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# Laser

## For Kazakhstan

### Student's Book



A1+  
Grade 6

	<b>Topic</b>	<b>Reading</b>	<b>Vocabulary</b>	<b>Grammar</b>
<b>TERM 1</b>	<b>Module 1: Our Class</b> page 4			
	This is me!	reading for gist / specific information (multiple matching, multiple choice questions)	family members	• <i>be, have / have got</i> • possessives
	Going Shopping!	reading for gist / specific information (multiple matching, T / F)	size and shape	• present continuous • pronouns
	<b>Module 2: Helping and Heroes</b> page 20			
<b>TERM 2</b>	Raising Money!	reading for gist / specific information (multiple matching, T / F)	money position	• present perfect simple ( <i>ever / never</i> ) • adverbs of manner
	<b>CLIL PE: Rugby</b> pages 28–29			
	<b>Module 3: Our Countryside</b> page 30			
	On the Farm!	reading for gist / specific information (matching headings to paragraphs, comprehension questions)	animals time	• present simple • adverbs of frequency
<b>TERM 3</b>	Planning for Tomorrow!	reading for gist / specific information (multiple matching, multiple choice questions)	time quantity	• <i>be going to</i> for future plans • <i>will</i> for future facts
	<b>Module 4: Drama and Comedy</b> page 46			
	Lights! Camera! Action!	reading for gist / specific information (matching questions, multiple choice questions)	films	• present continuous for future arrangements • prepositions of time and place
	<b>CLIL Geography: Volcanoes</b> pages 54–55			
<b>TERM 4</b>	<b>Module 5: Our Health</b> page 56			
	Lucky Escapes!	multiple matching yes / no questions)	gestures	• past continuous • short answer forms
	Looking Ahead!	reading for gist / specific information (matching pictures and paragraphs, selecting statements)	directions position	• first conditional • adverbs of degree
	<b>Module 6: Holidays and Travel</b> page 72			
	The Travel Bug!	reading for gist / specific information (matching pictures and paragraphs, selecting statements)	travel countries and continents	• past simple – basic irregular verbs • past simple – regular verbs and more irregular verbs • passive voice
	<b>Module 7: Reading for Pleasure</b> page 80			
	Read All About It!	reading for gist / specific information (T / F, match questions and answers)	reading	• question words • <i>too, very, quite, and not enough</i>
	Being the Best!	reading for gist / specific information (multiple choice questions, sentence completion)	adjectives	• comparatives • superlatives
	<b>CLIL Art: Architecture</b> pages 96–97			
	<b>Module 8: Our Neighbourhood</b> page 98			
	Friends and Family!	reading for gist / specific information (multiple matching, T / F)	family feelings	• <i>can</i> for ability and requests; <i>could</i> for requests • <i>should</i> for advice; <i>must</i> and <i>have to</i> for obligation
	Animal Magic!	reading for gist / specific information (matching to make questions, T / F / DS)	ways of moving and handling	• regular irregular plurals • articles
	<b>Module 9: Transport</b> page 114			
	At the Airport!	reading for gist / specific information (multiple matching, T / F)	flying materials	• countable and uncountable nouns • quantitative adjectives ( <i>some, any, many, much, a lot of, no</i> )
	<b>CLIL Science: Strange Animals</b> pages 122–123			
	Writing database • pages 124–127	Grammar database • pages 132–141	Vocabulary database • pages 128–131	Songs • pages 142–143

Listening	Speaking	Writing	Culture Spot
<b>Unit 1</b>			
listening for gist / specific information (T / F, sentence completion)	talking about yourself • <i>Sound Spot</i> : pronunciation of final s	personal profile	My Multinational Class
listening for gist / specific information (multiple choice - pictures, sentence completion)	talking about what people are doing at the moment • <i>Sound Spot</i> : pronunciation of similar sounding words	description of picture of people	All About the Tenge
<b>Unit 2</b>			
listening for gist / specific information (multiple matching, multiple choice questions)	asking and answering questions • <i>Sound Spot</i> : pronunciation of the word ending -ed	blog post	A Heart of Gold
<b>Unit 3</b>			
listening for gist / specific information (multiple matching, multiple choice)	talking about daily activities • <i>Sound Spot</i> : pronunciation of tongue twister with s and sh	informal email	Open-Air Museum
listening for gist / specific information (multiple matching, sequencing information)	talking about future plans • <i>Sound Spot</i> : words and phrases for quantity	informal email	Talented Kazakhstan
<b>Unit 4</b>			
listening for gist / specific information (multiple matching, T / F)	talking about future arrangements • <i>Sound Spot</i> : pronunciation of the word ending -or, er, -a	interview (dialogue)	Sanzhar Madi
<b>Unit 5</b>			
listening for gist / specific information (multiple matching, multiple choice questions)	telling simple stories • <i>Sound Spot</i> : similar sounding words	story	Kazakh Rules of Hospitality
listening for gist / specific information (identifying information, drawing a route from information given)	talking about future possibilities • <i>Sound Spot</i> : pronunciation of gh	article	The Future of Kazakhstan
<b>Unit 6</b>			
listening for gist / specific information (multiple matching, sentence completion)	talking about past events • <i>Sound Spot</i> : stress in names of countries	blog post	Around Kazakhstan
<b>Unit 7</b>			
listening for gist / specific information (multiple choice, sentence completion)	asking and answering questions • <i>Sound Spot</i> : pronunciation of question words	interview (dialogue)	Born in Kazakhstan
listening for gist / specific information (multiple choice questions – pictures, comprehension questions)	making comparisons • <i>Sound Spot</i> : sounds of letter o	description (comparing people's appearance)	Unique Kazakhstan
<b>Unit 8</b>			
listening for gist / specific information (multiple choice questions, identifying speakers)	asking for, giving and refusing permission • <i>Sound Spot</i> : can / can't	set of household rules	Daily Duties Now and in the Past
listening for gist / specific information (multiple matching, text completion)	giving simple instructions • <i>Sound Spot</i> : stress in 2- or 3-syllable words	note (giving instructions)	Giant Mole Rat
<b>Unit 9</b>			
listening for gist / specific information (multiple choice questions, sentence completion)	agreeing and disagreeing • <i>Sound Spot</i> : pronunciation of hard and soft g	description of a scene	Air Astana

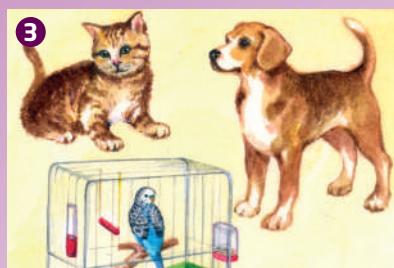
# MODULE 1

## Our Class

This is me!

### »» Vocabulary

Match.



a the world

b sister

c town

d pets

e brother



### Reading

[www.worldfriends.com](http://www.worldfriends.com)

## WORLD FRIENDS

Welcome to 'Worldfriends', the place to meet new people from all over the world! Tell us about you and your life!



Hi, I'm Harry. I'm 12 years old and I live in Manchester. I'm in Grade 6 at school. I have two sisters, Jenny and Sue. We've got two pets: a dog, Max, and a cat. She hasn't got a name! She's just 'cat'! I've got lots of friends. My best friend is called Zak. Do you have lots of friends? Have you got a best friend? Tell us and maybe we can be friends on 'Worldfriends'!



Hello. I'm Aruzhan, and I'm in the 6th Grade at school. I'm 13. I don't have a lot of friends but I've got two very close ones: Amina and Leyla. My family has a house in the country and I often spend time there with Amina and Leyla. I haven't got any brothers or sisters, so it's good to have friends to play with. I've got a computer and we love playing games on it together.



My name is Sunil, and I'm from India. I've got a very big family – there are nine of us including Mum and Dad! My favourite brother Sachin has got a job in Delhi and he lives there, but the rest of us live together in Mumbai. There are three boys and three girls at home. We don't have a large house, and I haven't got my own room – I share with my brothers. It can be very noisy, but a lot of fun! I love chatting with my friends online. Be my friend and we can tell each other about our lives!



**Joe Anderson,**  
USA

Hi. My name is Joseph, but my friends call me Joe. I have friends all over the world, and I hope you are my next friend! I'm an only child, and we live in a small

town in Ohio, so it can get a bit lonely. I like reading, listening to music and drawing. I don't like playing computer games or watching TV. I want to travel to lots of places and see the world. Let's be friends and maybe I can travel to visit you in your country!

- 1** Read the personal profiles quickly and put a tick (✓) or a cross (✗) to complete the table.

	Brothers	Sisters
<b>Harry</b>	✗	
<b>Aruzhan</b>		
<b>Sunil</b>	✓	
<b>Joe</b>		

- 2** Read the personal profiles again and choose the correct answer, A, B or C.

- 1 There's something unusual about one of Harry's ...  
A sisters.    B pets.    C friends.
- 2 Aruzhan and her friends like going to ...  
A school.    B the country.    C see friends.
- 3 Sunil lives in Mumbai with ...  
A his brother.  
B all of his family.  
C most of his family.
- 4 Joe can be lonely because ...  
A his town isn't big.  
B he doesn't have any friends.  
C he doesn't like playing with people.

- 3** Choose the person you want to be friends with on Worldfriends. Say why.

Harry

Aruzhan

Sunil

Joe

I choose Sunil. He has a large family and I have a small family.

I want to learn about his life with six brothers and sisters.



## Wordpower!

Write one letter in each gap to complete the words.

- 1 Your b \_\_\_\_\_ friend is your favourite friend.
- 2 A c \_\_\_\_\_ friend is someone you love and trust.
- 3 The c \_\_\_\_\_ is the area with trees, flowers and animals outside a town or city.
- 4 If you s \_\_\_\_\_ a room, you use it with other people.
- 5 When you talk to your friends on the internet you c \_\_\_\_\_ o \_\_\_\_\_ with them.
- 6 An o \_\_\_\_\_ child doesn't have brothers or sisters.



### VALUES

Friendship is very important in life.  
Be honest with your friends and help  
them in difficult situations.

# Grammar 1

G

## be, have/have got

### Look!

I **am** twelve years old.  
 My name **is** Joseph.  
 I **have** two sisters, Jenny and Sue.  
**I don't have** a lot of friends.  
 We've **got** two pets.  
**Have you got** a best friend?

### Use

We use **be** to describe what things and people are like. We use **have** and **have got** to talk about what they possess.

For more information, see *Grammar database 1* on page 132

### 1 Choose the correct word.

- 1 My brother **is** / **are** also my best friend.
  - 2 Jack and I **am** / **are** close friends.
  - 3 Holly **has** / **have** a really big family! Six sisters!
  - 4 **Are** / **Do** you have your own room?
- 5 No, we **not** / **don't** have a house in the country.
  - 6 Oscar **has** / **have got** a fantastic bedroom!
  - 7 **Have** / **Do** you got internet at home?
  - 8 She's an only child; she **hasn't** / **isn't** got a big family.

### 2 Fill in the blank with the correct word or phrase.

- 1 I \_\_\_\_\_ a brother.
  - 2 Are you OK? Yes, I \_\_\_\_\_.
- 3 Gemma \_\_\_\_ not \_\_\_\_ a cat.
  - 4 Have you got a large family? Yes, \_\_\_\_\_.
  - 5 Are your sisters here? No, \_\_\_\_\_.

### 3 Answer about you. Tick (✓) the things you have got. Then write sentences.



a bicycle



a mobile phone



a watch



a baseball cap



a skateboard



a laptop



an MP3 player



a pet rabbit

- 1 I've got a mobile phone, but I haven't got an MP3 player.
- 2 \_\_\_\_\_

- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

### 4 Do a class survey. Ask questions and tick (✓) the things that other students have.

<input type="checkbox"/>							
<input type="checkbox"/>							
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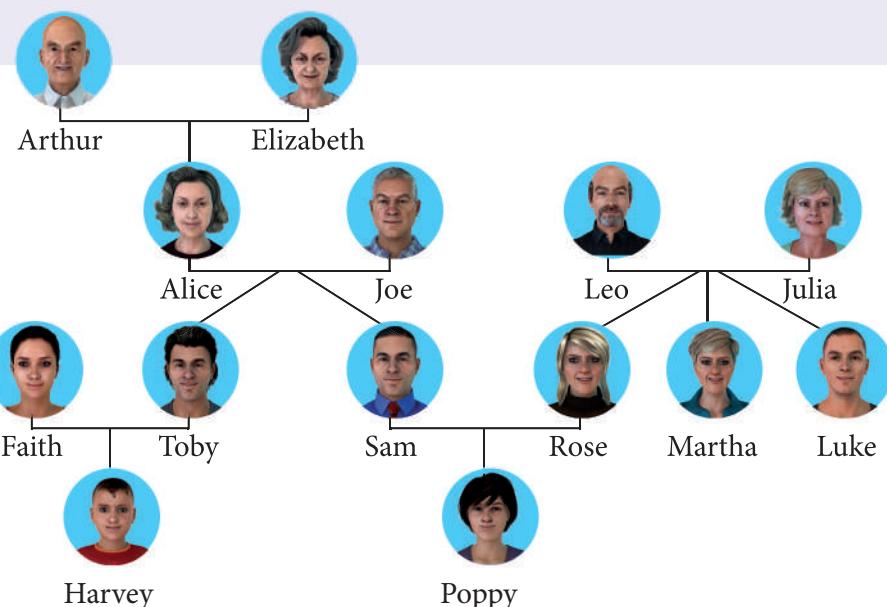




## Vocabulary

- 1** Look at this family tree.  
Write a word from the box in each gap.

aunt • cousin  
grandfather  
grandmother  
great-grandfather  
great-grandmother  
nephew • niece  
uncle



Hi, I'm Poppy! And this is my family tree. I don't have a very big family, but we're very close. You can see my mum and dad, Rose and Sam. My mum has a sister, Martha, who's my (1) \_\_\_\_\_, and a brother, Luke. He's my (2) \_\_\_\_\_. In other words, I'm their (3) \_\_\_\_\_. My dad's brother, Toby, is married to Faith. They have a son, my (4) \_\_\_\_\_ Harvey. We often play together. My dad says that Harvey is his favourite (5) \_\_\_\_\_, but it's a joke because Harvey's the only one he's got!

Leo's my (6) \_\_\_\_\_. He's married to my (7) \_\_\_\_\_, Julia. On my dad's side, my grandparents are called Alice and Joe. Alice's parents are Arthur (my (8) \_\_\_\_\_) and Elizabeth (my (9) \_\_\_\_\_). It's a great family and we all love each other very much! What about your family?

- 2** Draw your own family tree. In pairs, tell each other about your families.

**Student A:** This is my family tree. I've got two uncles, John and Evan.

**Student B:** Have you got any cousins?

**Student A:** Yes, I've got one cousin, Molly. Have you got any cousins?

**Student B:** No, I haven't. I've got one aunt, but she hasn't got any children.



## Listening

- 1** 1 You are going to listen to a radio show. As you listen, decide if the statements are true (T) or false (F).

1 Paula has got a large family.	T/F	4 Seb has his own room at home.	T/F
2 Paula has a lot of things in her room.	T/F	5 Sienna has got a family pet.	T/F
3 Seb has got a large family.	T/F	6 Sienna's room is full of things.	T/F

- 2** 1 Listen to the radio show again and complete the sentences with a word or short phrase.

- Paula is \_\_\_\_\_ and doesn't have many relatives.
- Paula has a computer but she doesn't have \_\_\_\_\_.
- Seb thinks he's lucky because he has two \_\_\_\_\_ and four grandparents.
- Seb has a couple of pet \_\_\_\_\_ at home.
- One of Sienna's \_\_\_\_\_ lives with her, her brother and her parents.
- Sienna often talks to her \_\_\_\_\_ on the computer in her room.

- 3** Talk about your best friend.

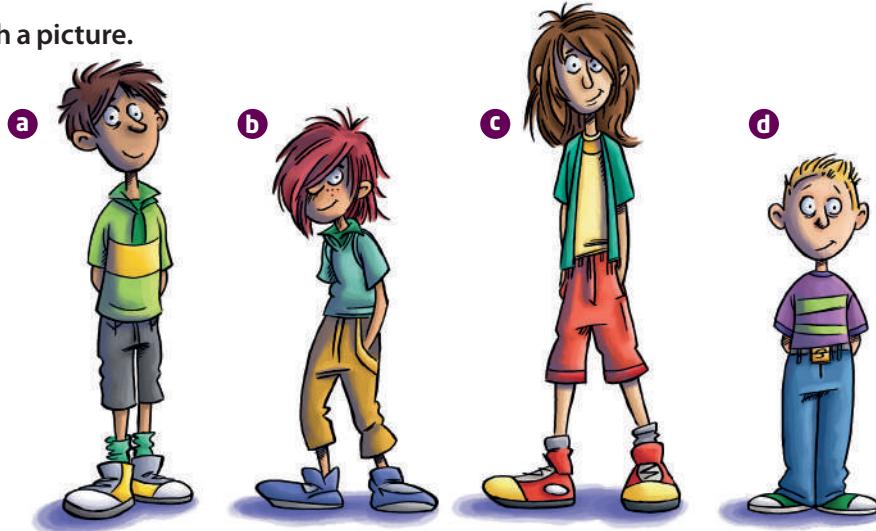
- Does he/she have any pets?
- What's his/her room like at home?
- Does he/she have a large family?



## Speaking

### 1 Match each word or phrase with a picture.

- 1 very short \_\_\_\_\_
- 2 short \_\_\_\_\_
- 3 tall \_\_\_\_\_
- 4 very tall \_\_\_\_\_
- 5 very long hair \_\_\_\_\_
- 6 long hair \_\_\_\_\_
- 7 short hair \_\_\_\_\_
- 8 very short hair \_\_\_\_\_



### 2 Write notes or tick (✓) to answer for you.

#### Me

name: \_\_\_\_\_

age: \_\_\_\_\_

When is your birthday? \_\_\_\_\_

I am ...

- very tall  • tall  • short
- very short

I have ...

- very long hair  • long hair
- short hair  • very short hair

#### My family

- very large  • large  • small
- very small

Number of

brothers \_\_\_\_\_ and sisters \_\_\_\_\_

aunts \_\_\_\_\_ and uncles \_\_\_\_\_

Who else is in your family? \_\_\_\_\_

Any pets? \_\_\_\_\_

#### My room

- have my own room
- share a room  (with \_\_\_\_\_)
- very big  • big  • small
- very small
- a lot of things in it  • not many things in it

What is it like? Describe it and the things in it.

\_\_\_\_\_

### 3 Tell the class about yourself. Use the notes in exercise 2. Try to talk for one minute.

*My name is Jamie and I'm 13 years old. I've got a very large family. I've got six brothers and sisters ...*



## Phrase Bank!

### Talking about yourself

*I am tall/short.*

*I have long/short hair.*

*I am 12 years old.*

*My birthday is in January.*

*I've got two brothers.*



## SoundSpot

### 1 2 Tick (✓) the correct sound for each letter s. Then listen and check.

	's'	'z'
1 aunts	<input type="checkbox"/>	<input type="checkbox"/>
2 brothers	<input type="checkbox"/>	<input type="checkbox"/>
3 cousins	<input type="checkbox"/>	<input type="checkbox"/>
4 friends	<input type="checkbox"/>	<input type="checkbox"/>
5 pets	<input type="checkbox"/>	<input type="checkbox"/>
6 sisters	<input type="checkbox"/>	<input type="checkbox"/>
7 uncles	<input type="checkbox"/>	<input type="checkbox"/>

### 2 3 Listen and repeat these sentences.

- 1 I've got lots of uncles but very few aunts.
- 2 All my friends have pets, but I've got brothers and sisters!

## Grammar 2 G

### Possessives

#### Look!

*Is that your brother?*

*We see our grandparents every week.*

*Adam and Lewis are in their room.*

*Is that Finlay's dad?*

*The laptop is in the twins' room.*

*There are two phones here. This is mine and that's yours.*

#### Use

We use possessives to show that something belongs to someone.

For more information,  
see *Grammar database 2*  
on page 133.

#### 1 Write the correct word.

- 1 What's \_\_\_\_\_ family like? **you**
- 2 My sisters have lots of things in \_\_\_\_\_ room. **they**
- 3 We aren't very close to \_\_\_\_\_ cousins. **we**
- 4 Does Alex see \_\_\_\_\_ great-grandfather every week? **he**
- 5 I don't know where \_\_\_\_\_ MP3 player is. **I**
- 6 Tell Jan that I've got \_\_\_\_\_ book. **she**

#### 2 Reorder the words to make sentences.

- 1 you – Have – got – mobile phone – George's

*Have you got George's mobile phone?*

- 2 sister's – pet rabbit – My – got – hasn't – name – a

\_\_\_\_\_

- 4 brothers – hasn't – mum – sisters – or – Karen's – got

\_\_\_\_\_

- 5 got – family – Arman's – Has – a – house – large

\_\_\_\_\_

- 6 brothers' – next – room – to – mine – My – is

\_\_\_\_\_

#### 3 4 Correct the mistakes. Then listen and check.

**David:** Give it back! It's (1) **my!** *mine*

**Daisy:** No, it isn't! It's (2) **mine** T-shirt! \_\_\_\_\_

**Mum:** Hey, you two! What's the problem?

**Daisy:** David says this T-shirt is (3) **him**, but it isn't. It's (4) **me!**

\_\_\_\_\_

**David:** It isn't (5) **her!** She gave it to me! \_\_\_\_\_

**Mum:** Well, Daisy, that means it's (6) **Davids'** T-shirt, not

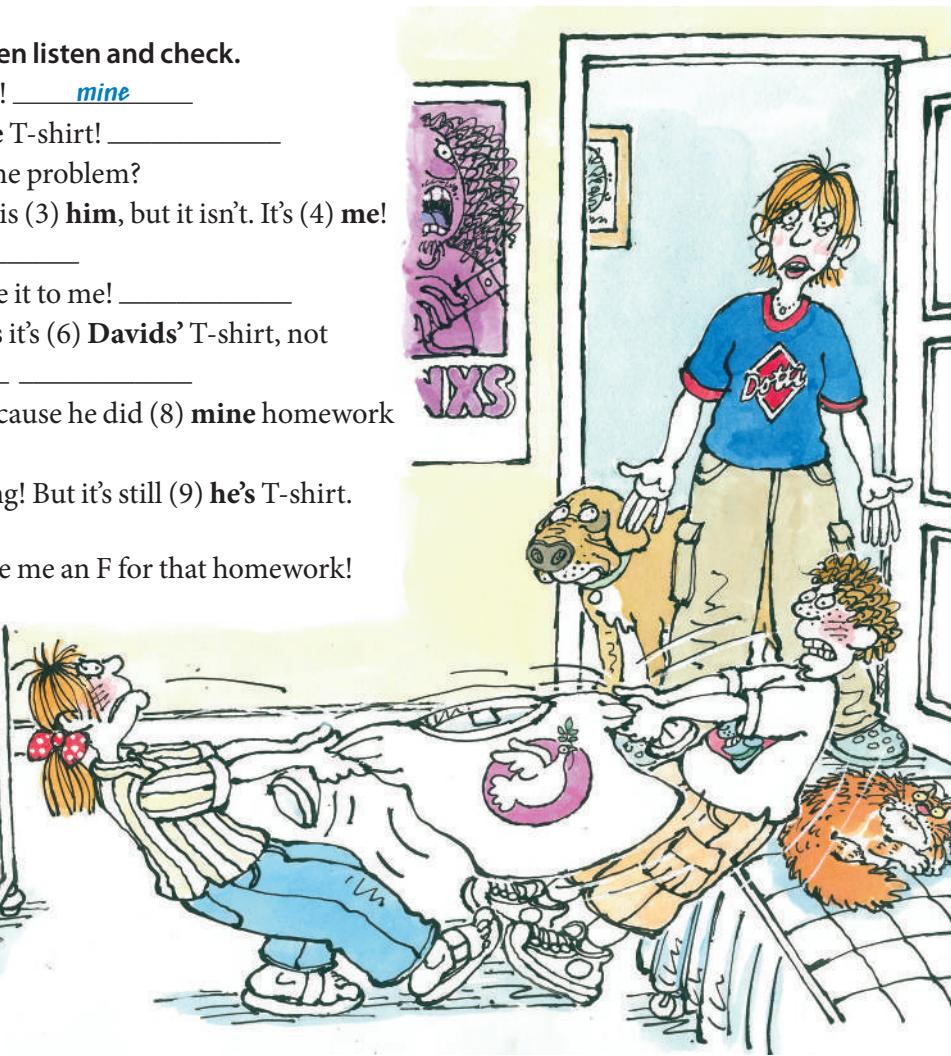
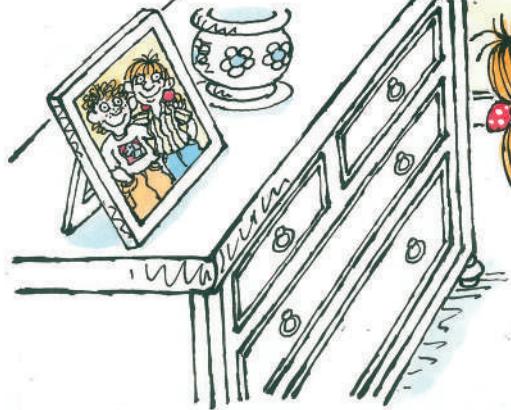
(7) **your.** \_\_\_\_\_

**Daisy:** I only gave it to him because he did (8) **mine** homework  
for me! \_\_\_\_\_

**Mum:** Daisy! That's very wrong! But it's still (9) **he's** T-shirt.

\_\_\_\_\_

**Daisy:** But (10) **us** teacher gave me an F for that homework!





## Writing

### Project: writing a profile

#### ABOUT ME!



Hi! ☺

I'm Alina and I'm 13 years old. I'm quite tall. I've got long brown hair and brown eyes. And I've got a beautiful smile. That's what my friends say, anyway!

I've got a large family. I've got two brothers and two sisters, and we're very close. My sisters are my best friends, really. We don't have many cousins, so we spend a lot of time with each other. Of course, we've got our own friends as well.

I share a room with my sisters, but it's a large room so that's OK. I've got a desk, where I do my homework, and it's got my computer on it. Over the desk I've got pictures of my favourite bands and film stars! I've also got lots of photos of me and my sisters!

My favourite film star is Jennifer Aniston because her films are always very funny! My favourite singer is called Adele. She has a fantastic voice. And my favourite book is the first Harry Potter book. It's full of excitement and magic!

#### 1 Read the personal profile and match each paragraph with a statement.

- |                              |  |
|------------------------------|--|
| 1 Paragraph 1 describes ____ | a Alina's room and things that are important to her. |
| 2 Paragraph 2 describes ____ | b Alina and what she looks like.                     |
| 3 Paragraph 3 describes ____ | c Alina's family and friends.                        |
| 4 Paragraph 4 describes ____ | d some things that Alina likes a lot.                |

#### 2 Make a plan of your personal profile.

#### 3 You are going to write a personal profile. Make notes to complete the planner.

#### PLANNER

Part of profile	Useful information	Your notes	Your ideas
<b>Paragraph 1</b>	Introduce yourself and give some basic information. Describe what you look like.	Hi! I'm ... and I'm ... years old. I've got ... hair and ... eyes.	
<b>Paragraph 2</b>	Say what kind of family you've got and who is in it. Describe what you do together.	I've got a ... family. There are ... of us. I've got ...	
<b>Paragraph 3</b>	Describe your room at home. Say what you do there and what it's like. Describe the things you've got that are important to you.	I share a room with ... / I've got my own room and ... In my room, I've got ... and ...	
<b>Paragraph 4</b>	Talk about some of your favourite things. Explain why you like them.	My favourite ... is ... because ...	

#### 4 Write your personal profile. Use the ideas in your planner and a photo of you to create your personal profile.



# Culture Spot: My Multinational Class

**1** Work in pairs. Answer the questions about your class.

- 1 How many students are there in your class?
- 2 How many of them are boys? How many are girls?
- 3 Are all the students the same nationality?



**2** Read the text.

Meet my classmates! We all live in Astana, the **capital city** of Kazakhstan, and we all go to the same school. There are thirty of us in the class. Sixteen of us are Kazakh, five are Russian, four are Uzbek, and three are Uyghur. There's also one Tatar girl and one Korean boy. We're all very different, but we're also very much the same: we **share** the same language, we all love our city, and we're all **proud of** our country. Kazakhstan is home for over 120 nationalities.



**3** Read the text again and decide if the sentences are true or false.

- |   |     |
|---|-----|
| 1 There are 40 student in the class.              | T/F |
| 2 Most of the student in the class are Kazakh.    | T/F |
| 3 There are no Korean students in this class.     | T/F |
| 4 In Kazakhstan live less than 120 nationalities. | T/F |



## GLOSSARY

**capital city** /'kæpɪtəl 'siti/ (**n**) the city where a country or region has its government

**share** /ʃeə(r)/ (**v**) have something at the same time as someone else

**be proud of** /bi praud ov/ feel happy about your achievements, your possessions, people or places you're connected with



## Now you!

Work in groups.

Go online and try to find out more information about various schools or classes in Kazakhstan. Exchange the information in your group





## Reading

# Going Shopping!

## Vocabulary

Write the shop where you buy these things.

bookshop • butcher's • clothes shop • florist's  
grocer's • music shop • shoe shop • toy shop



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



**Grace:** I'm having so much fun! It's great to be out shopping. Thanks for coming with me.

**Lily:** That's OK. I don't normally like shopping very much, but I'm enjoying myself. I'm getting some good ideas for my dad's birthday next week. The music shop has a CD he wants, and there are one or two good books in the bookshop.

**Grace:** The shopping centre's busy, isn't it? There are so many customers in every shop! I'm feeling a bit tired now.

**Lily:** Me too. Here's a bench. Let's sit down for a minute and rest. That's better. Now, let's think. What are we looking for?

**Grace:** Well, I need some clothes for Jacob's party this weekend. Everything is so expensive, though, and I don't have a lot of money. And you need some new shoes.

**Lily:** Yes. The ones I have are fine, but they don't match my skirt for the party. I'm looking for some red ones, like the ones your sister has.

**1** Read the dialogue and write 'G' for Grace or 'L' for Lily.

- 1 Who doesn't usually enjoy shopping? \_\_\_\_\_
- 2 Who is looking for new clothes? \_\_\_\_\_
- 3 Who is looking for things for someone else? \_\_\_\_\_
- 4 Who wants to look at clothes before eating? \_\_\_\_\_



**Grace:** I think they've got some in that new shoe shop, *Shoeland*. I'm looking for some new socks, and I think they sell those as well, so let's go there.

**Lily:** OK, but ...

**Grace:** What is it? Are you getting bored with shopping?

**Lily:** No, I'm not getting bored, but I'm getting hungry! Let's find somewhere to eat.

**Grace:** OK. What about *Chicken World*? They're cheap, and I think they're doing a special offer at the moment.

**Lily:** Great! Let's go. It's on the second floor. The lift is just there. Or shall we take the escalator?

**Grace:** I don't mind. Oh, look! They're having a sale in that clothes shop! Let's go and see!

**Lily:** OK. But then *Chicken World*!

## 2 Read the dialogue again and decide if the statements are true (T) or false (F).

- 1 Lily has some presents to give to her father. T/F
- 2 Grace thinks there are a lot of people in the shopping centre. T/F
- 3 Grace is looking for expensive clothes. T/F
- 4 Lily needs new shoes because her old ones are broken. T/F
- 5 Grace is also looking for new shoes. T/F
- 6 Lily goes to *Chicken World* while Grace looks in a shop. T/F

## 3 Talk about you.

- 1 Do you like shopping in shopping centres? Why?

*I love shopping. I like looking at sports clothes and trying all the new video games.*

- 2 Which of these statements do you agree with? Say why.

I love shopping!  
It's my hobby!

Shopping is OK, but I prefer doing other things.

I hate shopping! It's so boring!



## Wordpower!

**Write one letter in each gap to complete the words.**

- 1 When you **e** \_\_\_\_\_ yourself, you have a good time.
- 2 When a shop or other place is **b** \_\_\_\_\_, there are lots of people in it.
- 3 **C** \_\_\_\_\_ are people in a shop who want to buy things.
- 4 Something that is **e** \_\_\_\_\_ costs a lot to buy.
- 5 Something that is **c** \_\_\_\_\_ doesn't cost a lot to buy.
- 6 **G** \_\_\_\_\_ tired/bored/etc means starting to feel tired/bored/etc.
- 7 A **l** \_\_\_\_\_ is a machine that takes you up or down in a building.
- 8 An **e** \_\_\_\_\_ is a moving staircase that goes up or down.



## VALUES

**How to make new friends:**

- be open and take the first step
- talk about your interests
- share with your classmates news and stories

# Grammar 1



## Present continuous

### Look!

**I'm having** so much fun!

**I'm feeling** a bit tired now.

**Are you getting** bored with shopping?

**No, I'm not getting** bored, but **I'm getting** hungry!

### Use

We use the present continuous to talk about things happening now or around now.

For more information, see *Grammar database 3* on page 133.

- 5 Where's Joe? Oh, he \_\_\_\_\_ for his things over there. **pay**
- 6 Come on! We \_\_\_\_\_ time! The shop closes in 10 minutes. **waste**

- 4** Complete the text with the verbs in the correct form. You will use one word twice.

come • go • stand • take • turn  
wait • walk • wave • wear



**1** Choose the correct word or phrase.

- 1 Tim doing / Tim's doing his homework.
- 2 Are you working? Yes, I do. / Yes, I am.
- 3 What do you do / are you doing right now?
- 4 Are / Do you writing an email?
- 5 At the moment, it's raining / it rains.

**2** Tick (✓) the correct sentences. Underline the mistake in the incorrect sentences and write the correct word(s).

- 1 I'm saving my money to buy a new jacket.  
\_\_\_\_\_
- 2 Do you having fun, or shall we go home?  
\_\_\_\_\_
- 3 Jim not buying anything – he's only looking.  
\_\_\_\_\_
- 4 Are the boys wait for us outside the shopping centre?  
\_\_\_\_\_
- 5 My mum's is shopping and Dad's cooking dinner.  
\_\_\_\_\_
- 6 People not are spending a lot of money on clothes these days.  
\_\_\_\_\_

**3** Write the verbs in the present continuous.

- 1 I \_\_\_\_\_ a great time! Thanks for inviting me. **have**
- 2 They \_\_\_\_\_ a new shopping centre in town. **build**
- 3 I said we need cheese, not peas. You \_\_\_\_\_ to me! **not/listen**
- 4 \_\_\_\_\_ for something to wear this weekend? **you/look**

Hello? Matt? Where are you? I (1) \_\_\_\_\_ for you outside the phone shop. You (2) \_\_\_\_\_ outside the games shop. Where's that? OK, wait there. I (3) \_\_\_\_\_ to meet you. What? No, I (4) \_\_\_\_\_ the escalator. Oh, you're near the lift. Well, I'm at the top of the escalator now. I (5) \_\_\_\_\_ left and I (6) \_\_\_\_\_ past a butcher's. What? Oh, I (7) \_\_\_\_\_ the wrong way. OK, I (8) \_\_\_\_\_ around. There's the games shop, but where are you? Oh, is that you? (9) \_\_\_\_\_ you \_\_\_\_\_ a blue jacket? OK, I can see you. Yes, I know you (10) \_\_\_\_\_. Wait there until I get there. Bye.



## Vocabulary

### 1 5 Complete the table. Use a dictionary if necessary. Then listen and check.

small • circular • big • flat  
gigantic • rectangular • huge  
square • large • thick • little  
narrow • round • thin • tiny  
triangular • wide

Words to describe shape	Words to describe size
circular	small
	big

### 2 Describe an object for your partner to guess. Use these pictures or your imagination.



**Student A:** This object is large and rectangular. The front is flat and wide.

**Student B:** Is it a book?

**Student A:** No, it isn't a book. It's usually black and thin. We watch it.

**Student B:** Is it a TV?

**Student A:** Yes, it is!



## Listening

### 1 6 Listen to three short conversations. For each conversation, choose the thing the customer buys.

#### Conversation 1

- A
- B
- C

#### Conversation 2

- A
- B
- C

#### Conversation 3

- A
- B
- C

### 2 6 Listen to the conversations again and complete the sentences with a word or short phrase.

#### Conversation 1:

- 1 The customer is trying to find something for her friend for \_\_\_\_\_.
- 2 At first, the customer thinks the T-shirt is too \_\_\_\_\_.

#### Conversation 2:

- 3 The assistant says Italian tomatoes are expensive but \_\_\_\_\_.
- 4 The assistant suggests the customer goes to \_\_\_\_\_.

#### Conversation 3:

- 5 The assistant says that Sun at Night is a \_\_\_\_\_.
- 6 The Second Man is a story about \_\_\_\_\_.

### 3 Talk about you.

- 1 What are your favourite shops?
- 2 Do you buy things on the internet? What do you buy?
- 3 What birthday presents do you normally get/give?



## Speaking

- 1** Write the names of five people you know (family or friends) and where you think they are now. Do not choose people in your English class.

1 Mum

Where? At work

2 \_\_\_\_\_

Where? \_\_\_\_\_

3 \_\_\_\_\_

Where? \_\_\_\_\_

4 \_\_\_\_\_

Where? \_\_\_\_\_

5 \_\_\_\_\_

Where? \_\_\_\_\_

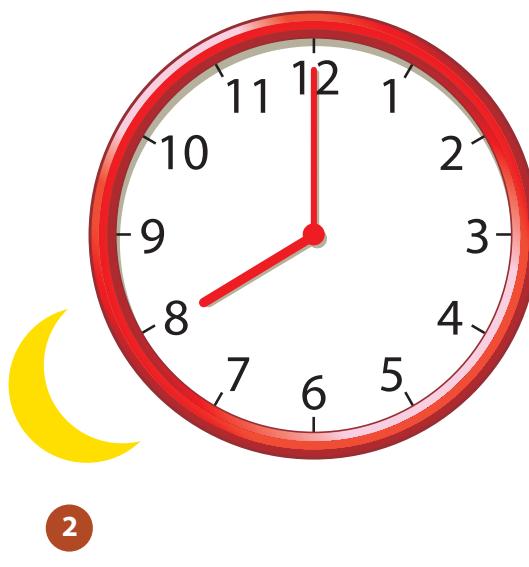
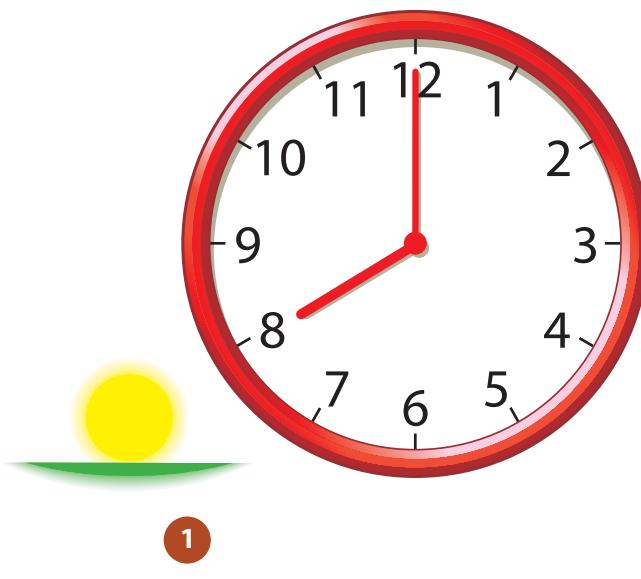
6 \_\_\_\_\_

Where? \_\_\_\_\_

- 2** Tell your partner about what you think each person is doing at the moment.

My mum is working. She's writing an email.

- 3** Imagine it is a different time of day. Say what you and the people above are doing now.



It's 8 o'clock in the morning. I'm having a shower. My sister is eating breakfast. My mum is driving to work.



## SoundSpot

- 1** **7** Say these words. Tick (✓) two words that sound the same. Then listen and check.

we're • where • were • wear

- 2** **8** Listen and repeat these sentences.

1 We're wearing the same clothes!

2 Where were you?

## Phrase Bank!



Talking about what people are doing at the moment

My brother *is having* a maths lesson.

Lisa *is getting* ready for school.

My dad *is cooking* dinner.

I think my mum *is writing* an email.

## Grammar 2

# G

### Pronouns

#### Look!

I need a new paintbrush.

Can you show us some more?

How much is this?

I like those! How much are they?

Are you enjoying yourself?

Someone is waving.

He knows no one.

#### Use

We use a pronoun in place of a noun or another pronoun to avoid repetition and to sound more natural. An indefinite pronoun does not refer to a specific person or thing.

For more information, see *Grammar database 4* on page 133.

