

*Книга представлена исключительно в образовательных целях

согласно Приказа Министра образования и науки Республики Казахстан от 17 мая 2019 года № 217

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 959 759
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

© Jenny Dooley – Bob Obee, 2025

Design and Illustration © Express Publishing, 2025

Colour Illustrations: Victor, Kyr, Angela, Markador, Simon Andrews © Express Publishing, 2025

Music Arrangements by Robin & Taz © Express Publishing, 2025

Music Compositions by Funkyfly © Express Publishing, 2025

First published in this edition 2025

Printed in Kazakhstan

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ISBN 978-1-3992-1913-6

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan and Sean Todd (senior editors); Michael Sadler and Steve Miller (editorial assistants); Richard White (senior production controller); the Express design team; Sweetspot (recording producers); and Kevin Harris, Kimberly Baker, Steven Gibbs and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book. Special thanks to LLP 'Edu Stream' for providing images of Kazakhstan and Kazakhstani people.

Photograph Acknowledgements

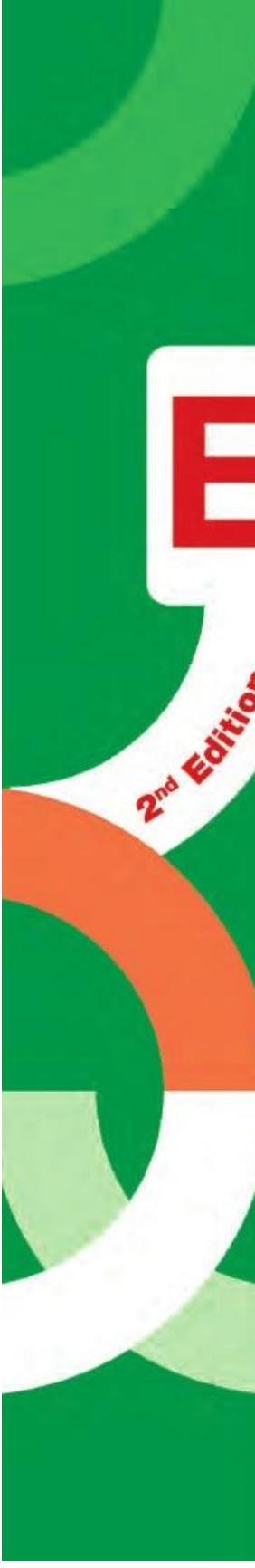
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2nd Edition



GRADE 7

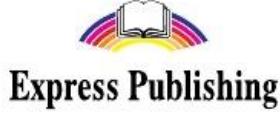
Student's Book

Jenny Dooley – Bob Obee

Series Consultant: Natalya Mukhamedjanova
Zhannura Manabayeva

Dear Student,

Welcome to a learning experience that is both exciting and enriching! This book is designed to make your journey fun and interactive, with engaging activities and vibrant illustrations that will bring each topic to life. Beyond exploring new subjects, you'll also develop essential 21st-century skills that will empower you in school and beyond. As you work through the pages, you'll strengthen your **critical thinking, creativity, collaboration, and communication** skills, while engaging in **life skills, presentation techniques, research projects, and problem-solving activities**. These experiences will help you build confidence, independence, and adaptability in a rapidly evolving world. Get ready to grow, discover, and develop the skills that will shape your future. Enjoy the adventure of learning!



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Textbook language



Pronunciation



Song



Vocabulary

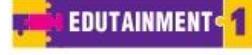
Speaking

Writing

Reading



Critical



Across the Curriculum



CHECK ✓ your progress



MODULE 1**1****Hobbies & Leisure****► What's in this module?****Skills Focus:**

- Reading & Listening for specific information and main ideas
- Speaking: Making plans
- Writing an email about your favourite hobby

Themes:

- hobbies & leisure activities
- Free time in Kazakhstan & the UK
- **VALUES:** Benefits of hobbies

Language Focus:

- present simple vs present continuous
- singular/plural nouns
- comparative/superlative
- *too/*enough

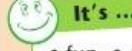
Vocabulary**• Free-time activities****1**

Listen and say. Which are: outdoor activities? indoor activities? extreme sports? hobbies?

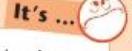
Rock climbing is an outdoor activity. It's an extreme sport.

2

7.3.3.1 Use the phrases to complete the sentences.

**It's ...**

- fun • exciting
- thrilling • relaxing
- amazing

**It's ...**

- difficult • boring
- dangerous • tiring
- expensive

I like because

I don't like because



7.3.5.1 7.3.7.1 Who else likes/doesn't like the same free-time activities as you? Why?



