, сайыс  
соревнование

**competitor (n)** /kəm'petɪtə(r)/ бәсекелес, жарысқа  
қатысушы конкурент, участник соревнований

**contact (v)** /'kɒntækt/ байланысу, қарым-қатынас  
жасау контактировать, связываться

**court (n)** /kɔ:t/ аула, сот двор, суд

**cycling (n)** /'saɪklɪŋ/ велосипед тебу езда на  
велосипеде

**disabled (adj)** /dɪs'eɪbld/ жарамсыз, істен шыққан,  
жұмыс істемейтін неполноценный из-за увечья или  
болезни, вышедший из строя, неработающий

**education (n)** /,edʒu'keɪʃn/ білім образование

**equation (n)** /'i:kweɪʃn/ теңдеу, теңестіру уравнение

**evening (n)** /'i:vnɪŋ/ кеш вечер

**finalist (n)** /'faɪnəlɪst/ финалға қатысушы финалист

**football (n)** /'fʊtbɔ:l/ футбол футбол

**formal (adj)** /'fɔ:məl/ ресми официальный

**Formula 1, Formula 3 (n)** /,fɔ:mjələ 'wʌn, ,fɔ:mjələ 'θri:/  
1-формула, 3-формула Формула 1, Формула 3

**go cycling (v)** /,gəʊ 'saɪklɪŋ/ велосипед тебу кататься  
на велосипеде

**habit (n)** /'hæbɪt/ әдет привычка

**happiness (n)** /'hæpɪnəs/ бақыт счастье

**have a go at (v)** /'hæv ə ,gəʊ ət/ көру, тырысу  
пробовать (что-либо), пробовать силы (на чем-либо)

**health (n)** /helθ/ денсаулық здоровье

**hope (v)** /həʊp/ үміт надежда

**humour (n)** /'hju:mə(r)/ әзіл-оспақ юмор

**idea (n)** /aɪ'diə/ идея идея

**informal (adj)** /ɪn'fɔ:məl/ бейресми неофициальный

**instructor (n)** /ɪn'strʌktə(r)/ нұсқаушы инструктор

**lap (n)** /læp/ орам, раунд, етек виток, раунд, подол

**lifestyle (n)** /'laɪfstɑɪl/ өмір салты образ жизни

**look forward (to doing something) (v)** /,lʊk 'fɔ:wəd/ асыға  
күту (бір нәрсе істеу) с нетерпением ожидать (делать  
что-либо)

**loser (n)** /'lu:zə(r)/ жолы болмаған адам  
проигравший, неудачник

**luck (n)** /lʌk/ бақ, сәт, сәттілік удача

**manager (n)** /'mænɪdʒə(r)/ менеджер менеджер

**match (n)** /mætʃ/ матч матч

**owner (n)** /'əʊnə(r)/ ие, билеуші владелец

**pitch (n)** /pɪtʃ/ алаң, лақтыру, шайыр площадка,  
бросок, смола

**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 car (n)** /'ræli ,kɑ:(r)/ раллиге арналған жеңіл көлік  
раллийный легковой автомобиль

**referee (n)** /refə'ri:/ сот, төреші судья

**reporter (n)** /rɪ'pɔ:tə(r)/ тілші корреспондент

**rugby (n)** /'rʌgbɪ/ регби регби

**running (n)** /'rʌnɪŋ/ жүгіру бег

**season (n)** /'si:zn/ маусым сезон

**situation (n)** /sɪ'tʃu'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)** /'steɪdɪəm/ 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)** /'tuənəmənt/ турнир турнир  
**trainer (n)** /'treɪnə(r)/ жаттықтырушы тренер  
**trophy (n)** /'trɒfi/ олжа трофей

**TV reporter (n)** /,ti: 'vi: rɪ, pɔ:tə(r)/ тележурналист  
 тележурналист  
**Yours faithfully** /,jɔ:z 'feɪθfəli/ Құрметпен С  
 уважением

## Unit 9 / 9-ші модуль / Модуль 9

**agree (with sb) (v)** /ə'gri:z/ келісу соглашаться (с кем-либо)  
**argue (v)** /'ɑ:gju:z/ дауласу, таласу, айтысу спорить  
**bet (v)** /bet/ бәстесу, бәс тігу держать пари, спорить  
**baby (n)** /'beɪbi/ сәби ребенок  
**be born (v)** /,bi 'bɔ:n/ дүниеге келу, туу, туылу  
 родиться  
**become a professional (v)** /bɪ,kɒm ə prə'feʃənl/ кәсіби  
 болу стать профессионалом  
**become rich (v)** /bɪ,kɒm 'ri:tʃ/ бай болу, баю стать  
 богатым  
**blouse (n)** /bləʊz/ жейде, блузка блузка, кофточка  
**buy a house (v)** /,baɪ ə 'haʊs/ үй сатып алу купить дом  
**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)** /'kɒmfətəbl/ ыңғайлы удобный  
**cotton (n)** /'kɒtn/ мақта хлопок  
**cute (adj)** /kju:t/ сүйкімді, тартымды милый,  
 симпатичный  
**data (n)** /'deɪtə/ деректер данные  
**day (n)** /deɪ/ күн день  
**definitely (adv)** /'defɪnətli/ айқын, дәл определенно,  
 точно  
**disagree (with sb) (v)** /dɪsə'gri:z/ келіспеу быть не  
 согласным (с кем-либо)  
**do an exam (v)** /,du: ən ɪg'zæm/ емтихан тапсыру  
 сдавать экзамен  
**draw (v)** /drɔ:z/ 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)** /,grædʒueɪt frəm ju:nɪ'vɜ:zəti/  
 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)** /ɪ'mæɪdʒɪn/ елестету, қиялдау вообразить,  
 представлять себе  
**immediately (adv)** /ɪ'mi:diətli/ кідірмей, тез  
 незамедлительно  
**Ireland (n)** /'aɪələnd/ 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  
**memorize (v)** /'meməraɪz/ запомнить жаттау  
**memory (n)** /'meməri/ ес, жады память, воспоминание  
**move to another country (v)** /,mu:v tu ənə'ðə '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)** /ræk/ 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)** /rɪ'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 'kɒmpəni/ 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  
**Turkey (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:, bɪ/	was /wɒz, wəz/, were /wɜ:(r), wə(r)/	been /bi:n/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burnt / burned /bɜ:nt, bɜ:nd/	burnt / burned /bɜ:nt, bɜ:nd/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
can /kæn/	could /kəd/	
catch /kæʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /i:t/	ate /eɪt, et/	eaten /'i:tn/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got /gɒt/
get up /,get 'ʌp/	got up /,gɒt 'ʌp/	got up /,gɒt 'ʌp/
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
have /hæv/	had /hæd/	had /hæd/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:n/	learnt / learned /lɜ:nt, lɜ:nd/	learnt / learned /lɜ:nt, lɜ:nd/
leave /li:v/	left /left/	left /left/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
run /rʌn/	ran /ræn/	run /rʌn/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
send /send/	sent /sent/	sent /sent/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/

## IRREGULAR VERBS

Infinitive	Past simple	Past participle
spend /spend/	spent /spent/	spent /spent/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /,ʌndə'stænd/	understood /,ʌndə'stʊd/	understood /,ʌndə'stʊd/
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪtɪn/

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2020

2024 2023 2022 2021 2020

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ISBN: 978 0 19 484530 4

Printed in China

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**ACKNOWLEDGEMENTS**

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