### 1 Choose the correct answer, A, B or C.

- 1 Julia and Ted are late, so let's meet \_\_\_\_ inside the shopping centre.  
A them      B they      C themselves
- 2 Don't worry, Mum. Glen is driving \_\_\_\_ there right now.  
A us      B ours      C ourselves
- 3 Excuse me. Is \_\_\_\_ your purse on the floor?  
A this      B these      C those
- 4 I don't like the blue shoes, but I like \_\_\_\_ over there.  
A these      B those      C this
- 5 I need to buy \_\_\_\_ some new clothes.  
A me      B mine      C myself
- 6 Be careful, or you might cut \_\_\_\_.  
A yourself      B you      C your
- 7 Look! \_\_\_\_ is walking in our garden.  
A Somebody      B Somewhere      C Something
- 8 \_\_\_\_ in our class likes that film.  
A Everywhere      B Everybody      C Everything

### 2 Write the correct pronoun in each gap.

- 1 James! I'm down here! Can you see \_\_\_\_\_? I
- 2 Why don't you buy \_\_\_\_\_ a DVD? you
- 3 I don't like those shoes, but \_\_\_\_\_ here are great! this
- 4 Craig seems to be really enjoying \_\_\_\_\_. he
- 5 Do you know Jill? Ed's buying \_\_\_\_\_ a diamond ring! she
- 6 Debra calls \_\_\_\_\_ the manager, but she's really just an assistant. she
- 7 This is my shopping bag here, so \_\_\_\_\_ is yours over there. this
- 8 My new phone turns \_\_\_\_\_ on in the morning automatically. it
- 9 Maria, do you show your pictures to \_\_\_\_\_? anyone  
or someone
- 10 \_\_\_\_\_ in our family has dark hair. Anyone or Everybody



### 3 Write a word from the box in each gap to complete the dialogue.

me • yourself • I • those • you • this • myself

**Customer:** Excuse me. I wonder if you can help (1) \_\_\_\_\_. (2) \_\_\_\_\_ need a couple of things.

**Assistant:** Of course. What do you need?

**Customer:** First of all, I'm looking for a brush.

**Assistant:** A paintbrush? They're in the box over there. Help (3) \_\_\_\_\_.

**Customer:** No, not a paintbrush. A brush for cleaning the floor, like (4) \_\_\_\_\_ over there.

**Assistant:** Oh, sorry. I didn't understand (5) \_\_\_\_\_. Here you are.

**Customer:** Thanks. Oh, and another thing. I'm making (6) \_\_\_\_\_ a new table. Do you have a saw?

**Assistant:** Let me see. Try (7) \_\_\_\_\_. It's just what you need.

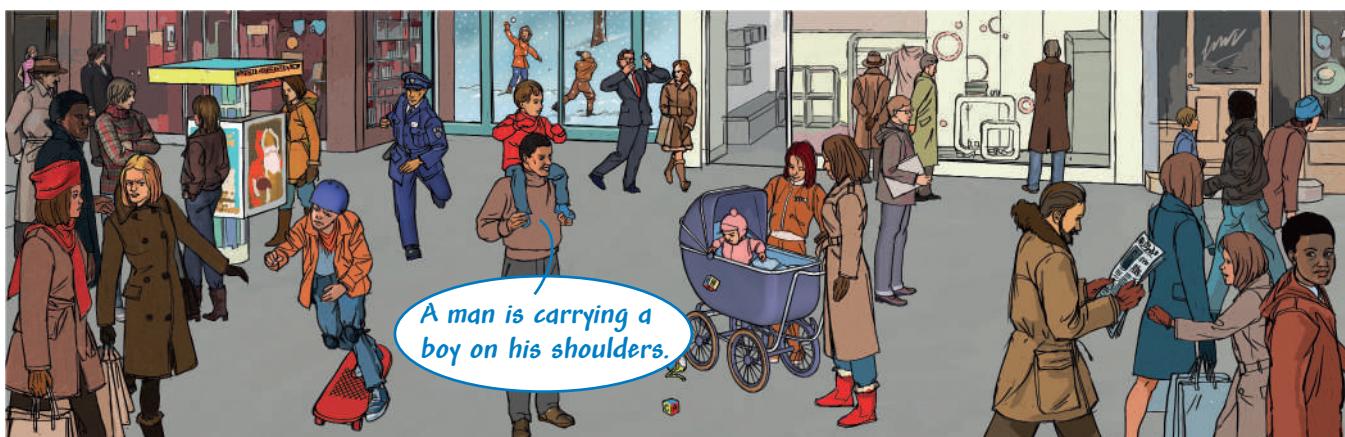
**Customer:** Thanks. I think that's everything.



## Writing

### Project: writing a description of a picture of people

**1** Look at the picture. Describe a few things that are happening.



#### A BUSY SHOPPING CENTRE

This is a picture of a shopping centre. It's snowing outside, and people are wearing winter clothes. I think it's a cold day. The shopping centre is very busy and there are lots of people.

Near the door, two boys are throwing snowballs. They're having a lot of fun! Next to them, a man is sneezing. I think he's got a cold! His wife is looking at him. I think she's angry because he's sneezing a lot.

In the middle of the shopping centre, a boy is riding a skateboard. It looks very dangerous! A man is running after him. I think he's trying to catch him and stop him. Next to them, there's a baby. The baby's wearing pink so I think it's a girl. She's throwing her toys on the floor.

Everyone's going in and out of the shops. They're buying things they need and things they like. It looks like most people are enjoying themselves.

**2** Read the description and decide if the statements are true (T) or false (F).

- |  |     |   |     |
|--|-----|---|-----|
| 1 The writer thinks it's warm outside the shopping centre. | T/F | 3 A man wants to stop the boy from riding his skateboard. | T/F |
| 2 A man is sneezing and his wife thinks it's funny.        | T/F | 4 A baby boy is throwing his toys on the floor.           | T/F |

**3** Look at the picture. Describe a few things that are happening.



**4** You are going to write a description of the picture. Make notes to complete the planner on page 124.

**5** Write your description. Use the ideas in your planner.



# Culture Spot: All about the Tenge

**1** How many foreign currencies do you know? Do you know their symbols? Discuss your ideas in pairs.



**2** Think about the Kazakh official currency. What do you know about it?

**3** Work in pairs. Read and the text and match the information from the columns.

All about the Tenge	₸
1993	the smallest banknote <b>value</b>
November, 15	originates from the Turkic words "tanga", "tenga", which means <i>money</i>
Tenge	the day of national currency of the Republic of Kazakhstan
The River Irtysh	the highest value banknote
20,000	it is illustrated on the <b>reverse</b> of the 2,000 Tenge banknote
200	the year when the national currency was introduced
2006	the year when the official symbol of the tenge ₩ was introduced



## GLOSSARY

**value** /'vælju:/ (*n*) the amount that something is worth, measured especially in money

**currency** /'kʌrənsi/ (*n*) the system of money used in a particular country

**reverse** /ri'vez:(r)s/ (*n*) the back side of a flat object



## Now you!

Work in groups.

Go online and try to find out more information about the history of Tenge.

Exchange the information in your group



# MODULE 2

## Helping and Heroes

### Raising Money!

#### Vocabulary

Label the pictures.

make • save • spend • waste



1 \_\_\_\_\_ money



2 \_\_\_\_\_ money



3 \_\_\_\_\_ money



4 \_\_\_\_\_ money

#### Reading

## IT'S ALL FOR CHARITY!

Some of us are rich and have everything we need.  
Some of us are poor and don't have anything.  
Have you ever thought about helping poor people?  
We spoke to three people about what they have done  
to raise money for charity.



**Kevin Peterson** has raised over £100,000 with the help of Jenny. Jenny isn't a person, though! Jenny is Kevin's bike, which has been with him on four long journeys around Europe.

'I've cycled to Turkey and back, and I've been all along the Mediterranean Sea from Spain to Greece. I've also cycled around Germany and around France. Each time I go, I ask my friends, my relatives and the people I work with to give me money for charity if I finish the journey. I've raised a lot, but I'm planning to raise more. This summer, I'm going to cycle to Moscow. It's not going to be easy, but Jenny will be there with me. And she hasn't got lost before!'

#### 1 Read the article and write 'K' for Kevin, 'L' for Liz or 'G' for Greg.

To raise money, this person ...

- 1 has changed the way they look. \_\_\_\_
- 2 has done a lot of cooking. \_\_\_\_

**Liz Newman** has never worked as a cook, but she says she's made over 10,000 cakes! She makes them and sells them. The money she makes goes to local charities.

'I'm sure we've all asked ourselves how we can help other people. I decided to start selling cakes. I go to markets and other events and people are always interested in my cakes and why I'm selling them. People are happy to spend money on my cakes when they know it's for charity. It's better than wasting it on expensive cakes from shops. Mine are tastier and fresher, and cheaper, so you save money too! The money I make pays for the eggs, flour and other ingredients, and for my travel, and the rest goes straight to local charities.'



**Greg Lee** has done some crazy things for charity! At the same time, he's raised a lot of money. I've jumped out of an aeroplane. Of course, I had a parachute! I did it 10 times in one day, which was very tiring but a lot of fun. And I've cut all my hair off – twice! I'm happy to do anything if it raises money. I've never run a marathon, but I'm going to enter the London Marathon this year. And I'm going to do it dressed as a chicken! Watch out for me on TV!'

- 3 has travelled a long way. \_\_\_\_
- 4 travels and sells something. \_\_\_\_
- 5 gets money from people they know. \_\_\_\_
- 6 has jumped with parachute. \_\_\_\_

## 2 Read the article again and decide if the statements are true (T) or false (F).

- |   |     |
|---|-----|
| 1 Kevin usually travels with another person.                | T/F |
| 2 Kevin has cycled to Moscow and back.                      | T/F |
| 3 Liz was a cook in the past.                               | T/F |
| 4 Liz thinks her cakes are better than the ones from shops. | T/F |
| 5 Greg has flown an aeroplane to raise money.               | T/F |
| 6 Greg once ran in the London Marathon.                     | T/F |

## 3 Talk about you.

- 1 How many charities in your country can you name?
- 2 How do people raise money in your country?
- 3 Have you ever raised money for a charity? If yes, what did you do?
- 4 If not, what could you do or would you do to help raise money?



## Wordpower!

Write one letter in each gap to complete the words.

- 1 If you are **r** \_\_\_\_\_, you have lots of money.
- 2 If you are **p** \_\_\_\_\_, you don't have much money.
- 3 When you **r** \_\_\_\_\_ money, you get it from people to help other people.
- 4 A **c** \_\_\_\_\_ is an organisation that helps people who are poor, old, ill, etc.
- 5 If something is **l** \_\_\_\_\_, it is in your neighbourhood or your town.
- 6 If something is **m** \_\_\_\_\_, it is dirty and unpleasant.
- 7 A **m** \_\_\_\_\_ is a very long running race.
- 8 If you **e** \_\_\_\_\_ a race or competition, you join it and try to win.



## VALUES

Helping people is the most noble act.  
Give those in need and you feel happy.  
Show kindness towards people who need assistance.

## Grammar 1

### Present perfect simple (*ever, never*)

#### Look!

*I've cycled to Turkey and back,...*  
*And she hasn't got lost before!*  
*I've never run a marathon,...*  
*Have you ever thought about helping poor people?*

For more information, see *Grammar database 5* on page 134.

#### Use

We use the present perfect simple to talk about past experiences when the exact time they happened isn't important.

**1** Look at the article on pages 20 and 21. Underline all the examples of the present perfect simple you can find.

**2** Tick (✓) the correct sentences. Underline the mistake in the incorrect sentences and write the correct form.

- 1 I've visited London, Paris and New York. \_\_\_\_\_
- 2 We've raise lots of money for our charity. \_\_\_\_\_
- 3 You've never told me about that before. \_\_\_\_\_
- 4 Are you ever cut all your hair off? \_\_\_\_\_
- 5 William haven't jumped out of a plane before. \_\_\_\_\_
- 6 I've wrote an email to the charity for more information. \_\_\_\_\_

**3** Write the verbs in the present perfect simple.

- 1 Greg \_\_\_\_\_ out of a plane to raise money many times. **jump**
- 2 I \_\_\_\_\_ a lot of money to charity in the past. **give**
- 3 Hannah \_\_\_\_\_ a marathon before. **not/run**
- 4 \_\_\_\_\_ you \_\_\_\_\_ a person dressed as a chicken? **ever/see**
- 5 I \_\_\_\_\_ of *Children in Need*. What is it? **never/hear**
- 6 \_\_\_\_\_ Harry \_\_\_\_\_ you about the time he went to Africa? **tell**

**4** Write a verb from the box in the present perfect simple in each gap. You will use one word twice.

not ask • be (x2) • become  
 give • help • raise • sell



#### CHILDREN IN NEED

*Children in Need* is a telethon. A telethon is a long TV programme that tries to raise money for charity. *Children in Need* (1) \_\_\_\_\_ on BBC TV in the UK every year since 1980. It (2) \_\_\_\_\_ many millions of pounds for poor or sick children both in the UK and around the world.

Many famous people (3) \_\_\_\_\_ in *Children in Need*, and they (4) \_\_\_\_\_ for any money to do it. They (5) \_\_\_\_\_ their time for free to encourage other people to give money.

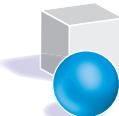
One person who (6) \_\_\_\_\_ famous because of *Children in Need* is Pudsey, the cute yellow bear! They (7) \_\_\_\_\_ many Pudsey bears, and the money (8) \_\_\_\_\_ many children. Children love Pudsey, and so do many adults!



## Vocabulary

- 1** Write a word or phrase from the box to show where the blue ball is.

above • behind • below  
beside • between • on top of  
over • underneath • in front of



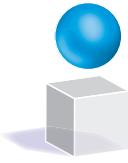
1 in front of the block



2 next to or \_\_\_\_\_ the block



3 under, \_\_\_\_\_ or  
\_\_\_\_\_ the block



4 \_\_\_\_\_ or \_\_\_\_\_  
the block



5 \_\_\_\_\_ the block



6 \_\_\_\_\_ the block



7 \_\_\_\_\_ two blocks



- 2** Look at the picture and write a word or short phrase from exercise 1 in each gap.

We had a fair last week to raise money for the school. I've never had so much fun! There was a stall where you could play a game with ducks. (1) \_\_\_\_\_ that, Mrs Aspinall had a stall selling cakes. She's done that for a very long time! She had a table with all her cakes (2) \_\_\_\_\_ it, and a sign (3) \_\_\_\_\_ it that said 'Free Cakes!' But when you got close, you could see that (4) \_\_\_\_\_ it said 'only if you are over 100 years old' in very small writing! Everyone thought it was funny. She sold lots of cakes. (5) \_\_\_\_\_ Mrs Aspinall and the ice-cream van, there was a place where you could throw sponges at teachers! And (6) \_\_\_\_\_ that there was a bouncy castle. It was the best fair we've ever had!



## Listening

- 1** Listen and match each person with an activity. There is one activity you won't use.

Speaker 1: \_\_\_\_\_

Speaker 2: \_\_\_\_\_

Speaker 3: \_\_\_\_\_

Speaker 4: \_\_\_\_\_

a take a pet for a walk

b go walking

c wash cars

d take a bath

e sell something

- 2** Listen again and choose the correct answer, A, B or C.

1 Speaker 1 didn't enjoy the long walk last year because ...

A it didn't raise money. B he doesn't exercise much.

C there wasn't any food.

2 Speaker 2's activity was suggested by ...

A her dad. B someone from a charity. C her neighbour.

3 Speaker 3 did his activity with some ...

A friends. B neighbours. C people he didn't know.

4 Speaker 4 raises money from people ...

A who live far away. B she knows very well. C who like to walk.

- 3** Discuss in small groups.

Sometimes schools raise money for charity.

Do you think it's a good idea?

How do you think your school could raise money?



## Speaking

**1** Write the past participle of these verbs. Then tick (✓) the past participles that are the same as the past simple.

- |         |       |                          |
|---------|-------|--------------------------|
| 1 visit | _____ | <input type="checkbox"/> |
| 2 ride  | _____ | <input type="checkbox"/> |
| 3 eat   | _____ | <input type="checkbox"/> |
| 4 raise | _____ | <input type="checkbox"/> |

- |        |       |                          |
|--------|-------|--------------------------|
| 5 meet | _____ | <input type="checkbox"/> |
| 6 win  | _____ | <input type="checkbox"/> |
| 7 feel | _____ | <input type="checkbox"/> |
| 8 play | _____ | <input type="checkbox"/> |

**2** Tick (✓) the things you have done.

- visit another country
- ride a horse
- eat food from another country
- raise money for charity

- meet a famous person
- win anything
- feel very happy
- play computer game

**3** In pairs, do the role-play. Follow the instructions. When you have finished, swap roles.

**Student A:**

Ask Student B about the activities in Exercise 2. Each time you find an activity Student B has done, ask further questions to find out details. Make a note of his/her answers.

**Student B:**

Answer Student A's questions about the activities in Exercise 2. For the activities you have done, answer Student A's further questions with more details.

**Student A:** Have you ever ridden a horse?

**Student B:** No, I haven't. I've never ridden a horse.

**Student A:** Have you ever felt very happy?

**Student B:** Yes, I have.

**Student A:** When was it?

**Student B:** It was on my birthday. I had a party and ...

### Phrase Bank!



#### Asking and answering questions

*Have you ever ridden a horse?*

*Yes, I have.*

*No, I haven't.*

*When did you ride a horse?*

*What was it like?*



## SoundSpot

**1** **10** Look at these words and write them in the table according to the sound of the ending *-ed*. Then listen and check.

asked • wasted • cycled • decided • helped • jumped • offered • played  
raised • suggested • travelled • visited • wanted • worked

**Ends with a 'd' or 't' sound**

*asked*

**Ends with an 'id' sound**

*wasted*

**2** **11** Listen again and repeat the words in exercise 1.

## Grammar 2

G

### Adverbs of manner

#### Look!

We **quickly** raised a lot of money.  
I started the race **slowly** to save my energy.  
Everyone ran **fast** apart from me!

#### Use

We use adverbs of manner to describe how someone does something.

For more information, see *Grammar database 6* on page 134.

#### 1 Write the adverbs.

- 1 bad \_\_\_\_\_
- 2 fast \_\_\_\_\_
- 3 good \_\_\_\_\_
- 4 easy \_\_\_\_\_
- 5 hard \_\_\_\_\_
- 6 loud \_\_\_\_\_
- 7 nervous \_\_\_\_\_
- 8 quick \_\_\_\_\_
- 9 safe \_\_\_\_\_
- 10 careful \_\_\_\_\_

#### 2 Reorder the words to make sentences.

- 1 my running shoes – put on – I – carefully

I put on my running shoes carefully.

- 2 of the race – patiently – at the start – waited – I

- 3 fast – ran – very – The winner

- 4 the race – tried – to – hard – The winner – win

- 5 very – I – quickly – run – didn't

- 6 finished – I – was – happy – safely – I – the – race – when

#### 3 Write an adverb formed from a word from the box in each gap.

easy • excited • hard • loud • safe • slow



#### THE NEW YORK MARATHON

Every year since 1970, thousands of people have entered the New York Marathon.

Some of them train very (1) \_\_\_\_\_ all year for the race and they wait (2) \_\_\_\_\_ for the race to begin.

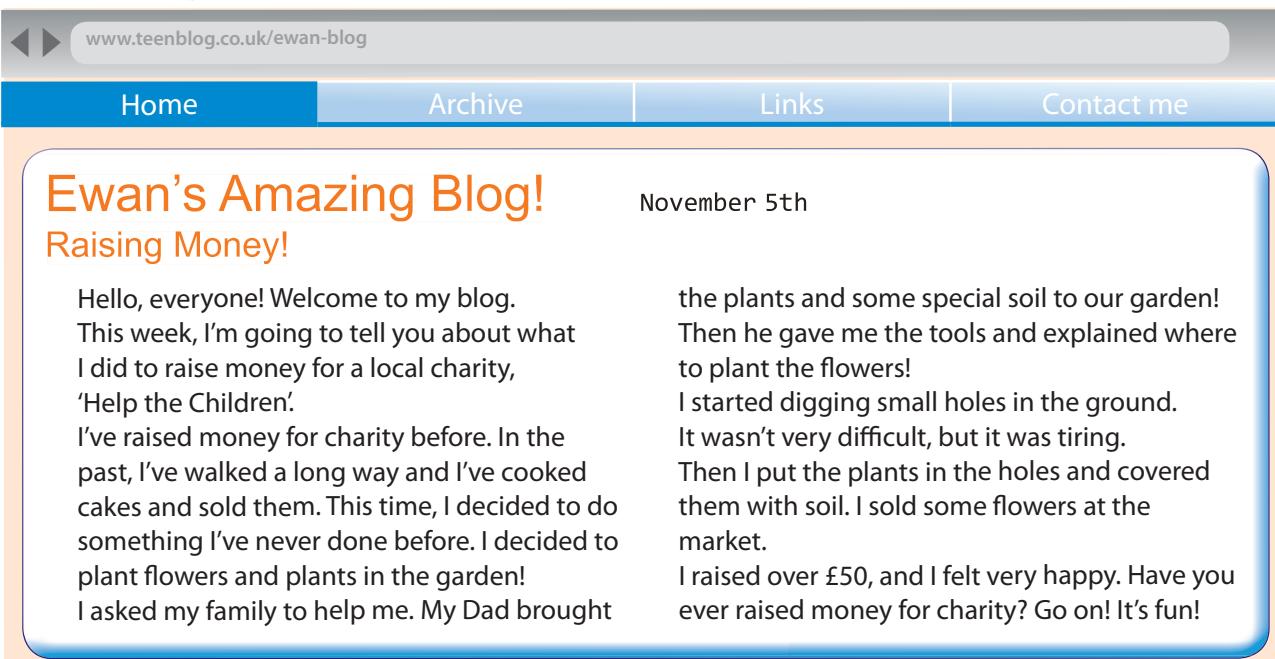
Other people enter just for fun, or perhaps to raise money for charity. They often wear funny clothes to run the race.

The real runners (3) \_\_\_\_\_ beat them in the race, of course, but they don't care!

They know they are doing it for a good reason. They run (4) \_\_\_\_\_, and they are happy if they can finish the race (5) \_\_\_\_\_, without getting hurt. They shout and cheer very (6) \_\_\_\_\_ when they get to the end. They know they've raised lots of money!

 Writing

**Project: writing a blog post**
**1** Read this blog post and decide if the statements are true (T) or false (F).



[www.teenblog.co.uk/ewan-blog](http://www.teenblog.co.uk/ewan-blog)

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## Ewan's Amazing Blog!

### Raising Money!

Hello, everyone! Welcome to my blog. This week, I'm going to tell you about what I did to raise money for a local charity, 'Help the Children'. I've raised money for charity before. In the past, I've walked a long way and I've cooked cakes and sold them. This time, I decided to do something I've never done before. I decided to plant flowers and plants in the garden! I asked my family to help me. My Dad brought the plants and some special soil to our garden! Then he gave me the tools and explained where to plant the flowers! I started digging small holes in the ground. It wasn't very difficult, but it was tiring. Then I put the plants in the holes and covered them with soil. I sold some flowers at the market. I raised over £50, and I felt very happy. Have you ever raised money for charity? Go on! It's fun!

November 5th

- 1 Ewan has planted trees to raise money. T / F
- 2 Ewan decided to walk a long way to raise money. T / F
- 3 Ewan's family helped him to raise money. T / F

**2** Read the blog post again and match each paragraph with a statement. There is one extra sentence you won't use.

- |                      |  |
|----------------------|--|
| 1 Paragraph 1: _____ | a Ewan talks about what he's done to raise money in the past.          |
| 2 Paragraph 2: _____ | b Ewan says how he felt at the end.                                    |
| 3 Paragraph 3: _____ | c Ewan talks about how he got ready to raise money.                    |
| 4 Paragraph 4: _____ | d Ewan says hello to his readers and says what the blog post is about. |
| 5 Paragraph 5: _____ | e Ewan describes in detail the time when he sold cakes.                |
|                      | f Ewan describes what it was like to plant flowers.                    |

**3** Imagine you have done something to raise money for charity. Choose the activity you have done or write your own activity.

- walk a long way
- sell something
- cook and sell something


- run a marathon
- swim a long way
- other: \_\_\_\_\_

**4** Make notes to answer the questions.

- 1 When did you do this?
- 2 Where did you do this?
- 3 Who did you do this with?
- 4 Why did you choose this activity?
- 5 Was it successful? How much money did you make?
- 6 How did you feel about it?

**5** You are going to write a blog post. Make notes to complete the planner A on page 124.

**6** Write your blog post. Use the ideas in your planner. Look in magazines or on the internet and find two or three good photographs to go with your blog post.



# Culture Spot: A Heart of Gold

**1** Do you know any charity organisations which help people? Discuss your ideas in pairs.

**2** Read the text about the Heart of Gold. Do you know any people who got the reward?

Altyn zhurek means a heart of gold. It's a **unique** award given to both charity organisations and individuals in Kazakhstan. It was founded in 2007, in which year there were only 50 **contenders** for the award. That number rose to more than 180 in 2017. During the 10 years of its existence over 95 awards have been made, more than 110 billion tenge has been raised, 55 schools, 20 kindergartens and 35 hospitals have been built or renovated and over 3000 children have been **cured** of life-threatening diseases.

Ulmeken Kozhassova was an award-winner in 2016. She lives in a village in the Karaganda region. She works as a doctor. She's given free medical aid to her fellow-villagers for over 35 years because the village is so **remote** that it's difficult to get emergency medical aid from a hospital. As a result, she's saved lots of lives.



**3** Read the text again and choose the correct option in each sentence.

- 1 Altyn zhurek was started in **2007 / 2017**.
- 2 In the first year there were **180 / 50** contenders.
- 3 **More / less** than 95 awards have been given from the moment when the award was founded.
- 4 Ulmeken Kozhassova is a **doctor / medical** expert.
- 5 She won the award, because she helps people from her **village / hospital**.



## GLOSSARY

**unique** /ju:'ni:k/ (**adj**) very special, unusual, or good

**contender** /kən'tendə(r)/ (**n**) someone who competes with other people for a prize or job

**cure** /kjʊə(r)/ (**v**) to stop someone from being affected by an illness

**life-threatening** /'laɪfθrɛtənɪŋ/ (**adj**) likely to cause someone to die

**remote** /'rɪ'məʊt/ (**adj**) far away from other cities, towns, or people



## Now you!

Work in groups.

Go online and try to find out more information about other famous awards for people who help the others. Exchange the information in your group.



Sara Alpysqyzy Nazarbaeva is the Founder and Chair of Bobek, an International Children's Charity Fund. She won the International prize Gold Heart for devoted service to the interests of children.



# → CLIL Physical Education: Rugby



Rugby originated in 1823, when a student at a prestigious school in the town of Rugby in England picked up the ball with his hands during a game of football and ran. As the students started to play this form of 'football' more and more frequently, they invented the rules that are still followed to this day.

Rugby is a sport played by two teams of 15 players with a ball shaped like a big egg. They score points by kicking the ball over a high bar, which is like a giant letter H. Players also score points by putting the ball down over the goal line. This is called a try.

Today rugby is more popular than football in some parts of the world. The most important international teams are Argentina, Australia, South Africa, England, France, New Zealand, Scotland and Wales. These

and other teams compete for the Rugby World Cup every four years. Rugby is also played in Spain, and there are 200 clubs and 17,000 players around the country. Rugby is the favourite sport of Javier Bardem and, when he was younger, the actor played for Spain's national side.

**How many players compete in a game of rugby?**

**1** Read about rugby.

**2** Look at the picture. Find seven rugby words in the wordsearch.

S	B	A	L	R	T	S
H	P	I	T	C	H	O
I	O	C	S	H	E	R
R	S	B	A	L	L	T
T	T	C	H	P	M	S
O	S	M	E	T	E	A
O	H	B	O	O	T	S
S	H	O	R	T	S	B

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**3** Complete the text with the words from exercise 2.

Rugby is the national sport of Wales. There are 15 players in a rugby team. All rugby players wear (1) \_\_\_\_\_, shirts and special (2) \_\_\_\_\_ on their feet. Some players wear (3) \_\_\_\_\_ on their heads. The two teams play a rugby match on a (4) \_\_\_\_\_. The match lasts for 80 minutes. The (5) \_\_\_\_\_ isn't round like a football. It's shaped like an egg.

#### 4 Look at the pictures and complete the sentences with the words in the box.

- conversion • scrum (players' position at the start of the game)  
• tackle (blocking the opponent) • try



- 1 This is a \_\_\_\_\_. You get five points when you score a try.
- 2 This is a \_\_\_\_\_. You get two points when you kick the ball over a high bar.
- 3 Both teams do the \_\_\_\_\_.
- 4 This is a \_\_\_\_\_.

#### Webquest

Find out about the Millennium Stadium in Cardiff, Wales.



## 'Can do' Progress Check

Tick (✓) the things you can do in English now.

#### Vocabulary

I know words and phrases related to:

- family members
- size and shapes
- money
- position

#### Grammatical structures

I know and I can use the structures of:

- be, have/have got
- possessives
- present continuous
- pronouns
- present perfect simple
- adverbs of manner

#### Reading

I can understand general and specific information in:

- a personal profile
- a dialogue
- article

#### Listening

I can understand general and specific information in:

- a radio show
- everyday conversations
- short monologues

#### Speaking

I can talk about:

- myself
- what people are doing at the moment
- I can ask and answer questions

#### Writing

I can write:

- a personal profile
- a description of picture of people
- a blog post

# MODULE 3

## Our Countryside

### On the Farm!

#### »» Vocabulary

Match.



1 — a duckling



2 — b lamb



3 — c pony



4 — d calf



5 — e kitten



6 — f chick



7 — g puppy

#### Reading



Welcome to Amberton Farm!

#### Do you live in a town or a city?

**a** These days, most people do. Maybe you've got a cat or a dog or a hamster, but you probably don't see farm animals very often and you don't know what life is like on a farm.

**b** Amberton Farm is a city farm, and it's open to the public seven days a week, 365 days a year.

#### 1 Read the advert and match each paragraph with a heading.

- 1 Open every day of the year! \_\_\_\_
- 2 Eating and playing! \_\_\_\_
- 3 The time to come and the time to go home! \_\_\_\_
- 4 Pets at home aren't the same! \_\_\_\_
- 5 Lots of different jobs! \_\_\_\_
- 6 Everybody is welcome here! \_\_\_\_

- c** Mr and Mrs Collins and all the farm workers here at Amberton Farm welcome everyone: parents, children, teachers, students. While you're here, you're sure to learn a lot about how a farm works – and have a great time too!
- d** Farm life starts early (at 5.30am!) so our doors open early too. People start arriving at six o'clock. They stay all day and leave at seven in the evening.
- e** What do they do and what do they learn while they're here? Well, they don't have a lazy day, that's for sure! Every day, we feed all the animals, milk the cows and collect the chickens' eggs. We also brush the horses, move the sheep to a different field (Sally the sheepdog makes sure they don't go to the wrong place!), plant and pick fruit and vegetables, and lots of other jobs. And the people visiting us help us do all these things too!
- f** Of course, we don't work all the time. We have a lovely lunch at one o'clock, and tea and cake in the afternoon. There's also lots of time to touch the animals, to see how they live, and to play with them. Young children love feeding the ducks on the duckpond. Some older children ride the horses, or take the goats for a walk. Everyone loves the baby animals. We've often got chicks, ducklings, calves, ponies, lambs, puppies and kittens to play with and look at. And everyone loves stroking Ned, the old donkey. He doesn't walk or run much anymore, but he's still happy and loves all the visitors!

**2** Read the advert again and complete the table.

Types of animal	Types of people
<i>cat</i>	<i>the public</i>
<b>Names of people and animals</b>	
<i>Mr and Mrs Collins</i>	

**3** Write a word or short phrase to answer each question.

- Where do most people live these days?  
\_\_\_\_\_
- How many days each week is *Amberton Farm* open?  
\_\_\_\_\_
- What time do they start work on the farm?  
\_\_\_\_\_
- What time does the first visitor probably arrive?  
\_\_\_\_\_
- What time do people usually leave?  
\_\_\_\_\_
- What do they have at one o'clock?  
\_\_\_\_\_
- What do they eat and drink in the afternoon?  
\_\_\_\_\_
- Where do young children feed the ducks?  
\_\_\_\_\_

**4** Say what you'd like to do at *Amberton Farm*.

I'd like to feed the ducks.



## Wordpower!

Write one letter in each gap to complete the words.

- be nice to someone when they arrive  
**w** \_\_\_\_\_
- give food to someone or an animal  
**f** \_\_\_\_\_
- take something and keep it to use later  
**c** \_\_\_\_\_
- put something in a different place  
**m** \_\_\_\_\_
- put things in the ground that will grow  
**p** \_\_\_\_\_
- pull fruit/a flower/etc with your hand and take it  
**p** \_\_\_\_\_
- put your fingers on something  
**t** \_\_\_\_\_
- gently move your hand on an animal  
**s** \_\_\_\_\_



### VALUES

People live close with animals, that is why people must care for animals and protect them.

# Grammar 1 G

## Present simple

### Look!

*Farm life starts early...*

*Sally the sheepdog makes sure they don't go to the wrong place!*

*They stay all day and leave at seven in the evening.*

*Do you live in a town or a city?*

*...you probably don't see farm animals very often...*

*He doesn't walk...*

### Use

We use the present simple to talk about situations that always or never happen, or happen generally, every day, regularly, usually, often or sometimes.

For more information, see *Grammar database 5* on page 134.

### 1 Choose the correct word or phrase.

- 1 The cows **wake up / wakes up** very early in the morning.
- 2 This dog **eat / eats** chocolate!
- 3 The ducks **live / lives** on the duckpond.
- 4 We **go / goes** to the farm every Saturday.
- 5 I **like / likes** Ned the donkey.
- 6 She **want / wants** to live on a farm.

### 2 Make the sentences in exercise 1 negative.

1 *The cows don't wake up very early in the morning.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

### 3 Make questions from the sentences in exercise 1.

1 *Do the cows wake up very early in the morning?*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

### 4 Put the verbs into the correct form.

My sister Caroline (1) \_\_\_\_\_ (**work**) at Amberton Farm. She (2) \_\_\_\_\_ (**love**) it, but it's not an easy job! She (3) \_\_\_\_\_ (**get up**) very early in the morning and (4) \_\_\_\_\_ (**go**) to work at about half past five. Sometimes she (5) \_\_\_\_\_ (**not/come**) home until eight o'clock in the evening! She (6) \_\_\_\_\_ (**do**) lots of different things during the day. She (7) \_\_\_\_\_ (**feed**) the animals, and (8) \_\_\_\_\_ (**make**) sure they're all happy. She also (9) \_\_\_\_\_ (**cook**) lunch, and in the afternoon she (10) \_\_\_\_\_ (**teach**) some of the visitors how to ride a horse. I sometimes (11) \_\_\_\_\_ (**visit**) her at the farm, but I (12) \_\_\_\_\_ (**not/stay**) all day because she's so busy. (13) \_\_\_\_\_ (**you/want**) to come with me to Amberton Farm the next time I go?





## Vocabulary

### 1 Label the clocks.

half past three • an hour • a minute • three o'clock • quarter to three • a second • a watch



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

### 2 Each of the words in bold is in the wrong place. Write the correct words on the lines.

I haven't got a (1) **quarter** \_\_\_\_\_, but I've got a clock on my wall and it says it's 12 o'clock. I have lunch at one (2) **seconds** \_\_\_\_\_. That's in one hour, or 60 (3) **o'clock** \_\_\_\_\_. And there are 60 (4) **watch** \_\_\_\_\_ in a minute, so that's 3,600 seconds from now. And (5) **hour** \_\_\_\_\_ an hour after lunch, at half (6) **to** \_\_\_\_\_ one, I have a sleep, so that's another 1,800 seconds. I usually sleep for two hours. That's 120 minutes or 7,200 seconds. A (7) **half** \_\_\_\_\_ of an hour later, at about quarter (8) **minutes** \_\_\_\_\_ four, I often have an apple. One of the visitors gives it to me. A quarter of an (9) **past** \_\_\_\_\_ is 15 minutes. That's 900 seconds. So, if my maths is right, I get my apple in about 13,500 seconds. It's true I'm just an old donkey called Ned, but my brain still works well!



## Listening

### 1 12 Listen to five people talking about Amberton Farm. Match each speaker with a person.

Speaker 1: \_\_\_ a Caroline, a farm worker

Speaker 2: \_\_\_ b Sarah, Caroline's sister

Speaker 3: \_\_\_ c Maddie, a visitor

Speaker 4: \_\_\_ d Mrs Collins

Speaker 5: \_\_\_ e Susan, Mr and Mrs Collins' daughter

Speaker 3: What does she often do?

- A go on holiday B go to the beach C work

Speaker 4: How often does she go to the farm?

- A once a day B once a week C once a month

Speaker 5: What does she really like?

- A her town B the farm C the food

### 2 12 Listen again. For each question, choose the correct answer, A, B or C.

Speaker 1: What time does she get up on Thursdays?

- A 5:30 B 7:30 C 9:00

Speaker 2: What time does she usually get up?

- A 4:45 B 5:00 C 5:15

### 3 Talk about you.

- Do you live on a farm?
- If you don't, would you like to live on a farm?
- If you do, do you like it?



## Speaking

**1** In pairs, read the dialogue.

**Student A:** What time do you get up in the morning?  
**Student B:** At half past seven. Do you get up at half past seven too?  
**Student A:** No, I don't. I get up at seven o'clock.  
**Student B:** What time do you have breakfast?  
**Student A:** At eight o'clock. Do you have breakfast at eight o'clock too?  
**Student B:** Yes, I do.



**2** Make notes to complete the first column of the notepad.

	Me	My friend
get up	7:30	7
have breakfast		
clean your teeth		
go to school		
have lunch		
go home		
do homework		
play football/etc		
watch TV		
have dinner		
go to bed		
go to sleep		



## SoundSpot

**1** Say the sentence – very slowly!

Six sick sheep sit on one seat.

**2** **13** Listen and repeat the sentence in exercise 1.

**3** Say the sentence in exercise 1 as fast as you can.

## Phrase Bank!



### Talking about daily activities

Jenny gets up at *half past seven*. Then, at *eight o'clock*, she has breakfast. After breakfast, at *quarter past eight*, she cleans her teeth. *Half an hour* later, at *half past eight*, she goes to school.



## Grammar 2



### Adverbs of frequency

#### Look!

We **always** milk the cows before breakfast.  
 The chickens are **usually** noisy!  
 He **often** goes to the farm.  
 I **sometimes** go with him. **or** I go with him **sometimes**.  
 We **never** ride Ned the old donkey.  
 I feed the animals every **hour/day/week/year/etc.**

#### Use

We use adverbs of frequency to show how often something happens.



For more information, see *Grammar database 8* on page 135.

### 2 Use the information to write sentences.

✓✓✓✓	= always
✓✓✓	= usually
✓✓	= often
✓	= sometimes
X	= never
ED	= every day

	Eat apples	Play with the visitors	Make funny noises	Be happy
Ned (a donkey)	ED	✓✓	✓	✓✓✓✓
Sally (a sheepdog)	✓	✓✓✓✓	✓✓	✓✓✓✓
Chuck (a chicken)	X	X	✓✓✓✓	✓
Hamish (a horse)	✓✓✓	ED	✓✓✓	✓✓✓
Clever (a sheep)	X	X	✓✓	✓✓✓
Milk (a cow)	X	X	✓✓	X

- 1 Milk/play with the visitors  
Milk never plays with the visitors.
- 2 Ned/eat apples
- 3 Clever/play with the visitors
- 4 Hamish/make funny noises
- 5 Sally/eat apples
- 6 Clever/make funny noises
- 7 Milk/be happy
- 8 Hamish/play with the visitors
- 9 Ned/be happy

### 3 Talk about you.

- What do you usually have for breakfast?
- What do you never do at the weekends?
- What would you like to do more often?
- Where do you and your best friends always like to go in your free time?



# Writing

## Project: writing an informal email

### 1 Put the parts of this email into the correct order.

Part 1: \_\_\_\_\_

Part 2: \_\_\_\_\_

Part 3: \_\_\_\_\_

Part 4: \_\_\_\_\_

Part 5: \_\_\_\_\_

Part 6: \_\_\_\_\_

Part 7: \_\_\_\_\_

Part 8: \_\_\_\_\_



**a** I'm on holiday with my family - on a farm! It's great! We get up at half past five every day and help the farmer milk the cows. Then we feed the other animals. There are lots of animals here - cows, horses, sheep, donkeys, goats, chickens, ducks, dogs, cats!

**b** We have lunch at one o'clock. Then, in the afternoon, we play with the animals or sometimes ride horses.

**c** How are you? I hope you're well! Are you on holiday?

**d** Bye for now!  
Azamat

**e** After we feed the animals, we have breakfast. That's at eight o'clock. Then we do jobs on the farm. I often collect the chickens' eggs and brush the horses.

**f** Hi, Murat!

**g** To: Murat Amirov <muratam@fastmail.com>  
Subject: I'm on holiday on a farm!

**h** In the evening, I'm usually tired so I go to bed early - at about nine o'clock!

### 2 Read the email again and complete the sentences.

- |   |   |
|---|---|
| 1 Murat and Azamat are probably _____.<br>A father and son<br>B brothers<br>C friends | 2 Azamat sounds ____ in his email.<br>A friendly<br>B very serious<br>C sad |
|---|---|

### 3 Imagine you are on holiday on a farm. Make notes to answer the questions.

- |  |  |
|--|--|
| 1 What time do you get up?<br>2 What do you do first?<br>3 What do you do after that?<br>4 What different animals are on the farm?<br>5 What time do you have breakfast? | 6 What do you do after breakfast?<br>7 What time do you have lunch?<br>8 What do you do in the afternoon?<br>9 How do you feel in the evening?<br>10 What time do you go to bed? |
|--|--|

### 4 You are going to write an email to a friend. Make notes to complete the planner A on page 125.

### 5 Write your email. Use the ideas in your planner. Remember to be friendly!



# Culture Spot: Open-Air Museum

**1** Do you like going to museums? What's the most interesting museum you have been to?  
Discuss your ideas in pairs.

**2** Read the text about the open-air museum. What do you think about this place?



The perfect way for an **inhabitant** of a big city to get to know more about life in the countryside is to take a trip to an open-air ethnographic museum. My class has recently visited one near Almaty.

We tried beating and **spinning** wool into **yarn**, took part in putting up a yurt frame, rode horses and even cooked Bauraks in an outdoor kazan!

It was a terrific adventure! Have you ever been to a museum like this where you live?

**3** Read the text again and correct the sentences below, so that they are true about the text.

- 1 This ethnographic museum is in a big building.
- 2 It is far from Almaty.
- 3 You can spin wool or ride a bike there.
- 4 Going there to that museum is not a good idea.



## GLOSSARY

**inhabitant** /ɪn'haebɪtənt/ (**n**) a person or animal that lives in a particular place

**spin** /spɪn/ (**v**) to twist fibres of wool into thread

**yarn** /ja:(r)n/ (**n**) wool in the form of thick thread/ string



## Now you!

Work in groups.

Go online and try to find out more information about other famous Kazakh museum.  
Exchange the information in your group.



# Planning for Tomorrow!

## » Vocabulary

Write the correct phrase.

the distant future • the recent past • the distant past • the near future



1 \_\_\_\_\_



2 \_\_\_\_\_



today



3 \_\_\_\_\_



4 \_\_\_\_\_



## Reading

- 1** Read the article and write 'J' for James or 'L' for Libby.

This person is going to ...

- 1 start practising for an event. \_\_\_\_\_
- 2 start a business. \_\_\_\_\_
- 3 study after finishing school. \_\_\_\_\_
- 4 get a job after finishing school. \_\_\_\_\_

- 2** Read the article again and choose the correct answer, A, B or C.

- 1 James says acting is difficult because ...
  - A you can't do it when you are young.
  - B there are a lot of things to remember.
  - C it takes a long time to get ready.
- 2 James wants to be in films because ...
  - A it's easier than being in plays.
  - B he wants to work with Johnny Depp.
  - C you become more famous that way.

- 3 Libby says that she wrote her first program ...

A when her dad was at work.

B in the recent past.

C when she was 10.

- 4 Libby is certain that ...