Find the page numbers for

- a horse
- an email
- a martial art



Audio content



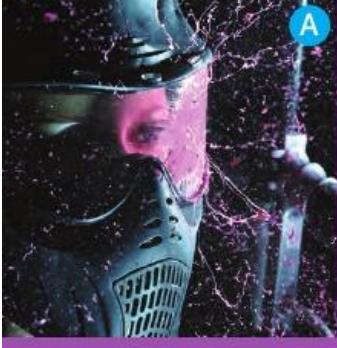
Video content

MODULE 1

5

Reading 1a

TAKE UP A HOBBY



1

In a minute write down as many different hobbies and leisure activities as you can. Compare with your partner.

2

7.1.9.1 7.2.1.1 Look at the title and the pictures in the text. Where can someone play paintball? Does it hurt if someone hits you? Do video gamers take part in tournaments? Listen and read to find out.



Paint Wars

15-year-old Jack Stamford is running in the woods. Someone is chasing him. Suddenly, something hits him on his leg! Don't worry, he isn't badly hurt. It's only orange paint. That's because Jack Stamford is a paintballer!

Every weekend, Jack travels to a large building, field or wood to take part in a game of paintball. He's part of a team and they try to beat members of the other team. Players take roles. One week he's a spy and the next he's a 'Tomb Raider' adventurer. Games can last from two hours to two days!

So how often does a paintball hit him? "A lot," says Jack. "It's painful sometimes, but I don't mind because it's all part of the game! For me, paintballing is the best hobby of all."

Super Gaming

14-year-old Alex Jacobs is staring at the screen with amazing concentration. Many teens play video games to relax in their free time, but for this talented teen gaming is much more serious. Alex competes with gamers all over the world in tournaments. Fans also watch him play online and he has hundreds of followers on YouTube! His favourite game is *Call of Duty*. "Some people say to me: Why do you waste your life on video games?" Alex says. Luckily, his friends and family support him and often travel to watch him play in tournaments. He's playing in an important one next month.

So does Alex do other things? "I enjoy hanging out with my friends at the local basketball court," he says, "so I'm not completely square-eyed!"



3

7.4.2.1 Read the text again and mark the sentences as T (true), F (false) or DS (doesn't say).

Text A

- 1 Jack plays games of paintball during the week.
- 2 Jack's team often wins the games.
- 3 A game of paintball can take a long time.
- 4 Paintball is an expensive hobby.

Text B

- 5 Alex plays against gamers from other countries.
- 6 Alex is a popular gamer on a website.
- 7 Alex's family think his hobby is a bad idea.
- 8 Alex does not like playing real sports.

Vocabulary 1a

4 Complete the sentences with: screen, support, concentration, chasing, tournament, talented.

- 1 Don't sit too close to the – it's not good for your eyes.
- 2 Serik is a really football player. He wants to play for the national team.
- 3 All the noise in the street makes really difficult.
- 4 Adilet is playing in a chess on 5th May.
- 5 All Sam's classmates him when he plays for the school team.
- 6 Look out! Someone is you!

5 7.3.3.1  Tell the class two reasons why you like/don't like each of these hobbies.

I like paintball because it's exciting and fun.

• Hobbies

6  Listen and repeat.



7 7.3.3.1 7.3.6.1  Which

hobbies in Ex. 6 are:
creative? related to sport/
adventure? Decide in pairs.

Speaking

8 7.3.2.1  Use these adjectives to find out which hobbies your partner likes/doesn't like.

- exciting • thrilling
- relaxing • difficult
- boring • expensive

A: Do you like archery?

B: Not really. I find it difficult. / Yes, a lot. I think it's exciting.

Writing

9 7.5.1.1 7.5.2.1 Write a short article for the English school magazine about your hobby. Write: name of hobby – how you do/play it – why you like it. Read it to the class.

My hobby

STICK A PICTURE

Doing your favourite hobby is a great way to relax. My hobby is It's (an easy) hobby to do. You I think ... is the perfect hobby for me. It's Can you think of your life without a hobby?

Use of English 1b

- Present simple vs Present continuous

1 7.6.5.1 Read the theory and say the examples in your language. Find examples in the texts on p. 6.

We use the **present simple** to talk about:

- permanent states and a general truth.
Amir plays in a football team. The sun rises in the east.
- habits/routines. *I play tennis every Saturday.*
- timetables. *The salsa group starts at 7 pm.*

Time expressions: every day, on Mondays, often, etc.