A she will study something interesting at university.

B she will start a successful company.

C studying at university will be easy.

- 3** Talk about you.

What do you want to be when you grow up? Why?

When I grow up I want to be a doctor because I like helping people. I don't think I want to be a teacher because I don't like exams.

# THE NEXT BIG THING!



**The next big film star?**

James Wilson, 14

'I'm an actor. Last month, I was in a play called *Summer Nights* at the local theatre in my home town, and I'm going to be in another one in the near future. We're going to start getting ready for it this weekend. I'm sure it'll be great! It's hard because you have to remember all your words, but that's why I practise a lot at home. I always get very nervous on the opening night... maybe because I'm still young.'

I'm only 14 now, of course, so I'm going to finish school and then try to get a job in acting. I'm not going to go to drama school. Lots of famous actors didn't go, like Johnny Depp. I'd like to be like him one day and appear in films. Plays in the theatre are fine, but millions of people see you when you're in a film. And one day I'm going to be very famous. It might seem like the distant future, but you can be sure of it!'

*Who will be successful in the future? Nobody knows for sure, but we can guess! Let's hear from a couple of young people who have big plans for tomorrow!*



**The next computer whizzkid?**

Libby Burkle, 14

'My dad works with computers, and they were always around the house when I was growing up. I started to program them when I was 10. I wrote a simple game, and it developed from there. In the recent past, I started making apps for mobile phones. One's a word game and the other is a music app. You can buy them online, and I get a bit of money from them!'

Am I going to go to university? Yes, definitely, to study computers. I'm sure it'll be hard work but very interesting. And then one day I'm going to start my own games company. Will I be as successful as Steve Jobs or Bill Gates in the distant future? Well, I hope so! I'm going to try, anyway!'



## Wordpower!

**Write one letter in each gap to complete the words.**

- 1 If you know something **f**\_\_\_\_\_ **s**\_\_\_\_\_ , you are certain about it.
- 2 When you **g**\_\_\_\_\_ , you say an answer but you don't know if it's correct or not.
- 3 A **p**\_\_\_\_\_ is a performance with actors in a theatre.
- 4 A **d**\_\_\_\_\_ **s**\_\_\_\_\_ is a place where you learn how to act.
- 5 A **w**\_\_\_\_\_ is a young person who is very good at something and is very successful.
- 6 When you **p**\_\_\_\_\_ a computer, you write instructions for it.
- 7 An **a**\_\_\_\_\_ is a small program that runs on a mobile phone.
- 8 A **c**\_\_\_\_\_ is a business.



### VALUES

A person needs to work hard if he or she wants to achieve good results. Your success in future is not possible without education.

# Grammar 1 G

## be going to

### Look!

**I'm going to** be in another one in the near future.

**I'm not going to** go to drama school.

**Am I going to** go to university?

### Use

We use *be going to* to talk about plans and intentions for the future.

For more information, see *Grammar database 9* on page 135.

**1** Tick (✓) the correct sentences. Underline the mistake in the incorrect sentences and write the correct form.

- 1 My mum's going to become a singer! \_\_\_\_\_
- 2 I going to learn everything I can about computers. \_\_\_\_\_
- 3 Are they going sell a lot of CDs? \_\_\_\_\_
- 4 Megan is going to study for the test this evening. \_\_\_\_\_
- 5 What are you go to do after the lesson? \_\_\_\_\_
- 6 There's going to be a concert in the park tonight. \_\_\_\_\_

**2** Read the information and write questions and answers using *be going to*.

- 1 what/Rob/do/next year? (go to university)

Q: What is Rob going to do next year?

A: He's going to go to university.

- 2 what/you/do/this evening? (watch TV)

Q: \_\_\_\_\_

A: \_\_\_\_\_

- 3 what/Tina/do/tomorrow? (study for a test)

Q: \_\_\_\_\_

A: \_\_\_\_\_

- 4 who/you and your family/see/this weekend? (see our grandma)

Q: \_\_\_\_\_

A: \_\_\_\_\_

- 5 where/Mike/stay/on holiday? (stay in a hotel)

Q: \_\_\_\_\_

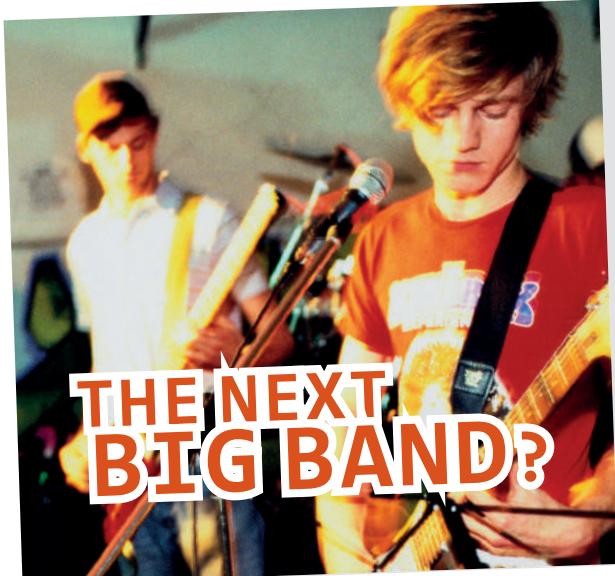
A: \_\_\_\_\_

- 6 what/you/study/at university? (study computers)

Q: \_\_\_\_\_

A: \_\_\_\_\_

**3** Write one word in each gap to complete the interview.



Meet *The Youngsters*. They're a young band and they think they're the next big thing! They (1) \_\_\_\_\_ going to play a concert tonight, and after that there's (2) \_\_\_\_\_ to be a tour. I spoke to the lead singer, Tom White.

'Are (3) \_\_\_\_\_ going to play your own songs tonight?'

'Yes. We're going (4) \_\_\_\_\_ show people what we can do.'

'Where (5) \_\_\_\_\_ you going to play on the tour?'

'We're (6) \_\_\_\_\_ going to visit a lot of places – just three towns. The tour bus (7) \_\_\_\_\_ going to take us to the first town right after tonight's concert.'

'Good luck, and I hope it's a great tour.'

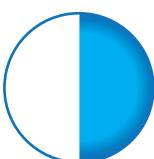
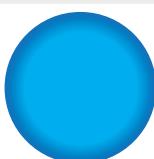
'Thanks. We're going (8) \_\_\_\_\_ do our best!'



## Wordpower!

### 1 Write the correct phrase to show how much of the circle is blue.

a quarter of • a third of • all of • almost all of • half of • most of • almost half of • none of

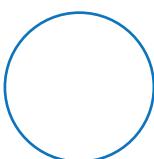
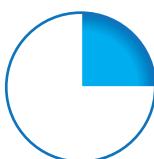


1 all of the circle

2 \_\_\_\_\_ the circle

3 \_\_\_\_\_ the circle

4 \_\_\_\_\_ the circle



5 \_\_\_\_\_ the circle

6 \_\_\_\_\_ the circle

7 \_\_\_\_\_ the circle

8 \_\_\_\_\_ the circle

### 2 Write a phrase from exercise 1 in each gap. You won't use all the phrases.

#### THE NEXT BIG CHOCOLATE BAR?

Companies usually ask people questions to find out what the next successful product, such as a chocolate bar, will be. They ask people to try the new chocolate bar.

If (1) \_\_\_\_\_ the people (100%), or (2) \_\_\_\_\_ the people (95%) like it, then they can be sure it'll be a success.

If (3) \_\_\_\_\_ the people (0%) like it, then they can be sure it won't be a success. But what if (4) \_\_\_\_\_ (50%) or (5) \_\_\_\_\_ the people (45%) like it? Well, then they have to do more work and make the chocolate better until (6) \_\_\_\_\_ the people (70%) like it. Then perhaps it will be a tasty bestseller!



## Listening

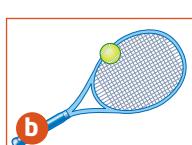
### 1 14 Listen to three teenagers talking. Match each teenager with the activity they mention. There is one activity you won't use.

Speaker 1: \_\_\_\_\_ Speaker 2: \_\_\_\_\_ Speaker 3: \_\_\_\_\_

a meeting friends   b visiting family members   c studying for a test   d cleaning part of the house

### 2 14 Listen again and put the activities in the correct order (1–3) for each person.

1 Speaker 1:



2 Speaker 2:



3 Speaker 3:



### 3 Discuss.

- 1 Why is it important to plan things carefully?
- 2 What things should we plan carefully?
- 3 What things shouldn't we worry about so much?



## Speaking

**1** Tick (✓) the things you plan to do in the next seven days. Write any other plans you have. Use your imagination!

- study for a test
- 
- visit family members
- 
- play a sport
- 
- go to the cinema
- 

- go to a party
- 
- meet friends
- 
- watch TV
- 
- use the internet
- 

- visit a place
  - 
  - other:
- 

**2** Write the days of the week. Then write your plans next to the days.

Day of the week

---

---

---

---

---

---

My plans

---

---

---

---

---

---

My partner's plans

---

---

---

---

---

---

**3** In pairs, ask and answer questions about your plans.

Write your partner's plans above.

**Student A:** What are you going to do on Friday?

**Student B:** On Friday, I'm going to meet friends at a café.  
What about you?

**Student A:** I'm not going out on Friday. I'm going to  
study for an English test.

### Phrase Bank!



#### Talking about future plans

*What are you going to do this weekend?*

*I'm going to see my grandfather.*

*After that, I'm going to meet a friend.*

*I'm not going to do any work on Saturday.*

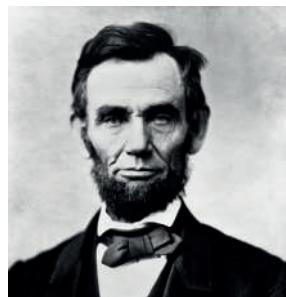
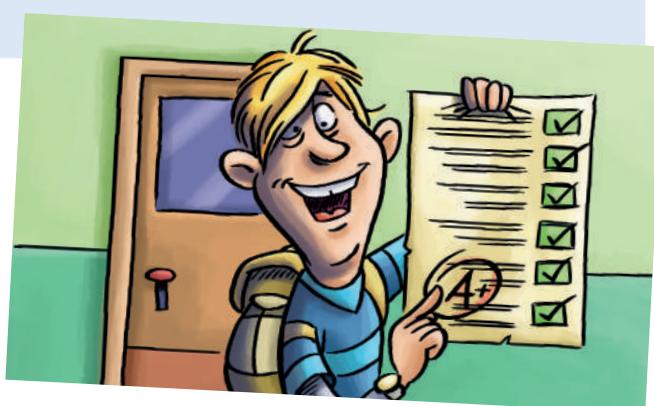
*Finally, I'm going to do my homework  
on Sunday evening.*



## SoundSpot

**1** **15** Listen and repeat these sentences.

I've got	half of none of most of all of some of	them right.
----------	--	-------------



**2** Say and learn this quotation.

‘You can fool some of the people all of the time.  
You can fool all of the people some of the time.  
But you can't fool all of the people all of the time.’

*Abraham Lincoln, US President (1809–1865)*

**Grammar 2****will****Look!**

You'll have a great time!  
**Will** you be at the party on Saturday?  
 Tim **won't** pass the test tomorrow.

**Use**

We use **will** to give and ask for information about future events and facts. We also use **will** to make predictions.

For more information, see *Grammar database 10* on page 135.

- 1** Tick (✓) the correct sentences. Underline the mistake in the incorrect sentences and write the correct word(s).
- 1 We'll to have a lot of fun at the weekend! \_\_\_\_\_
  - 2 Will you are at school tomorrow? \_\_\_\_\_
  - 3 Aigul will does well in the future. \_\_\_\_\_
  - 4 There'll be a lot of people at the concert. \_\_\_\_\_
  - 5 Does Bolat will win the match on Friday? \_\_\_\_\_
  - 6 You won't see me tomorrow because I'll be on holiday. \_\_\_\_\_
- 2** Reorder the words to make sentences and questions.
- 1 the – love – there – You'll – people  
 A: I'm going to go to Astana this summer.  
 B: You'll love the people there. \_\_\_\_\_
  - 2 practice – so – after – He'll – win – much  
 A: Tony spent all last week practising for the match.  
 B: \_\_\_\_\_
  - 3 successful – he's – won't – because – lazy – Jack – be  
 A: \_\_\_\_\_  
 B: You're right. He never does any work.
  - 4 success – band – be – Will – the – a  
 A: \_\_\_\_\_  
 B: Yes, I hope so. They're very good.
  - 5 it – think – love – she'll – I  
 A: Do you think your sister will like her present?  
 B: \_\_\_\_\_
  - 6 in – hot – be – It'll – Spain – very  
 A: \_\_\_\_\_  
 B: Yes. I'm going to take my swimming costume!
  - 7 being – plane – I – on – enjoy – a – won't  
 A: \_\_\_\_\_  
 B: Of course you will. You just have to relax!
  - 8 easy – won't – but – be – it – Yes,  
 A: Do you think you'll pass the test?  
 B: \_\_\_\_\_

**3** Write a verb from the box with **will** or **won't** in each gap.

go • happen • have • make • spend • stay • try • work

Who knows what (1) \_\_\_\_\_ in the future? I'm planning to get married one day, and I hope I (2) \_\_\_\_\_ two children. I (3) \_\_\_\_\_ at home, though. I'm going to make sure I have a good job. I think I (4) \_\_\_\_\_ as a doctor, or maybe as a lawyer. (5) \_\_\_\_\_ I \_\_\_\_\_ a lot of money? Who knows? I hope so! Before that, I (6) \_\_\_\_\_ to university. I (7) \_\_\_\_\_ hard and do a lot of work. I (8) \_\_\_\_\_ time dreaming ... like I do now!

**4** You are going to visit a fortune-teller. Write five questions that you want to ask about your future.

Will I pass my exams in June?

**5** In pairs, do the role-play. Follow the instructions. When you have finished, swap roles.

**Student A:** You visit a fortune-teller. Ask him/her your questions. If you want more details, ask follow-up questions.

**Student B:** You are a fortune-teller. Listen to Student A's questions and answer them using **will/won't**. Try to explain your answers.



## Writing

### Project: writing an informal email

#### 1 Put the parts of this email into the correct order.

Part 1: \_\_\_\_\_ Part 5: \_\_\_\_\_  
 Part 2: \_\_\_\_\_ Part 6: \_\_\_\_\_  
 Part 3: \_\_\_\_\_ Part 7: \_\_\_\_\_  
 Part 4: \_\_\_\_\_ Part 8: \_\_\_\_\_



- a Did I tell you that I'm in a competition called 'Pop Factor'? They came to my town and I sang a song. I was really nervous, but they said yes!
- b I'm going to practise a lot before then. I'm going to learn two songs very well and I'll choose one of them later. My music teacher is going to help me. She says I will definitely win. I'm not so sure!
- c How are you? I hope everything's OK. Are you busy at school?
- d Hi, Shan!
- e After the competition, we're going to go out for a meal. It'll be a lot of fun, and it doesn't matter if I win or lose.
- f Now I have to go to London and sing in front of some other people. And my family are going to come too! It'll be nice to have them there to help me. I think they'll be as nervous as me! We're going to go by train, and we're going to stay in a hotel in London. It'll be a great day!
- g Bye for now!  
Love,  
Skye
- h To: Shannon Wilkinson <shanniew@mailme.com>  
Subject: 'Pop Factor'!

#### 2 Read the email again and choose the correct answers.

- |                           |   |
|---------------------------|---|
| 1 Who is going to London? | 2 Why are they going to London?           |
| A Skye and Shannon        | A Skye wants to go on a train.            |
| B Skye and her family     | B Skye is going to sing in a competition. |
| C Skye and her friends    | C Skye likes staying in hotels.           |

#### 3 Imagine you are in a competition like *Pop Factor*. Make notes to answer the questions.

- |  |   |
|--|---|
| 1 What is the competition called?                        | 3 How will you feel?                              |
| 2 What did you do in the competition? (sing, dance, etc) | 4 What are you going to do to get ready?          |
|  | 5 What are you going to do after the competition? |

#### 4 You're going to write an email to a friend. Use your imagination to complete the planner B on page 125.

#### 5 Write your email. Use the ideas in your planner. Remember to be friendly!



# Culture Spot: Talented Kazakhstan

**1** Do you follow any talent shows on TV? Which one do you like best?  
Would you like to participate in it? Discuss your ideas in pairs.

**2** Read the text about Daneliya Tuleshova. What is her talent?

9-year-old Daneliya Tuleshova was awarded the People's Choice Award at the Junior New Wave-2015 contest.

Daneliya **received** the largest number of viewers' votes, including online votes. The number of people voting was over 13,000. Nearly 5,000 viewers voted for the young singer from Kazakhstan, which made Daneliya the **overall** winner in this category.

She was the winner of Kazakhstan's Ayalagan Astana-2015 children's music competition, which **enabled** her to represent her home country at the Junior New Wave contest.



**3** Read the text again and decide if the sentences below are true or false.

- |   |       |
|---|-------|
| 1 Daneliya wasn't even eight, when she won the Junior New Wave contest.       | T / F |
| 2 In the contest people could vote via the Internet.                          | T / F |
| 3 Daneliya first won the Junior New Wave and then Ayalagan Astana competition | T / F |
| 4 She won two big contests in one year.                                       | T / F |



## GLOSSARY

**receive** /rɪ'si:v/ (v) to get something that someone gives or sends to you

**overall** /əʊ'veər'ɔ:l/ (adj) general, the whole of something

**enable** /ɪn'eib(ə)l/ (v) to give someone the ability or opportunity to do something



## Now you!

Work in groups.

Go online and try to find out more information about Daneliya Tuleshova .

Exchange the information in your group.





# MODULE 4

## Drama and Comedy

### Lights! Camera! Action!



#### Vocabulary

Label the pictures.

camera • director • costume • make-up • star



#### Reading

**1** Read the article and match the questions to the answers.

- a So, do extras never speak?
- b Is it well paid?
- c What exactly are you doing today and tomorrow?
- d Can you explain what that means?
- e What do you mean by 'in the background'?
- f How do you prepare for that?

**2** Read the interview again and choose the correct answer, A, B or C.

1 What does Ben say about Christian Bale?  
A He really likes him.  
B Their jobs are different.  
C He's working with him.

2 What is true about extras?  
A We never hear them talk in films.  
B They never talk to the stars.  
C They always sit down when they work.

3 In this film, Ben is ...  
A just playing a policeman.  
B serving food to all the other actors.  
C playing three different roles.

4 At 12 o'clock, Ben is ...  
A putting on his costume.  
B getting instructions from the director.  
C filming the scene.

5 Why does Ben do this job?  
A Because he gets lots of money.  
B Because he enjoys it.  
C Because he can't find another job.



# JobChat Film Extra

This week's 'JobChat' looks at the life of a film extra. We met 22-year-old Ben Lewis, who told us what it's like to work on a movie as an extra.

**Ben, you're an extra.** (1) —

Yes. When you think about actors in films, you usually think about the stars, don't you? You know, people like Nicole Kidman or Natalie Portman or Christian Bale. That's because they play the important roles. But there are lots of much less important roles in a film too. Extras are the people in the background.

(2) —

Let me give you an example. Imagine two stars in a film. They're having a conversation in a restaurant. Well, the restaurant isn't empty. There are people at the other tables, aren't there? They're eating and maybe talking to each other,

but you can't hear what they are saying. Those people are extras.

(3) —

That's right! Extras never speak. If you have a speaking role, you're not an extra.

**What do you do, then?**

Lots of different things! Sometimes you just have to stand somewhere. Sometimes you have to walk down a street. Sometimes – as I said – you're eating in a restaurant. It depends on the film.

**You're working at the moment, aren't you?** (4) —

Yes, I'm working as an extra on a film for the next two days. It's an action movie, and I've got three different roles. After lunch, I'm playing a policeman. Tomorrow morning I'm a waiter in a restaurant. And then tomorrow

afternoon I'm standing by a shop as some cars go past really fast!

**OK, so first you're a policeman.** (5) —

Well, I'm not doing anything special or saying anything at all in the scene – I'm just sitting in a police car – so it's quite easy to prepare for it. In about half an hour they're giving me my costume. After that, all the extras in my scene are going to the make-up area. There, they'll give us our make-up. At 12 o'clock we're meeting the director. He'll tell us where to go and where the cameras will be. And then, about an hour later, we'll shoot the scene.

**It sounds great fun!** (6) —

It IS great fun but no, it's not well paid. It's not my main job. It's really just a hobby. I do it for fun – although we do get a small amount of money per day.

### 3 Tell the class your opinion. Use the ideas below to help you.

- I'd like to be an extra because ...
- The film I'd like to be an extra in is ... because ...
- I wouldn't like to be an extra because ...

you don't say anything

you're in a film

it's not well paid

it sounds great fun

you don't do anything

I would meet ... who's my favourite actor/actress

you can meet lots of stars



## Wordpower!

Write one letter in each gap to complete the words.

- 1 film m \_\_\_\_\_
- 2 parts/characters in a film or play r \_\_\_\_\_
- 3 behind the main people or action i \_\_\_\_\_ t \_\_\_\_\_ b \_\_\_\_\_
- 4 opposite of 'full' e \_\_\_\_\_
- 5 film in which lots of exciting things happen a \_\_\_\_\_ m \_\_\_\_\_
- 6 one small part of a film s \_\_\_\_\_
- 7 to get ready p \_\_\_\_\_
- 8 to film a scene or movie with cameras s \_\_\_\_\_



### VALUES

The art of conversation is very important. Talk to others with the great respect. Be responsible for your own words.

# Grammar 1

## Present continuous for future arrangements

### Look!

After lunch I'm **playing** a policeman.  
 At 12 o'clock we're **meeting** the director.  
 I'm not **doing** anything special or saying anything at all in the scene...  
 What exactly **are** you **doing** today and tomorrow?

### Use

We can use the present continuous to describe future arrangements.

For more information, see *Grammar database 11* on page 135.

### 1 Choose the correct phrase.

- 1 We **having** / We're **having** an English test tomorrow.
- 2 What time **you going** / **are you going** to the theatre?
- 3 **Are we having** / **Do we have** pizza tonight?
- 4 **I don't** / **I'm not** going out tomorrow night.
- 5 Are you having a party on Saturday?  
**Yes, we having.** / **Yes, we are.**



### 2 Each of the words or phrases in bold is incorrect.

Rewrite them correctly.

- 1 Tomorrow I **meeting** the director to talk about my role.

---

- 2 They're **make** a film in our village next weekend.

---

- 3 **Do** you getting your costume later today?

---

- 4 **Who** doing your make-up for you this evening?

---

- 5 She's not **play** a main role in the film.

---

- 6 **You've** going to the cinema tonight, aren't you?

---

### 3 Look at the information and answer the questions.

- 1 What are the extras doing at nine o'clock tomorrow morning?

They're arriving at the film studio.

- 2 What are the extras doing at 9.30 tomorrow morning?

---

- 3 What's Ben doing at 10.30 tomorrow morning?

---

- 4 What's Anne doing at 11.30 tomorrow morning?

---

- 5 What are the extras doing at 11.45 tomorrow morning?

---

- 6 What is the director doing at 12.15 tomorrow?

---

- 7 What are they doing at two o'clock tomorrow afternoon?

---

### Ben / Anne (extras)

- |         |                                  |
|---------|----------------------------------|
| 9am     | arrive at the film studio        |
| 9.30am  | try on the costumes              |
| 10.30am | go to the make-up area           |
| 11.30am | have a meeting with the director |
| 11.45am | practise the scene               |
| 12.15pm | film the scene                   |
| 2pm     | have lunch                       |

### 4 Use the information in exercise 3 to write questions.

- 1 Are you having lunch at 12.30? **you**  
 No, at two o'clock.
- 2 \_\_\_\_\_ at 10 o'clock? **Anne**  
 No, at 11.30.
- 3 \_\_\_\_\_ at 8.30? **they**  
 No, at nine o'clock.
- 4 \_\_\_\_\_ at 11 o'clock? **Ben**  
 No, at 10.30.
- 5 \_\_\_\_\_ at two o'clock? **you**  
 No, at 12.15.



## Vocabulary

### 1 Label the pictures.

desert • lake • field • cliff  
mountain • beach • forest



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

### 2 Write a word from exercise 1 next to each statement.

- 1 Don't worry. The cows and sheep won't hurt you. They're busy eating the grass. \_\_\_\_\_
- 2 It's so hot, and all you can see is sand in every direction. And sometimes a camel in the distance. \_\_\_\_\_
- 3 The water's lovely. It's fresh – not salty like in the sea. Come on! Let's swim to the other side! \_\_\_\_\_
- 4 It's very high – but I really want to jump off into the sea! \_\_\_\_\_
- 5 It'll take us a day to climb to the top. And bring warm clothes – there's snow at the top! \_\_\_\_\_
- 6 Charlie was happy to play in the sand while Dad and I went swimming. \_\_\_\_\_
- 7 These trees are really tall! And there are so many of them. We'll get lost if we're not careful. \_\_\_\_\_



## Listening

### 1 16 Listen to an actress called Lindsay talking about her next film. As you listen, match each day with a place.

- |                   |                      |
|-------------------|----------------------|
| 1 Monday _____    | a a desert           |
| 2 Tuesday _____   | b a field and a lake |
| 3 Wednesday _____ | c a forest           |
| 4 Thursday _____  | d a beach            |
| 5 Friday _____    | e a cliff            |
| 6 Saturday _____  | f a mountain         |

### 2 16 Listen again and decide if the statements are true (T) or false (F).

- |  |     |
|--|-----|
| 1 In the scene on Monday, Lindsay rescues her friends.                         | T/F |
| 2 In the scene on Tuesday, Lindsay has a fight and wins.                       | T/F |
| 3 In the scene on Wednesday, Lindsay's friends come by helicopter to find her. | T/F |
| 4 In the scene on Thursday, the bad guys ride horses.                          | T/F |
| 5 In the scene on Friday, Lindsay has to ski.                                  | T/F |
| 6 In the scene on Saturday, Lindsay flies a plane.                             | T/F |

### 3 Discuss in small groups.

- 1 Lindsay described six different scenes in her new film. Which scene do you think is the best? Why?
- 2 Which do you think is the best scene in your favourite film?
- 3 Which do you think is the funniest scene ever? What happens in it?



## Speaking

### 1 Label the film posters.

- science fiction film/movie
- adventure film/movie
- romance film/movie
- cartoon • comedy



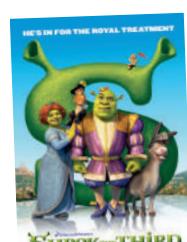
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

### 2 17 Listen. Then, in pairs, read the dialogue.

- Doug: What are you doing on Friday evening, Fiona?
- Fiona: I'm going to the cinema with some friends.
- Doug: Nice. Which film are you seeing?
- Fiona: *Run and Hide*, with Lindsay Beckham. It's an action movie.

### 3 In pairs, talk about cinema plans. Then swap roles.

- Student A: What are you doing on DAY evening, NAME?
- Student B: I'm going to the cinema with NAME?
- Student A: Nice. Which film are you seeing?
- Student B: NAME OF FILM, with NAME OF ACTOR(S).  
It's a/an TYPE OF FILM.

### 4 Imagine you are a famous actor. Here's your schedule for tomorrow. Write what time things start. Then tell the class what you are doing.

*Tomorrow I'm getting up at eight o'clock. Then, at nine o'clock, I'm having a haircut. ...*

**8am**

- |   |
|---|
| get up                                      |
| go shopping                                 |
| have haircut                                |
| decide what to wear for the event           |
| get dressed (again!)                        |
| go to the cinema (in a big black limousine) |
| sign autographs outside                     |
| give some interviews inside                 |
| watch the world premiere of my new film!    |

## Phrase Bank! P

### Talking about future arrangements

I'm doing that tomorrow.  
Then, I'm going to...  
After that, I'm having a bath.  
At six o'clock, I'm seeing a film.

## SoundSpot

### 1 18 Look at these words and tick (✓) the statement that's true. Then listen and check.

- director • actor • extra • camera • helicopter

- a They all end in the same sound.  
 b They don't all end in the same sound.

### 2 19 Listen and repeat these sentences.

- 1 The director's in a helicopter.
- 2 He's filming an actor with a camera.
- 3 The actor isn't an extra.

## Grammar 2



### Prepositions of time and place

#### Look!

We're going **to** the cinema **on** Saturday.  
 We're meeting **outside** the cinema **at** six o'clock.  
 The cinema's **next to** the post office, and **near** the supermarket.  
 The film is starting **in** 10 minutes.  
 The bad guys are **in** a helicopter **in** Germany.

#### Use

We use prepositions (such as **on**, **in**, **to**, **near**, etc) before times and places.

For more information, see *Grammar database 12* on page 136.

#### 1 Choose the correct word or phrase.

- 1 I love going **to** / **at** / **on** outdoor cinemas **at** / **in** / **on** the summer.
- 2 We're seeing a film **to** / **at** / **on** an outdoor cinema **on** / **in** / **at** Saturday.
- 3 We're meeting **in** / **on** / **at** nine o'clock **front of** / **in front** / **in front of** the cinema.
- 4 The cinema's next **to** / **at** / **in** the river and **near** / **next** a nice café.
- 5 I last went **at** / **to** / **in** the cinema **in** / **on** / **at** 24th March.
- 6 We sometimes watch films **in** / **at** / **on** TV **at** / **in** / **on** home, but I prefer the cinema!



#### 2 Write one preposition in each gap to complete the short answers.

- 1 When's Lindsay Beckham's birthday? **On** 29th April.
- 2 Where do you usually watch TV? **At** home.
- 3 What time does the film start? **At** half past seven.
- 4 Where's the cinema? **In** the town centre.
- 5 When are you going to the cinema? **On** Saturday.
- 6 When is the new outdoor cinema opening? **In** July.
- 7 Where did you learn about extras? **At** school.

#### 3 Write a word in each gap.

We went (1) \_\_\_\_\_ the cinema when we were (2) \_\_\_\_\_ holiday (3) \_\_\_\_\_ Russia (4) \_\_\_\_\_ the summer. It was great! The cinema is (5) \_\_\_\_\_ the centre of Moscow. It's not next (6) \_\_\_\_\_ the Kremlin, but it's near it. It's really big and beautiful!

We saw the film *Run and Hide*, with Lindsay Beckham. It's an action film and it's very exciting. First, Lindsay's (7) \_\_\_\_\_ a forest.

Bad guys are chasing her and her friends rescue her by helicopter. Then she fights someone (8) \_\_\_\_\_ a cliff. After that, she's in trouble (9) \_\_\_\_\_ a desert, then she's (10) \_\_\_\_\_ a field with horses, then she goes (11) \_\_\_\_\_ a lake and escapes from the bad guys in a speedboat.

In another scene, she's (12) \_\_\_\_\_ a mountain and she has to ski down. There's another scene where she's (13) \_\_\_\_\_ a beach and people shoot at her from a plane. It's great fun, and it was lovely to watch it (14) \_\_\_\_\_ a beautiful cinema (15) \_\_\_\_\_ a beautiful city!



 Writing

## Project: writing an interview (dialogue)

- 1** Read this interview with a famous director, and write a word, number or short phrase in each gap to complete the Factfile.

## Interview with Stephen Speel!

The successful film director Stephen Speel answers our questions.

**Factfile: Stephen Speel**Job: director

Made first film at age: \_\_\_\_\_

Home: \_\_\_\_\_

Reason for living there: \_\_\_\_\_

Favourite director: \_\_\_\_\_

Favourite film: \_\_\_\_\_

Starting filming next film: \_\_\_\_\_

Name of film: \_\_\_\_\_

Type of film: \_\_\_\_\_

Star of film: \_\_\_\_\_

Film in cinemas: \_\_\_\_\_

**When did you become a director?**

I made my first film when I was 23 years old.

**Where do you live?**

In Los Angeles, in the USA.

**Why do you live there?**

Because that's where Hollywood is! That's where you get money to make films!

**Who's your favourite director?**

That's a very difficult question! I like lots of directors. Maybe Luc Besson. His films are fantastic!

**What's your favourite film?**

That's easy! It's 'Star Wars'. I really love that film!

**When are you making your next film?**

We're starting on Monday!

**Great! What's it called?**

'Run and Hide'. It's an action movie.

**Who's starring in it?**

Lindsay Beckham. She's a fantastic actress! I'm really happy she's in the film.

**Where are you filming the action scenes?**

In lots of different places! One scene is in a forest. Another scene's on a mountain. Another's on a beach.

**It sounds good! When is the film coming to cinemas?**

In about a year.

- 2** You are going to write an interview with a famous actor or director for a magazine or website. First, decide who you are going to interview. Complete the information. Use your imagination if necessary.

- 3** Complete the planner A on page 125.

- 4** Write your interview. Use the ideas in your planner. Find a picture of the famous person you interviewed and stick it next to the interview.

**Factfile:**

Name: \_\_\_\_\_

Job: \_\_\_\_\_

Made first film at age: \_\_\_\_\_

Home: \_\_\_\_\_

Reason for living there: \_\_\_\_\_



# Culture Spot: Sanzhar Madi

**1** Do you dance, sing, paint or perform any other artistic activity? Do you like artistic subjects? Discuss your ideas in pairs.

**2** Read the text about the famous actor Sanzhar Madi. Why, in your opinion, has he achieved success?

Sanzhar Madi (*Sanzhar Madiyev*) was born in Almaty. At school he took part in performances, composed songs, painted, and attended dancing classes. When it was time to go to university, he first decided to try studying economics. However, he soon **realized** that art was his main interest and entered the drama **department** of the local Academy of Arts.



Sanzhar got his first **high-profile** role in the film *The Tale of the Pink Bunny*. At the same time he continued to study filmmaking in his free time.

In 2010, he directed a Christmas show for a national TV channel. In May 2011, Kazakhfilm Studios sent him to New York Film Academy in Los Angeles in order to study film directing. In November 2011, he returned to LA to continue studying acting. Shortly before this, he started shooting the film *Phantom Hunt*, in which Sanzhar starred alongside Kristanna Loken and Armand Assante.



**3** Read the text again and decide if the sentences below and choose the correct word so that the sentences are true about the text.

- When Sanzhar was a school student he wrote **songs / stories**.
- He first studied **drama / economics**.
- Sanzhar directed a TV programme for a **local / national** channel.
- He studied film directing in **New York / Los Angeles**.
- He **acted in / directed** Phantom Hunt with Kristanna Loken and Armand Assante.



## GLOSSARY

**realise** /riəlaɪz/ (v) to know and understand something

**department** /di'pa:(r)tment/ (n) a section in organization, e.g. at university, which deals with one type of studying

**high-profile** /haɪ prəfəl/ (adj) often seen in public, mentioned in newspapers, or appearing on television



## Now you!

Work in groups.

Go online and try to find out more information about Sanzhar Madiyev.

Exchange the information in your group.

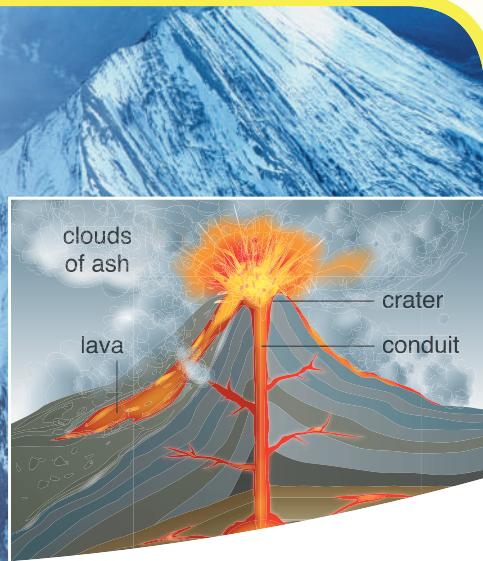


# → CLIL Geography: Volcanoes

Many of the hills and mountains that surround Edinburgh are ancient volcanoes.

There are three types of volcano – active, dormant and extinct. An active volcano is one that erupts frequently. This is when clouds of ash and very hot lava flow up the conduit and out of the crater. These volcanic eruptions can cause a lot of destruction and disruption. A famous example is Mount Vesuvius, which destroyed the Italian town of Pompeii in 79AD.

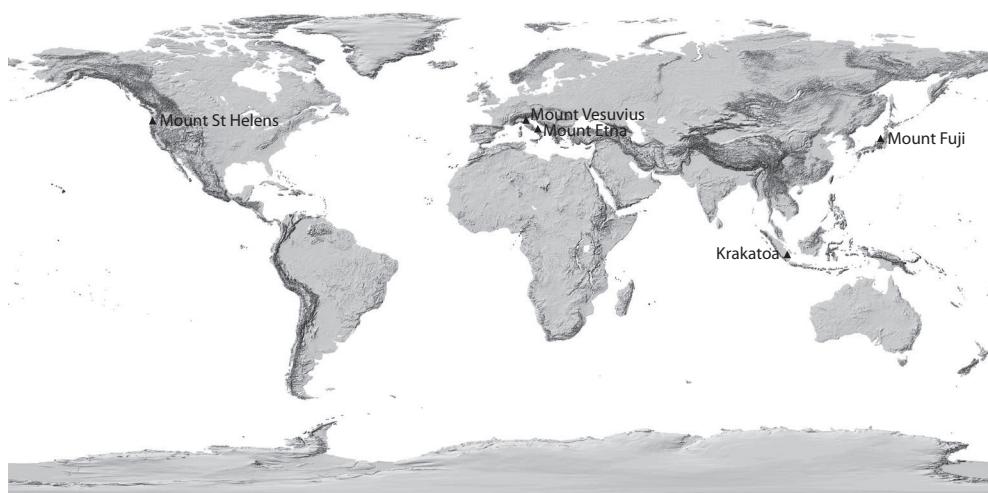
A dormant volcano, like Teide in the Canary Islands, is one that is active, but has not erupted in a very long time. An extinct volcano, like those that surround Edinburgh, is one that will never erupt again.



**When was the most recent big volcanic eruption?**

**1** Read about volcanoes. How many types of volcano are there?

**2** Look at the map. Match the volcanoes with the countries.



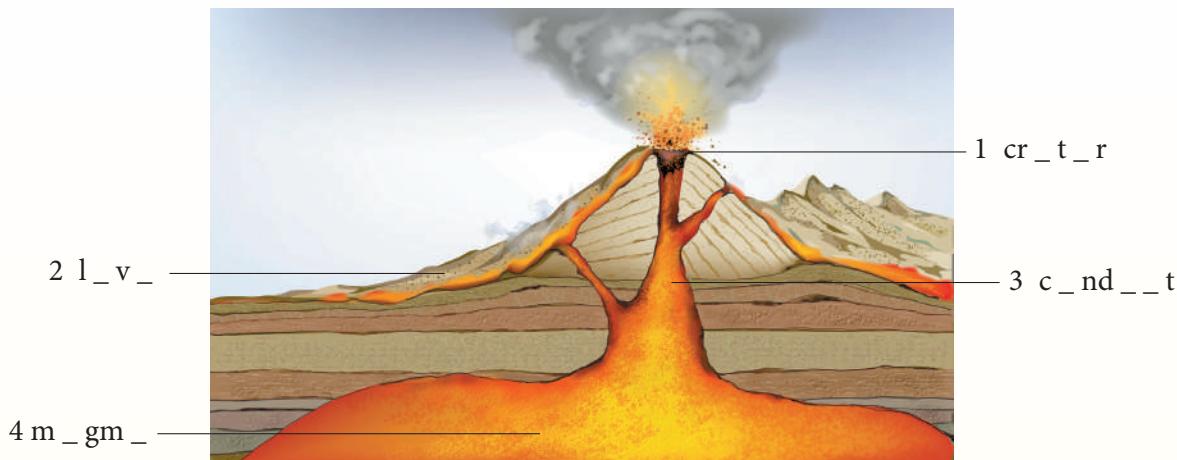
- 1 Mount Vesuvius
- 2 Mount Fuji
- 3 Mount Etna
- 4 Krakatoa
- 5 Mount St Helens

- a) Indonesia
- b) Japan
- c) Italy
- d) USA
- e) Sicily, Italy

**3** Choose the correct answers.

- 1 In which country is the active volcano Eyjafjallajökull?  
a) Japan  
b) Iceland  
c) Italy
- 2 Which city is near Mount Vesuvius?  
a) Rome  
b) Palermo  
c) Pompeii
- 3 Which country hasn't got any active volcanoes?  
a) Australia  
b) Italy  
c) Japan
- 4 How many of the world's volcanoes are under water?  
a) 10%  
b) 20%  
c) 40%

#### 4 Look at the picture. Complete the words.



#### Webquest

Find out about of the volcanoes in exercise 2.



## 'Can do' Progress Check

Tick (✓) the things you can do in English now.



#### Vocabulary

I know words and phrases related to:

- animals
- time
- quantity
- films

#### Grammatical structures

I know and I can use the structures of:

- present simple
- adverbs of frequency
- be going to for future plans
- will for future facts
- present continuous for future arrangements
- prepositions of time and place

#### Reading

I can understand general and specific information in:

- an advert
- an article

#### Listening

I can understand general and specific information in:

- personal descriptions
- short monologues
- a description

#### Speaking

I can talk about:

- daily activities
- future plans
- future arrangements

#### Writing

I can write:

- an informal email
- an interview

# MODULE 5

## Our Health

### Lucky Escapes!

#### »» Vocabulary

Label the photos.

headache • cough  
runny nose • stomach ache  
sore throat • fever



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

A

#### BEYONCÉ HAS A LUCKY ESCAPE!

Pop star Beyoncé Knowles had a lucky escape yesterday. She was travelling with her husband, the rapper and hip-hop artist Jay-Z, when the accident happened.



#### SHOPPING

Beyoncé and Jay-Z were driving through London to a Japanese restaurant when Beyoncé decided to go shopping. She asked her driver to stop the car outside *Harrods*, the famous London department store.

**CAR CRASH!** At the same time, a taxi was coming down the street. While Beyoncé was opening the car door to get out, the taxi hit Beyoncé's door and knocked it onto the road. Beyoncé was extremely lucky. The taxi very nearly hit her.

**UPSET** It seems that Beyoncé was upset because of the accident, and decided not to go shopping, but the couple decided to continue to the restaurant.

**AUTOGRAPHS?** We don't know what they did while they were waiting for a new car to take them there. Perhaps they signed autographs in the street outside *Harrods*. We hope they did!



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

56

## What causes fever?

Fever describes a situation when a body temperature is higher than normal. A short-term fever can help your body fight off illness. To check your temperature, you should use a thermometer.

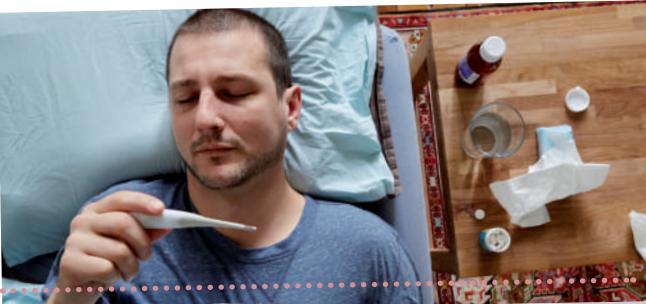
There are many different reasons which may cause fever – some possible causes include:

- ✓ infections e.g. flu, common cold
- ✓ teething (in infants)
- ✓ extreme sunburn
- ✓ food poisoning
- ✓ some medications

How to treat a fever at home?

You can treat your fever at home, if it is not very high:

- ✓ make sure the room temperature is comfortable
- ✓ take a regular bath
- ✓ take ibuprofen
- ✓ drink a lot of water



### 1 Read the two newspaper articles and choose the correct answer, A or B.

- 1 The two newspaper articles are about ...
  - A the same topic.
  - B different topics.
- 2 A Both articles give
  - B Only one article gives ... us some advice on what to do.
- 3 A Both articles tell
  - B Only one article tells ... us about Beyoncé's feelings after the accident.



## VALUES

Life is the most precious thing in the world. Take care of yourself, your family members and friends. Follow safety rules when at school, at home and outdoors.

B

### 2 Which article mentions the following information? Tick (✓) the boxes.

1 The accident happened yesterday.

Article A

Article B

2 How to check temperature.

3 Flu may cause fever.

4 Beyoncé and Jay-Z are married.

5 The accident happened near Harrods.

6 Some medications which may cause fever.

7 Harrods is a department store.

8 Beyoncé and Jay-Z were going to a Japanese restaurant.

9 It's a good idea to take a bath and drink water if you have a fever.

### 3 Imagine you are Beyoncé or Jay-Z. Tell the story of what happened.

We were driving through London to a restaurant when I decided to go shopping. ...

### 4 Imagine you were a doctor. Give some advice to the patients with fever.

When you feel you have fever, which is not very high you should. ...



## Wordpower!

Rearrange the letters to find the words.

- 1 If good things happen to you, maybe you are \_\_\_\_\_. **klycu**
- 2 If something bad nearly happens but doesn't, you have an \_\_\_\_\_. **aecpse**
- 3 A car accident is also called a car \_\_\_\_\_. **hcsar**
- 4 If you leave a car, you \_\_\_\_\_ of the car. **egt tuo**
- 5 Another word for 'hit' (in the past simple) is \_\_\_\_\_. **kkcenod**
- 6 \_\_\_\_\_ means 'very very'. **exleretym**
- 7 If you are \_\_\_\_\_, you are sad or angry or scared. **suetp**
- 8 If you stay on the sun for too long, you may get a \_\_\_\_\_. **nusnubr**
- 9 If you eat something not fresh, you may get \_\_\_\_\_. **fdoopsoignn**
- 10 When a small baby's teeth are growing, the baby is \_\_\_\_\_. **tthnigee**

# Grammar 1

## G

### Past continuous

#### Look!

*She was travelling with her husband... when the accident happened.*  
*Beyoncé and Jay-Z were driving through London ... when Beyoncé decided to go shopping.*  
*While Beyoncé was opening the car door to get out, the taxi hit Beyoncé's door...*

#### Use

We use the past continuous to show that something was in progress (happening) when another thing happened.

We also use the past continuous to show that something was in progress (happening) at a specific time in the past.

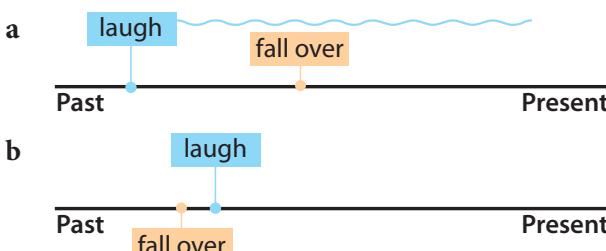
For more information, see *Grammar database 13* on page 136.

#### 1 Choose the correct word or phrase.

- 1 I saw / was seeing Ulzhan at school yesterday.
- 2 What were you doing / you doing when you fell over?
- 3 Was the man driving too fast? No, he wasn't driving. / No, he wasn't.
- 4 I was breaking / broke my mobile when I dropped it.
- 5 What were they doing at 10 o'clock? They danced / were dancing.

#### 2 Match each sentence with a diagram.

- 1 I laughed when my best friend fell over. \_\_\_\_\_
- 2 I was laughing when my best friend fell over. \_\_\_\_\_



#### 3 Put the verbs into the past continuous.

- 1 I \_\_\_\_\_ (ride) my bike when a dog jumped on me. I fell off, but I wasn't hurt.
- 2 Simon \_\_\_\_\_ (cut) bread with a sharp knife when he dropped the knife on the floor. It nearly cut his foot!
- 3 We \_\_\_\_\_ (play) football in the park. Eddie kicked the ball and it hit Flynn on the head. He was OK after a few minutes.
- 4 Where \_\_\_\_\_ (you/fish) when your brother fell in the water?
- 5 She \_\_\_\_\_ (not/travel) on a train when she felt ill. She \_\_\_\_\_ (travel) on a bus.
- 6 They \_\_\_\_\_ (not/walk) down the street when they saw the lion. They were at the zoo!

#### 4 Put the verbs into the correct form, past simple or past continuous.

##### WHALE JUMPS ON SAILING BOAT!

Ralph Mothes and Paloma Werner (1) \_\_\_\_\_ (enjoy) a sailing trip when a whale (2) \_\_\_\_\_ (jump) out of the sea and landed on their boat.

They (3) \_\_\_\_\_ (sail) near Robben Island, South Africa when the accident (4) \_\_\_\_\_ (happen).

Ralph and Paloma watched the whale swimming for about half an hour. While they (5) \_\_\_\_\_ (watch), it went under the water and then (6) \_\_\_\_\_ (come) up near the boat. Suddenly, it jumped out of the water and landed on the boat. Then it (7) \_\_\_\_\_ (go) back into the sea. While this (8) \_\_\_\_\_ (happen), someone in another boat filmed the accident. (You can watch the video on YouTube®.)

Ralph and Paloma (9) \_\_\_\_\_ (be) able to take the boat back to the land.





## Vocabulary

- 1** Choose the correct word or phrase for each picture.



1 nod your head / drop your head



2 rock your head / shake your head



3 pick up / wave



4 point / push



5 shake hands / touch hands



6 wave / kiss

- 2** Match each picture in exercise 1 with a sentence (a–f).

Picture 1: \_\_\_\_\_

Picture 2: \_\_\_\_\_

Picture 3: \_\_\_\_\_

Picture 4: \_\_\_\_\_

Picture 5: \_\_\_\_\_

Picture 6: \_\_\_\_\_

a Look at these words here. What do they say?

b Oh, look! There's Tina. Hi Tina!

c – Hello. I'm Mr Rice. Good morning.

– I'm Mr Harper. Nice to meet you.

d Yes, that's right!

f No, I don't think so.

e Come here, Danny. It's so lovely to see you!

## Listening

- 1** Listen to five people talking. For each speaker, write a word or phrase from Wordpower! exercise 1.

Speaker 1: \_\_\_\_\_

Speaker 4: \_\_\_\_\_

Speaker 2: \_\_\_\_\_

Speaker 5: \_\_\_\_\_

Speaker 3: \_\_\_\_\_

- 2** Listen again. For each question, choose the correct answer, A, B or C.

Speaker 1: When he saw his friend Ron, the boy was ...

A shouting and waving. B walking down the street. C riding a bike.

Speaker 2: When the girl hit the man, he was ...

A standing next to her. B shopping with her mum. C buying a shirt.

Speaker 3: The woman got a dirty hand when she ...

A said hello to the boy's dad. B was cooking. C knocked on the door.

Speaker 4: When this happened, her grandfather was ...

A talking. B eating. C combing his hair.

Speaker 5: The boy's grandfather had a problem with ...

A staying with his family. B his grandson. C his teeth.

### 3 Talk about you.

- 1 You heard five stories. Which is the best story? Why?
- 2 Do you have a similar story to tell? Say what happened, and how you felt.



## Speaking

**1** Read the text quickly. In pairs, ask and answer the questions.

My dad was cooking at home last Sunday when someone knocked on the door. My dad opened the door, and it was the woman who lives next door. They shook hands – then my dad remembered that he had food all over his hands. The woman's hand was really dirty! They both laughed about it!

- 1 Who is the story about? The girl's dad.
- 2 What was he doing? He was cooking at home.
- 3 When? \_\_\_\_\_
- 4 What happened? \_\_\_\_\_
- 5 What happened next? \_\_\_\_\_
- 6 Who was it? \_\_\_\_\_
- 7 What happened next? \_\_\_\_\_
- 8 What did the girl's dad remember? \_\_\_\_\_
- 9 What happened in the end? \_\_\_\_\_



**2** Choose a situation and use your imagination about who, when and what happened. In pairs, tell your story using the past simple and past continuous.

Someone is running to get to class and falls over.

Someone is playing a game on their Wii™ and kicks the TV by mistake.

Someone is talking on his/her mobile phone and falls down a hole in the street.

**3** Think of your own funny situation. Write one sentence to say what happens.

\_\_\_\_\_

**4** Tell the class your story.



## SoundSpot

**1** **21** Listen and circle the word you hear.

- |            |           |
|------------|-----------|
| 1 a fight  | b feet    |
| 2 a riding | b reading |
| 3 a nice   | b niece   |
| 4 a site   | b seat    |
| 5 a while  | b wheel   |

**2** **22** Listen and repeat the words in exercise 1.

## Phrase Bank!



### Telling simple stories

I was *doing* something *when* something happened.  
While I was *doing* something, something happened.  
Something happened so I did something.  
He did something – *then* he did something else.

## Grammar 2

# G

### Short answer forms

#### Look!

Are you lucky? **Yes, I am.**  
 Have you got a bike? **No, I haven't.**  
 Are they playing tennis? **No, they aren't.**  
 Did she have an accident? **Yes, she did.**  
 Were they walking to school? **No, they weren't.**

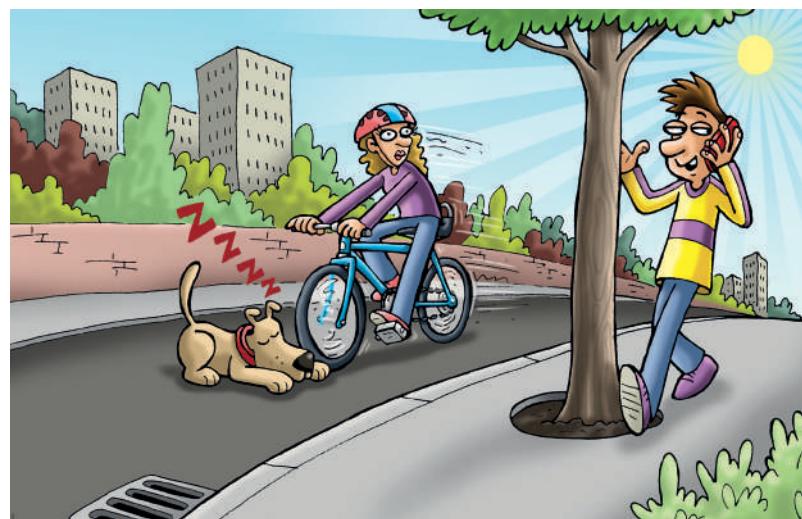
For more information, see *Grammar database 14* on pages 136–137.

#### Use

We use short answers, instead of just yes or no, to be more polite.

#### 1 Look at the picture and choose the correct answer.

- 1 Is the sun shining?  
**Yes, it is. / Yes, it does.**
- 2 Has the boy got a book?  
**No, he hasn't. / No, he doesn't.**
- 3 Is the boy talking on his mobile phone?  
**Yes, he is. / Yes, he does.**
- 4 Can the girl ride a bike?  
**Yes, she can. / Yes, she does.**
- 5 Can the boy see the tree?  
**No, he doesn't. / No, he can't.**
- 6 Is the dog lying in the road?  
**Yes, it was. / Yes, it is.**
- 7 Is the dog running away?  
**No, it doesn't. / No, it isn't.**



#### 2 Look at the picture and write short answers.

- 1 Was the sun shining when this happened?  
Yes, it was.
- 2 Was it raining?  
No, \_\_\_\_\_.
- 3 Did the boy walk into the tree?  
Yes, \_\_\_\_\_.
- 4 Did the boy and the girl have an accident?  
Yes, \_\_\_\_\_.
- 5 Was the girl riding her bike when she had an accident?  
Yes, \_\_\_\_\_.
- 6 Was the dog running away when the girl had an accident?  
No, \_\_\_\_\_.



#### 3 In pairs, ask and answer questions about the two pictures. Use the past simple and past continuous.

Student A: Was the boy talking on his mobile when he had the accident?

Student B: Yes, he was.

 Writing

## Project: writing a story

## A Wii Accident

Last Saturday morning, I was in the living room with my brother Sam. We were playing a dancing game on the Wii and we were having lots of fun! Our dog Bessie was in the room with us.

While Sam was dancing, Bessie suddenly jumped up and jumped on Sam. Sam fell over, and hit the TV. The TV fell off the table and fell on the floor. It was broken!

I started laughing because it was so funny. While I was laughing, and while Sam was lying on the floor, our dad came into the room. At first, he was angry about the TV but then he thought it was funny, and started laughing too.



## 1 Read the story and make notes to answer the questions.

- 1 When did the story happen?  
last Saturday morning
- 2 Who was with the writer? \_\_\_\_\_
- 3 Where were they? \_\_\_\_\_
- 4 What were they doing? \_\_\_\_\_
- 5 Which animal was also in the room?  
\_\_\_\_\_
- 6 What happened while Sam was dancing?  
\_\_\_\_\_

- 7 What happened next? \_\_\_\_\_
- 8 What happened after that? \_\_\_\_\_
- 9 What did the writer do when this happened?  
\_\_\_\_\_
- 10 Why? \_\_\_\_\_
- 11 What happened next? \_\_\_\_\_
- 12 How did their dad feel at first?  
\_\_\_\_\_
- 13 How did he feel in the end? \_\_\_\_\_

## 2 You are going to write a story. Use your imagination to complete the information.

Situation: You are doing something with someone when something gets broken.

When did this happen?

Where were you?

Who were you with?

What were you doing?

What happened?

What was broken?

How did you and/or the other person feel?

What did you/he/she do?

What happened at the end of the story?

## 3 Complete the planner on page 126.

## 4 Write your story. Use the ideas in your planner and draw a picture to go next to your story.



# Culture Spot: Kazakh Rules of Hospitality

**1** What rules of hospitality do you know? Discuss your ideas in pairs.



**2** Read the text. Match the types of guests (1–3) with the names in English:

- a) random stranger   b) an invited guest or   c) an unexpected guest

Kazakhstan is a country of rich traditions. Since ancient times hospitality has been a **distinctive** feature of Kazakh people, and both guests and hosts have followed these unspoken rules.

#### Rules for guests:

- Say hello to everyone individually in the host's house.
- Take off your shoes when entering the host's house.
- Don't **reject** food when offered by the host – try at least a bit.
- Take a seat when eating – remaining standing is seen as a sign of **disrespect**.
- Don't interrupt people older than you.
- Say goodbye to the host and all their other guests when leaving.

#### Rules for hosts:

- **Reserve** the tastiest food for guests.
- Offer a wide choice of meals – *konakasy* – to all guests: (1) *arnaiy konak*, (2) *kudaiy konak*, or (3) *kydryma konak*.
- Give a gift to any guest who has some good news.
- Treat elderly guests with delicious and easy-to-chew food – *kazy*, *zhent*, or cottage cheese

**3** Read the text again and decide if the sentences below are true or false.

- |  |       |
|--|-------|
| 1 Guests should greet every person in the host's house.            | T / F |
| 2 Guest shouldn't eat the food they don't like.                    | T / F |
| 3 The host should offer the guests the best food.                  | T / F |
| 4 The guests who have some good news shouldn't be given a present. | T / F |



## GLOSSARY

**distinctive** /dɪ'stɪŋktɪv/ (**adj**) easy to recognize because of being different from other people or things of the same type

**reject** /rɪ'dʒekt/ (**v**) to not agree to an offer, proposal, or request

**disrespect** /dɪs'rɪspekt/ (**v**) to treat someone without respect

**reserve** /rɪ'zɜ:(r)v/ (**v**) to keep something for a particular person, purpose, or situation



## Now you!

Work in groups.

Go online and try to find out more rules of hospitality. Exchange the information in your group.



# Looking Ahead!



## Vocabulary

Match.

- 1 a day \_\_\_\_\_
- 2 a week \_\_\_\_\_
- 3 a month \_\_\_\_\_
- 4 a year \_\_\_\_\_
- 5 a decade \_\_\_\_\_
- 6 a century \_\_\_\_\_
- 7 a millennium \_\_\_\_\_
- 8 a million years \_\_\_\_\_

a August

b 2010 to 2020

f 2000 to 3000

c 2000 to 1,002,000

d July 21st

g Monday to Sunday

e 2025

h 2000 to 2100



## Reading

### Looking forward! ▶

We asked thirteen-year-old **Kirstie Walker** to make some predictions about her future – and the future of the world. Here's what she thinks.

#### Kirstie, how different will your life be in a month?

In a month? Very different! It'll be the summer holidays and we won't have school! (1) \_\_\_\_\_

#### How different will your life be in a year?

I don't know. My dad's talking about applying for a new job. If he gets it, we'll move house. In fact, we'll probably move to a new town so in a year I might live somewhere else! If that happens, I won't go to the same school, and I'll have new friends. If it doesn't happen, I'll probably still live here and my life will be the same as it is now. (2) \_\_\_\_\_

#### How different will your life be in five years?

Five years is a long time! I'll be eighteen! My sister's nearly eighteen, and her life's very different to mine. She goes out with her friends (a lot!). She even goes on holiday on her own. And she's learning to drive. If I haven't got a driving licence when I'm eighteen, I'll be upset! (3) \_\_\_\_\_

#### And how different will your life be in ten years?

I have no idea! In a decade, I'll be twenty-three. I want to go to university when I'm older, but if I don't go to university, I'll get a job. Will I be at university? Will I have a job? Will I still live at home? Who knows?! (4) \_\_\_\_\_

#### Now, the world in general. What do you think life will be like in a hundred years from now?

I don't know, but I do know it'll be different. Very different. Look at what life was like a hundred years ago. It was totally different from now. If technology continues to improve, we'll all have flying cars, and robots will do all the housework for us. Maybe! (5) \_\_\_\_\_

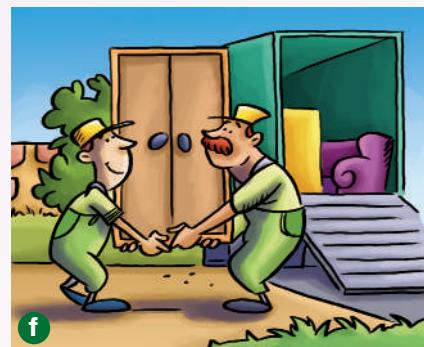
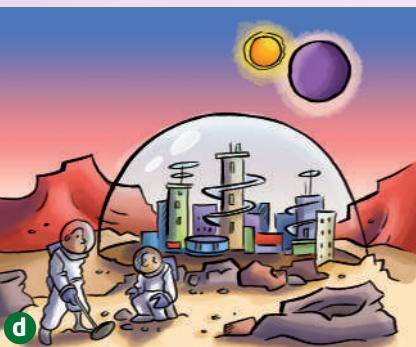
#### And how will things change over the next millennium?

Well, I like science fiction, and I hope a lot of it becomes fact! I hope people live on other planets and that we can explore the universe. In fact, that's why I want to be a scientist when I'm older. (6) \_\_\_\_\_

#### And in a million years?

I haven't got a clue! No-one can predict what life will be like in a million years – can they?

**1** Read the article and match each paragraph with a picture.



**2** Read the article again and tick (✓) the statements Kirstie is sure of.

- 1 In a month, Kirstie will be on holiday.
- 2 Her dad will get a new job.
- 3 Her family will move to a new house soon.
- 4 She wants to be able to drive a car when she's 18.
- 5 She will be at university when she's 23.
- 6 Life a century ago was very different from life now.
- 7 In 100 years, robots will do all the jobs at home.
- 8 In 1,000 years, people will live on other planets.

**3** In small groups, ask and answer the questions in the article.



## Wordpower!

Write a word or phrase to match each definition. The first letter is given to help you.

- 1 guesses and opinions about the future **p** \_\_\_\_\_
- 2 send a letter or email asking for a job **a** \_\_\_\_\_ **f** \_\_\_\_\_
- 3 go to live in another house or town **m** \_\_\_\_\_
- 4 you can drive a car with this **l** \_\_\_\_\_
- 5 people study here after they leave school **u** \_\_\_\_\_
- 6 things like machines and computers **t** \_\_\_\_\_
- 7 planets, stars, galaxies – everything! **u** \_\_\_\_\_
- 8 this person does experiments and reads a lot! **s** \_\_\_\_\_



### VALUES

Education is the key to future success in life.

# Grammar 1

## First conditional

### Look!

If he **gets** it, we'll **move** house.  
 If that **happens**, I **won't go** to the same school, and I'll **have** new friends.  
 If it **doesn't happen**, I'll **probably still live** here and my life **will be** the same as it is now.  
 ...but if I **don't go** to university, I'll **get** a job.

For more information, see *Grammar database 15* on page 137.

### Use

We use the *If* clause of the first conditional to talk about possible – but not certain – situations in the future.

We use *will* in the other clause to talk about the result of the situation in the *If* clause.

### 1 Choose the correct word or phrase.

- 1 If it **will rain** / **rains** tomorrow, I'll stay at home.
- 2 If it **doesn't** / **won't** rain, I'll go to the park.
- 3 If it's cold tomorrow, I **not go** / **won't go** to the park.
- 4 If it **won't be** / **isn't** cold tomorrow, I'll go to the beach.
- 5 We'll go to the beach if the weather's / **will be** good.

### 2 Put the verbs into the correct form.

- 1 If Kirstie's dad gets a new job, the family \_\_\_\_\_ . **move**
- 2 If they move to a new town, Kirstie \_\_\_\_\_ to a new school. **go**
- 3 If she goes to a new school, she \_\_\_\_\_ some new friends. **make**
- 4 If she makes some new friends, she \_\_\_\_\_ lonely. **not/be**
- 5 If she isn't lonely, she \_\_\_\_\_ lots of fun. **have**
- 6 If she has lots of fun, she \_\_\_\_\_ hard. **not/study**
- 7 If she doesn't study hard, she \_\_\_\_\_ her exams. **not/pass**
- 8 If she doesn't pass her exams, she \_\_\_\_\_ to university. **not/get**



### 3 Each of the phrases in bold is incorrect. Rewrite them correctly.

- 1 If technology **will continue** to improve, we'll all have flying cars. \_\_\_\_\_
- 2 If we all **will have** flying cars, there won't be any cars on the roads. \_\_\_\_\_
- 3 If there **won't be** any cars on the roads, there won't be any traffic. \_\_\_\_\_
- 4 If there **won't be** any traffic, it will be quicker to go by car. \_\_\_\_\_
- 5 If it **will be** quicker to go by car, I will stop using my flying car! \_\_\_\_\_

### 4 Write sentences using the first conditional.

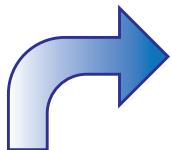
- 1 Maybe I'll pass the test. Then I'll be happy.  
If I pass the test, I'll be happy.  
\_\_\_\_\_
- 2 Maybe it'll snow tomorrow. Then I'll go skiing.  
\_\_\_\_\_
- 3 Maybe my sister will buy a new mobile phone. Then she'll give me her old one.  
\_\_\_\_\_
- 4 Maybe our teacher won't come to school tomorrow. Then we won't have a test.  
\_\_\_\_\_
- 5 Maybe my mum will let me get a dog. Then I'll call it Lucky.  
\_\_\_\_\_
- 6 Maybe my grandparents will visit us this weekend. Then we'll play cards together.  
\_\_\_\_\_



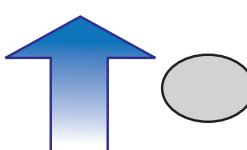
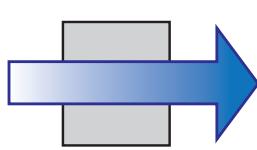
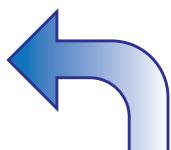
## Vocabulary

### 1 Write a phrase from the box below each picture.

cross the road • go straight ahead • go straight on • go past  
turn around • turn back • turn left • turn right • turn round



1 \_\_\_\_\_

2 \_\_\_\_\_ or  
\_\_\_\_\_ or \_\_\_\_\_3 \_\_\_\_\_  
or \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

### 2 Write a word from exercise 1 in each gap.

You're going the wrong way, I'm afraid, so you'll have to

(1) \_\_\_\_\_ round. If you (2) \_\_\_\_\_ straight ahead for two or three minutes, you'll come to a crossroads.

(3) \_\_\_\_\_ left, and continue until you come to the police station. Then (4) \_\_\_\_\_ right. (5) \_\_\_\_\_ straight on, and then (6) \_\_\_\_\_ the road at the traffic lights. You'll see a big museum in front of you. If you (7) \_\_\_\_\_ past the museum and turn left, you'll see the theatre.

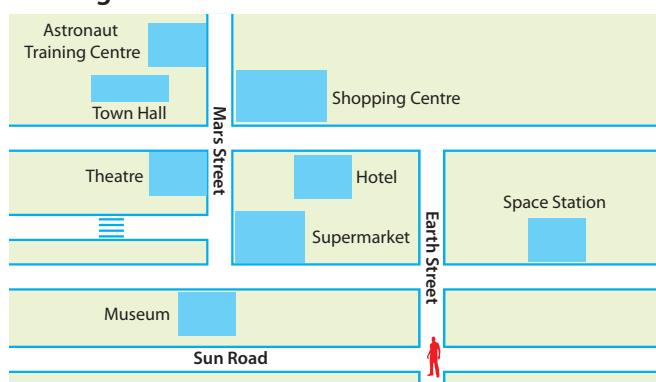


## Listening

### 1 23 Listen to someone giving directions and choose the things they mention.

- |                               |                           |                            |
|-------------------------------|---------------------------|----------------------------|
| 1 Earth Street / Earth Road   | 5 Mars Street / Mars Road | 8 traffic lights / corner  |
| 2 Sun Street / Sun Road       | 6 supermarket / market    | 9 cinema / shopping centre |
| 3 zebra crossing / crossroads | 7 town hall / theatre     | 10 the world / the Moon    |
| 4 museum / hotel              |                           |                            |

### 2 23 Listen again and draw where the man will go.



### 3 In pairs, do the role-play. Follow the instructions. When you have finished, swap roles.

**Student A:** Choose a place on the map in exercise 2 you want to go to. Tell Student B where you would like to go and ask him/her for directions.

**Student B:** Give directions to Student A. You don't have to indicate the shortest way!

**Student A:** Excuse me, could you help me?  
I'm trying to get to the theatre.

**Student B:** Right. Well, we're here. This is the corner of Earth Street and Sun Road. ...



## Speaking

### 1 24 Listen. Then, in pairs, read the dialogue.

- Jill: What are you doing at the weekend, Sandy?
- Sandy: I'm not sure. I might go to the beach. If the weather's bad, I'll do some shopping, I think. What about you?
- Jill: I'm not sure. I may stay at home and play computer games. Or maybe I'll visit some friends. Perhaps I'll see you in the town centre if I decide to do some shopping too!



### 2 In pairs, ask about your weekend plans. Give two or three possibilities each.

### 3 What will your life be like in two years' time? Make notes.

Maybe I'll live in another town.

Maybe \_\_\_\_\_.

Perhaps \_\_\_\_\_.

I may \_\_\_\_\_.

I might \_\_\_\_\_.

If \_\_\_\_\_.

If not, \_\_\_\_\_.

### 4 Tell the class what your life might be like in two years' time.

## Phrase Bank!



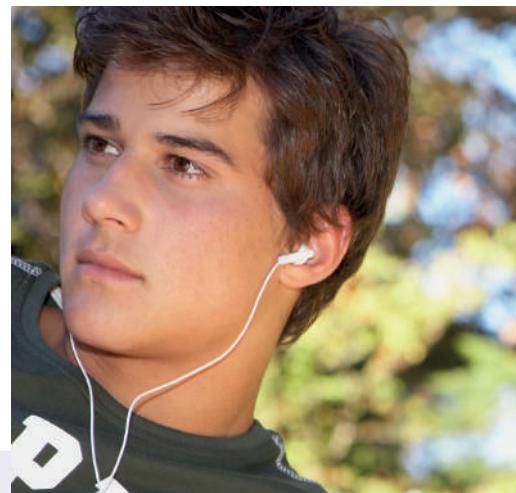
### Talking about future possibilities

*Maybe I'll live in another town.*

*Perhaps I'll have my own bedroom.*

*I may/might have a dog.*

*If I have the same friends, I'll be really happy.*



## SoundSpot

### 1 25 Circle the word where *gh* sounds like 'f'. Listen and check.

- |            |             |
|------------|-------------|
| 1 straight | 5 right     |
| 2 laugh    | 6 neighbour |
| 3 light    | 7 might     |
| 4 caught   | 8 daughter  |

### 2 26 Listen again and repeat the words in exercise 1.

## Grammar 2

### Adverbs of degree

#### Look!

10 years is a/an **very/really/extremely** long time!  
 I **really** like living on the Moon.  
 I'm **quite** good at science.  
 We're **almost/nearly** there.  
 Thank you **very much**.  
 You helped me **a lot**.

#### Use

We use adverbs of degree to describe how big/small something is or how much there is of something.

For more information, see *Grammar database 16* on page 137.

#### 1 Rewrite the sentence using the word or phrase in bold.

1 A decade is a long time. **extremely**

A decade is an extremely long time.

2 That's an old computer. **really**

3 That's an interesting question. **very**

4 You're an adult. **almost**

5 Driving a flying car is difficult. **quite**

6 Let's walk quickly to get there in time. **really**

7 I think about the future. **a lot**

8 It's time for lunch. **nearly**

#### 2 Choose the correct word or phrase.



### MY FUTURE

I don't think about the future (1) **lot / a lot**, but I'm (2) **nearly / near** 14 now and my teachers tell me that it's (3) **quite important / important a lot** to start thinking about jobs. I (4) **very / really** love helping people, so maybe I should be a teacher or a doctor. I know it takes (5) **an extremely / a quite** long time to become a doctor – and you have to study (6) **a lot / very!** I don't like studying (7) **very many / very much**, so maybe I should be a teacher. Then, if my students don't like studying, I'll understand and be (8) **a lot / very** nice to them!

#### 3 Write about you.

1 something you think about a lot

I think about my friends a lot.

2 something that's really interesting

3 something that's quite difficult

4 something that's very easy

5 something you really like doing

6 something you've got that's extremely important

7 someone you love very much

8 someone who helped you a lot recently



## Writing

### Project: writing an article

# If I Become Famous!



Do you think about being famous? I do! If I become famous, I'll try to help poor and hungry people in the world.

If I become famous, I'll probably have lots of money! If I have lots of money, I'll give some of it to poor people. They can buy food and clothes with it. They'll be very happy, and I'll feel extremely good!

Maybe I'll also build a hospital. If I do that, it will save people's lives. And perhaps I'll open a school. The children will learn a lot and then grow up and get good jobs. Some of them may become famous too! Then they might help other people.

I don't know how I'll become famous, and I don't know if I'll become famous. But if I do, I'll really try to help other people. What about you? What will you do if you become rich and famous?

**1** Read the article and match each paragraph with a statement. There are two paragraphs you will match with two statements.

Paragraph 1: \_\_\_\_\_ and \_\_\_\_\_

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_ and \_\_\_\_\_

- a This mentions two more things the writer might do.
- b This says very generally what the writer will do.
- c This starts with a question to the readers.
- d This says again, in a general way, the writer's opinion.
- e This ends with a question to the readers.
- f This mentions the first specific thing the writer will do.

**2** You are going to write an article called *If I become famous*. What will you do if you become famous? Choose a general idea from the list below.

- help poor and hungry people
- help my family
- only think about myself

- buy a big house for me and my friends
- live a lazy life
- your own idea: \_\_\_\_\_

**3** Complete the notes.

If I become famous	How will you and/or other people feel about this?	What might happen because of this?
If I have lots of money, I'll _____		
Maybe I'll _____		
Perhaps I'll _____		
I might _____		
I may _____		

**4** Complete the planner on page 126. Write your article. Use the ideas in your planner.



# Culture Spot: The Future of Kazakhstan

- 1** How do you see your country in 10 or 100 years' time?  
Why? Discuss your ideas in pairs.

- 2** Read the text about the future of Kazakhstan. Which languages should Kazakh children learn?

Kazakhstan is a **sovereign** country with a rich past and a promising future. Nursultan Nazarbayev sees the future of the country as being tied to its people and language. According to the President, the Kazakh language should be preserved, standardised and further developed. More and more people living in Kazakhstan should know how to speak and write in Kazakh as well as having an understanding of Russian and English. Today, about 60% of children are taught in state language. Kazakh language is an obligatory subject at schools.

The president says, 'If a child started attending school in 2013, then in ten or twenty years we'll have a whole **generation** of Kazakh-speaking people.'

It's even more important to **preserve** the language outside Kazakhstan – in countries where there are large Kazakh communities. A good example of such a **community** is the one living in the Orenburg region of Russia. It **comprises** over 125,000 people, has 13 social-cultural **associations** and its own Kazakh newspaper Aikap.



- 3** Read the text again and complete the sentences with one word, so that they are true about the text.

- 1 It is important that the Kazakh language is \_\_\_\_\_ and \_\_\_\_\_ .
- 2 Nowadays, around \_\_\_\_\_ of school students are taught in state language.
- 3 It's also important to preserve the Kazakh language \_\_\_\_\_ Kazakhstan.
- 4 Aikap is an example of Kazakh \_\_\_\_\_ .



## GLOSSARY

**sovereign** /'sovriŋ/ (**adj**) independent, a sovereign nation rules itself

**preserve** /pri'zɜ:(r)v/ (**v**) to keep an idea, quality, or situation from changing or being lost

**generation** /dʒenə'reɪʃ(ə)n/ (**n**) a group of people in society who are born and live around the same time

**community** /kə'mju:nəti/ (**n**) the people who live in an area

**comprise** /kəm'praɪz/ (**v**) to consist of two or more things

**association** /ə,səʊsi'eɪʃ(ə)n/ (**n**) a group of people who have joined together because they have similar interests or aims



## Now you!

Work in groups.

Go online and try to find out more about ways of preserving languages and traditions in different regions of Kazakhstan. Exchange the information in your group.



# MODULE 6

## Holidays and Travel

### The Travel Bug!



#### Vocabulary

Write the correct word.

bus • carriage • ferry • plane • taxi



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

**1** Read the blog post and match each activity with a place.

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

- a Times Square   b Central Park  
c The Empire State Building



#### Reading

www.teenblog.co.uk/rob-blog

Home

Archive



#### ROB'S BLOG

Hi! I'm Rob.  
Welcome to my blog.  
I write about what  
I do, how I feel and  
what it's like being a  
teenager. I hope you  
enjoy it!

#### Our trip to New York so far!

July 22nd at 3:56pm

Wow! New York is fantastic! We're having a great time. I can't believe we got here only three days ago! There are so many sights and thousands of tourists everywhere! Here's what we did in our first few days in the Big Apple.

We arrived on Saturday and got a taxi to the Paramount Hotel. It's in Times Square, in the centre of the city, so it was easy to find, but it can be a bit noisy.

There's a lot of traffic in New York! It's not the capital city of the USA – that's Washington – but more people live in New York than anywhere else in America. The good thing about our hotel is that it's very close to the places we want to visit. We dropped our bags and we immediately went to explore the area.



[Links](#)[Contact me](#)

It was late, but we had a great time just looking at everything. I had a hot dog for dinner, with lots of mustard! It made me feel like I was in America! The next day, Sunday, we went to the Empire State Building. It's huge! We went up to the Observatory on the 102nd floor – that's right at the top! You pay to get into the building, and the ticket for the Observatory is an extra \$15. It's expensive, but there's an amazing view! We saw the river, with lots of ferries on it, and lots of really tall buildings. I didn't take any photographs because I didn't have my camera with me, but I got some good postcards instead. Did it make me scared to be so high? Yes, of course it did!



On Monday, we went to Central Park. It's right in the centre of New York, and it's got lakes and lots of trees and places to walk. There's a swimming pool, and



I went in but my parents didn't. They had a picnic on the grass. After that, we got in a carriage with two horses and went all round the park.

Tomorrow's plan is a tour of Greenwich

Village, with a tour guide to tell us about everything. Come back tomorrow to read all about it.

I love New York!

## 2 Read the blog post again. Write a word or short phrase in each gap to complete the sentences.

- 1 Rob and his family got to New York \_\_\_\_\_ ago and he loves it.
- 2 The Paramount Hotel is good for tourists but it's \_\_\_\_\_.
- 3 Washington is the \_\_\_\_\_ of the United States, not New York.
- 4 Eating \_\_\_\_\_ made Robert feel he was in the USA.
- 5 It's \_\_\_\_\_ to visit the Observatory in the Empire State Building.
- 6 Rob got postcards instead of taking \_\_\_\_\_.
- 7 Rob's parents \_\_\_\_\_ instead of swimming.
- 8 They went in a carriage that had \_\_\_\_\_.

## 3 Which city do you want to visit? Say why.

New York • London • Tokyo • Paris • Sydney



## Wordpower!

Write one letter in each gap to complete the words.

- 1 T \_\_\_\_\_ are people who are visiting a place.
- 2 The s \_\_\_\_\_ in a city are the interesting things to see there.
- 3 When there are a lot of cars on the roads, there's a lot of t \_\_\_\_\_.
- 4 The c \_\_\_\_\_ city of a country is usually the most important city.
- 5 A t \_\_\_\_\_ is a piece of paper you need to get into a place.
- 6 The v \_\_\_\_\_ from a place is all the things you can see.
- 7 When you go on a t \_\_\_\_\_ of a place, you go all around it.
- 8 A t \_\_\_\_\_ g \_\_\_\_\_ is someone who tells you about a place.
- 9 When you travel somewhere on holidays you go on a t \_\_\_\_\_.



## VALUES

Travelling makes everyone learn a lot: languages, people and cultures.

# Grammar 1

G

## Past simple: basic irregular verbs

### Look!

I can't believe we **got** here only three days ago!  
 ...it **was** easy to find, but it can be a bit noisy.  
 ...we immediately **went** to explore the area.

I **had** a hot dog for dinner,...

I **didn't take** any photographs...

Did it **make** me scared to be so high?

### Use

We use the past simple to talk about single complete events in the past.

For more information, see  
*Grammar database 17*  
 on page 138.

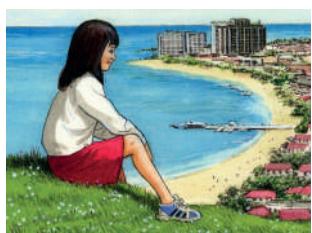
### 1 Write about what Paige did on holiday.



- 1 Monday/go swimming  
On Monday, Paige went swimming.
- 2 Tuesday/have an ice cream
- 



- 3 Wednesday/take some photos
- 
- 4 Thursday/make a sandcastle
- 



- 5 Friday/go up in a helicopter
- 
- 6 Saturday/see the view from a hill
- 



- 7 Sunday/get a plane ticket home
- 

### 2 Choose the correct word or phrase.

- 1 Samat **was** / **were** here yesterday.
- 2 Did you **took** / **take** my money?
- 3 Were you at the party? **No**, I **weren't**. / **No**, I **wasn't**.
- 4 I didn't **saw** / **see** you at school today.
- 5 We didn't **have** / **had** any lunch.

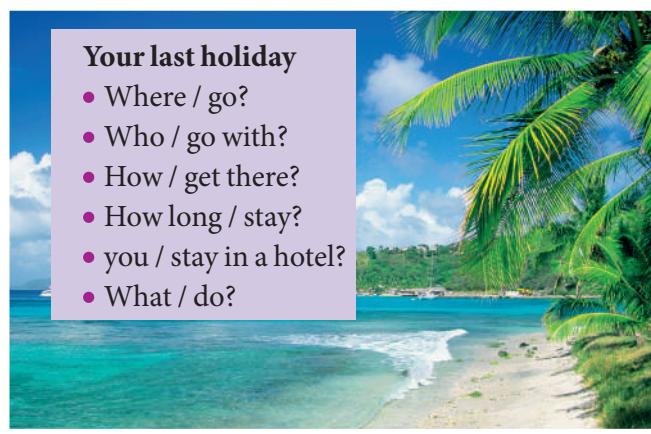
### 3 Write the verbs in the past simple.

- 1 London Zoo \_\_\_\_\_ really interesting. **be**
- 2 We \_\_\_\_\_ any problems on our tour of Germany. **not/have**
- 3 You \_\_\_\_\_ so many photos on your trip! **take**
- 4 I \_\_\_\_\_ some really good friends on holiday. **make**
- 5 We \_\_\_\_\_ all the sights when we were in Beijin! **see**
- 6 Ava and her family \_\_\_\_\_ to Mexico last year. It was Brazil. **not/go**
- 7 Lisa \_\_\_\_\_ her new friends her address. **give**
- 8 What \_\_\_\_\_ you \_\_\_\_\_ on holiday in the summer? **do**
- 9 \_\_\_\_\_ you happy to see your cousins in Australia? **be**
- 10 My best friend Lisa \_\_\_\_\_ with us on the trip. **come**

### 4 In pairs, ask and answer the questions.

#### Your last holiday

- Where / go?
- Who / go with?
- How / get there?
- How long / stay?
- you / stay in a hotel?
- What / do?