We use the **present continuous** to talk about:

- actions happening now/around the time of speaking. *Janice is training for a race now. Tina is practising for the tournament these days.*
- future arrangements. *I'm going to the match tomorrow.*
- temporary situations. *Jane is working in a leisure centre for the summer.*

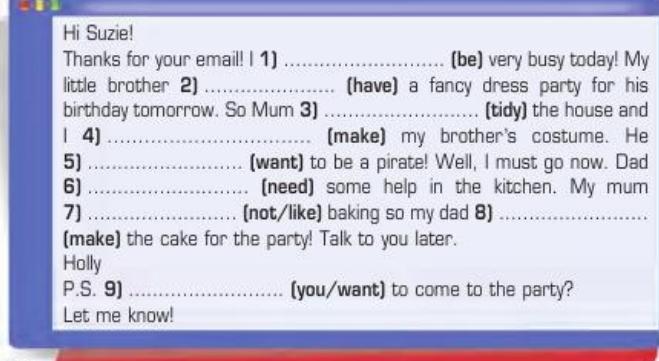
Time expressions: now, at the moment, at present, etc.

Note: Some verbs don't have continuous forms because they describe a state rather than an action (**want, like, love, hate, know, believe, need**, etc). *I love reading.* (NOT: *I'm loving reading.*)

2 Complete the gaps with the **present simple or the present continuous forms of the verbs**. Give reasons.

- John sometimes (play) golf on Sundays.
- Ann (read) a book in her room now.
- (you/like) collecting stamps?
- Jen and Bill (go) kart racing tonight.
- Suzy's class (start) at 4 pm.
- Adrian (want) to buy a new pair of sports shoes.
- (you/fly) to New York next month?

3 Put the verbs in brackets into the **present simple or the present continuous**.



- Singular/Plural nouns

Some nouns take a **plural verb**.

These are: *clothes, police, people, customs, earnings, goods, outskirts, etc. My clothes are on the bed.*

Some nouns take a **singular verb** although they have a plural form.
These are: *news, athletics, gymnastics, billiards, darts, measles, maths, physics, economics, politics and collective nouns (money, luggage, etc).*

The news is on TV every night at 8.

- Pair nouns (*binoculars, jeans, glasses, pyjamas, scissors, shorts, tights, trousers*) are always **plural** and take a **plural verb**. *My jeans are in the suitcase.*
- Group nouns (*class, company, family, government, group, public, staff, team etc.*) can take **either a singular** or a **plural verb**. *The team are wearing blue T-shirts and shorts.* (the team as individual people) *The team is coming tomorrow.* (the team as a group)

4 Read the theory, then choose the correct item.

- The police is/are on their way.
- Physics is/are my favourite school subject.
- Your news is/are very interesting.
- Your trousers is/are dirty.
- Darts is/are my favourite game.
- Your glasses is/are on the desk.
- Where is/are the money?
- The shorts is/are in the washing machine.
- Family is/are very precious to me.
- There is/are people outside the stadium.

Use of English 1b

• Comparative/Superlative

- 5** 7.6.2.1 Complete the table. How do we form the comparative and superlative? Find examples in the text on p. 6. Are there similar structures in your language?

Adjective	Comparative	Superlative
short	shorter	the shortest
long	1)	the longest
fat	2)	the fattest
happy	happier	3)
attractive	more attractive	the most attractive
good	better	the best
bad	worse	the worst
much/many	more	the most

We use **very/extremely + adjective** to give emphasis to it. *Hang-gliding is very difficult.* We use **much + comparative adjective** to make a comparison stronger. *Sarah is much faster than Jane.*

6 Fill in the correct comparative forms.

- Those football boots are (nice) than these ones.
- Ann's much (sporty) than Mary.
- Today is (hot) than yesterday.
- These boxing gloves are (cheap) than those.
- Tom's dancing is (bad) than Mike's!
- Kelly is (popular) than Jill in the team.

7 Fill in the superlative forms of the adjectives in brackets. ▶ VIDEO

Amazing Facts!

- Usain Bolt is (fast) runner in the world.
- The women of the Padaung tribe in Thailand have (long) necks in the world – up to 19.7 cm!
- The Timorese are (short) people in the world.
- The Spanish are (healthy) people in the world. They live long healthy lives.

- 8** Use the adjectives in the list to compare the people in the table.

• heavy • old • tall • active • sociable

Name/Age	Tracy, 14	Paul, 16	Sofia, 17
Height	1.65 metres	1.80 metres	1.55 metres
Weight	62 kilos	75 kilos	54 kilos
Hobbies	tennis, volleyball, jogging	computers, TV, playing the guitar	dancing, shopping, going to the cinema
Friends	8	12	18

Tracy is **heavier than** Sofia.

Paul is **much heavier than** Tracy.