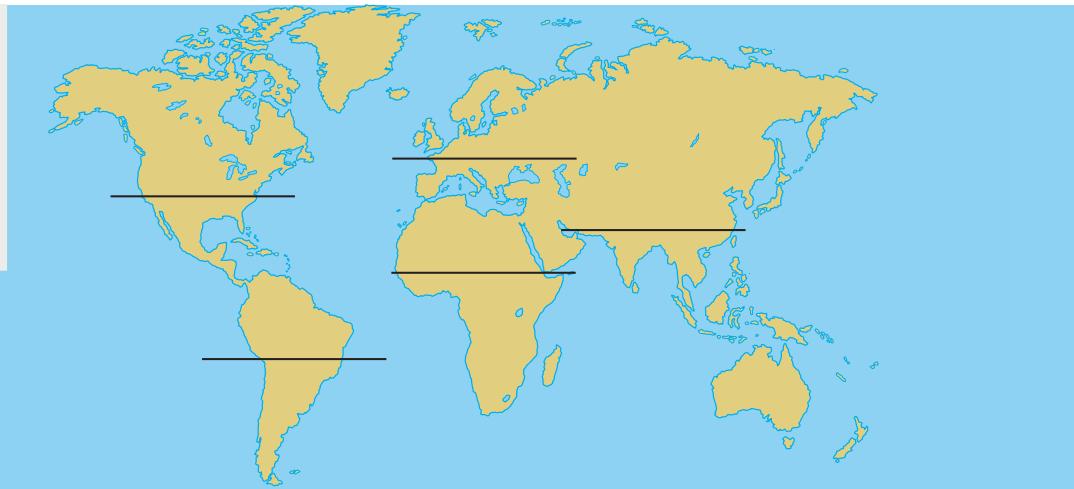




## Vocabulary

### 1 Write the names of the continents on the map.

- Africa
- Asia
- Europe
- North America
- South America



### 2 Write the first letter of each country where you think it is on the map.

- Austria • Brazil • China • Denmark • Egypt • France • Georgia • Hungary • India • Japan • Kenya • Latvia  
 Mexico • Norway • Oman • Poland • Qatar • Russia  
 Spain • Turkey • Ukraine • Venezuela • Wales  
 Yemen • Zimbabwe



## Listening

### 1 27 Listen to four people talking about the same tour. Match each person with the thing they didn't enjoy.

- Speaker 1: \_\_\_\_\_      Speaker 2: \_\_\_\_\_      Speaker 3: \_\_\_\_\_      Speaker 4: \_\_\_\_\_  
 a the hotels      b the travelling      c the weather      d the tour guide

### 2 27 Listen again and complete the sentences with a word or short phrase.



Speaker 1:

- 1 They were on the tour for \_\_\_\_\_ last summer.  
 2 He says some of the \_\_\_\_\_ were dangerous.

Speaker 2:

- 3 Some people on the tour were \_\_\_\_\_.  
 4 She thinks the tour guide was \_\_\_\_\_.

Speaker 3:

- 5 There were about \_\_\_\_\_ people on the tour.  
 6 They had some \_\_\_\_\_ meals in good hotels.

Speaker 4:

- 7 She and her friend went to the back \_\_\_\_\_.  
 8 They took photographs on their \_\_\_\_\_ for their friends.

### 3 Talk about your worst holiday ever.

- 1 Where was it and when?
- 2 Who did you go with?
- 3 Why was it a bad holiday? What did you do?



## Speaking

### 1 Write the names of the sights.

Disneyland, California

SeaWorld, Florida

The Empire State Building,  
New York

The Grand Canyon, Arizona

The Rocky Mountains,  
Colorado

Waikiki Beach, Hawaii



1 \_\_\_\_\_



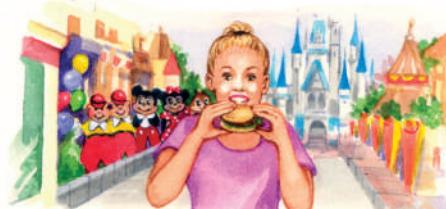
3 \_\_\_\_\_



5 \_\_\_\_\_



2 \_\_\_\_\_



4 \_\_\_\_\_



6 \_\_\_\_\_

### 2 Match each activity with a picture from exercise 1.

1 get a new T-shirt \_\_\_\_\_

2 go swimming \_\_\_\_\_

3 have a burger \_\_\_\_\_

4 make friends \_\_\_\_\_

5 see dolphins \_\_\_\_\_

6 take a photograph \_\_\_\_\_

### 3 Tell the story to your partner. Add any other details from your imagination. Then listen to your partner tell the story.

Last summer, Anna went on a tour of America. In New York,  
she took a photograph of the Empire State Building. Then, she  
went to ...

## Phrase Bank!



### Talking about past events

Last summer, a girl called Emily went to America.

First, she took a photograph of...

Then, she went to...

Next, she went sunbathing on...



## SoundSpot

### 1 28 Look at these countries. Underline the syllable you think is stressed. Listen and check.

Austria

Brazil

China

Denmark

Egypt

France

Georgia

Hungary

India

Japan

Kenya

Latvia

Mexico

Norway

Oman

Poland

Qatar

Russia

Spain

Turkey

Ukraine

Venezuela

Wales

Yemen

Zimbabwe

### 2 29 Listen again and repeat the countries in exercise 1.

## Grammar 2

### Past simple: regular verbs and more irregular verbs

#### Look!

We **visited** lots of places.

Last year, I **travelled** around the world.

Our tour **began** at the Great Wall of China.

I **wrote** a blog about my trip.

#### Use

We use the past simple to talk about single complete events in the past.

For more information, see *Grammar database 18* on page 138.

## The Passive

#### Look!

The capital city **is visited** all year round.

Modern roads **are constructed** in Astana.

This building **was designed** last year.

The nomads settlements **were founded** several hundred years ago.

#### Use

We can use the passive when it is not important or we don't know who does something.

Modern roads **are constructed** in Astana. Who constructs the roads? We don't know.

This building **was designed** last year. Who designed the building? It's not important.

For more information, see *Grammar database 29* on page 141.

### 1 Write in your notebook the past simple of these verbs.

arrive • begin • drive • eat • find • live • look • say • stop • talk • tell • travel • watch • write

### 2 Write a verb from exercise 1 in the past simple in each gap. More than one verb might fit in a gap.

Hi, Dylan!

Kazakhstan is wonderful! Last week, we (1)\_\_\_\_\_ from Almaty to Astana. We (2)\_\_\_\_\_ near Balkhash for one night and we (3)\_\_\_\_\_ the sun go down over the sea. The next morning, we (4)\_\_\_\_\_ breakfast on the beach and then (5)\_\_\_\_\_ down the road next to the lake. Yesterday, we (6)\_\_\_\_\_ in Astana. It was good to get here. It (7)\_\_\_\_\_ so nice in the sunshine. We (8)\_\_\_\_\_ a café by the River Ishim and had lunch. I loved it!

Wish you were here. Noah



Dylan Higgins  
23 Blue Anchor Road  
London  
NW7 1AH  
UK



### 3 Write a verb from the box in each gap in the past simple.

arrive • enjoy • fly • leave • meet • make • rain • stay • travel

Jane: Oh, hello, Maria! When (1)\_\_\_\_\_ you \_\_\_\_\_ home from Australia?

Maria: Two days ago. We (2)\_\_\_\_\_ from Sydney to Singapore and then Singapore to London.

Jane: (3)\_\_\_\_\_ you \_\_\_\_\_ a lot while you were there?

Maria: Oh, yes. We also (4)\_\_\_\_\_ with old friends in Brisbane. Noah (5)\_\_\_\_\_ them for the first time, and he soon (6)\_\_\_\_\_ friends with their son, Jacob. It was sad when we (7)\_\_\_\_\_, but we (8)\_\_\_\_\_ the drive down to Sydney.

Jane: It sounds lovely. Here, it (9)\_\_\_\_\_ every day while you were away!

Maria: Oh, no! It's good to be home, though.

### 4 Write the verb *be* in the correct form to complete the sentences.

- 1 My name is Ronald, but I \_\_\_\_\_ usually called Ron.
- 2 In my family TV programmes \_\_\_\_\_ watched in the evening.
- 3 Those presents \_\_\_\_\_ designed for my birthday last year.
- 4 The invitation to visit our relatives in Almaty \_\_\_\_\_ received some weeks ago.

} }

~ ~

} }

~

} }

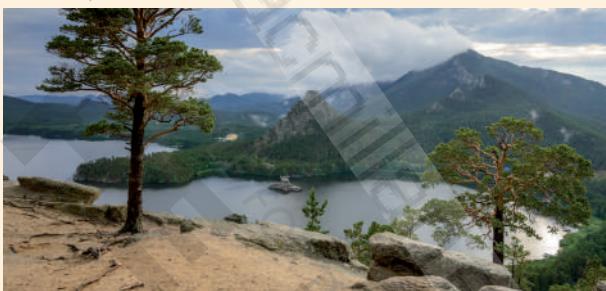
~ ~



# Culture Spot: Around Kazakhstan

**1** Which places in Kazakhstan would you recommend visiting? Discuss your ideas in pairs.

**2** Read the descriptions of places of interest. Then match them with their names. Check your answers on pairs.



Medeu	a national park situated 150 km from Almaty, which is famous for its rich <b>flora</b> and <b>fauna</b>
Bayterek	beautiful rocks in south-eastern Kazakhstan famous for its Bronze Age <b>carvings</b>
Koktobe	a famous pine forest in northern Kazakhstan
Khan Shatyr	a famous park in the centre of Almaty
Ak Orda	Astana's most <b>extraordinary</b> building
Baikonur	an outdoor skating rink located in a mountain valley near Almaty
Altyn-Emel	a spaceport in southern Kazakhstan
Tamgaly-Tas	a monument and observation tower in Astana
Burabay	a mountain, the highest point of Almaty
Panfilov Park	a palace in Astana, Kazakhstan's President's office

**3** Read the descriptions again. Then work in pairs or groups of three and rank the places of interest from 1 (the least interesting) to 10 (the most interesting). Explain your decisions to other pairs or groups.

We think that number 1  
is Bayterek.

Our number 1  
is Burabay. We think that is more  
interesting because...



## GLOSSARY

**flora and fauna** /'flɔ:rə ənd 'fɔ:nə/ (**n**) all plants that grow in the region and all animals of the region

**carving** /'ka:(r)vɪŋ/ (**n**) an object, pattern, or piece of writing made by cutting stone or wood

**extraordinary** /ɪk'strɔ:(r)d(e)n(ə)rɪ/ (**adj**) very unusual and surprising



## Now you!

Work in groups.

Go online and try to find information about other interesting places in Kazakhstan.

Exchange the information in your group.



# MODULE 7

## Reading for Pleasure

### Read All About It!

#### » Vocabulary



Tick (✓) the words you already know. Cross (✗) the ones you don't know. Be honest!

article	<input type="checkbox"/>	book	<input type="checkbox"/>	email	<input type="checkbox"/>
letter	<input type="checkbox"/>	magazine	<input type="checkbox"/>	newspaper	<input type="checkbox"/>
poem	<input type="checkbox"/>	review	<input type="checkbox"/>	story	<input type="checkbox"/>
website	<input type="checkbox"/>	blog	<input type="checkbox"/>	postcard	<input type="checkbox"/>

#### 1 Read the website and decide if the statements are true (T) or false (F).

- |   |     |
|---|-----|
| 1 This website is for pupils at Linton School.                | T/F |
| 2 Angela Barker is a teacher at the school.                   | T/F |
| 3 Teachers at Linton School write things for this website.    | T/F |
| 4 There are poems, reviews, stories and articles on the site. | T/F |
| 5 Mr Jennings asks the Head some questions in an interview.   | T/F |

## Reading

Linton School  
Pupil Website

#### Welcome to our website!

Welcome to the new website for all pupils at Linton School!

My name's Angela Barker, and I'm the editor of the site. Three other pupils are helping me: Tony Warner, Tariq Sims and Paula Carter. They're the three main reporters. No teachers work on the site, but most of them probably look at it every day, so don't write anything rude or nasty!

The website's like a school newspaper or magazine, but it's online. We've got the latest school news in the 'News' section. If you want to know how the school teams are doing this term, just click on the 'Sports' link. All future school events, including sports matches, concerts and plays are in the 'Calendar' section. Reviews of school plays and concerts are in the 'Interesting articles and reviews' section. There, we also have articles that we write, and links to other interesting articles on the internet.

But we need you to write for us too! Please email us your articles, short stories or poems. And if you've got an opinion about something which you want to share with the whole school, please send us an email or letter.

Finally, we've got lots of links to other similar school websites on the 'Links' page.

We hope you enjoy the new website!

Angela

[angela\\_barker@linton\\_school.org](mailto:angela_barker@linton_school.org)

**A welcome poem!**

Welcome to our website!  
It's got news and it's got views.  
Welcome to our website!  
It's got sport and play reviews.  
Welcome to our website!  
It's got lots of things to do.  
Welcome to our website!  
It is new and it's for you!  
Welcome to our website!  
We need you to write for it too!

Click [here](#) for a special interview with Mr Jennings, the Head! Mr Jennings answers the following questions:

- How old are you?
- How many children do you have?
- Who is your favourite actor?
- Where do you live?
- What do you like doing in your free time?
- What time do you get up?
- When do you go to bed?
- Why do you ride a bike to school every day?
- Which programme do you prefer – ‘The X Factor’ or ‘Britain’s Got Talent’?
- How do you always stay so happy?

Read the full interview and find out what he says!

**2 Match each question with an answer.**

- 1 Who is Tariq Sims? \_\_\_\_\_
  - 2 Do any teachers work on the website? \_\_\_\_\_
  - 3 Where are the reviews of school plays and concerts? \_\_\_\_\_
  - 4 Does Angela want the pupils to write things for the site? \_\_\_\_\_
  - 5 Which part of the Home page rhymes? \_\_\_\_\_
  - 6 What does Mr Jennings answer? \_\_\_\_\_
- a In the *Interesting articles and reviews* section.
  - b Yes, she does.
  - c He's one of the reporters.
  - d Questions about his life.
  - e No, they don't.
  - f The welcome poem.

**3 Write a word from the box in each gap.**

calendar • editor • interview • links • newspaper  
poem • sections • website • welcome

This is a (1) \_\_\_\_\_ for pupils at Linton School. It's like a school (2) \_\_\_\_\_ or magazine. There are (3) \_\_\_\_\_ to different sections at the top of the page.

On the Home page, there's a (4) \_\_\_\_\_ message from Angela Barker. She's the (5) \_\_\_\_\_ of the site. She gives us information about the different (6) \_\_\_\_\_. For example, one of the sections is the (7) \_\_\_\_\_, with information about all future school events. There's also a welcome (8) \_\_\_\_\_ on the Home page. It rhymes! In another section, there's an (9) \_\_\_\_\_ with the Head. He answers the pupils' questions.

**4 What do you like about the website?**

*I like the welcome poem!*

**Wordpower!****Write one letter in each gap to complete the words.**

- 1 This person runs a newspaper, magazine or website.  
**e** \_\_\_\_\_
- 2 This person writes news stories for a newspaper.  
**r** \_\_\_\_\_
- 3 This tells us what's happening today or tomorrow, etc.  
**c** \_\_\_\_\_
- 4 This is what you think about something.  
**o** \_\_\_\_\_ or **v** \_\_\_\_\_
- 5 This is on TV. **p** \_\_\_\_\_
- 6 This tells us if a play, book, film or concert, etc is good or not.  
**r** \_\_\_\_\_

**VALUES**

Reading is one of the ways we learn and discover. Reading makes us better.

# Grammar 1



## Question words

### Look!

**Who** is your favourite actor?

**Where** do you live?

**What** do you like doing in your free time?

**Which** programme do you prefer – 'The X Factor' or 'Britain's Got Talent'?

**When** do you go to bed?

**What time** do you get up?

**Why** do you ride a bike to school every day?

**How** do you always stay so happy?

**How old** are you?

**How many** children do you have?

### Use

We use question words to ask questions where the answer isn't yes or no.

For more information, see *Grammar database 19* on page 138.

## 2 Choose the correct word or phrase.

- 1 **What time** you / **What time** do you get up in the morning?
- 2 How old **are you** / **you are**?
- 3 **Who** your favourite singer **is**? / **Who** is your favourite singer?
- 4 **When** / **What time** is your party? It's on Saturday.
- 5 **How** / **Why** are you wearing a jacket? I'm cold!

## 3 Choose the correct answer, A, B, or C.

- 1 \_\_\_\_ do you look like – your mum or dad?  
A Which      B Who      C How
- 2 \_\_\_\_ do you want for breakfast?  
A What      B Which      C What time
- 3 \_\_\_\_ is the website?  
A When      B How old      C How many
- 4 \_\_\_\_ do they put letters and emails?  
A Where      B Which      C What
- 5 \_\_\_\_ section has got all the letters and emails in it?  
A Where      B Which      C Who
- 6 \_\_\_\_ do you get that magazine every week?  
It's rubbish!  
A When      B How      C Why

## 1 Match each question with an answer.

◀ ▶ www.linton\_school.org/pupil\_website/articles

Short stories and poems
Letters and emails
Interesting articles and reviews
Links



**Interview with Mr Jennings**

Our Head kindly answers our questions!

**How old are you?** 1 \_\_\_\_

**How many children do you have?** 2 \_\_\_\_

**Who is your favourite actor?** 3 \_\_\_\_

**Where do you live?** 4 \_\_\_\_

**What do you like doing in your free time?** 5 \_\_\_\_

**What time do you get up?** 6 \_\_\_\_

**When do you go to bed?** 7 \_\_\_\_

**Why do you ride a bike to school every day?** 8 \_\_\_\_

**Which programme do you prefer – 'The X Factor' or 'Britain's Got Talent'?** 9 \_\_\_\_

**How do you always stay so happy?** 10 \_\_\_\_

a At about seven o'clock in the morning.

b Johnny Depp. He's brilliant!

c Because I love cycling – and because it keeps me fit and healthy!

d Forty-three.

e I don't know! But I try hard because I want the school to be a happy place!

f In a little village just outside Linton.

g Usually at about half past eleven. Sometimes at midnight.

h Three. Louisa, Adam and Stacey.

i Both of them. They're both great fun!

j I like spending time with my family, cycling and gardening.



## Vocabulary

- 1** Write a word from the box in each gap to complete the definitions. You will use some words more than once.

lie  
say  
scream  
shout  
speak  
talk  
tell  
whisper

- If you \_\_\_\_\_ something, you open your mouth and words come out.
- If you \_\_\_\_\_, you talk very quietly.
- If you \_\_\_\_\_, you say something very loudly.
- If you \_\_\_\_\_, you make a loud noise because you are hurt or scared or excited.
- If you \_\_\_\_\_ about something with someone, you discuss something.
- If you \_\_\_\_\_ or \_\_\_\_\_ to someone, you have a conversation with them.
- If you know another language, you can \_\_\_\_\_ that language.
- If you \_\_\_\_\_, you don't tell the truth.
- If you \_\_\_\_\_ a lie, you don't \_\_\_\_\_ the truth.
- If you can use a clock or watch, you can \_\_\_\_\_ the time.

- 2** **30** Listen and choose the correct word or phrase.

It's half past four.

Be quiet. The baby is sleeping.

Ouch! My knee!!

Hey, Billy, can you hear me?!

- 1 tell the time / speak the time

Bonjour.  
Je m'appelle Pierre.

- 2 shout / whisper

It's a lovely day, isn't it?

- 3 scream / talk

Yes, Mum.  
I'm doing my homework now.

- 4 say / shout

My mum thinks I'm doing my homework but I'm watching TV!

- 5 speak French / say French

- 6 talk about the weather / say the weather

- 7 say a lie / tell a lie

- 8 tell the truth / talk the truth



## Listening

- 1** **31** Listen to the beginning of a meeting and choose the correct answer, A, B or C.

- What are they talking about?  
 A things in a new TV programme  
 B things in a new magazine  
 C things on a new website
- Who do you think the people are?  
 A a group of teachers  
 B a group of pupils  
 C a group of parents

- 2** **32** Listen to the full meeting and complete the sentences with a word or short phrase.

- Tony loves the welcome message.
- Paula loves the \_\_\_\_\_ with Mr Jennings.
- Paula thinks Mr Jennings looks about \_\_\_\_\_ years old.
- Tariq will talk to \_\_\_\_\_ about doing an interview.
- The school concert is on \_\_\_\_\_.
- It starts at \_\_\_\_\_.
- Paula will write a \_\_\_\_\_ of the concert.
- Mr Bennett is \_\_\_\_\_ at the moment.
- Tony will ask Mr Bennett \_\_\_\_\_.

### 3 Talk about you.

- Does your school have a website?
- If it does, what things are on the website? Are they interesting and useful?
- If it doesn't, what things would you like to read on a school website?



## Speaking

**1** You are going to interview your partner. Look at the questions on the right. Complete the questions with gaps and write three questions of your own.

**2** When we answer questions, we often don't say full sentences. Cross out the words we don't need to include in each answer.

1 Q: How old are you?

A: I'm 12 years old.

2 Q: Who is your favourite actor?

A: My favourite actor is Zac Efron.

3 Q: What time do you get up?

A: I get up at half past seven.

4 Q: Where do you live?

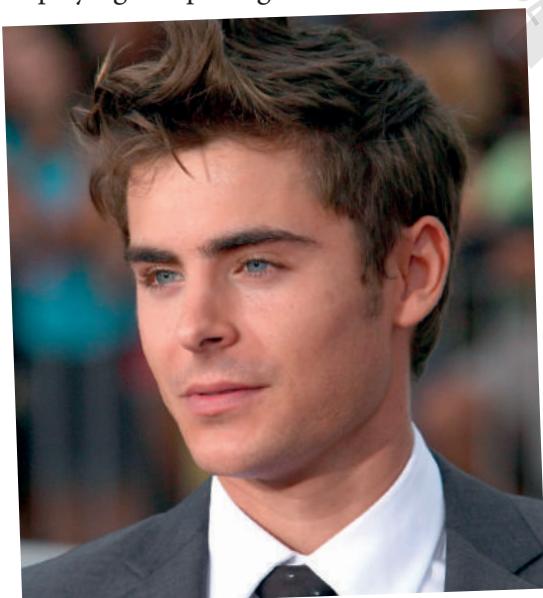
A: I live in the town centre.

5 Q: Why do you write poems?

A: I write poems because it's fun.

6 Q: What do you like doing in your free time?

A: In my free time, I like playing football and playing computer games.



- How old are you?
- How many brothers and sisters do you have?
- Who is your favourite actor?
- Where do you live?
- What do you like doing in your free time?
- What time do you get up in the morning?
- When do you go to bed?
- Why do you \_\_\_\_\_?
- Which programme do you prefer - \_\_\_\_\_ or \_\_\_\_\_?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3** In pairs, ask and answer your questions from exercise 1. When you answer, don't say a full sentence as your first sentence. Add extra information in other sentences!

Student A: How old are you?

Student B: 12. I'm 13 next month.

Student A: Who is your favourite actor?

Student B: Zac Efron. He's a very good actor! My favourite film is *High School Musical 3*. I think he's great in that film!



## Phrase Bank!

### Asking and answering questions

What time does it start? (At) eight o'clock.

Why do you ride a bike to school?

Because I love cycling.

Where do you live? In a little village.



## SoundSpot

**1** **33** Listen and repeat these words. Be careful! It gets faster each time!

Who?

Where?

What?

Why?

When?

How?

Which?

**2** Whisper the words in exercise 1 as fast as you can. Then say them as fast as you can. Then shout them as fast as you can!

## Grammar 2



### too/very/quite

#### Look!

The question's **very/quite** difficult – but I know the answer.

The question's **too** difficult – I don't know the answer.

He's talking **very/quite** fast – but I understand him.

He's talking **too** fast – I don't understand him.

#### Use

We use **too/very/quite** before adjectives and adverbs.

We can use **very/quite** for positive and negative (good and bad).

We only use **too** to describe something negative things. Too means something like 'so much that it's bad'. Instead of **too** we can use **not ... enough** in the negative situations.

For more information, see Grammar database 20 on page 139.

#### 1 Decide if the situation is positive (P) or negative (N).

- 1 The book's very long – I love that! P/N
- 2 The article's too short. It's only 50 words and it needs to be 250 words. P/N
- 3 That's a very good question! P/N
- 4 That's a very difficult question. P/N
- 5 You're talking too loudly! Please be quiet! P/N
- 6 You're talking too quietly! Please speak up! P/N
- 7 Read the questions very carefully. Do you understand them? P/N
- 8 I'm reading my book very quickly. I don't want it to finish! P/N

#### 2 Write answers with *too*, *quite*, *not enough*.

Use your imagination!

- 1 Why don't you have a car?  
Because I'm **too young**.
- 2 Why don't you go outside and play?  
Because I'm \_\_\_\_\_.
- 3 Why don't you have a mobile phone?  
Because they're \_\_\_\_\_.
- 4 Why doesn't your grandmother go skiing?  
Because she's \_\_\_\_\_.
- 5 Why don't you like that jacket?  
Because it's \_\_\_\_\_.
- 6 Why don't you learn Chinese?  
Because it's \_\_\_\_\_.
- 7 Why doesn't your sister like maths?  
Because she thinks it's \_\_\_\_\_.
- 8 Why doesn't your grandfather like summer?  
Because it's \_\_\_\_\_.

#### 3 Complete the second sentence using *too*.

- 1 The question's very difficult and I can't answer it.  
The question's **too difficult (for me) to** answer.
- 2 The book's very long so I won't finish it tonight.  
The book's \_\_\_\_\_ finish tonight.
- 3 The story's very difficult so they can't understand it.  
The story's \_\_\_\_\_ understand.
- 4 The review's very short so I can't put it on the website.  
The review's \_\_\_\_\_ put on the website.
- 5 She speaks very fast so I can't understand her.  
She speaks \_\_\_\_\_ understand her.
- 6 He writes very badly – I can't read his handwriting!  
He writes \_\_\_\_\_ read his handwriting!
- 7 He doesn't play games online because his computer is very slow.  
His computer is \_\_\_\_\_ games online.
- 8 It's very hot – I can't sleep!  
It's \_\_\_\_\_ sleep!





# Writing

## Project: writing an interview (dialogue)

- 1** Read this interview with a famous writer. Write question words and phrases in the gaps.



### Interview with Jenny Dawlings!

The famous writer Jenny Dawlings answers our questions.

1 _____ is your favourite writer?	That's a very difficult question! I like lots of writers. Maybe J.K. Rowling. Her books are fantastic!
2 _____ are you?	36. I'll be 37 next March.
3 _____ children do you have?	None. I'm not married.
4 _____ do you live?	In Cornwall, in the south-west of England.
5 _____ do you live there?	Because it's beautiful and peaceful!
6 _____ do you think of the stories for your books?	I watch the news on TV a lot and that gives me ideas.
7 _____ do you start writing every day?	At about 10 o'clock in the morning. I write for about four or five hours every day.
8 _____ of your books do you think is the best?	I don't know! That question's too difficult for me to answer!
9 _____ can we buy your next book?	In about three months. It's called 'The Mystery of the Dark Cave'.
10 _____ is your favourite word?	I like lots of words! I don't have a favourite!

- 2** Read the interview again and write a word, number or short phrase in each gap to complete the information.

#### Factfile: Jenny Dawlings

Job: writer

Favourite writer: \_\_\_\_\_ (maybe)

Age: \_\_\_\_\_

Number of children: \_\_\_\_\_

Home: \_\_\_\_\_

Gets ideas for stories from: \_\_\_\_\_

Starts writing: \_\_\_\_\_

Number of hours she writes every day: \_\_\_\_\_

- 3** You are going to write an interview with a famous person for a magazine or website. First, decide who you are going to interview. Complete the information. Use your imagination if necessary.

Name: \_\_\_\_\_

Job: \_\_\_\_\_

Age: \_\_\_\_\_

Number of children: \_\_\_\_\_

Home: \_\_\_\_\_

- 4** Complete the planner B on page 126.

- 5** Write your interview. Use the ideas in your planner. Find a picture of the famous person and stick it next to the interview.



# Culture Spot: Born in Kazakhstan

- 1** Do you know any Kazakhstan citizens who are famous internationally? Discuss your ideas in pairs.
- 2** Read the text about Timur Bekmambetov. Note down all the films he has made. Compare your answers in pairs.



Timur Bekmambetov is a famous film director, producer and screenwriter born in the city of Atyrau in Kazakhstan in 1961.

His most successful films are *Night Watch* (2004) and its **sequel** *Day Watch* (2006). In 2008, he directed the American film *Wanted* and followed this up in 2012 with *Abraham Lincoln: Vampire Hunter*. Bekmambetov first received **recognition** between 1992 and 1997, when he directed a series of World History **commercials** and released his first feature film *Peshavar Waltz* about the war in Afghanistan.

In 2011, he coproduced *The Darkest Hour*, a science fiction thriller set in Moscow. In 2017 Bekmambetov served as producer on the biographical picture *The Age of Pioneers*, which tells the story of cosmonaut Alexei Leonov, who performed the first spacewalk in history.

- 3** Read the text again and decide if the sentences are true or false.

- |  |       |
|--|-------|
| 1 Timur Bekmambetov is not a screenwriter.               | T / F |
| 2 <i>Night Watch</i> is a sequel of <i>Day Watch</i> .   | T / F |
| 3 <i>Peshavar Waltz</i> is Bekmambetov's dance film.     | T / F |
| 4 <i>The Age of Pioneers</i> is a story of an astronaut. | T / F |



## GLOSSARY

**sequel** /'si:kwəl/ (n) a film or a play that continues the story of an earlier one

**recognition** /rekəg'nɪʃ(ə)n/ (n) praise, respect, or admiration

**commercial** /kə'mɜ:(r)ʃ(ə)n/ (n) an advertisement on television or radio

**release** /rɪ'lɪ:s/ (v) to make a film, game, album etc available for people to see or buy



## Now you!

Work in groups.

Go online and try to find information about Timur Bekmambetov.

Exchange the information in your group.

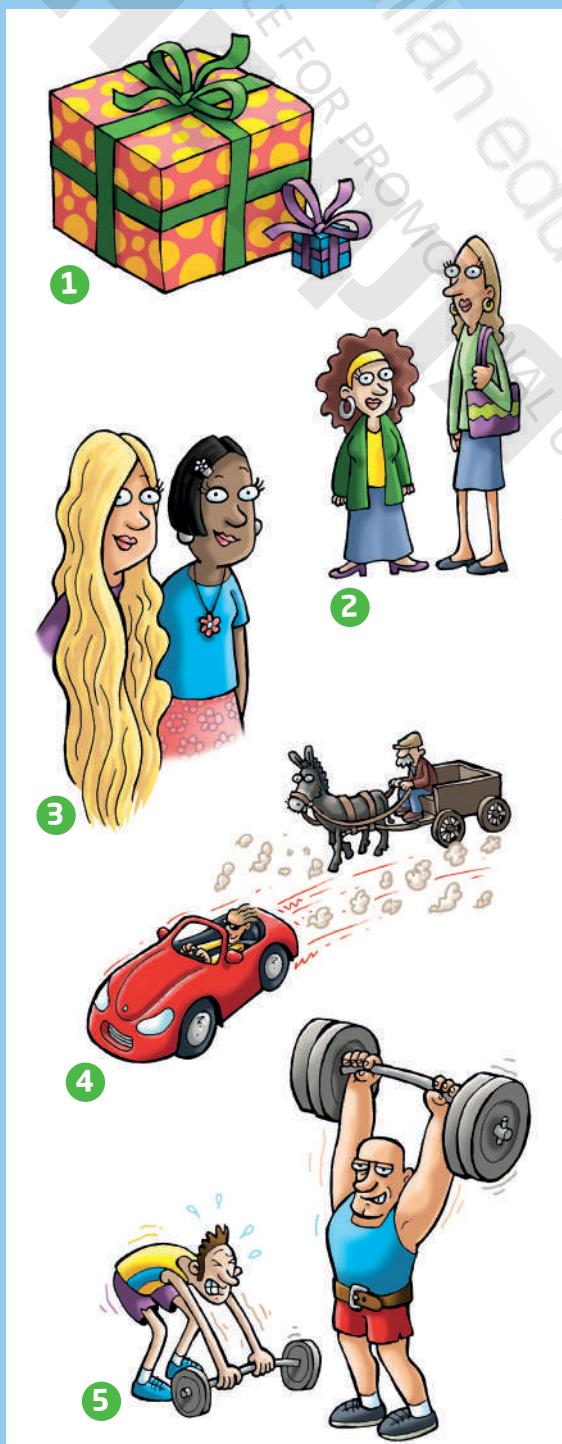




## Reading

# Being the Best!

## »» Vocabulary



# AESOP'S FABLES

More than 2,500 years ago, a man called Aesop, who lived in ancient Greece, told some fables, or stories. Today, we still remember his stories because they were so good. Here are three of our favourite ones.

### The North Wind and the Sun

In this story, the North Wind thinks he's stronger than the Sun, and the Sun thinks he's stronger than the North Wind, so they have a competition to see who is right. They see a man who is wearing a big coat. The winner will be the one who can make the man take off his coat.

The North Wind thinks he'll win. 'It will be easier for me than for the Sun,' he thinks. 'All I need to do is blow his coat off!' He blows and blows, but it's more difficult than he thought. The man just pulls his coat more tightly around him. Eventually, the North Wind gives up. Then the Sun tries. He starts shining brightly, and the man gets really hot – and takes off his coat. The Sun is the winner and the North Wind agrees that the Sun is stronger than him.



Look at the pictures on the left and write a word from the box in each gap. You will use one word twice.

fast • big • large • long • quick • short  
slow • strong • tall • weak • small

- 1 big or \_\_\_\_\_ and \_\_\_\_\_
- 2 \_\_\_\_\_ and \_\_\_\_\_
- 3 \_\_\_\_\_ hair and \_\_\_\_\_ hair
- 4 \_\_\_\_\_ or \_\_\_\_\_ and \_\_\_\_\_
- 5 \_\_\_\_\_ and \_\_\_\_\_

### The Hare and the Tortoise

A hare sees a tortoise and thinks 'I'm much faster than him!' So he says to the tortoise, 'Let's have a race to see who's faster.' The tortoise agrees and the race starts. The tortoise is much slower than the hare, so the hare is sure he will win. He is so certain that he thinks: 'I can have a rest for a few minutes and I'll still win.' So he sits down, but he falls asleep. When he wakes up, he discovers that the tortoise is at the finish line. The tortoise is the winner!

### The Lion and the Mouse

A lion is sleeping when a mouse comes along. The mouse wakes the lion up by mistake, and the lion's really angry. The lion catches the mouse and decides to eat him. But the mouse says, 'Please, Mr Lion, you are bigger and stronger than me. It's not fair to punish someone who's smaller and weaker than you.' The lion agrees, and lets the mouse go free. Not long afterwards, some hunters catch the lion in a net. The mouse hears the lion roaring, and goes to find out what the problem is. He sees that the lion is in a net, and uses his little teeth to bite the ropes of the net. The lion is free!



### 3 Which character in the three stories do you like best? Why?

I like the mouse because he helped the lion.



## Wordpower!

Write one word in each gap to complete the sentences. The first letter is given to help you.

- 1 If you have a **c** \_\_\_\_\_ with someone, you want to see who is the winner.
- 2 If someone is **r** \_\_\_\_\_, they say something that's true or correct.
- 3 If something happens **e** \_\_\_\_\_, it happens in the end.
- 4 If someone **g** \_\_\_\_\_ **u** \_\_\_, they stop trying.
- 5 If someone **a** \_\_\_\_\_ with you, they say you are right.
- 6 If you are **c** \_\_\_\_\_ about something, you are sure.
- 7 If someone **d** \_\_\_\_\_ something, they find it.
- 8 If someone does something **b** \_\_\_\_ **m** \_\_\_\_\_, they do it but they don't plan, mean or want to do it.

### 1 Read the stories. Tick (✓) the moral which you think fits best.

#### 1 The North Wind and the Sun

- A You must be strong to win.
- B Stronger isn't always better.
- C Wearing a coat makes you stronger.

#### 2 The Hare and the Tortoise

- A It's great to sleep after running a long race.
- B To win a long race you must run fast.
- C You can win without being fast.

#### 3 The Lion and the Mouse

- A You can be small, but you can help someone bigger and stronger.
- B Never make others angry if you are small and weak!
- C Don't help others when it's dangerous!

### 2 Choose the correct answer to complete each sentence.

#### The North Wind and the Sun

- 1 The man takes his coat off ...  
a because he gets very hot.  
b because he wants the Sun to win.
- 2 In the end, the North Wind ...  
a agrees that he's not stronger than the Sun.  
b still believes that he's stronger than the Sun.

#### The Hare and the Tortoise

- 3 Before the race, the hare ...  
a isn't sure he's faster than the tortoise.  
b is sure he's faster than the tortoise.
- 4 The tortoise wins because ...  
a he's actually faster than the hare.  
b the hare makes a silly mistake.

#### The Lion and the Mouse

- 5 The lion doesn't eat the mouse because ...  
a the lion is not hungry.  
b the mouse is smaller and weaker than the lion.
- 6 In the end, the mouse ...  
a saves the lion's life. b doesn't help the lion.



## VALUES

Fairy tales and fables are based on knowledge and experience. Folk wisdom helps in difficult situations.

# Grammar 1

G

## Comparatives

### Look!

...the North Wind thinks he's **stronger** than the Sun...  
 'It will be **easier** for me than for the Sun,' he thinks.  
 The tortoise is much **slower** than the hare...  
 Please, Mr Lion, you are **bigger** and **stronger** and **better** than me.  
 He blows and blows, but it's **more difficult** than he thought.

For more information, see *Grammar database 21* on page 139.

### Use

We use comparatives to talk about things that are different.

### 1 Tick (✓) the sentences where the word in bold is correct. If it's wrong, write the correct word.



A frog

- 1 The frog is younger **as** the ox. \_\_\_\_\_
- 2 The ox is **big** than the frog. \_\_\_\_\_
- 3 The ox is **stronger** than the frog. \_\_\_\_\_
- 4 The frog's legs are **more short** than the ox's legs. \_\_\_\_\_
- 5 The frog is **gooder** at swimming than the ox. \_\_\_\_\_
- 6 The ox is **happyer** than the frog. \_\_\_\_\_

### 2 Choose the correct word or phrase to complete the sentences.

- 1 The ox's life is **more difficult** / **difficulter** than the frog's life.
- 2 The frog's life is **more enjoyable** / **enjoyabler** than the ox's life.
- 3 The frog's life is **comfortabler** / **more comfortable** than the ox's life.
- 4 The frog's life is **interestinger** / **more interesting** than the ox's life.

### 3 Put the adjectives into the comparative form to complete the text.

#### THE FROG AND THE OX

Once upon a time there was an ox. He had a difficult life, but he always looked fantastic. One day, he met a little frog. The frog had a great life – it was a much (1) \_\_\_\_\_ (**easy**), (2) \_\_\_\_\_ (**enjoyable**) and more interesting life than the ox's – but he was jealous of the ox. 'Look at that ox!' he said to his friends. 'He's much (3) \_\_\_\_\_ (**big**) than me. I'm really small. He's much (4) \_\_\_\_\_ (**strong**) than me. I'm really weak. He's much (5) \_\_\_\_\_ (**good**) than me. But I'm sure I can be as big and wonderful as him if I try.'

So the frog started to make himself bigger (frogs can do that!). 'Am I (6) \_\_\_\_\_ (**large**) than the ox yet?' he asked his friends. 'No, not yet,' they said. He got bigger and (7) \_\_\_\_\_ (**fat**). 'Am I larger than the ox yet?' he asked his friends. 'No, not yet,' they said, 'but please stop. It's very dangerous!'

But the frog didn't listen. He got bigger and bigger and bigger – and eventually exploded!

And that was the end of the frog.



An ox



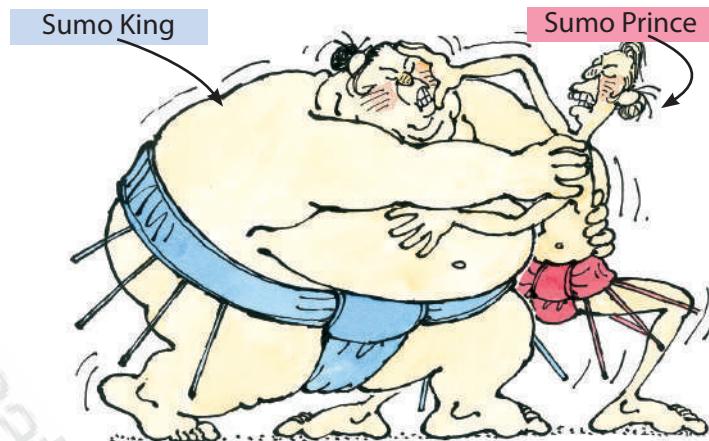
## Vocabulary

**1** Rearrange the letters to find the words.

- 1 The opposite of **fat** is \_\_\_\_\_ **mlsi** or \_\_\_\_\_ **hitn**.
- 2 The opposite of **heavy** is \_\_\_\_\_ **glith**.
- 3 The opposite of **dark hair** is \_\_\_\_\_ **hiltg** hair or \_\_\_\_\_ **airf** hair.

**2** Look at the picture. Use words from exercise 1 in the comparative form to complete the sentences.

- 1 Sumo King is \_\_\_\_\_ and \_\_\_\_\_ than Sumo King.
- 2 Sumo Prince is \_\_\_\_\_ and \_\_\_\_\_ than Sumo Prince.
- 3 Sumo King's hair is \_\_\_\_\_ than Sumo Prince's.
- 4 Sumo Prince's hair is \_\_\_\_\_ than Sumo King's.



## Listening

**1** **34** Listen to four descriptions of people.

For each description, choose the correct picture.

1 Toby



2 Samantha



3 Uncle Colin



4 Carrie



**2** **34** Listen to the descriptions again. Write a word or short phrase to answer each question.

Toby

- 1 Who's taller – Toby or the speaker? \_\_\_\_\_
- 2 What colour is Toby's hair? \_\_\_\_\_

Samantha

- 3 Is Samantha's hair long or short? \_\_\_\_\_
- 4 Who's heavier – Samantha or the speaker? \_\_\_\_\_

Uncle Colin

- 5 Who's heavier – Uncle Colin or the speaker's dad? \_\_\_\_\_

6 How long is Uncle Colin's hair? \_\_\_\_\_

Carrie

- 7 Who's taller – Carrie or the speaker? \_\_\_\_\_
- 8 Whose hair is lighter – Carrie's or the speaker's? \_\_\_\_\_

**3** Play the game.

Choose someone in the class, but don't say his/her name. Describe what he/she looks like – but don't say anything nasty! Everyone else must guess who you are describing.



## Speaking

### 1 Read and answer the questions.

My dad's older than my sister Angelina, but Angelina's taller than my dad! They're both slim, but my dad's much heavier than Angelina, and they've both got green eyes. My dad's hair isn't as long as Angelina's, but they've both got dark hair.



- 1 Who's taller? Angelina / her dad
- 2 Who's slim? Angelina only / her dad only / Angelina and her dad
- 3 Who's heavier? Angelina / her dad
- 4 Who's got green eyes? Angelina only / her dad only / Angelina and her dad
- 5 Who's got longer hair? Angelina / her dad
- 6 Who's got dark hair? Angelina only / her dad only / Angelina and her dad

### 2 Choose two members of your family. Complete the information.

	Who	Colour of eyes	Colour of hair
Family member 1	My dad	green	dark
Family member 2	My sister Angelina	green	dark

### 3 Read the questions and tick (✓) the correct box.

	Family member 1	Family member 2	The same
Who's older?			
Who's taller?			
Who's slimmer?			
Who's heavier?			
Whose hair is longer?			

### 4 Tell the class about your two relatives.



## SoundSpot

### 1 35 Write the words in the table. Then listen and check.

both • doll • frog • long • post • slow • strong • toast

Sounds like 'go'	Sounds like 'lost'

## Phrase Bank!



### Making comparisons

My brother's taller than my sister.  
Lizzie's hair isn't as short as Dan's.  
They're both quite fat.  
They've both got fair hair.

### 2 36 Listen again and repeat the words in exercise 1.

## Grammar 2

## G

### Superlatives

#### Look!

Diana is the **tallest** girl in the class.

It's the **longest** bridge in the world.

Is diving the **most dangerous** sport in the world?

I'm the **best**!

#### Use

We use superlatives to compare one thing with other things in the same group, and say it's at the top or bottom of the group.

For more information, see *Grammar database 22* on page 139.



- 1** Look at the picture. Write the name of a person in each gap to complete the sentences.



- 1 \_\_\_\_\_ is the tallest.
- 2 \_\_\_\_\_ is the shortest.
- 3 \_\_\_\_\_ is the slimmest.
- 4 \_\_\_\_\_ has got the longest hair.
- 5 \_\_\_\_\_ has got the shortest hair.

- 2** Put the adjectives into the superlative form to complete the questions.

- 1 What's the \_\_\_\_\_ tree in the world? **tall**
- 2 What's the \_\_\_\_\_ bridge in the world? **long**
- 3 What's the \_\_\_\_\_ building in the world? **old**
- 4 Which animal is the \_\_\_\_\_ runner? **fast**
- 5 What's the \_\_\_\_\_ animal in the world? **big**
- 6 Who's the \_\_\_\_\_ chess player in the world? **good**
- 7 What's the \_\_\_\_\_ sport in the world? **dangerous**
- 8 What's the \_\_\_\_\_ language to learn? **difficult**

- 3** Write the words in the correct form (normal adjective, comparative or superlative).

Most of the questions in exercise 2 are (1) **difficult** (**difficult**) to answer. Some have a clear answer. For example, the

(2) \_\_\_\_\_ (**big**) animal in the world is the blue whale. It can grow to 30 metres (3) \_\_\_\_\_ (**long**), and can weigh 190 tons. And the cheetah is the (4) \_\_\_\_\_ (**fast**) runner. A cheetah can run at 120 kilometres per hour – but some birds are (5) \_\_\_\_\_ (**fast**) than that! At the moment, the world's (6) \_\_\_\_\_ (**long**) bridge is in China. It's called the Danyang–Kunshan Grand Bridge and it's 164.8 kilometres long!

But someone might build a (7) \_\_\_\_\_ (**long**) one tomorrow! We know which type of tree is the (8) \_\_\_\_\_ (**tall**) in the world. That's the coast redwood tree. Coast redwood trees are in California in the USA. The (9) \_\_\_\_\_ (**tall**) coast redwood we know about is 115.56 metres tall, but there may be other (10) \_\_\_\_\_ (**tall**) trees we don't know about. We don't really know what the (11) \_\_\_\_\_ (**old**) building in the world is. There are some stone circles in Africa that are 1,750,000 years old! Are they buildings? It's (12) \_\_\_\_\_ (**difficult**) to say. Some people think Viswanathan Anand from India is the (13) \_\_\_\_\_ (**good**) chess player in the world, but other people might think that someone else is (14) \_\_\_\_\_ (**good**). What's the (15) \_\_\_\_\_ (**dangerous**) sport? Is it diving? Rafting? Street luge? (If you don't know what that is, look it up on the internet!) People disagree. And what's the (16) \_\_\_\_\_ (**difficult**) language to learn? Well, that depends what language you speak already!



## Writing

### Project: writing a description (comparing people's appearance)



#### 1 Look at the picture and find six more mistakes in the description.

##### The Cameron Family

This is a picture of the Cameron family. Mr and Mrs Cameron are in the middle of the picture.

Mrs Cameron is quite ~~short~~<sup>tall</sup> and Mr Cameron is quite tall. They're both a bit thin. Mrs Cameron's got long dark hair. Mr Cameron's hair is short and dark. Mr Cameron's wearing a grey shirt and black trousers. Mrs Cameron's wearing a red dress.

Their children, Harry and Chloe, are standing next to them. Chloe's tall. She's taller than Mr Cameron and Harry but she isn't as tall as Mrs Cameron. Mrs Cameron is the tallest person in the family. Harry's shorter than his father, but he isn't as tall as Chloe. Both Harry and Chloe are slim. Harry's got long fair hair. Chloe's hair is long and dark. Harry's wearing a T-shirt and jeans. Chloe's wearing a white top and a green skirt.

#### 2 Read the description again and put the ideas in the order in which they are mentioned in each paragraph.

##### Paragraph 1: the adults

- |   |       |   |       |
|---|-------|---|-------|
| 1 | _____ | 1 | _____ |
| 2 | _____ | 2 | _____ |
| 3 | _____ | 3 | _____ |
| 4 | _____ | 4 | _____ |
| 5 | _____ | 5 | _____ |
| 6 | _____ | 6 | _____ |

##### Paragraph 2: the children

##### Ideas

- a how fat/thin/slim they are
- b where they are in the picture
- c their hair
- d their names
- e their clothes
- f how tall/short they are

#### 3 Look at the picture and answer the questions.

- 1 Who's the tallest? \_\_\_\_\_
- 2 What's the girl's hair like? \_\_\_\_\_
- 3 What's the boy wearing? \_\_\_\_\_
- 4 Is the man slim or very thin? \_\_\_\_\_
- 5 Is the girl slim or a bit fat? \_\_\_\_\_



#### 4 You are going to write a description. Make notes to complete the planner on page 126. Write your description. Use the ideas in your planner on page.



# Culture Spot: Unique Kazakhstan

- 1** Why is Kazakhstan an amazing and special country? Discuss your ideas in pairs.
- 2** Read the text about unique Kazakhstan. Then work in pairs and decide which fact or facts you find the most amazing.

- At 2,724,900 km<sup>2</sup>, Kazakhstan is the world's largest **landlocked** country, larger than all of Western Europe.
- The Kazakh Steppe is the biggest of its kind in the world, occupying a third of the country.
- Kazakhstan **boasts** the world's largest **chimney**. The chimney of the Power Station in Ekipastuz is 419.7 m high, which is taller than the Eiffel Tower in Paris!
- Lake Balkhash in Kazakhstan is one of the largest lakes in the world. One part of the lake contains fresh water, and the other is made up of salt water.
- The Medeu Sports Centre, located near Almaty, Kazakhstan, boasts the highest skating rink in the world at 1,690 m above sea level.
- The gray monitor lizard, the world's largest lizard, is found only in the Kyzylkum Desert.
- The border between Russia and Kazakhstan is the longest **continuous** land border in the world – 7,512.8 km.



- 3** Read the text again and complete the sentences with the correct numbers.

- 1 The surface of Kazakhstan is \_\_\_\_\_.
- 2 \_\_\_\_\_ of Kazakhstan is steppe.
- 3 Ekipastuz Power Station is \_\_\_\_\_ m high.
- 4 The world's highest skating rink is \_\_\_\_\_ m above sea level.
- 5 The length of the longest land border is \_\_\_\_\_.



## GLOSSARY

**landlocked** /'læn(d)lɒkt/ (**n**) a landlocked country or area is surrounded by land

**boast** /bəʊst/ (**v**) to proudly tell other people about what you or someone connected with you has done or can do, or about something you own, especially in order to make them admire you

**chimney** /'tʃɪmni/ (**n**) a tube or passage that takes smoke from a fire up through a building and out through the roof

**continuous** /kən'tɪnjʊəs/ (**adj**) continuing without stopping or being interrupted



## Now you!

Work in groups.

Go online and try to find some more facts about Kazakhstan.

Exchange the information in your group.



# → CLIL Art: Architecture

One of Canada's best-known architects is Frank Gehry. Born in Toronto, he's designed some of the most iconic – and most unusual – buildings in the world.

His designs are influenced by the sea. Gehry's buildings are angular, to represent fish, and undulating. This symbolises the waves. He also uses a lot of steel – a very strong metal – and glass. These materials reflect the light in a similar way to the sun shining on water.

His architectural style is known as deconstructivism and, at first, his work looks very chaotic and surreal. His buildings, however, are extremely well ordered and well-planned.

His most famous design is the Guggenheim Museum in Bilbao. This important art gallery is loved all around the world because of Frank Gehry's design.

He is also the architect responsible for the Marques de Riscal hotel in Alava.

**How is Frank Gehry influenced by water?**



**1** Read the text about Frank Gehry.

**2** Circle T (true) or F (false). Correct the false sentences.

- |   |       |
|---|-------|
| 1 Frank Gehry was born in Canada in 1929.       | T / F |
| 2 He paints pictures of buildings.              | T / F |
| 3 He designed the Guggenheim Museum in Toronto. | T / F |



**3** Match the cities and countries with these Frank Gehry buildings.

Bilbao, Spain • Los Angeles, USA • Alava, Spain



1 Guggenheim Museum,



2 Walt Disney Concert Hall,



3 Hotel Marqués de Riscal,

---

#### 4 Look at the photos in exercise 3 and choose the correct words.

Frank Gehry's buildings are (1) amazing / boring works of art. Some of his buildings are influenced by (2) animals / the sea. His style is modern and (3) exciting / dangerous. He uses steel, glass and curved lines in his buildings. He designs lots of museums and (4) hotels / schools. He doesn't design (5) shops / restaurants or supermarkets.

#### Webquest

Find out about one of the Frank Gehry buildings in exercise 3.

## 'Can do' Progress Check

Tick (✓) the things you can do in English now.

#### Vocabulary

I know words and phrases related to:

- gestures
- directions and positions
- travel
- countries and continents
- reading
- adjectives

website

story

#### Listening

I can understand general and specific information in:

- short monologues
- giving directions
- short descriptions
- meetings

#### Grammatical structures

I know and I can use the structures of:

- past continuous
- short answer forms
- first conditional
- adverbs of degree
- past simple – regular verbs and irregular verbs
- question words
- too and very
- comparatives and superlatives

I can tell simple stories

I can talk about:

- future possibilities
- past events

I can ask and answer questions

I can make comparisons

#### Speaking

I can write:

- a story
- an article
- a blog post
- an interview (dialogue)
- a description (comparing people's appearance)

#### Reading

I can understand general and specific information in:

- a newspaper article
- blog post

# MODULE 8

## Our Neighbourhood

### Friends and Family!

#### » Vocabulary

Label the pictures.

smile • frown • cry



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

#### Reading

1 Read the dialogue and write 'L' for Lauren or 'P' for Phoebe.

- 1 Who is having a party this weekend? \_\_\_\_\_
- 2 Who has a problem with her parents? \_\_\_\_\_
- 3 Who suggests a good idea? \_\_\_\_\_
- 4 Who promises to ask Phoebe's dad a question? \_\_\_\_\_



**Phoebe:** Why are you frowning, Lauren?

**Lauren:** It's just not fair! I can't go to your party on Saturday, Phoebe.

**Phoebe:** Oh, why not?

**Lauren:** My parents won't let me. I argue with them, but they don't listen.

**Phoebe:** Maybe that's the problem. Don't argue with them.

**Lauren:** What do you mean?

**Phoebe:** Well, what happens when you ask them for permission?

**Lauren:** They say no. I get upset and they get angry. We start shouting and then I cry. That's what usually happens!

**Phoebe:** You have to try to get on with them.

**Lauren:** But how?

**Phoebe:** Try to smile and explain to them how you feel without getting upset. And you have to try to see your relationship from their side.

## 2 Read the dialogue again and decide if the statements are true (T) or false (F).

- 1 Lauren is frowning because Phoebe is having a party. T/F
- 2 Lauren's parents cry when they argue about things. T/F
- 3 Phoebe tells Lauren not to shout at her parents. T/F
- 4 Phoebe says Lauren's parents worry about her. T/F



**Lauren:** They won't let me grow up!

**Phoebe:** Remember that to them you're their little girl. It's hard for them to allow you to do some things. They probably worry about you.

**Lauren:** How can I show them that I'm old enough and they can trust me?

**Phoebe:** I've got an idea. Speak to my dad. Ask him to drive you to my house and then home again after the party. Then you can tell your parents about the arrangement. It shows them they can trust you. They might give you permission then.

**Lauren:** Yes, that's a good idea. There's just one thing. Could you ask your dad for me?

**Phoebe:** OK. I'll ask him this evening and call you. I hope you can come to the party.

**Lauren:** Me too!

- 5 Lauren doesn't want her parents to trust her. T/F

- 6 Lauren asks Phoebe to do something for her. T/F

## 3 Talk about you.

- 1 Do your parents always give you permission to do what you want to do?
- 2 When was the last time your parents didn't let you do something? What happened?
- 3 What problems do people your age in your country often have with their parents?
- 4 In what ways can young people and their parents solve these problems?

*No, my parents don't always let me do what I want.*

*When I can't explain exactly what I want, I write them a long letter. Writing helps me think more clearly and this way we don't fight.*



## Wordpower!

Write one letter in each gap to complete the words.

- 1 When a situation is **f**\_\_\_\_\_ , you think people are being reasonable.
- 2 When you **l**\_\_\_\_\_ someone do something, you say they can do it.
- 3 When people **a**\_\_\_\_\_ , they disagree and shout.
- 4 When you give someone **p**\_\_\_\_\_ to do something, you say they can do it.
- 5 When you **g**\_\_\_\_\_ **o**\_\_\_\_\_ **w**\_\_\_\_\_ someone, you are close and friendly.
- 6 Your **r**\_\_\_\_\_ with someone is the connection between you.
- 7 When you **g**\_\_\_\_\_ **o**\_\_\_\_\_ **u**\_\_\_\_\_, you get older and more mature.
- 8 When you **a**\_\_\_\_\_ someone to do something, you say they can do it.



### VALUES

Your family and friends are your greatest treasure. Remember to respect your parents and take care of your friends.

# Grammar 1



## can and could

### Look!

*I can't go to your party on Saturday, Phoebe.*  
*Then you **can** tell your parents about the arrangement.*  
*Could you ask your dad for me?*

For more information, see *Grammar database 23* on page 139.

### Use

We use *can* to talk about present and general ability, to ask for and give permission and to make requests. We use *could* to talk about past ability, to ask for permission politely and to make polite requests.

- 1** Write sentences using *can/can't* and *could/couldn't*.



last year/ride a bike



now

- 1 *She couldn't ride a bike last year, but now she can.*



yesterday/dance



now

- 2 \_\_\_\_\_



last Saturday/play basketball



now

- 3 \_\_\_\_\_



this morning/have a picnic



now

- 4 \_\_\_\_\_

- 2** Choose the correct word or phrase.

- 1 Yes, you can **stay** / **to stay** with Molly.
- 2 **Can I go now?** / **Do I can go now?**
- 3 Could you **to drive** / **drive** me home?
- 4 Can I **go** to the party?  
**Yes, you could.** / **Yes, you can.**
- 5 You **can't** / **not can** go to the cinema.

- 3** Reorder the words to make questions.

- 1 Maria's – I – to – Saturday – on – party –  
 Can – go  
 A: *Can I go to Maria's party on Saturday?*  
 B: Of course you can. What time does it start?
- 2 drive – match – Could – the – me – to –  
 football – you  
 A: \_\_\_\_\_  
 B: No, I'm sorry. I can't. I'm busy.
- 3 cinema – Ben – tonight – Can – the – go – to –  
 with – I  
 A: \_\_\_\_\_  
 B: No, you can't. It's Tuesday and you have school tomorrow.
- 4 Lizzie's – Can – house – at – I – tonight – stay  
 A: \_\_\_\_\_  
 B: I'm not sure. Did you ask her mum?
- 5 Mr Turner – come – you – Could – to – in – ask  
 A: \_\_\_\_\_  
 B: Yes, of course. I'll go and ask him now.
- 6 here – night – stay – Could – Friday – Rachel – on  
 A: \_\_\_\_\_  
 B: Yes, if Rachel's mum lets her.

- 4** In pairs, interview each other. Put a tick (✓) when your partner answers yes or a cross (✗) when he/she answers no.

	Could you ... when you were five?	Can you ... now?
swim		
speak English		
ride a bike		
drive a car		
dance		



## Vocabulary

- 1** Complete the emotions using the endings from the box.

-set • -red • -fused • -gry • -ried • -prised



1 an \_\_\_\_\_



2 con \_\_\_\_\_



3 sca \_\_\_\_\_



4 sur \_\_\_\_\_



5 up \_\_\_\_\_



6 wor \_\_\_\_\_

- 2** Write a word from exercise 1 in each gap.

- 1 A: Are you crying? What's the matter?  
B: I'm \_\_\_\_\_ because my parents won't let me go on the school trip!
- 2 A: I can't believe you told Alice my secret!  
B: I know you're \_\_\_\_\_, and I'm sorry. It just came out.
- 3 A: Where's Sammy?  
B: I don't know and it's after midnight. I'm getting a bit \_\_\_\_\_.
- 4 A: My parents say I can come to your party!  
B: Really? I'm \_\_\_\_\_. I expected them to say no.
- 5 A: Oh! What was that noise? I'm a bit \_\_\_\_\_!  
B: It's OK. It's just a cat outside.
- 6 A: Dad says I can stay at Ryan's house and now you say I can't! I'm \_\_\_\_\_!  
B: Well, when your dad gets home we can talk about it.



## Listening

- 1** **37** Listen to a conversation. As you listen, choose the correct answer, A, B or C.

- 1 Liam asks for permission to ...  
A go to a party.    B have a party.    C visit a friend.
- 2 Liam says he can study for the test ...  
A on Friday.    B on Saturday.    C on Sunday.
- 3 Last month, Liam's parents didn't let him ...  
A go to a party.    B stay with a friend.    C visit a friend.
- 4 The party lasts for ...  
A two hours.    B three hours.    C four hours.

- 2** **37** Listen again and circle the person who mentions these things.

- 1 There's a party at Oscar's house.    Liam / Liam's dad / Liam's mum
- 2 Liam has schoolwork to do.    Liam / Liam's dad / Liam's mum
- 3 Liam's parents worry about him.    Liam / Liam's dad / Liam's mum
- 4 Liam is nearly 13.    Liam / Liam's dad / Liam's mum
- 5 The party is at eight.    Liam / Liam's dad / Liam's mum
- 6 Liam can go to the party.    Liam / Liam's dad / Liam's mum

- 3** Discuss.

Some parents are strict and don't allow their children a lot of freedom. Do you think it's good for parents to be strict? Why? / Why not?



## Speaking

### 1 38 Listen. Then, in pairs, read the dialogue.

- Teenager: Can I go out this evening?
- Parent: Where do you want to go?
- Teenager: To the cinema with Faith and Michael.
- Parent: No, I'm sorry. You can't. You have school tomorrow.
- Teenager: That's not fair!
- Parent: You can't go out on a school night. You know that.
- Teenager: Well, is it OK if I go out tomorrow night? That's Friday.
- Parent: Yes, of course you can, but you have to be home at ten o'clock.
- Teenager: OK! Thanks!

### 2 In pairs, do the role-play. Follow the instructions and use your imagination. When you have finished, swap roles.

**Student A:**

**You are a teenager.**

You want to do these things:

- go for a pizza with friends on Wednesday
- go to a party on Sunday

Ask your mum/dad for permission.

**Student B:**

**You are a parent.**

You don't want your teenage child to go out on a school night. Refuse and explain why. Let your son/daughter do what he/she wants at the weekend, but set a limit.



## Phrase Bank!



### Asking for, giving and refusing permission

*Can I go out this evening?*

*Is it OK if I go out tomorrow evening?*

*Yes, of course you can.*

*No, I'm sorry. I'm afraid you can't.*



## SoundSpot

### 1 39 Listen and repeat these words.

can      can't

### 2 40 Listen and choose the word you hear.

- 1 You **can** / **can't** go out this evening.
- 2 You **can** / **can't** have any money.
- 3 I **can** / **can't** stay with you next week.
- 4 I **can** / **can't** come to your party.

### 3 40 Listen again and repeat the sentences in exercise 2.

## Grammar 2

G

*should, must and have to*

### Look!

**Should** I speak to my friend?

You **should** tell your friend you're angry.

You **shouldn't** get upset. We **mustn't** argue. We **must** talk about problems.

I **have to** do the washing up every evening.

My sister **has to** clean her room every week.

She **doesn't have to** do the washing up.

### Use

We use **must**, **mustn't** and **have to** to talk about obligation. We use **don't have to** to talk about lack of obligation. We use **should** and **shouldn't** to give advice.

For more information, see *Grammar database 24* on page 140.



- 1** Write sentences about Anna and Bobby. Use **must** or **have to** in the correct form.

	Anna	Bobby
1 do the washing-up	✓	✗
2 feed the goldfish	✓	✗
3 cook dinner	✗	✗
4 empty the bin	✗	✓
5 tidy his/her room	✓	✓

- 1 *Anna must do the washing-up. Bobby doesn't have to do the washing-up.*

2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

- 2** Look at each picture in exercise 1 again and write sentences about you.

1 *I have to do the washing-up at the weekend.*

2 \_\_\_\_\_  
3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

- 3** Complete the advice. Use **should** or **shouldn't** and a phrase from the box.

get upset with them • ask your teacher to help you • tell her how you feel • try to get on with him

1 A: I don't understand my schoolwork.

B: \_\_\_\_\_

3 A: I'm upset with my friend Kelly.

B: \_\_\_\_\_

2 A: My parents make me so angry!

B: \_\_\_\_\_

4 A: I don't have a good relationship with my brother.

B: \_\_\_\_\_



## Writing

### Project: writing a set of household rules

#### 1 Read the dialogue and answer the questions.



Dad: Did you do the washing-up, Rick?  
 Rick: No. I don't have to do it on Monday. It's Emily's turn.  
 Emily: No, it isn't! I have to empty the bin!  
 Rick: And you have to do the washing-up!  
 Emily: No, I don't! Dad, tell him I don't have to do it!  
 Dad: OK, you two. You mustn't argue. I think we need to write some rules.  
 Rick: OK. Can I write them?  
 Dad: No, I'll write them. And you can do the washing-up now, Rick.

- 1 Does Rick think it's his turn to do the washing-up?
- 2 Does Emily think it's her turn to do the washing-up?
- 3 What does Dad suggest they need?

#### 2 Read this set of rules and choose Yes or No to answer the questions.

### OUR RULES

- We all have to do the washing-up on some days. You mustn't forget on your day! When Rick doesn't have to do the washing-up, he must empty the bin.
- Rick and Emily must both tidy their rooms once a week. They have to put their things in the cupboard and give Mum their dirty clothes.
- Rick has to feed the dog and the cat every day. He must feed them in the morning and in the evening.
- Emily has to take the dog for a walk in the evening. She doesn't have to do it in the morning. Dad has to do that.
- Mum and Dad must knock before going into Rick or Emily's room. They have to wait for permission to go in.
- Rick and Emily shouldn't argue. They should try not to get upset. They should try to get on with each other.

Signed: *Dad* *Emily* *Rick* *Mum*

- 1 Does Rick have to put his things in his cupboard?  
**Yes / No**
- 2 Does Emily have to feed the family pets?  
**Yes / No**
- 3 Does Dad have to take the dog for a walk in the evening?  
**Yes / No**
- 4 Does Mum have to wait for permission to go into Rick's room?  
**Yes / No**
- 5 Should Emily and Rick try not to fight?  
**Yes / No**

#### 3 Choose six of these to write rules about.

do the washing-up • tidy your room • feed the dog/cat/etc • take the dog for a walk  
 knock before going into a room • ask before borrowing things • cook dinner • do your homework  
 empty the bin • clean the bathroom

#### 4 You are going to write a set of rules. Make notes to complete the planner on page 127.

#### 5 Write your set of rules. Use the ideas in your planner. Remember to be fair!



# Culture Spot: Daily Duties Now and in the Past

**1** What are your daily chores and duties? Make a list and discuss your ideas in pairs.

**2** Read the text. Then make a list of household chores young people had in the past.

Duties of teenagers in the past were different from those of **current** teens'.

In the past young people had to help their parents a lot in performing **household** chores. They had to get up early, fetch some water or even heat the house. During the day they sometimes had to help with preparing meals or even with **processing** or preparing dairy products. They also washed the dishes, grazed and feed cows and horses in villages.



Current teenagers are also quite busy during the week. Every day they have to get up early and go to school. After school they must do their homework. They also should do things such as tiding their rooms, taking the rubbish out or helping with preparing lunch or dinner.

**3** Read the text and your list from exercise 1 again. Then work in pairs and decide who in your family performs each every duty.

In my family, I have to wash the dishes, my mother prepares meals for the whole family.

In my family, my older sister helps my mother preparing meals, my brother washes the dishes.



## GLOSSARY

**current** /'kʌrənt/ (**adj**) happening or existing now

**household** /'haʊs, həʊld/ (**adj**) used in homes, or relating to homes

**process** /'prəʊses/ (**v**) to treat a substance with chemicals or machines in order to make it into something else



## Now you!

Work in groups.

Go online and try to find some more duties that teenagers in different countries perform nowadays. Exchange the information in your group.





## Reading

# Animal Magic!

## » Vocabulary

Label the picture.

adult (man) • adult (woman) • child  
foot/feet • mouth • tongue • tooth/teeth



- 1 Read the article and match each paragraph with a photo. There is one photo you won't use.



106

# Did you know?

### This month: strange animal facts

There are lots of strange animals in the world, and there are lots of strange facts about animals too. For example ...

1 Many people believe that fish – particularly goldfish – have a very short memory and can only remember things for about three seconds. In fact, it seems that goldfish can remember things for at least three months. That's quite a long time, isn't it? Here at 'TeenFun', we can't remember what we did last week!

2 We all love butterflies. They're beautiful and they make us think of summer and flowers and nice things like that. But do you know how butterflies taste their food? They don't use a mouth like we do. They use their feet! Yes, that's right. Imagine putting your foot into a bowl of ice cream to see if it tastes nice! Strange!

3 We found several interesting facts about crocodiles. Firstly, a crocodile can't really move its tongue. This is because it's stuck to the bottom of its mouth. So, a crocodile might eat you, but it won't lick you first! Secondly, think about humans. When we're children,

Here at 'TeenFun Magazine', we spend hours online each week finding out strange facts about different things. This month, we put the phrase 'strange animals' into Google™ and found out lots of interesting things. We think it's all true. We hope it's all true. But we can't promise! If you don't believe some of the facts, then go online yourself and see if you're right. Let us know if we made any mistakes and we'll let everyone know in a future copy of the magazine.

our teeth fall out. And we grow new ones, don't we? But when we become adults, that doesn't happen. If men or women lose teeth, the dentist has to give them new ones. But crocodiles are different. Their teeth are very sharp (of course!) but they fall out all the time – even when they're adults. A crocodile usually has about 70 teeth in its mouth – but during its lifetime it can grow about 3,000 teeth. Yes – 3,000! That's a lot of crocodile teeth on the bottom of the river.

We like mice. We think they're cute and sweet. But here's a strange fact. It's not about a real mouse, but about a famous cartoon character: Mickey Mouse. Well, in fact, it's about Walt Disney, the man who created Mickey Mouse. Did you know ... that in real life Walt Disney was scared of mice? Yes, he was! Strange but true!

**4**

## 2 Match to make questions.

- 1 How long can goldfish \_\_\_\_\_
  - 2 What do butterflies use \_\_\_\_\_
  - 3 What can't a crocodile \_\_\_\_\_
  - 4 How many teeth \_\_\_\_\_
  - 5 What was \_\_\_\_\_
- a to taste food?
  - b does a crocodile usually have?
  - c remember things?
  - d Walt Disney afraid of?
  - e really move?

## 3 Read the article again and decide if the statements are true (T), false (F) or doesn't say (DS).

- |   |        |
|---|--------|
| 1 Goldfish can remember things that happened two months ago.          | T/F/DS |
| 2 Butterflies use a tongue in their mouth to taste food.              | T/F/DS |
| 3 Butterflies love ice cream.   | T/F/DS |
| 4 Crocodile tongues are a strange colour.                             | T/F/DS |
| 5 Crocodile tongues are stuck to the top of their mouths.             | T/F/DS |
| 6 Crocodile teeth don't fall out only when the crocodiles are babies. | T/F/DS |
| 7 An adult crocodile has 3,000 teeth in its mouth at the same time.   | T/F/DS |
| 8 Walt Disney's family had lots of mice at home.                      | T/F/DS |
| 9 Walt Disney was scared of mice.                                     | T/F/DS |

## 4 What did you learn from the article?

*I learned that butterflies don't use their mouth to taste food.*



## Wordpower!

Write one letter in each gap to complete the words.

- 1 Something that's true is a **f** \_\_\_\_\_.
- 2 If you can remember things, you've got a good **m** \_\_\_\_\_.
- 3 If you **l** \_\_\_\_\_ something like ice cream, you move your tongue over it.
- 4 If you **g** \_\_\_\_\_ new teeth, your body makes new teeth.
- 5 The time that something lives is its **l** \_\_\_\_\_.
- 6 If you think an animal or person is **c** \_\_\_\_\_ or **s** \_\_\_\_\_ you like the way they look.



### VALUES

Animals are beautiful and fascinating. They need to be treated well and protected when in danger of extinction.

# Grammar 1

G

## Regular and irregular plurals

### Look!

#### Regular plurals

...strange **animals**...

...some of the **facts**...

We all love **butterflies**.

#### Irregular plurals

When we're **children**...

If **men** or **women** lose **teeth**...

We like **mice**.

...**fish** – particularly goldfish – have a very short memory...

### Use

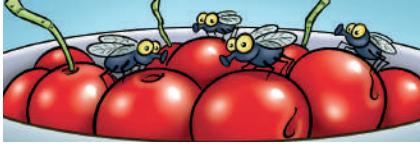
We use plurals to talk about things when there is more than one of them, or when we think of them as a group.

For more information, see *Grammar database 25* on page 140.

### 1 Choose the correct word.

- 1 How many **cherries** / **cherrys** did you eat?
- 2 My dad's got three **watches** / **watchs**.

- 3 The **boxs** / **boxes** are over there.
- 4 Most **childs** / **children** like chocolate.



### 2 Write the words in bold in the plural to complete each question.

- 1 How many \_\_\_\_\_ (**mouse**) are eating bread?
- 2 How many \_\_\_\_\_ (**child**) are looking at the \_\_\_\_\_ (**lion**)?
- 3 How many \_\_\_\_\_ (**man**) and \_\_\_\_\_ (**woman**) are playing with the \_\_\_\_\_ (**puppy**)?
- 4 How many \_\_\_\_\_ (**sheep**) are jumping over the \_\_\_\_\_ (**box**)?
- 5 How many \_\_\_\_\_ (**tooth**) does the boy have in his \_\_\_\_\_ (**hand**)?
- 6 How many \_\_\_\_\_ (**fly**) are sitting on the \_\_\_\_\_ (**cherry**)?
- 7 How many \_\_\_\_\_ (**fish**) are swimming below the \_\_\_\_\_ (**boy**)?

### 3 In pairs, ask and answer about the pictures in exercise 2.

**Student A:** What's happening in this picture?

**Student B:** Three mice are eating bread.



## Vocabulary

**1** Read the sentences and match them with the pictures. You will use a picture for three sentences.

- 1 Walk away from the bear very slowly!
- 2 Don't pull the cat's tail – it doesn't like it!
- 3 Did you know that elephants can't jump?
- 4 Don't push that button! It opens the door of the lions' cage.
- 5 How fast can giraffes run?
- 6 Can I pick up the kitten, please?
- 7 Of course you can pick her up – just don't drop her!
- 8 I won't. I'll put her down very carefully.



a \_\_\_\_



b \_\_\_\_



c \_\_\_\_



d \_\_\_\_



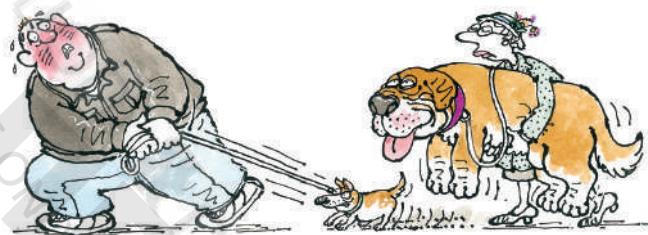
e \_\_\_\_



f \_\_\_\_

**2** Look at the cartoon on the right and choose the correct word.

- 1 The man is trying to pull / push his dog.
- 2 A few minutes ago, the woman put / picked up her dog.
- 3 She's now putting / dropping her dog down.



## Listening

**1** **41** Listen to someone describing two animals. Match each description with a picture.  
You will only use two of the pictures.

- 1 This is the first animal: \_\_\_\_\_
- 2 This is the second animal: \_\_\_\_\_



**2** **41** Listen again and write a word in each gap.

### STRANGE ANIMALS

The first animal has got big (1) \_\_\_\_\_ and long fingers. Its teeth are similar to the teeth of animals like (2) \_\_\_\_\_ and rats. To find food, it uses its (3) \_\_\_\_\_ to make a hole in a tree. Then it pushes its long (4) \_\_\_\_\_ into the hole, and (5) \_\_\_\_\_ insects out of the tree. It's actually a primate, so it's in the same animal family as monkeys and (6) \_\_\_\_\_.

The second animal has got a big grey (7) \_\_\_\_\_, a big nose and a red mouth. It just waits for food to go by in the water and then opens its (8) \_\_\_\_\_ and eats it.

**3** Talk about you.

- 1 Would you like an aye-aye as a pet? Why? / Why not?
- 2 Would you like a blobfish as a pet? Why? / Why not?
- 3 What strange animal would you like as a pet? Why?



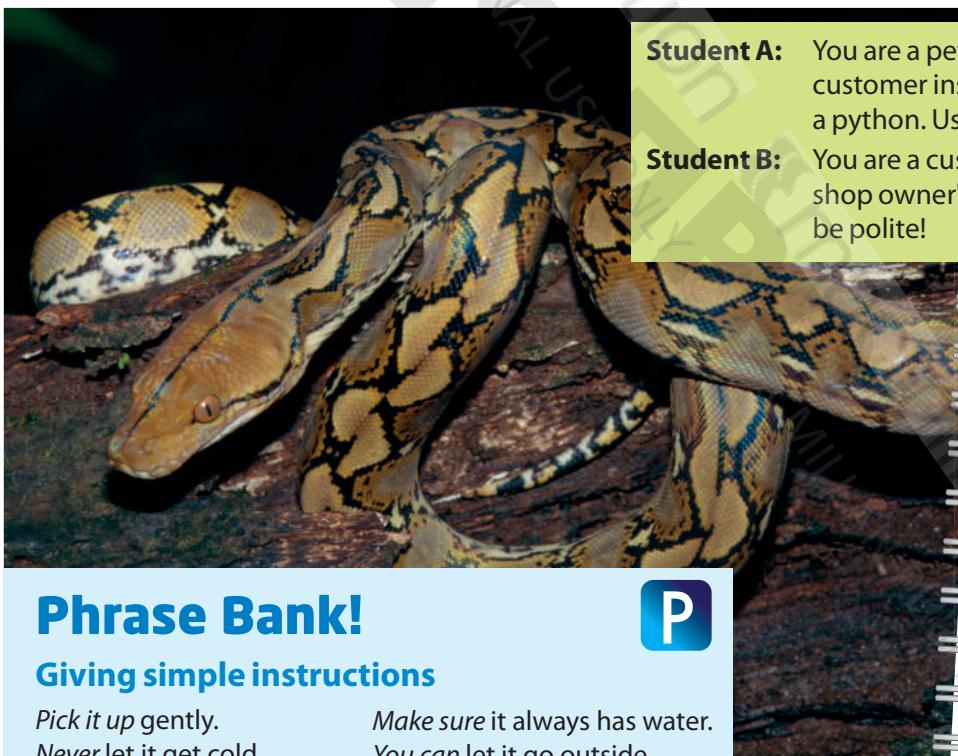
## Speaking

**1** **42** Listen. Then, in pairs, read the dialogue.



- Pet shop owner:** I want to give you some instructions about looking after your gecko.  
**Customer:** OK. Thanks!  
**Pet shop owner:** Firstly, never pick up a gecko by its tail, and never pull its tail. It can fall off!  
**Customer:** Right.  
**Pet shop owner:** But you can hold it. Pick it up gently and let it walk slowly on your hands.  
**Customer:** OK.  
**Pet shop owner:** Don't forget to give it lots of food.  
**Customer:** OK.  
**Pet shop owner:** Make sure it always has water in a bowl.  
**Customer:** Right.  
**Pet shop owner:** And clean its box every day.  
**Customer:** Fine. Thank you!

**2** In pairs, do the role-play. Follow the instructions. When you have finished, swap roles.



- Student A:** You are a pet shop owner. Give the customer instructions about looking after a python. Use the notes to help you.  
**Student B:** You are a customer. Respond to the pet shop owner's instructions. Remember to be polite!

- ✓ food once a week
- ✓ water in a bowl
- ✗ pull the python
- ✓ hold it
- ✓ pick it up gently
- ✗ let it go outside
- ✓ keep it warm

## Phrase Bank!

### Giving simple instructions

Pick it up gently.

Make sure it always has water.

Never let it get cold.

You can let it go outside.

Don't forget to feed it.



## SoundSpot

**1** **43** Look at these words. Underline the syllable you think is stressed. Then listen and check.

women

children

crocodile

python

gecko

butterfly

puppy

kitten

goldfish

**2** **44** Listen again and repeat the words in exercise 1.

## Grammar 2

### G

#### Articles

##### Look!

We've got **a** cat.  
We've got **a** fat cat.  
We've got **an** interesting cat.  
**The** lizards are in the box.  
**The** big lizard is called Chippy.  
**Lizards** are lovely!

##### Use

	<b>a/an</b>	<b>the</b>	<b>no article</b>
<b>Singular nouns</b>	That's <b>a</b> python. (an example of pythons generally)	That's <b>the</b> python I want to buy. (a specific python)	X
<b>Plural nouns</b>	X	Those are <b>the</b> pythons I want to buy. (specific pythons)	<b>Pythons</b> are lovely. (pythons generally)

For more information, see *Grammar database 26* on page 141.

### 1 45 Write **a** or **an**. Then listen and check.

- Jake: Is there (1) \_\_\_\_\_ elephant at the zoo?  
Zak: Yes, there's (2) \_\_\_\_\_ very big one!  
Jake: Great! Is it (3) \_\_\_\_\_ old elephant?  
Zak: Yes, it's (4) \_\_\_\_\_ sixty-year-old, grey, African bush elephant.  
Jake: Wow! I hope it likes living in the zoo.  
Zak: Yes, it's (5) \_\_\_\_\_ happy elephant, don't worry!



### 2 46 Choose the correct answer. A dash (–) means no article is necessary. Then listen and check.

- Jake: What time does (1) **the** / – zoo open?  
Zak: At (2) **the** / – nine o'clock on weekdays and at half past eight on (3) **the** / – Saturday and Sunday.  
Jake: Great! Let's go at (4) **the** / – weekend, shall we? (5) **The** / – Saturday?  
Zak: Sure. We can go by (6) **the** / – bus. I'll meet you at (7) **the** / – bus stop on (8) **the** / – Harper Street.  
Jake: How much does (9) **the** / – bus ticket cost?  
Zak: One euro.  
Jake: That's OK. And how much does it cost to go to the zoo?  
Zak: (10) **The** / – zoo ticket costs about five euros, I think.  
Jake: I'm happy to pay five euros to see (11) **the** / – elephant!

### 3 47 Write **the**, **a** or **an** in each gap. If no article is necessary, put a dash (–). Then listen and check.

- Jake: Wow! This is (1) \_\_\_\_\_ big zoo!  
Where does (2) \_\_\_\_\_ elephant live?  
Zak: It lives in (3) \_\_\_\_\_ enormous garden over there. Let's go and see it.  
Jake: I can see it! There it is! It IS (4) \_\_\_\_\_ big elephant! It's eating (5) \_\_\_\_\_ breakfast.  
Zak: Yes, they eat a lot of food. Did you know that (6) \_\_\_\_\_ elephants spend about 16 hours a day eating (7) \_\_\_\_\_ plants?  
Jake: Wow! Cool!



## Writing

### Project: writing a note (giving instructions)

Hi, Linda,

Thanks for agreeing to look after my pets this weekend! Here are some instructions to help you.

- Feed the cat three times a day (in the morning, at lunchtime and in the evening).
- Feed the dog twice a day.
- Take the dog for a walk once or twice a day.
- Make sure the cat and dog have a bowl of water.
- Say hello to the parrot but don't let it leave its cage.
- Play with the gecko. You can pick it up, but never pull its tail!
- Make sure the gecko's box is clean.

Don't forget to call me if you have any problems!

See you on Sunday evening!  
Bye for now!

Love,  
Adrian



#### 1 Read the note and match to make sentences.

- |                                  |                        |
|----------------------------------|------------------------|
| 1 The cat gets food _____        | a once or twice a day. |
| 2 The dog gets food _____        | b a bowl of water.     |
| 3 The dog goes for a walk _____  | c three times a day.   |
| 4 The cat and the dog need _____ | d a clean box.         |
| 5 The parrot must _____          | e twice a day.         |
| 6 The gecko needs _____          | f stay in its cage.    |

#### 2 Imagine you have two different pets. First, decide what they are. Use your imagination!

Pet 1: \_\_\_\_\_

Pet 2: \_\_\_\_\_

#### 3 Now use your imagination to answer the following questions. Make notes in the table.

You're going away for a few days. You ask someone to look after your pets, and they say yes. What does he/she need to know about each pet? Give him/her instructions.

##### Instructions: How to look after my pets

Pet 1	
Pet 2	

#### 4 You are going to write a note giving instructions. Make notes to complete the planner on page 127. Write your note. Use the ideas in your planner. Remember to be friendly!



# Culture Spot: Giant Mole Rat

**1** Do you have your favourite animal? Why do you like it? Discuss your ideas in pairs.

**2** Read the text. What does it say about the habitat, appearance and behaviour of the giant mole rat? What did you find interesting about it?

The giant mole rat is an unusual **rodent** found in the sandy desert areas of Kazakhstan and southern Russia.

It spends most of its life underground in its **burrows**. It is blind as a result of its underdeveloped eyeballs, which are the size of a rice grain, that are covered by layers of skin.

To make up for its disability, the giant mole rat has very sharp and functional teeth that it uses to **gnaw** food and dig burrows. The burrows can be extremely complex living areas – up to 1,100 feet in length! Digging such an extensive tunnel can take anything up to two months to complete.

The giant mole rat digs tunnels to find new food, which usually consists of roots, **foliage**, earthworms and insect larvae.

Once it has eaten up all the available food, it blocks up the burrow from the inside and then climbs out to dig a new one.



**3** Read the text again and decide if the sentences are true or false.

- |  |       |
|--|-------|
| 1 The giant mole can be found in desert areas. | T / F |
| 2 The giant mole cannot see.                   | T / F |
| 3 His eyes are bigger than rice grain.         | T / F |
| 4 His tunnels digs are really long.            | T / F |
| 5 He climbs out when he needs more food.       | T / F |



## GLOSSARY

**rodent** /'rəʊd(ə)nt/ (**n**) a type of small animal that has long sharp front teeth, for example a mouse

**burrow** /'bʌrəʊ/ (**n**) a hole or tunnel in the ground made by an animal such as a rabbit

**gnaw** /nɔ:/ (**v**) to keep biting something

**foliage** /'fəliɪdʒ/ (**n**) the leaves of a plant or tree



## Now you!

Work in groups.

Go online and try to find some more information about an animal that is typical for Kazakhstan. Exchange the information in your group.



# MODULE 9

## Transport

### At the Airport!



### Vocabulary

Label the picture.

airport • engine • passenger • pilot • wing



1 Read the article and write 'R' for Rick, 'J' for Jennifer or 'N' for Nigella.

- 1 I make people comfortable when they are travelling. \_\_\_\_\_
- 2 I don't meet the passengers. \_\_\_\_\_
- 3 I go to lots of different places. \_\_\_\_\_
- 4 I check that the right people go on the plane. \_\_\_\_\_
- 5 I stop people taking dangerous things on the plane. \_\_\_\_\_
- 6 I look at the outside of the plane for problems. \_\_\_\_\_



### Reading

You probably go to the airport to catch a plane once or twice a year. But do you ever think about what it's like to work at an airport? On the ground or in the sky, it's an exciting job! An airport is like a small city, with lots of people passing through. We asked three people to tell us about their work.

UP, UP AND AWAY



# ON THE GO!

**The Mechanic****Rick Stapleton, 42**

I'm a mechanic at a busy airport. I work on the engines and the body of the plane. Every time a plane lands, a mechanic like me checks that everything's fine. Most planes take off and land day after day, and it's my job to look for any problems. I check the wings carefully and tell the pilot that it's safe to fly. The passengers don't see us, but it's an important job because people rely on you. You need to know what to look for and you need to be very careful.'

**The Flight Attendant****Jennifer Snow, 26**

I'm a flight attendant and I work for a large airline. My job means that I travel a lot and I spend a lot of time away from home. I explain to passengers how to stay safe on the plane, and what to do in an emergency. I also serve food and drinks during the flight and help the passengers relax. It can be tiring, but it's very enjoyable. I like meeting people, and it's interesting to visit so many different places around the world. To be a good flight attendant, you need to have a good smile and enjoy helping people.'

**The Security Guard****Nigella Andrews, 31**

I'm a security guard. It's a job I enjoy because you meet people and you help everything to go well. One of the things I do is check passengers' passports. It's important that people are who they say they are! Sometimes someone brings their wife's or husband's passport by mistake, but we can't let them travel, I'm afraid. The other thing I do is check baggage. We put all the bags through a scanner so that we can see inside them. Some passengers don't like all the security, but it keeps everyone safe.'

**2** Read the article again and decide if the statements are true (T) or false (F).

- |  |     |
|--|-----|
| 1 Mechanics check every plane that lands at the airport. | T/F |
| 2 The mechanic gives information to another person.      | T/F |
| 3 Flight attendants tell the pilot everything is safe.   | T/F |
| 4 Flight attendants need to be friendly.                 | T/F |
| 5 You can travel using a family member's passport.       | T/F |
| 6 Security guards put baggage onto the plane.            | T/F |

**3** Talk about you.

- 1 When did you last go to an airport?

- never
- more than 12 months ago
- in the last 12 months
- in the last six months

- 2 Where was it and what was it like? If you ticked 'never', what do you imagine an airport is like?  
 3 Which of the jobs at an airport do you want to do? Why?



## Wordpower!

Write one letter in each gap to complete the words.

- 1 At the airport, you c \_\_\_\_\_ a plane to go on a trip.
- 2 Planes t \_\_\_\_\_ o \_\_\_\_\_ when they leave the ground.
- 3 Planes l \_\_\_\_\_ when they come back to the ground.
- 4 People who travel on a plane, train or bus are p \_\_\_\_\_.
- 5 Something that is s \_\_\_\_\_ is not dangerous.
- 6 An e \_\_\_\_\_ is a very dangerous situation.
- 7 Your p \_\_\_\_\_ is a small book that shows who you are.
- 8 Your b \_\_\_\_\_ is all the bags you are travelling with.



### VALUES

For your own safety, remember to obey the security rules when travelling.

# Grammar 1

# G

## Countable and uncountable nouns

### Look!

An **airport** is like a small city,....  
 We asked three **people** to tell us about their work.  
 Most **planes** take off and land day after day,....  
 The other thing I do is check **baggage**.  
 We asked three people to tell us about their **work**.

For more information, see *Grammar database 27* on page 141.

### Use

Some nouns are countable. They have a plural. Some nouns are uncountable. They don't have a plural.

### 1 Choose the correct word or phrase.

- 1 The information **is** / **are** correct.
- 2 I love **food** / **foods** from France.
- 3 Do you listen to **pop musics** / **pop music**?
- 4 Thanks for the **advices** / **advice**.

### 2 Write the words in bold in the singular or the plural.

- 1 Flight attendants have short \_\_\_\_\_ for safety reasons. **hair**
- 2 I've got some \_\_\_\_\_ in my bag to eat on the plane. **fruit**
- 3 I went on over 10 \_\_\_\_\_ last year! **plane**
- 4 I'm a security guard, and I really enjoy my \_\_\_\_\_! **work**
- 5 I think \_\_\_\_\_ teach you a lot. **trip**
- 6 Heathrow Airport has over 180,000 \_\_\_\_\_ a day! **passenger**

### 3 Tick (✓) the correct sentences. Underline the mistake in the incorrect sentences and write the correct word.

- 1 Don't leave your **baggages** alone in the airport. \_\_\_\_\_
- 2 Do you have any **advice** for people who want to become mechanics? \_\_\_\_\_
- 3 Let's get some **water** before we get on the plane. \_\_\_\_\_
- 4 I got some **informations** about how you become a flight attendant. \_\_\_\_\_
- 5 Lots of people were asleep on the **furnitures** in the airport. \_\_\_\_\_
- 6 They usually play relaxing **musics** in airports. \_\_\_\_\_

### 4 Choose the correct word or phrase.



Good morning, ladies and (1) **gentleman** / **gentlemen**. This is your pilot speaking. I'd like to give you some (2) **information** / **informations** about today's flight. We are now flying at 1,200 (3) **metre** / **metres** above the ground, and at a speed of about 800 (4) **kilometre** / **kilometres** per hour. Our journey time today is three and a half (5) **hour** / **hours**. My (6) **advice is** / **advices** are to relax and enjoy the flight. The (7) **attendant is** / **attendants are** here to make you comfortable, and they'll serve (8) **food** / **foods** and (9) **drink** / **drinks** a little later. So, sit back and enjoy the flight.



## Vocabulary

### 1 Write a word from the box to show the material each object is made of.

cardboard • cotton • glass • leather • metal • plastic • rubber • wood



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

### 2 Read the instructions and play the game.

Play in pairs. Your teacher will tell you which material is yours. Write it in the table.

Then, you have two minutes to write as many objects as you can think of that we make with that material. Make sure you write the English word! Use a dictionary if necessary.

**Our material is:** \_\_\_\_\_

**Objects:**



## Listening

### 1 48 Listen to this conversation and choose the correct answer, A, B or C.

- 1 The man doesn't know where ...  
A his passport is.  
B to find his plane.  
C his wife is.
- 2 The woman says that 'gate closes' means ...  
A the plane leaves then.  
B the airport isn't open then.  
C you can't get on the plane then.
- 3 The man wants a seat ...  
A next to a window.  
B at the front of the plane.  
C at the back of the plane.

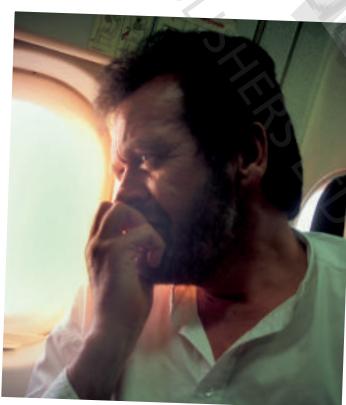
3 The gate he needs to go to is gate \_\_\_\_\_.

4 This gate closes at \_\_\_\_\_.

5 His seat is \_\_\_\_\_ and it's next to the window.

### 3 Discuss.

- 1 Some people are afraid of flying. Are you?
- 2 How can we help people who are afraid?



### 2 48 Listen again and write a word or short phrase in each gap.

- 1 The man is flying from London to \_\_\_\_\_.
- 2 His flight number is \_\_\_\_\_.



## Speaking

a go through security b take off in the plane c arrive at the airport d check in at the desk e show your passport f wait at the gate 

**1** In pairs, put the pictures a–f on the left in the correct order (1–6).

**Student A:** I think the first picture is the one where the man arrives at the airport.

**Student B:** Yes, I think that's right. I think the second one is the one where he shows his passport.

**Student A:** I don't agree. I think you check in at the desk first.

## Phrase Bank!



### Agreeing and disagreeing

*I agree with you.*

*Yes, I think that's right.*

*No, I don't think that's right.*

*I don't agree (at all).*

**2** In pairs, do the role-play. Follow the instructions. When you have finished, swap roles.

**Student A:**

**You are a passenger.**

This is your first time in an airport. You aren't sure what to do. You ask at the information desk. Ask about:

- where you can check in
- what you do after that
- where you go after that

**Student B:**

**You work on the information desk.**

Help the passenger to understand what to do at the airport. Use the information in exercise 1 and your imagination for any other details.

**Student A:** Excuse me. This is my first time in an airport. Where can I check in?

**Student B:** You check in at the desk. It's there on the right.

## SoundSpot



**1** **49** Write the words in the table. One word has both sounds in it. Write that word in both columns. Then listen and check.

glass • emergency • gate • bag • engine • baggage  
dangerous • ground • guard • passenger

### A hard 'g' sound

### A soft 'g' sound (like 'j')

**2** **50** Listen again and repeat the words in exercise 1.

## Grammar 2

### G

### Quantitative adjectives (*some, any, many, much, a lot of, no*)

#### Look!

We've got **some** free time before our gate closes.  
 We don't have **any** information about the flight.  
 There are so **many** shops, but there isn't **much** time to go shopping.  
 Flight attendants have to speak **a lot of** languages.  
 Pilots have **no** fear of flying.

#### Use

We use quantitative adjectives to talk about the amount of something.  
 For more information, see *Grammar database 28* on page 141.

#### 1 Cross out the phrases which are incorrect.

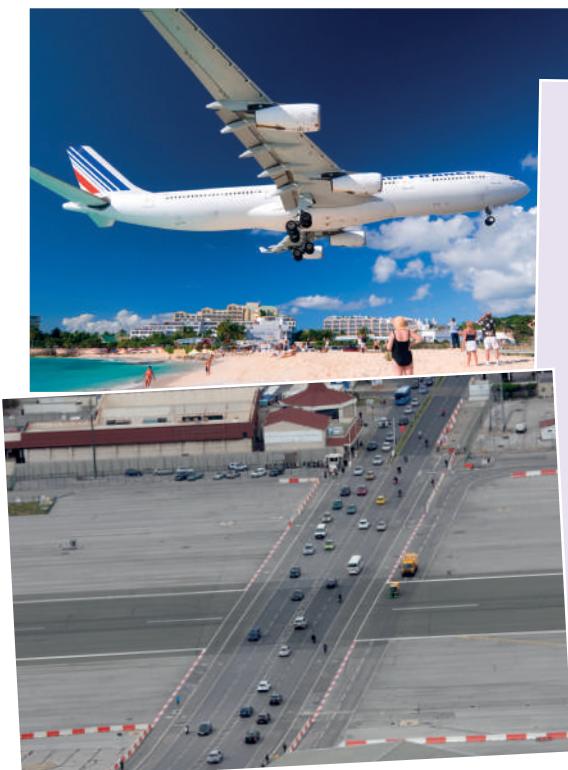
- 1 some passengers
- 2 much flight attendants
- 3 many fruit
- 4 a lot of money
- 5 no information
- 6 many flights
- 7 no baggage
- 8 many work
- 9 many jobs
- 10 any bags

#### 2 Choose the correct word or phrase to complete each sentence.

- 1 There are **any** / **many** people in the airport today.
- 2 There wasn't **many** / **a lot of** information about our flight on the screen.
- 3 Do you need **much** / **many** experience to be a flight attendant?
- 4 I'm afraid there are **no** / **any** seats on the plane to Madrid.
- 5 Do you have **any** / **much** advice for people flying for the first time?
- 6 We don't have **no** / **any** more time before our plane leaves.
- 7 I don't have **many** / **a lot of** money to spend in the airport.
- 8 A lot of people work at an airport and **any** / **many** passengers don't see them all.

#### 3 Write a word or phrase from the box in each gap. You will use some words or phrases more than once.

a lot of • any • many  
 much • no • some



### AMAZING AIRPORTS

There are (1) \_\_\_\_\_ airports around the world, and you might think there's (2) \_\_\_\_\_ difference between them. (3) \_\_\_\_\_ them are similar, but (4) \_\_\_\_\_ are very different. Take Princess Juliana International Airport on the island of Saint Martin in the Caribbean. The airport is right next to the beach. There isn't (5) \_\_\_\_\_ space to land, so planes arrive just over the heads of (6) \_\_\_\_\_ people standing on the beach! It's an amazing sight!

Or what about Gibraltar Airport on Gibraltar? A main road, Winston Churchill Avenue, crosses the runway! When (7) \_\_\_\_\_ planes want to take off or land, they must close the road so that there are (8) \_\_\_\_\_ accidents!



# Writing

## Project: writing a description of a scene

### 1 Label the picture.

on the left • on the right • in the background • in the foreground

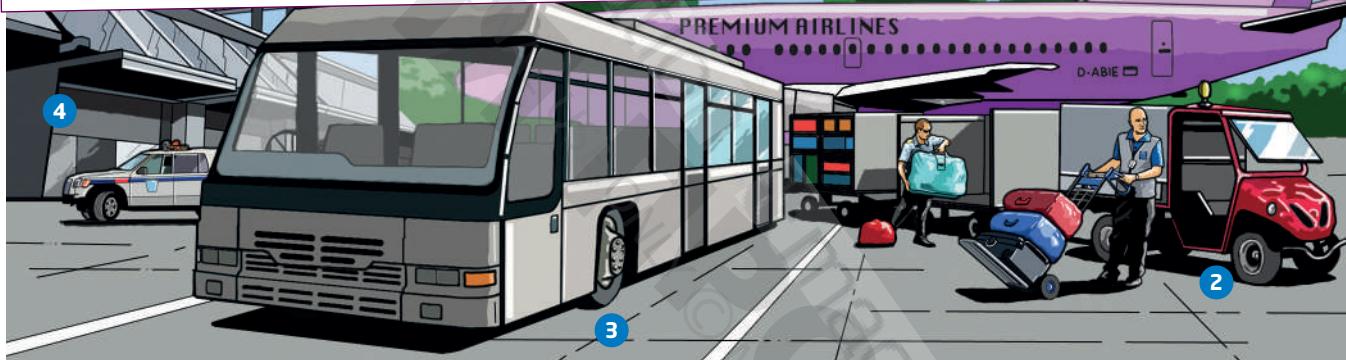
#### AN AIRPORT SCENE

This is a picture of a scene at an airport. The weather's very good and the sun is shining. Maybe it's summer.

In the foreground, there's a large bus. This takes the passengers from the airport building to their plane. It has big glass windows. On the left, there's the airport building. It has metal walls and glass windows. That's where the passengers wait before they go to their plane.

In the background, there's a plane. It's got the name Premium Airlines on the side and has got a purple body and white wings. On the right, there's a baggage truck. It takes all the passengers' baggage from the airport building to the plane.

There aren't many people in the picture. Perhaps the passengers are in the airport building waiting to get on their plane.



### 2 Read the description and match each paragraph with a statement.

- |                               |   |
|-------------------------------|---|
| 1 Paragraph 1 describes _____ | a what is in the back and the right areas of the picture.               |
| 2 Paragraph 2 describes _____ | b what is in the front and the left areas of the picture.               |
| 3 Paragraph 3 describes _____ | c something that is missing from the picture.                           |
| 4 Paragraph 4 describes _____ | d the scene in general, saying where it is and what the weather's like. |

### 3 Look at the picture and answer the questions.

- 1 What is the main thing in the foreground?
- 2 What is the main thing on the left?
- 3 What is the main thing in the background?
- 4 What is the main thing on the right?



### 4 Make notes to complete the planner on page 127. Write your description. Use the ideas in your planner. Remember to include interesting details and opinions!



# Culture Spot: Air Astana

- 1** Have you ever flown by plane? By which airline have you travelled? Where did you go?  
Discuss your ideas in pairs.

- 2** Read the text about Air Astana. What is Economy Sleeper?

Air Astana is the airline of the Republic of Kazakhstan, based in Almaty. It operates scheduled **domestic** and international services on 64 routes from Almaty and Astana.

Air Astana's routes include most major cities in Kazakhstan and neighbouring Central Asian and Russian cities.

There are more than 4,700 employees in Air Astana including over 500 pilots and over 1,100 flight attendants.

Air Astana offers Business and Economy classes. In February 2015, Air Astana started offering the Economy Sleeper. Passengers of this class get a row of three Economy Class seats, turn-down service, Business Class **amenity kits** and KCTV, along with various **perks** at the airport, including access to Business Class lounges. The new offer is currently featured on routes from Astana to London, Frankfurt and Paris, and from Almaty to Hong Kong.



- 3** Read the text again and choose the correct word in each sentence, so that the sentence is true for the text.

- 1 Air Astana sends its planes to \_\_\_\_\_ destinations both domestic and \_\_\_\_\_.
- 2 Nearly \_\_\_\_\_ people work for this airline.
- 3 It employs more than \_\_\_\_\_ pilots.
- 4 The airline started offering new type of class in \_\_\_\_\_.



## GLOSSARY

**domestic (adj)** relating to the country being talked about, and not other countries.

**amenity kit (n)** a set that makes it comfortable or enjoyable to fly the plane.

**perk(n)** a benefit or advantage that you get from a situation.



## Now you!

Work in groups.

Go online and try to find information about the biggest airlines.

Exchange the information in your group.



# → CLIL Science: Strange Animals

Australia is home to some of the world's strangest animals, including the duck-billed platypus.



This is a small mammal with a mouth and feet similar to a duck. It does not give birth to live young, like other mammals. It lays eggs like a bird! The duck-billed platypus is also venomous, like a reptile.

Another bizarre animal is the echidna. This small mammal has spines on its body like a hedgehog and it has spines all over its tongue to capture ants and other small insects. It has the beak of a bird and it lays eggs, too. The echidna lives for a very long time – about 70 years.

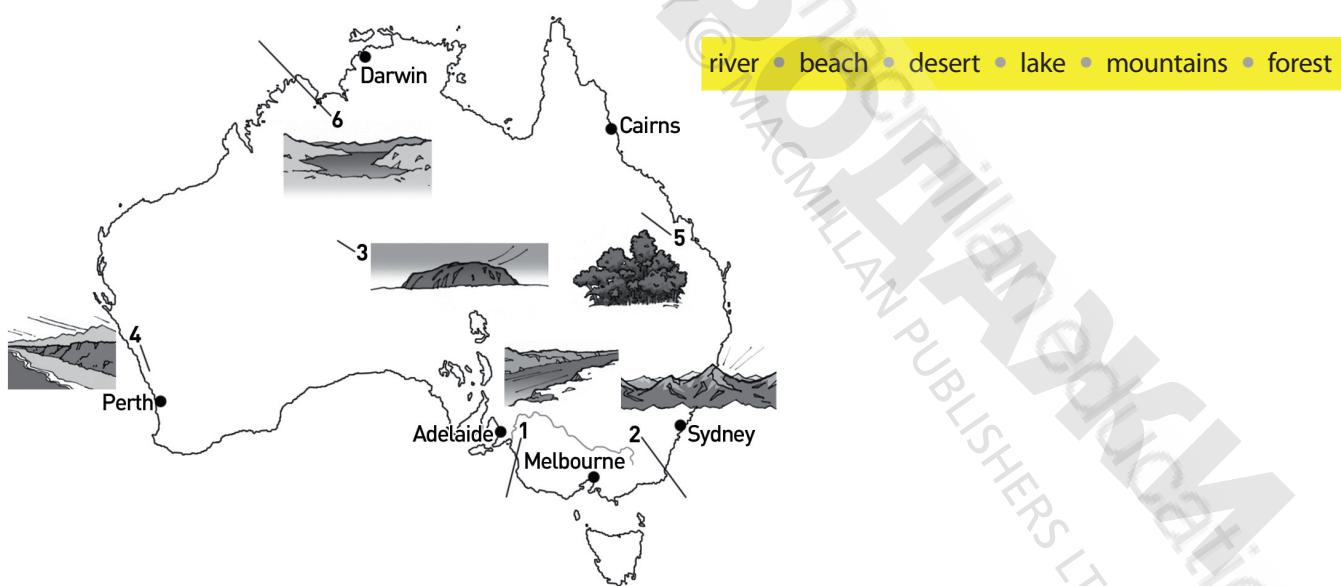
Australia is also home to the majority of the world's marsupials, such as the kangaroo, the koala and the possum. Marsupials are different from other mammals because the females carry their young in a pouch. The fearsome Tasmanian devil is also found in Australia. This is the only carnivorous marsupial in the world.



**What is special about the duck-billed platypus?**

**1** Read about some strange animals that live in Australia.

**2** Look at the map of Australia. Label the areas (1–6) with the words in the box.



**3** Match these Australian animals with the descriptions.

- 1 It's a big animal. It's got a very big, strong tail. It can jump. It's a marsupial (it carries its babies in a pouch). \_\_\_\_\_
  - 2 It isn't a big animal. It's grey and it lives in trees. It sleeps a lot during the day. It's a marsupial. \_\_\_\_\_
  - 3 It's got a long beak like a bird, but it can't fly. It looks like a hedgehog. It's a mammal, but it lays eggs. \_\_\_\_\_
  - 4 It's got a mouth and feet like a duck. It lives on land and in the water. It's a mammal, but it lays eggs. \_\_\_\_\_
- a) koala      b) echidna      c) duck-billed platypus      d) kangaroo



#### 4 Are the sentences true (T) or false (F)?

- |   |       |
|---|-------|
| 1 Kangaroos can jump high.                          | T / F |
| 2 Echidnas lay eggs.                                | T / F |
| 3 Kangaroos live in trees.                          | T / F |
| 4 Duck-billed platypus sometimes live in the water. | T / F |
| 5 Kangaroos have got a big tail.                    | T / F |
| 6 Echidnas are grey with big ears.                  | T / F |

#### Webquest

Find out more about other Australian animals.

## 'Can do' Progress Check

Tick (✓) the things you can do in English now.

### Vocabulary

I know words and phrases related to:

- family
- feelings
- ways of moving and handling
- flying materials

### Grammatical structures

I know and I can use the structures of:

- can for ability and requests; could for requests
- should for advice
- must and have to for obligation
- regular and irregular plurals
- articles
- countable and uncountable nouns
- quantitative adjectives (some, any, many, much, a lot of, no)

### Reading

I can understand general and specific information in:

- a dialogue
- an article

### Listening

I can understand general and specific information in:

- conversations
- animal descriptions

### Speaking

I can ask for, give and refuse permission

I can give simple instructions

I can express agreeing and disagreeing

### Writing

I can write:

- a set of household rules
- a note (giving instructions)
- a description of a scene

# Writing database

## A description of a picture of people

### PLANNER

Paragraph	Useful information	Your notes
Paragraph 1	Describe where the people are and what the weather is like. Describe what they are wearing.	This is a picture of ..... outside, and people are wearing .... I think it's a ... day.
Paragraph 2	Describe what a few people are doing and how you think they feel.	Near the door, .... They're having a lot of fun! Next to them, .... I think ...
Paragraph 3	Describe what a few more people are doing and how you think they feel.	In the middle of the shopping centre, .... It looks very dangerous! A man is ... Next to them, there's a ...
Paragraph 4	Describe the scene in general and say what most people are doing. Describe how you think most people feel.	Everyone's .... They're buying .... It looks like...

## A blog post

### PLANNER A

Part of blog post	Useful information	Your notes
Blog name	What is your whole blog called?	
Date of post	Choose the day you wrote the blog post.	
Blog post title	What is the title of this blog post?	
Paragraph 1	Say hello to your readers and tell them what the blog post is about.	
Paragraph 2	Talk about things you've done in the past to raise money.	
Paragraph 3	Say what you did to get ready to raise money, and who helped you.	
Paragraph 4	Say what happened and what it was like.	
Paragraph 5	Say how you felt at the end. Suggest to your readers that they should raise money for charity.	

### PLANNER B

Part of blog post	Useful information	Your notes
Blog name	What is your whole blog called?	
Date of post	Choose the day you wrote the blog post.	
Blog post title	What is the title of this blog post?	
Paragraph 1	Say where you went and when you got back. Say how you felt.	
Paragraph 2	Talk about who you were with, where you went and what you did on the trip.	
Paragraph 3	Talk about someone you met. What was he/she like?	
Paragraph 4	Talk about something else you did on the trip, such as take photographs. Say how you felt about the trip.	

## An informal email

### PLANNER A

Part of email	Useful information	Your notes
To	What's your friend's name and email address?	...
Subject	What's your email about?	...
Line 1	Write their first name only.	Hi, ...,
Paragraph 1	Ask your friend a question.	How are you? I hope you're well! ...
Paragraph 2	Say where you are and who you are with. Say if you like it. Say what you do in the early morning. Describe the animals.	I'm ... with .... It's .... Every day we get up at ... and.... Then we .... There are ....
Paragraph 3	Say what you do in the morning.	After we ..., we .... That's at .... Then we .... I often/usually ....
Paragraph 4	Talk about lunch and say what you do in the afternoon.	We have lunch at .... Then, in the afternoon, we ... or sometimes ....
Paragraph 5	Talk about the evening.	In the evening, I'm usually .... I ... at about ....
Closing expressions		Bye for now! Love,
Final line	Your first name	...

### PLANNER B

Part of email	Useful information	Your notes
To	What's your friend's name and email address?	...
Subject	What's your email about?	...
Line 1	Write their first name only.	Hi, ...,
Paragraph 1	Ask your friend a question.	How are you? I hope you're well! ...
Paragraph 2	Tell your friend about the competition. What did you do (sing, dance, etc)?	
Paragraph 3	Where are you going to go now? Who's going to go with you? How are you going to go there? Where are you going to stay?	
Paragraph 4	How are you going to get ready for the competition?	
Paragraph 5	What are you going to do after the competition?	
Closing expressions		Bye for now! Love,
Final line	Your first name	...

## Interview (dialogue)

### PLANNER A

Question	Start of the answer	Extra information in the answer
Remember – you can reply to the answer of a question before asking your next question.	Remember – this doesn't always need to be a complete sentence.	Remember – this should be complete sentences.
1		
2		
3		
4		

## PLANNER B

### Question

Try to use these question words and phrases:

- Who      • How old      • How many
- Where      • What      • What time
- Which      • When      • How

### Start of the answer

Remember – this doesn't always need to be a complete sentence.

### Extra information in the answer

Remember – this should be complete sentences.

1

2

3

4

## A story

## PLANNER

Part of story	Useful information	Your notes
Title	Give your story an interesting title.	
Paragraph 1	Say when and where this happened. Say who you were with. Say what you were doing. Give any other important information.	
Paragraph 2	Say what happened and what was broken.	
Paragraph 3	Say how you and/or the other person felt. Say what you/he/she did. Say what happened next. Say what happened at the end of the story.	

## An article

## PLANNER

Part of article	Useful information	Your notes
Paragraph 1	Start with a question to interest the readers. Say very generally what you will do.	
Paragraph 2	Give more detail, and talk about the first specific thing you will/might do. Say what will happen because of this (and maybe how people will feel).	
Paragraph 3	Talk about more things you will/might do. Say what will happen because of these (and maybe how people will feel).	
Paragraph 4	Give your opinion again in a general way. End with a question to interest the readers.	

## A description (comparing people's appearance)

## PLANNER

Part of description	Useful information	Your notes
Title	Give your description a title.	
Paragraph 1	Say who the family is. Say who the adults are and where they're standing. Describe: • how tall/short they are. their hair • how fat/thin/slim they are      • their clothes	
Paragraph 2	Say who the children are and where they're standing. Describe: • how tall/short they are. their hair • how fat/thin/slim they are      • their clothes	

## A set of rules

### PLANNER

Part of set of rules	Useful information	Your notes
Rule 1		
Rule 2	What is the rule about? (eg doing the washing-up)	
Rule 3		
Rule 4	Who has to do it? (eg me and my sister)	
Rule 5		
Rule 6	When? Who doesn't have to do it?	

## A note giving instructions

### PLANNER

Part of note	Useful information	Your notes
1st line	Write their first name only.	Hi, ... ,
Paragraph 1	Thank them for agreeing to look after your pets next weekend/next week/etc. Explain that you want to give them some instructions. Say why.	Thanks for agreeing to look after my pets ...! Here are some instructions to help you.
Main part of note	List all the instructions. Give as much information as you can.	
Next line	What should they do if they have any problems?	Don't forget to ....
Next line	When will you come back home?	See you on ....
Closing expressions		Bye for now! Love,
Final line	Your first name	...

## A description of a scene

### PLANNER

Part of description	Useful information	Your notes
Title	Write a title that says what your description is about.	
Paragraph 1	Say what it is a picture of and say what the weather is like.	
Paragraph 2	Write about the foreground and the left side of the picture. Say what is there and what we use it for.	
Paragraph 3	Write about the background and the right side of the picture. Say what is there and what we use it for.	
Paragraph 4	Mention any remaining points, such as things that are missing from the picture.	

# Vocabulary database

Module 1: Our class			
This Is Me!			
Aunt	/a:nt/	Тәте/әпке	Тетя
Best friend	/best 'frend/	Ең жақсы дос	Лучший друг
Brother	/'brʌðə(r)/	Аға/іні	Брат
Chat online	/tʃæt 'ɒn,laɪn/	Онлайн желісінде сөйлесу	Общаться онлайн (по интернету)
Close friend	/kləʊz frend/	Жакын дос	Близкий друг
Cousin	/'kʌz(ə)n/	Немере аға/қарындас/әпке/іні	Двоюродный брат/сестра
Grandfather	/græn(d)fə:ðə(r)/	Ата	Дедушка
Grandmother	/græn(d)mʌðə(r)/	Әже/апа	Бабушка
Great-grandfather	/greɪt'græn(d)fə:ðə(r)/	Үлкен ата	Прадедушка
Great-grandmother	/greɪt'græn(d)mʌðə(r)/	Үлкен апа/әже	Прабабушка
Nephew	/'nefju:/	Іні/жиен	Племянник
Niece	/ni:s/	Қарындас/жиен	Племянница
Only child	/'əʊnlɪ tʃaɪld/	Жалғыз бала	Единственный ребенок
Pets	/pets/	Үй жануарлары	Домашние животные
Share	/ʃeə(r)/	Бөлісу	Делиться
Sister	/'sistə(r)/	Қарындас/сінілі	Сестра
The country	/ðə 'kʌntri/	Ауыл/аудан	Деревня/сельская местность
The internet	/ðə 'ɪntə(r).net/	Интернет	Интернет
Town	/taʊn/	Шағын қала	Городок
Uncle	/'ʌŋk(ə)l/	Аға/көке	Дядя
Watch	/wɔ:tʃ/	Көрү/қараяу	Смотреть
World	/wɜ:ld/	Әлем	Мир
Going Shopping!			
Bookshop	/'bʊk,ʃɒp/	Кітап сататын дүкен	Книжный магазин
Busy	/'bizi/	Тола, бос емес	Несвободный/ занятой
Butcher's	/'butʃə(r)z/	Ет сататын дүкен	Мясной магазин
Cheap	/tʃi:p/	Арзан	Дешевый
Circular	/'sɜ:(r)kjʊlə(r)/	Дөңгелек	Круговой
Clothes shop	/kləʊðz ʃɒp/	Киім сататын дүкен	Одеждный магазин
Customers	/'kʌstəmə(r)z/	Сатып алушылар	Покупатели
Enjoy yourself	/ɪn'dʒɔɪ jə(r)'self/	Жақсы көніл көтеру	Хорошо повеселиться
Escalator	/'eskeɪ.leɪtə(r)/	Эскалатор	Эскалатор
Expensive	/ɪk'spensɪv/	Қымбат	Дорогой
Flat	/flæt/	Teriс/жалпақ	Плоский/ровный/гладкий
Florist's	/'flɔ:rɪsts/	Гул сататын дүкен	Цветочный магазин
Get (tired/bored/etc)	/'get 'taɪə(r)d / bɔ:(r)d/	Шаршау/зөрігу, т.б.	Утомиться/скучно и т.д.
Gigantic	/dʒaɪ'gæntɪk/	Үлкен /зор/орасан	Громадный
Grocer's	/'grɛsə(r)z/	Азық-түлік дүкені	Продовольственный магазин
Huge	/hju:dʒ/	Үлкен/көлемді	Большой
Lift	/lift/	Лифт	Лифт
Music shop	/'mju:zɪk ʃɒp/	Мұзыкалық дүкен	Музыкальный/нотный магазин
Narrow	/nærəʊ/	Тар	Узкий
Rectangular	/rek'tæŋgjʊlə(r)/	Тікбұрышты	Прямоугольный
Round	/raʊnd/	Дөңгелек	Круглый
Shoe shop	/ju: ʃɒp/	Аяқ киім сататын дүкен	Обувной магазин
Square	/skweə(r)/	Төртбұрышты	Квадратный
Thick	/θɪk/	Қалың	Толстый/плотный
Thin	/θɪn/	Жұка	Тонкий
Tiny	/'taɪnɪ/	Кішкентай	Маленький
Toy shop	/tɔ:y ʃɒp/	Ойыншық сататын дүкен	Магазин игрушек
Triangular	/traɪ 'æŋgjʊlə(r)/	Үшбұрышты	Треугольный
Wide	/waɪd/	Кең	Широкий
Module 2: Helping and Heroes			
Raising Money!			
Above	/ə'bʌv/	Жоғарғы жағында	Вверху
Behind	/bɪ'haind/	Артында	Сзади
Below	/bɪ'ləʊ/	Астында/төмөнде	Внизу
Beside	/bɪ'saɪd/	Жаңында, катар	Рядом
Between	/bɪ'twi:n/	Арасында	Между
Charity	/tʃærəti/	Қайырымдылық	Благотворительность
Enter	/'entə(r)/	Енгізу/кіру/ену/тусу	Входить/входить/вступать/поступать
In front of	/ɪn frənt əv/	Алдында	Перед
Local	/'leɪk(ə)l/	Жергілікті	Местный
Make money	/meɪk 'mʌni/	Ақша табу	Заработать деньги
Marathon	/mærəθ(ə)n/	Марафон	Марафон
Messy	/'mesi/	Ретсіз	В беспорядке
On top of	/on top əv/	Жоғарғы жағында	Наверху
Over	/'əʊvə(r)/	Төбеде	Сверху
Poor	/po:(r)/	Кедей	Бедный
Raise money	/reɪz 'mʌni/	Ақша жинау	Собирать деньги
Rich	/ritʃ/	Ауқатты/бай	Богатый
Save money	/seɪv 'mʌni/	Ақша үнемдеу	Экономить деньги
Spend money	/spend 'mʌni/	Ақша жарату/жұмсау	Тратить деньги

<b>Underneath</b>	/ʌndə(r)'ni:θ/	Астында	Под/внизу
<b>Waste money</b>	/'weist 'mʌni/	Ақшаны орынсыз жұмсау/құрту	Бросать на ветер/ растрачивать деньги
<b>Module 3: Our Countryside</b>			
<b>On the Farm!</b>			
Calf	/ka:f/	Бұзау	Теленок
Chick	/tʃik/	Балапан	Цеплёнок
Collect	/kə'lekt/	Жинау	Собирать
Duckling	/'dʌklɪŋ/	Үйректік балапаны	Утенок
Feed	/fi:d/	Қоректендіру	Кормить
Half past	/ha:f pa:st/	Жарым/жарты сағат	Пол/половина
Hour	/'aʊə(r)/	Сағат	Час
Kitten	/'kit(ə)n/	Марғаяу	Котенок
Lamb	/læm/	Қозы	Ягненок
Minute	/'minit/	Минут	Минута
Move	/mu:v/	Жылжытуу	Передвигать
O'clock	/ə'klok/	Сағат көрсетіп түр	На часах/время
Pick	/pɪk/	Жұлу/теру	Срывать
Plant	/pla:nt/	Отырғызу/егу	Сажать
Pony	/'pənɪ/	Пони	Пони
Puppy	/'pʌpi/	Күшік	Щенок
Quarter to	/'kwɔ:(r)tə(r) tu:/	Ширек (он бес минут қалды)	Четверть (без пятнадцати минут)
Second	/'sekənd/	Секунд	Секунда
Stroke	/strəʊk/	Соққы	Удар
Touch	/tʌtʃ/	Ұстай/тисуу	Трогать
Watch	/wɒtʃ/	Қол сағат	Наручные часы
Welcome	/'welkəm/	Қош келдіңіздер	Добро пожаловать
<b>Planning for Tomorrow!</b>			
A quarter of	/ə 'kwo:(r)tə(r) ov/	Төрттен бірі	Четверть
A third of	/ə 'θɜ:(r)d ov/	Уштен бірі	Треть
All of	/ɔ:l ov/	Барлығы	Все
Almost all of	/'ɔ:l'meəst ɔ:l ov/	Түгеліне жуық	Почти все
Almost half of	/'ɔ:l'meəst ha:f ov/	Жартысына жуық	Почти половина
App	/æp/	Қосымша	Приложение
Company	/'kʌmp(ə)ni/	Компания	Компания
Drama school	/'dra:mə sku:l/	Театр үйірмесі/мектебі	Театральная школа
For sure	/fə(r) ʃɔ:(r)/	Накты	Точно
Guess	/ges/	Табу	Угадывать
Half of	/ha:f ov/	Жартысы	Половина
Most of	/məʊst ov/	Көбісі	Большинство
None of	/nʌn ov/	Ешқайсысы	Никто из
Play	/pleɪ/	Қоылым	Постановка
Program	/'prəʊgræm/	Бағдарламалау	Программировать
The distant future	/ðə 'distənt 'fju:tʃə(r)/	Сонау болашақ	Далёкое будущее
The distant past	/ðə 'distənt pa:st/	Бұрынғы әткен уақыт	Отдаленное прошлое
The near future	/ðə nɪə(r) 'fju:tʃə(r)/	Жақын уақытта	Близкайшее будущее
The recent past	/ðə 'ri:snt pa:st/	Жақындаған әткен	Недавнее прошлое
Whizzkid	/'wɪz,kɪd/	Өте зерек/ұғымтал	Вундеркинд
<b>Module 4: Drama and Comedy</b>			
<b>Lights! Camera! Action!</b>			
Action movie	/'ækʃʃə(r)n 'mu:vɪ/	Шытырман оқиғалы фильм	Приключенческий фильм
Beach	/bi:tʃ/	Жағажай	Пляж
Camera	/'kæmə(r)ə/	Кинокамера	Кинокамера
Cliff	/klɪf/	Жартас/қия	Скала/утес
Costume	/'kɒstʃu:m/	Киім	Наряд/костюм
Desert	/'dezə(r)t/	Шөл	Пустыня
Director	/də'rektə(r)/	Кинорежиссер	Кинорежиссер
Empty	/'empti/	Бос	Пустой
Field	/fi:ld/	Әріп/егістік	Поле
Film maker	/film 'meɪkə(r)/	Кинорежиссер	Кинорежиссер/создатель фильма
Forest	/'fɔ:rɪst/	Орман	Лес
In the background	/ɪn ðə 'bækgraʊnd/	Артқы көрініс	На заднем плане
Interview	/'intə(r), vju:/	Сұхбат	Интервью/беседа
Lake	/leɪk/	Көл	Озеро
Make-up	/'meɪkləp/	Опа-далап	Грим/косметика
Mountain	/'maʊntin/	Тау	Гора
Prepare	/pri'peə(r)/	Дайындау	Готовить
Role	/rəʊl/	Рөл	Роль
Scene	/si:n/	Көрініс	Сцена
Shoot a film	/ʃu:t ə film/	Фильм түсіру	Снимать фильм
Star	/sta:(r)/	Жұлдыз/әйгілі адам	Звезда/знаменитость
<b>Module 5: Our Health</b>			
<b>Lucky Escapes!</b>			
Accident	/'ækシənt/	Авария	Авария
Autograph	/'ɔ:təgra:f/	Қолтанба	Автограф
Car crash	/ka:(r) kræʃ/	Жол апаты	ДТП/автокатастрофа
Department store	/di'pa:(r)mənt sto:(r)/	Әмбебап дүкен	Универмаг
Escape	/'skeip/	Құтылуу	Спасение
Extremely	/ɪk'stri:mli/	Катты/әте	Очень/сильно
Get out (of a car)	/'get 'aʊt əv ə ka:(r)/	(Автокөліктен) шығуу	Выходить (из автомобиля)
Kiss	/kis/	Сую	Целовать

<b>Knock</b>	/nɒk/	Софу	Ударять/быть
<b>Lucky</b>	/'lʌki/	Бақытты	Счастливый
<b>Nod (your head)</b>	/nɒd jə hed/	(Басын) изеу	Кивать (головой)
<b>Point</b>	/poɪnt/	Нұсқау	Указывать
<b>Shake hands</b>	/ʃeɪk hændz/	Қол алсыу	Пожать друг другу руки
<b>Shake your head</b>	/ʃeɪk jə(r) hed/	Басын шайқау	Покачать головой
<b>Successful</b>	/sək'sesf(ə)l/	Табысты/сәтті	Успешный
<b>Taxi</b>	/'tækſi/	Такси	Такси
<b>Upset</b>	/ʌp'set/	Ренжіген	Огорченный
<b>Wave</b>	/weɪv/	Бұлғау	Махать
<b>Looking Ahead!</b>			
<b>Apply for</b>	/ə'plai fə:(r)/	Өтініш беру	Подавать заявку
<b>Century</b>	/'sentʃəri/	Фасыр	Век
<b>Cross (the road/street)</b>	/'krɒs ðə rəʊd / stri:t/	Жолдан ету	Переходить дорогу
<b>Decade</b>	/'dekeid/	Онжылдық	Десятилетие
<b>Go past</b>	/gəʊ pa:st/	Жаңынан ету	Пройти мимо
<b>Go straight ahead/on</b>	/gəʊ streɪt ə'hed ɒn/	Тура/тике журу/жалғастыру	Идти прямо/продолжать
<b>Licence</b>	/'laɪsns/	Рұқсат қағаз	Разрешение
<b>Millennium</b>	/mi'leniəm/	Мыңжылдық	Тысячелетие
<b>Million</b>	/'miljən/	Милион	Миллион
<b>Move</b>	/mu:v/	Көшу	Переезжать
<b>Prediction</b>	/pri'dɪkʃ(ə)n/	Болжам	Предсказание
<b>Scientist</b>	/'saɪəntɪst/	Ғалым	Ученый
<b>Technology</b>	/tek'nɒlədʒi/	Техника	Техника
<b>The universe</b>	/ðə 'ju:nɪ,vɜ:(r)s/	Ғалам	Вселенная
<b>Turn back/(a)round</b>	/tɜ:(r)n 'bæk / ə'raʊnd/	Артқа бұрылу/айналу	Повернуть назад/сделать оборот
<b>Turn left/right</b>	/tɜ:(r)n left rait/	Солға/онға бұрылу	Поварачивать налево/направо
<b>University</b>	/ju:nɪ've:(r)səti/	Университет	Университет
<b>Module 6: Holidays and Travel</b>			
<b>The Travel Bug!</b>			
<b>Africa</b>	/'æfrɪkə/	Африка	Африка
<b>Asia</b>	/'eɪzɪə/	Азия	Азия
<b>Capital city</b>	/'kæpɪtl ˈsɪti/	Астана	Столица
<b>Carriage</b>	/'kærɪdʒ/	Күйме/пәүеске	Карета
<b>Europe</b>	/'jørəpə/	Еуропа	Европа
<b>Ferry</b>	/'feri/	Паром	Паром
<b>North America</b>	/nɔ:(r)θ ə'merɪkə/	Солтүстік Америка	Северная Америка
<b>Plane</b>	/pleɪn/	Ұшақ	Самолет
<b>Sights</b>	/saɪts/	Көркіт жерлер	Достопримечательности
<b>South America</b>	/səʊθ ə'merɪkə/	Оңтүстік Америка	Южная Америка
<b>Ticket</b>	/'tɪkɪt/	Билет	Билет
<b>Tour</b>	/tʊə(r)/	Саяхат/шолу	Осмотр/тур/экскурсия
<b>Tour guide</b>	/tʊə(r) gaɪd/	Гид	Гид
<b>Tourists</b>	/'tʊəristz/	Турситер	Туристы
<b>Traffic</b>	/'træfɪk/	Қозғалыс	Движение
<b>Trip</b>	/trip/	Саяхат, сапар	Путешествие/поездка
<b>View</b>	/vju:/	Көрініс	Вид
<b>Module 7: Reading for Pleasure</b>			
<b>Read All About It!</b>			
<b>Article</b>	/'ɑ:(r)tɪkl(ə)l/	Мақала	Статья
<b>Blog</b>	/blog/	Блог	Блог
<b>Book</b>	/bʊk/	Кітап	Книга
<b>Calendar</b>	/'kælɪndə(r)/	Күнтізбे	Календарь
<b>Editor</b>	/'editə(r)/	Редактор	Редактор
<b>Email</b>	/i:meil/	Электронды хат	Электронное письмо
<b>Letter</b>	/'leṭə(r)/	Хат	Письмо
<b>Lie</b>	/lai/	Өтірік айту	Врать/обманывать
<b>Magazine</b>	/mægə'zi:n/	Журнал	Журнал
<b>Newspaper</b>	/'nju:z,_peipə(r)/	Газет	Газета
<b>Opinion</b>	/ə'pɪnjən/	Ой/пайым	Мнение
<b>Poem</b>	/'rəʊm/	Өлең шумақтары	Стихотворение
<b>Postcard</b>	/pəʊs(t),ka:(r)d/	Ашық хат	Открытка/почтовая карточка
<b>Programme</b>	/'prəʊgræm/	Бағдарлама	Передача
<b>Reporter</b>	/rɪ'po:(r)tə(r)/	Корреспондент	Корреспондент
<b>Review</b>	/rɪ'vju:/	Пікір	Отзыв
<b>Say</b>	/sei/	Айтуды	Говорить
<b>Scream</b>	/skri:m/	Шыңғыру	Кричать
<b>Shout</b>	/ʃaʊt/	Қатты сейлеу/айқайлау	Громко разговаривать /кричать
<b>Speak</b>	/spi:k/	Сейлеу	Говорить/разговаривать
<b>Story</b>	/'stɔ:ri/	Оқиға/хикая	Рассказ
<b>Talk</b>	/tɔ:k/	Сейлесу/талқылау	Разговаривать/обсуждать
<b>Tell (a lie/the truth)</b>	/tel ə laɪ / ə'θə tru:θ/	(Шындық/өтірік) айтуды	Говорить (ложь/правду)
<b>Tell the time</b>	/tel ə 'taɪm/	Сағатты/уақытты айтуды	Сказать/который час
<b>View</b>	/vju:/	Ой/көзқарас	Мнение/точка зрения
<b>Website</b>	/'web saɪt/	Веб-сайт	Веб-сайт
<b>Whisper</b>	/'wɪspə(r)/	Сыбыр, сыбырлау	Шепот/шептать
<b>Being the Best!</b>			
<b>Agree</b>	/ə'gri:/	Келісу	Соглашаться
<b>By mistake</b>	/baɪ mi'steɪk/	Қателесіп, жаңылысып	По ошибке
<b>Certain</b>	/sɜ:(r)t(ə)n/	Сенімді	Уверенный

Competition	/kɒmpə'tɪʃ(ə)n/	Жарыс	Конкурс
Dark	/da:k(r)k/	Қараңғы, құнғарт	Темный
Discover	/dɪ'skʌvə(r)/	Ашу/табу	Обнаруживать
Eventually	/'evnʃuəlɪ/	Ақыр аяғында	В итоге
Fair	/feə(r)/	Ашық түсті	Светлый
Fast	/fa:st/	Тез/жылдам	Быстрый
Fat	/fæt/	Толық, семіз	Толстый/тучный/упитанный
Give up	/gɪv ʌp/	Берілу	Сдаваться
Heavy	/'hevi/	Ауыр	Тяжелый/крупный/мощный
Light	/laɪt/	Женіл	Легкий
Long	/lɒŋ/	Ұзын	Длинный
Quick	/kwɪk/	Тез	Быстрый
Right	/raɪt/	Дұрыс	Правильный
Slim	/slɪm/	Жінішке/арық	Худой/стройный
Slow	/slew/	Жай қозгалатын/баяу	Медленный
Strong	/strɒŋ/	Мықты/кушті	Сильный
Thin	/θɪn/	Арық/жінішке	Худой/стройный
Weak	/wi:k/	Әлсіз	Слабый
<b>Module 8: Our Neighbourhood</b>			
<b>Friends and Family!</b>			
Allow	/ə'lao/	Рұксат беру	Разрешать
Angry	/'æŋgrɪ/	Ашулы	Злой
Argue	/'ɑ:(r)gju:/	Дауласу/ерегиcy	Спорить
Confused	/kən'fju:zd/	Шатаскан	В замешательстве
Cry	/kraɪ/	Жылау	Плакать
Fair	/feə(r)/	Әділетті	Справедливый
Frown	/frəʊn/	Тұнжыраған/қабағы ашылмаған	Хмурый
Get on with	/'get ən wið/	Тату болу/келісе алу	Ладить
Give permission	/gɪv pə(r)'mɪs(ə)n/	Рұксат беру	Давать разрешение
Grow up	/grəʊ ʌp/	Өсу/жетілу	Вырасти
Let	/let/	Рұксат беру/жасату/істету	Позволить/разрешать
Relationship	/rɪ'leɪʃ(ə)nʃɪp/	Қарым-қатынас	Отношение
Scared	/skeə(r)d/	Қорқынышты	Страшный
Smile	/smail/	Жыミю/езу тарту/құлу	Улыбаться
Surprised	/sə(r)'praɪzd/	Танғалған	Удивленный
Worried	/'wʌrid/	Қобалжыған/мазасыздандыған	Обеспокоенный
<b>Animal Magic!</b>			
Adult	/'ædʌlt/	Ересек	Взрослый
Cute	/kju:t/	Сүйкімді	Миловидный/милый
Drop	/drɒp/	Құлатып алу	Уронить
Fact	/fækt/	Факт/шындық	Факт
Foot	/fʊt/	Аяқ	Нога
Grow	/grəʊ/	Өсу	Рости
Jump	/dʒʌmp/	Секіру	Прыгать
Lick	/lɪk/	Жалап алу	Лизнуть/облизать
Lifetime	/'laɪf taɪm/	Әмір бойы	Всю жизнь
Memory	/'mem(ə)rɪ/	Есте сақтау	Память
Mouth	/maʊθ/	Ауыз	Рот
Pick up	/pɪk ʌp/	Ұстап алу	Поймать
Pull	/pʊl/	Тарту	Дергать
Push	/pʊʃ/	Итеру/басу	Нажимать
Put down	/pʊt daʊn/	Қою	Положить/класть
Run	/rʌn/	Жұғуру/(бизнесі, фирманы) басқару	Бегать/управлять бизнесом (фирмой)
Sweet	/swi:t/	Сүйкімді	Милый
Tongue	/tʌŋ/	Тіл	Язык
Tooth	/tu:θ/	Тіс	Зуб
Walk	/wo:k/	Жұру	Ходить
<b>Module 9: Transport</b>			
<b>At the Airport</b>			
Airport	/'eə(r),po:(r)t/	Әуежай	Аэропорт
Baggage	/'bæɡɪdʒ/	Багаж, жүк	Багаж
Cardboard	/'ka:(r)d,bɔ:(r)d/	Картон	Картон
Catch (a plane)	/kætʃ ə plen/	Үлгеру	Успеть (на самолет)
Cotton	/'kɒt(ə)n/	Макта	Хлопок
Emergency	/'ɪməz:(r)dʒ(ə)nσi/	Авария/төтенше жағдай	Авария/непредвиденный случай
Engine	/'endʒɪn/	Мотор	Мотор
Glass	/glɑ:s/	Әйнек/шыны	Стекло
Land	/lænd/	Қону	Приземляться
Leather	/'leðə(r)/	Былғары	Кожа
Metal	/'met(ə)l/	Металл	Металл
Passenger	/'pæsɪndʒə(r)/	Жолаушы	Пассажир
Passport	/'pa:sɒp:(r)t/	Төлкүжат	Паспорт
Pilot	/'paɪlət/	Ұшқыш	Пилот
Plastic	/'plæstɪk/	Пластмасса	Пластмасса
Rubber	/'rʌbə(r)/	Резенке	Резина
Safe	/seif/	Қаюіңіз	Безопасный
Take off	/teɪk əf/	Ұшу	Взлет
Wing	/wɪŋ/	Қанат	Крыло
Wood	/wʊd/	Ағаш	Дерево

# Grammar database

## 1 *be, have/have got*

### Form

#### *be*

Positive	Negative
I <b>am</b> /'m from Italy. You/We/They <b>are</b> /'re from Italy. He/She/It <b>is</b> /'s from Italy.	I <b>am not</b> /'m <b>not</b> English. You/We/They <b>are not</b> /'re <b>not/aren't</b> English. He/She/It <b>is not</b> /'s <b>not/aren't</b> English.
Question	
<b>Am</b> I pretty?	Yes, you <b>are</b> . No, you <b>are not</b> /'re <b>not/aren't</b> .
<b>Are</b> you pretty?	Yes, I <b>am</b> . No, I <b>am not</b> .
<b>Are</b> we/they pretty?	Yes, we/they <b>are</b> . No, we/they <b>are not</b> /'re <b>not/aren't</b> .

#### *have*

Positive	Negative
I/You/We/They <b>have</b> two cats. He/She/It <b>has</b> two cats.	I/You/We/They <b>do not have/don't have</b> two cats. He/She/It <b>does not have/doesn't have</b> two cats.
Question	
<b>Do</b> I/you/we/they <b>have</b> a cat?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>do not/don't</b> .
<b>Does</b> he/she/it <b>have</b> a cat?	Yes, he/she/it <b>does</b> . No, he/she/it <b>does not/doesn't</b> .

#### *have got*

Positive	Negative
I/You/We/They <b>have/’ve got</b> a dog. He/She/It <b>has/’s got</b> a dog.	I/You/We/They <b>have not/haven’t got</b> a dog. He/She/It <b>has not/hasn’t got</b> a dog.
Question	
<b>Have</b> I/you/we/they <b>got</b> a dog?	Yes, I/you/we/they <b>have</b> . No, I/you/we/they <b>haven’t</b> .
<b>Has</b> he/she/it <b>got</b> a dog?	Yes, he/she/it <b>has</b> . No, he/she/it <b>hasn’t</b> .

*Have* and *have got* often mean exactly the same thing.  
*I have two sisters and a brother.* = *I’ve got two sisters and a brother.*

## 2 Possessives

### Form

Subject pronouns	Possessive adjective	Possessive pronouns	
I	my	mine	Possessive adjectives come before a noun and show who something belongs to. <i>Is that your pen?</i>
you	your	yours	We use possessive pronouns instead of a possessive adjective + noun. <i>This is my pen. Where is yours? (= Where is your pen?)</i>
he	his	his	After a singular noun or name, we use 's to show possession. <i>Have you got Tom's book?</i>
she	her	hers	After a plural noun ending in -s, we just add an apostrophe to show possession. <i>This is the boys' bathroom.</i>
it	its	its	After an irregular plural that doesn't end in -s, we use 's. <i>Is this the children's menu?</i>
we	our	ours	
they	their	theirs	

## 3 Present continuous

### Form

Positive	Negative
I am/'m having fun.	I am/'m not having fun.
You/We/They are/'re having fun.	You/We/They are not/'re not/aren't having fun.
He/She/It is/'s having fun.	He/She/It is not/'s not/isn't having fun.
<b>Question</b>	
Am I having fun?	Yes, you are. / No, you are not/'re not/aren't.
Are you having fun?	Yes, I am. / No, I am/'m not.
Is he/she/it having fun?	Yes, he/she/it is. / No, he/she/it is not/'s not/isn't.
Are we having fun?	Yes, we/you are. / No, we/you are not/'re not/aren't.
Are they having fun?	Yes, they are. / No, they are not/'re not/aren't.

Words and phrases we often use with the present continuous:

now      right now      at the moment

## 4 Pronouns

### Form

Subject pronouns	Object pronouns	Reflexive pronouns
I	me	myself
you	you	yourself (plural: yourselves)
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
they	them	themselves

Demonstrative pronouns	Singular	Plural
near to speaker far from speaker	this that	these those

### Indefinite pronouns

somebody	someone	something
anybody	anyone	anything
nobody	no one	nothing
everybody	everyone	everything

#### ! BE CAREFUL!

After an indefinite pronoun, we use a verb in the 3rd person singular:  
**Somebody** is knocking at the door.  
**Everybody** loves Sally.

## 5 Present perfect simple (*ever, never*)

### Form

We form the present perfect simple using the past participle. The past participles of regular verbs end in *-ed*.

Positive	Negative
I/You/We/They <b>have</b> / <b>'ve</b> met him. He/She/It <b>has</b> / <b>'s</b> met him.	I/You/We/They <b>have not/haven't</b> met him. He/She/It <b>has not/hasn't</b> met him.
Question	
<b>Have</b> I/you/we/they <b>met</b> him?	Yes, I/you/we/they <b>have</b> . No, I/you/we/they <b>have not/haven't</b> .
<b>Has</b> he/she/it <b>met</b> him?	Yes, he/she/it <b>has</b> . No, he/she/it <b>has not/hasn't</b> .

We can use *ever* in questions and *never* in negative statements.

Have you **ever** been to New York?

No, I've **never** been to New York.

## 6 Adverbs of manner

### Form

Most adverbs of manner are formed by adding *-ly* to an adjective. *quick* – *quickly*, *slow* – *slowly*, *loud* – *loudly*, etc

If the adjective ends in *-y*, we replace it with *-ily*.  
*easy* – *easily*, *happy* – *happily*, etc

### Some irregular adverbs of manner

Adjective	Adverb
fast	fast
good	well
hard	hard

## 7 Present simple

### Form

#### Regular verbs

Positive	Negative
I/You/We/They <b>live</b> in a town. He/She/It <b>lives</b> in a town.	I/You/We/They <b>do not/don't</b> live in a town. He/She/It <b>does not/doesn't</b> live in a town.
Question	
<b>Do</b> I/you/we/they <b>live</b> in a town?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>do not/don't</b> .
<b>Does</b> he/she/it <b>live</b> in a town?	Yes, he/she/it <b>does</b> . No, he/she/it <b>does not/doesn't</b> .

#### ! BE CAREFUL!

I/You/We/They **go** – He/She/It **goes**

I/You/We/They **do** – He/She/It **does**

I/You/We/They **watch** – He/She/It **watches**

#### Irregular verbs

I/You/We/They **have** – He/She/It **has**

I **am** – You/We/They **are** – He/She/It **is**

## 8 Adverbs of frequency

### The verb *be* and adverbs of frequency

Adverbs of frequency usually go after the verb *be*:

*John is always late.*

*Peta is never sad.*

With questions, adverbs of frequency go after the subject:

*Is John always late?*

*Sometimes* can go after the verb *be*, or at the end of the sentence:

*Tony is sometimes late.*

*Tony is late sometimes.*

### Other verbs and adverbs of frequency

Adverbs of frequency usually go between the subject and the main verb:

*I always get up early.*

*She never goes to bed late.*

*He usually rides his bike to school.*

With questions, adverbs of frequency also go between the subject and the main verb:

*Do you always get up early?*

*Sometimes* can go after the subject or at the end of the sentence:

*I sometimes take the bus to school.*

*I take the bus to school sometimes.*

### ! BE CAREFUL!

The phrases *every hour/day/week/year/etc* go at the end of the sentence:

*I ride my bike to school every day.*

## 9 *be going to*

### Form

Positive	Negative
<i>I am/'m going to</i> read.	<i>I am/'m not going to</i> read.
<i>You/We/They are/'re going to</i> read.	<i>You/We/They are not/'re not/aren't going to</i> read.
<i>He/She/It is/'s going to</i> read.	<i>He/She/It is not/'s not/isn't going to</i> read.

### Question

<i>Am I going to</i> read?	Yes, you <b>are</b> . / No, you <b>are not/'re not/aren't</b> .
<i>Are you going to</i> read?	Yes, I <b>am</b> . / No, I <b>am/'m not</b> .
<i>Is he/she/it going to</i> read?	Yes, he/she/it <b>is</b> . / No, he/she/it <b>is not/'s not/isn't</b> .
<i>Are we/they going to</i> read?	Yes, we/they <b>are</b> . / No, we/they <b>are not/'re not/aren't</b> .

## 10 *will*

### Form

The form is the same for *I/you/he/she/it/we/they*.

Positive	Negative
<i>I will/'ll walk.</i>	<i>He will not/won't walk.</i>

### Question

<i>Will we walk?</i>	Yes, we <b>will</b> . / No, we <b>will not/won't</b> .
----------------------	--

After *will/won't*, we use the bare infinitive (without *to*).

✓ *You will love London! I won't forget you.*

✗ *You will to love London! I won't to forget you.*

## 11 Present continuous for future arrangements

### Form

For the form of the present continuous, see *Grammar database 5* on page 147.

## 12 Prepositions of time and place

<b>at</b>	at nine o'clock, at night, at the cinema, at home, at school, at work
<b>by</b>	go by car/boat/plane/train/taxi/helicopter/bike/bus
<b>for</b>	for three hours
<b>in</b>	in five minutes, in three months, in July, in the winter, in the morning/afternoon/evening, in 2050, in the kitchen, in the town centre, in London, in Russia, in the sea, in the world, in the right/wrong place, in hospital, in a car/taxi/helicopter
<b>in front of</b>	in front of the door
<b>into</b>	walk/go into a room/car/lift
<b>near</b>	near the post office
<b>next to</b>	next to the cinema
<b>on</b>	on Monday, on 23rd July, on TV, on the radio, on a plane/bus/train/bike/boat, on foot, on a journey/voyage/trip, on holiday
<b>out of</b>	walk out of a room
<b>to</b>	go/come/walk/drive/etc to a place

## 13 Past continuous

### Form

Positive	Negative
I/He/She/It <b>was talking.</b>	I/He/She/It <b>was not/wasn't talking.</b>
You/We/They <b>were talking.</b>	You/We/They <b>were not/weren't talking.</b>

### Question

<b>Was I talking?</b>	Yes, you <b>were.</b> / No, you <b>were not/weren't.</b>
<b>Were you talking?</b>	Yes, I <b>was.</b> / No, I <b>was not/wasn't.</b>
<b>Was he/she/it talking?</b>	Yes, he/she/it <b>was.</b> / No, he/she/it <b>was not/wasn't.</b>
<b>Were we talking?</b>	Yes, you/we <b>were.</b> / No, you/we <b>were not/weren't.</b>
<b>Were they talking?</b>	Yes, they <b>were.</b> / No, they <b>were not/weren't.</b>

## 14 Short answer forms

### Form

Question	Positive short answer	Negative short answer
Are you lucky?	Yes, I am.	No, I'm not.
Is he scared?	Yes, he is.	No, he isn't. / No, he's not.
Have you got a bike?	Yes, I have.	No, I haven't.
Are they playing tennis?	Yes, they are.	No, they aren't.
Did she have an accident?	Yes, she did.	No, she didn't.
Were they walking to school?	Yes, they were.	No, they weren't.
Can you swim?	Yes, I can.	No, I can't.

There are three main types of short answer form.

### 1 Questions which have an auxiliary verb

Most questions which can have short answers have an auxiliary verb. This isn't the main verb, it's a 'helping' verb:

*Are you watching TV?*

*Do you like basketball?*

*Did they go to the beach?*

*Was the dog running away?*

Note that for the short answer, we use the auxiliary verb in the same tense as in the question. We don't use the main verb:

*Yes, I am. / No, I'm not.*

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

*Yes, they did. / No, they didn't.*

*Yes, it was. / No, it wasn't.*

## ! BE CAREFUL!

With **Have** you got a pen?, **have** is the auxiliary verb: Yes, **I have.** / No, **I haven't.**

With **Do** you have a pen?, **do** is the auxiliary verb: Yes, **I do.** / No, **I don't.**

### 2 Questions with **be** where there's no auxiliary verb

Most questions with **be** don't have an auxiliary verb:

**Are you tired?**

**Is he late?**

**Were they hungry?**

For the short answer, we use **be** in the same tense as in the question:

**Yes, I am.** / **No, I'm not.**

**Yes, he is.** / **No, he's not/isn't.**

**Yes, they were.** / **No, they weren't.**

### 3 Questions with modals see

Grammar databases 17 and 18

Most questions with modals don't have an auxiliary verb:

**Can you swim?**

**May I close the window?**

**Could I have another piece of cake?**

**Should you be here?**

For the short answer, we use the same modal as in the question:

**Yes, I can.** / **No, I cannot/can't.**

**Yes, you may.** / **No, you may not.**

(Note: we don't say **mayn't**.)

**Yes, you could.** /

**No, you could not/couldn't.**

**Yes, I should.** /

**No, I should not/shouldn't.**

## ! BE CAREFUL!

With **Do** we have to write in pen?, **do** is the auxiliary verb: Yes, **you do.** / No, **you don't.**

## 15 First conditional

### Form

**if** + present simple, **will** + bare infinitive  
**If you work hard, you will pass the test!**

## ! BE CAREFUL!

We can also put the **if** clause at the end of the sentence. When we do that, we don't have a comma:  
**You will pass the test if you work hard!**

## 16 Adverbs of degree

### Form

<b>very/really/extremely</b> + adjective	<b>The film's very/really/extremely good!</b>
( <i>a/an</i> ) <b>very/really/extremely</b> + adjective + noun	<b>It's a very/really good film.</b> <b>It's an extremely good film.</b> <b>They're very/really/extremely good books.</b>
<b>really</b> + verb	<b>I really like chocolate.</b>
<b>very/really/extremely</b> + adverb	<b>She walks very/really/extremely fast.</b>
<b>quite</b> + adjective	<b>The film's quite good.</b> (= It's good, but not extremely good.)
<b>quite</b> + adverb	<b>She walks quite fast.</b> (= She walks fast, but not extremely fast.)
<b>quite</b> (+ <i>a/an</i> ) + adjective + noun	<b>It's quite a good book.</b> <b>It takes quite a long time.</b> <b>They're quite nice people.</b>
<b>almost/nearly</b> + a number/time/etc	<b>It's nearly nine o'clock.</b> <b>I'm almost 13.</b>
<b>almost/nearly</b> + ( <i>a/an</i> ) + noun	<b>He's almost/nearly an adult.</b> <b>They're almost/nearly adults.</b>
<b>almost/nearly</b> + adjective	<b>I'm almost/nearly ready.</b> <b>I'm almost sure I'm right.</b>
<b>almost/nearly</b> + verb	<b>I've almost/nearly finished.</b>
<b>almost/nearly</b> + <i>there/home/</i> prepositional phrase	<b>We're almost/nearly home!</b> <b>Are we almost/nearly there?</b> <b>We're almost/nearly at the cinema.</b>
<b>Thank you/Thanks</b> + <i>very much</i>	<b>Thank you very much for my present!</b> <b>Thanks very much!</b>
verb phrase + <i>very much</i>	<b>I love her very much.</b> <b>I don't like that film very much.</b>
verb phrase + <i>a lot</i>	<b>I think about him a lot.</b> <b>Do you read a lot?</b>

## 17 Past simple: basic irregular verbs

### Form

#### be

Positive	Negative
I/He/She/It <b>was</b> here. You/We/They <b>were</b> here.	I/He/She/It <b>was not/wasn't</b> here. You/We/They <b>were not/weren't</b> here.
Question	
<b>Was</b> I/he/she/it here?	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>was not/wasn't</b> .
<b>Were</b> you/we/they here?	Yes, you/we/they <b>were</b> . No, you/we/they <b>were not/weren't</b> .

#### Other irregular verbs, eg *make*

Positive	Negative
I/You/He/She/It/We/They <b>made</b> it.	I/You/He/She/It/We/They <b>did not/didn't make</b> it.
Question	
<b>Did</b> I/you/he/she/it/we/they <b>make</b> it?	Yes, I/you/he/she/it/we/they <b>did</b> . No, I/you/he/she/it/we/they <b>did not/didn't</b> .

Words and phrases we often use with the past simple:

*yesterday      last night/week      this morning      (2 years) ago*

## 18 Past simple: regular verbs and more irregular verbs

### Form

#### Regular verbs

Positive	Negative
I/You/He/She/It/We/They <b>visited</b> Rome.	I/You/He/She/It/We/They <b>did not/didn't visit</b> Rome.
Question	
<b>Did</b> I/you/he/she/it/we/they <b>visit</b> Rome?	Yes, I/you/he/she/it/we/they <b>did</b> . No, I/you/he/she/it/we/they <b>did not/didn't</b> .

Verb	Past simple
begin	began
drive	drove
eat	ate
find	found
fly	flew
leave	left
meet	met
say	said
tell	told
write	wrote

## 19 Question words

### Use

We use *who* to ask about people.  
We use *where* to ask about places.  
We use *what* to ask about animals and things (general or specific).  
We use *which* to ask about animals and things (specific).  
We use *when* to ask about times, days and dates.  
We use *what time* to ask about times.  
We use *why* to ask for reasons.

We use *how* to ask for explanations.

We use *how old* to ask about ages.

We use *how many* to ask about numbers (countable).

We use *how much* to ask about amounts (uncountable).

### Form

We usually use the question form of the verb after question words:  
*Where do you live? What time is it?*

### ! BE CAREFUL!

With *who*, we don't always use the question form:

Question form: **Who do you know here?**  
*Paul.* (= *I know Paul.*) Paul is the object of the question/answer.

Not the question form: **Who knows the answer?** *Paul does.*

(= *Paul knows the answer.*) Paul is the subject of the question/answer.

## 20 too/very/quite

### Form

be + too/very/quite + adjective  
*That jacket's is **very** expensive.*  
*That jacket's **too** expensive.*  
*That jacket is **quite** expensive.*

other verb + too/very/quite + adverb  
*She walks **too** slowly.*  
*She walks **very** slowly.*  
*She walks **quite** slowly.*

be + too/quite+ adjective+ (for someone) to do  
*The story's **too/quite** difficult (for me) to read.*

other verb + too/quite + adverb (for someone) to do  
*He talks **too/quite** quickly (for me) to understand him.*

### ! BE CAREFUL!

We don't usually say *very + adjective/adverb+ (for someone) to do* when the situation is negative

✓ This tea is too hot for me to drink. ✗ This tea is **very hot** for me to drink.

Instead of **too** we can use **not ... enough** in negative situations.

*It is **too** cold for children to go for a walk. = It is **not** warm **enough** for children to go for a walk.*

## 21 Comparatives

### Form

Regular adjectives with one syllable	Add -er to the adjective.	eg <i>old → older</i>
Regular adjectives with one syllable that end in a vowel + consonant	Double the final letter of the adjective and add -er.	eg <i>big → bigger</i>
Regular adjectives with two syllables ending in -y	Replace -y with -ier.	eg <i>happy → happier</i>
Other regular adjectives with two or more syllables	Add <i>more</i> before the adjective.	eg <i>important → more important</i>
Irregular adjectives	You have to learn these.	<i>good → better</i> <i>bad → worse</i>

### ! BE CAREFUL!

Look at when we do and don't put **than**.

- ✓ *My sister is **older than** me.*
- ✓ *That's my **older** sister.*
- ✓ *The frog got **bigger and bigger and bigger**.*

(comparative + **than** between the things being compared)  
 (no **than** when the comparative describes the noun)  
 (= bigger than he was before)

## 22 Superlatives

### Form

Regular adjectives with one syllable	Add -est to the adjective.	eg <i>old → oldest</i>
Regular adjectives with one syllable that end in a vowel + consonant	Double the final letter of the adjective and add -est.	eg <i>big → biggest</i>
Regular adjectives with two syllables ending in -y	Replace -y with -iest.	eg <i>happy → happiest</i>
Other regular adjectives with two or more syllables	Add <i>most</i> before the adjective.	eg <i>important → most important</i>
Irregular adjectives	You have to learn these.	<i>good → best</i> <i>bad → worst</i>

### ! BE CAREFUL!

We almost always put *the* before the superlative.

- ✓ *What's **the longest** bridge in the world?* ✗ *What's **longest** bridge in the world?*

## 23 can and could

### Form

#### *can*

The form is the same for *I/you/he/she/it/we/they*.

Positive	Negative
I <b>can</b> go.	I <b>cannot/can't</b> go.

Question	
Can I go?	Yes, you <b>can</b> . / No, you <b>cannot/can't</b> .

After *can/can't* and *could*, we use the bare infinitive (without *to*).

- ✓ You **can go** to the party. **Could you help me?**
- ✗ You **can to go** to the party. **Could you to help me?**

## 24 should, must and have to

### Form

#### *should*

The form is the same for *I/you/he/she/it/we/they*.

Positive	Negative
I <b>should</b> go.	I <b>should not/shouldn't</b> go.

Question	
Should I go?	Yes, you <b>should</b> . No, you <b>should not/shouldn't</b> .

#### *must*

The form is the same for *I/you/he/she/it/we/they*.

Positive	Negative
I <b>must</b> go.	I <b>must not/mustn't</b> go.

#### ! BE CAREFUL!

We don't usually use *Must* in the question form. We usually use  
*Do/Does ... have to ...*  
*Do I have to go?*

#### *have to*

The form is the same for *I/you/he/she/it/we/they*.

Positive	Negative
I <b>have to</b> go.	I <b>do not/don't have to</b> go.

Question	
Do I <b>have to</b> go?	Yes, you <b>do</b> . No, you <b>do not/don't</b> .

After *should/shouldn't* and *must/mustn't*, we use the bare infinitive (without *to*).

✓ You **should speak** to Brendan. You **mustn't say** things like that.

✗ You **should to speak** to Brendan. You **mustn't to say** things like that.

*Must* and *have to* often mean the same thing.

You **must try harder**. = You **have to try harder**.

*Mustn't* and *don't have to* don't mean the same thing.

You **mustn't go**. = **Don't go**.

You **don't have to go**. = You **can go if you want to, but it's not necessary**.

## 25 Regular and irregular plurals

### Form

#### Regular plurals

Most nouns add *-s* to form the plural: *dog* → *dogs*  
 Nouns ending in a consonant + *-y* change the *-y* to *-ies*: *baby* → *babies*  
 Nouns ending in *-ch* add *-es*: *watch* → *watches*  
 Nouns ending *-x* add *-es*: *box* → *boxes*

#### Irregular plurals

Singular	Plural	Singular	Plural
child	children	mouse	mice
fish	fish/fishes	sheep	sheep
foot	feet	tooth	teeth
goose	geese	woman	women
man	men		

## 26 Articles

### Use

#### *a or an?*

We use *an* before words that start with a vowel sound: *an apple, an uncle*

#### **! BE CAREFUL!**

It's the sound that's important, not the spelling: *an hour, a euro*

### Times and dates

We don't usually use articles with times and days:

*The programme starts at seven o'clock.*

*We've got a test on Monday.*

But:

*Let's play tennis at the weekend.*

*I'll see you in a month!*

With dates, what we say and what we write are different.

We write: *My birthday's on 14th July.*

We say: *My birthday's on the 14th of July.*

We write: *My birthday's on July 14th.*

We say: *My birthday's on July the 14th.*

## 27 Countable and uncountable nouns

### Use

Often, uncountable nouns refer to ideas (*beauty, time, etc*) or to materials (*air, coffee, water, etc*). Here are some uncountable nouns:  
*advice, baggage, food, fruit, furniture, hair, information, music, time, travel, water, work*

Some nouns can be countable with one meaning and uncountable with another meaning.

*There's a hair in my soup.* (countable, one hair)

*Jane is washing her hair.* (uncountable)

*Let's meet and have a coffee.* (countable, one cup of coffee)

*We don't have any coffee.* (uncountable)

## 28 Quantitative adjectives (*some, any, many, much, a lot of, no*)

### Use

We use *some* in positive statements and *any* in negative statements and questions.

We use *no* in positive statements and it means 'not any'.

*It's OK. I've got some money.*

*Oh, no! I haven't got any money!*

*Oh, no! I've got no money!*

*Have you got any money?*

We use *many* with countable nouns and *much* with uncountable nouns. We use

*a lot of* with both countable and uncountable nouns.

*I don't have many friends.*

*We don't have much water.*

*I've got a lot of money.*

*I've got a lot of friends.*

## 29 The passive

### Form

*be* + the past participle of the main verb.

### Present simple passive

Positive	Negative	Question
<b>I am called ...</b>	<b>It isn't designed ...</b>	<b>Is it designed ...?</b>
<b>It is designed ...</b>		<b>Why is it designed ... ?</b>
<b>They are visited ...</b>		

### Past simple passive

Positive	Negative	Question
<b>It was painted ...</b>	<b>It wasn't painted ...</b>	<b>Was it painted ... ?</b>
<b>They were founded ...</b>		<b>When were they founded?</b>

# Songs

## Modules 1, 3 | Song

**1** **51** Read the song lyrics. Guess the missing word for each gap. Then listen and check.

### LIFE ON THE FARM

The people who live in the (1) \_\_\_\_\_, they think the country's quiet.

I say to them, 'Well, come on down, and for a day just try it.'

My family has a farm, it's true. There's (2) \_\_\_\_\_ time to play.

There's always lots of work to do. Here's what happens every day.

At five o'clock, my sister goes and brings in all the eggs.

And then my brother milks the cows and feeds the dog. What's next?

At six o'clock, my uncle feeds the hungry hen and (3) \_\_\_\_\_.

My cousin feeds the (4) \_\_\_\_\_ next, and then it's half past six.

My (5) \_\_\_\_\_ takes the sheep and lambs and makes sure they're all fed.

My (6) \_\_\_\_\_ feeds the donkey – he's the one called Ned.

The ducklings, (7) \_\_\_\_\_, kittens, too, their breakfast's nearly ready.

And then the calves all need their food. A quarter to eight already!

We never rest. We never stop. It's always just like that. We never have a (8) \_\_\_\_\_ to just sit and have a chat.

The country is a noisy place. My family life is wild. Sometimes I think it's better to just be an (9) \_\_\_\_\_ child!

**2** **51** Listen again – and sing along!

## Modules 6, 9 | Song

**1** **52** Read the song lyrics. Guess the missing word for each gap. Then listen and check.

### TRAVELLING AROUND THE WORLD

London ... Tokyo ... New York ... Paris ... Sydney!

She's taking a (1) \_\_\_\_\_, now she's taking a train

She's taking a taxi, now she's taking a (2) \_\_\_\_\_

She's stuck in traffic but she's on her own

She's travelling around the world, all alone

She's in a New York (3) \_\_\_\_\_ in Central Park

She's got a (4) \_\_\_\_\_ to the opera after dark

She's in a capital city but she's on her own

She's travelling around the world, all alone

She's going round the world like a butterfly

She's eating up the sights like a crocodile

She's moving place to place like a goldfish in a bowl

She's living very simply like a mouse in a hole

(5) \_\_\_\_\_, Asia, Africa too

North and (6) \_\_\_\_\_ America – to see the view

Millions of (7) \_\_\_\_\_, but she's on her own

She's travelling around the world, all alone

She's going round the world like a butterfly

She's eating up the sights like a crocodile

She's moving place to place like a goldfish in a bowl

She's living very simply like a mouse in a hole

She's going round the world like a butterfly

She's eating up the sights like a crocodile

She's moving place to place like a goldfish in a bowl

She's living very simply like a mouse in a hole

**2** **52** Listen again – and sing along!

**Modules 2, 5 | Song**

**1** **53** Read the song lyrics. Guess the missing word for each gap. Then listen and check.

**JENNY'S ONLY THIRTEEN**

Jenny's only thirteen, but she's (1) \_\_\_\_\_ up now.  
Sometimes she's angry or (2) \_\_\_\_\_.  
She knows she shouldn't argue, or cry or  
(3) \_\_\_\_\_,  
But sometimes life isn't fair, oh yeah.  
Sometimes she says life isn't fair.

She's sorry that she hurt your feelings.  
She's sorry for the time that it takes.  
She's sorry if she didn't do things right.  
She only did it by (4) \_\_\_\_\_, oh, yeah.  
She only did it by (5) \_\_\_\_\_.

Jenny's only thirteen, and she tries to smile,  
But sometimes she doesn't feel (6) \_\_\_\_\_.  
She tries to get (7) \_\_\_\_\_ to live her life.  
They don't let her, and then it feels wrong, oh yeah,  
When they don't let her, then it feels wrong.

She's sorry that she shouted and screamed.  
She's sorry for the words that she used.  
She's sorry if sometimes she seems (8) \_\_\_\_\_.  
It's just that sometimes she's (9) \_\_\_\_\_, oh, yeah.  
It's just that sometimes Jenny's (10) \_\_\_\_\_.

**2** **53** Listen again – and sing along!

**Modules 7, 8 | Song**

**1** **54** Read the song lyrics. Guess the missing word for each gap. Then listen and check.

**TIME GOES ON**

I've been rich and I've been (1) \_\_\_\_\_  
I haven't known the answer and I've (2) \_\_\_\_\_  
sure  
I've wasted (3) \_\_\_\_\_ and I've saved it too  
If you want to hear what I've learnt well, then I'll tell  
you ...

Every day, every week, every month, every year  
Time goes on  
Every week, every month, every year, every decade  
Time goes on  
You can't turn round and you can't turn back  
You just go straight on down the railway track  
Night follows day and day follows night  
Just try to do your best and you'll be all right  
Just try to do your best and you'll be all right

I've been poor and I've (4) \_\_\_\_\_ money  
Sometimes it rains, sometimes it's (5) \_\_\_\_\_  
I've cried a lot, but (6) \_\_\_\_\_ a lot too  
If you want to hear what I've learnt well, then I'll  
tell you...

Every day, every week, every month, every year  
Time goes on  
Every week, every month, every year, every decade  
Time goes on  
You can't turn round and you can't turn back  
You just go straight on down the railway track  
Night follows day and day follows night  
Just try to do your best and you'll be all right  
Every day, every week, every month, every year  
Time goes on  
Every week, every month, every year, every decade  
Time goes on  
You can't turn round and you can't turn back  
You just go straight on down the railway track  
Night follows day and day follows night  
Just try to do your best and you'll be all right  
Just try to do your best and you'll feel all right  
Just try to do your best and you'll be all right

**2** **54** Listen again – and sing along!

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