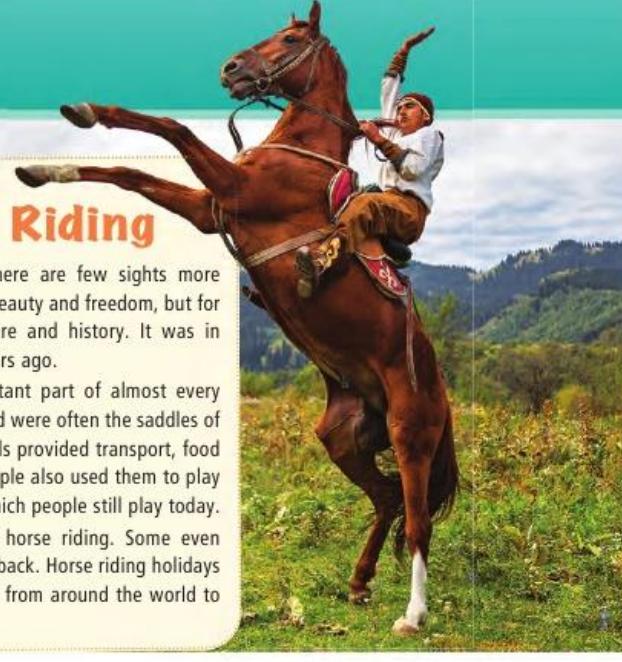
Tracy isn't **as heavy as** Paul.

Paul is **the heaviest of all**.

9 7.6.2.1 Choose the correct item.

- This is the ... shop in the area.
A large B larger C largest
- These boots are ... expensive than those ones.
A more B much C most
- Sam is ... of all to win the competition.
A the cleverest B cleverer C clever
- Jenny is taller ... her sister.
A in B of C than
- Jason is ... than Steve.
A the oldest B older C oldest
- My new flat is ... smaller than my old one.
A more B most C much

- 10** 7.5.3.1 In three minutes, revise the use of English structures in Unit 1b. Make sentences using them. Tell your partner.

Skills 1c**The Home of Horse Riding**

A horse is galloping across the steppe at sunset. There are few sights more breathtaking than this. Horses make us think of speed, beauty and freedom, but for Kazakh people, they are also a symbol of their culture and history. It was in Kazakhstan that people first rode horses, over 5,500 years ago.

Since then, until very recently, horses were an important part of almost every Kazakh's life, and the most valuable things people owned were often the saddles of their horses. For the nomads of the steppe, these animals provided transport, food and drink, and were the best way to hunt and fight. People also used them to play sports. The most famous of these is probably *kokpar*, which people still play today. These days, many young Kazakhs are still taking up horse riding. Some even practise other traditional skills, such as archery on horseback. Horse riding holidays are becoming popular with tourists too, and they travel from around the world to visit Kazakhstan – the birthplace of horse riding.

**Check these words**

- sunset • breathtaking
- beauty • freedom
- symbol • valuable
- saddle • nomad
- archery • traditional
- horseback • birthplace

1

What traditional sports are popular in Kazakhstan? Make a list. Compare with your partner.

Reading**2**

a) **[7.4.1.1] Read the title of the article and the first sentence of each paragraph. What do you think the article is about?**

Listen, read and check.

b) **[7.4.2.1] [7.4.6.1] Read the article again and, for questions 1-4, choose the correct answer, A, B or C. What is the author's purpose in writing the article?**

- | | |
|---|---|
| <p>1 What is the writer doing in the first paragraph?
A suggesting a sport to readers
B introducing an important animal
C describing the Kazakh steppe</p> <p>2 The writer suggests that horses' saddles were
A always expensive.
B hardly ever used.
C very special.</p> | <p>3 Archery on horseback is
A a traditional Kazakh skill.
B the best way to hunt and fight.
C the most famous horse sport.</p> <p>4 What does the writer say about horse riding holidays?
A More tourists are choosing them.
B They started in Kazakhstan.
C They help tourists to explore Kazakhstan.</p> |
|---|---|

3

[7.4.8.1] Use your dictionaries to explain the words in bold in the text on p. 10. What part of speech is each?

Skills 1c**Study**

Skills

Using dictionaries

Dictionaries provide information about the meaning, pronunciation and spelling of words in alphabetical order as well as synonyms, example sentences, opposites, etc. Look up new words in your dictionary. This will help you learn them and expand your vocabulary.

4

Complete the sentences with: breathtaking, beauty, freedom, symbol, valuable, traditional.

- 1 Medina wore clothes to take part in the horse riding competition.
- 2 I am always amazed by the of the steppe.
- 3 There is a view from the top of the mountain.
- 4 This saddle belonged to my great-grandfather's horse; it's very
- 5 The horse is a of strength and speed.
- 6 When I see a wild horse galloping, it makes me think of

5

7.1.7.1 7.1.9.1 7.3.3.1



Would you enjoy taking up this hobby? Why (not)? Say or write a few sentences.

Listening**6**

7.2.2.1

Listen to Petra talking about her hobby and complete notes.

Hobby: Place: How often: Equipment: Cost: **Speaking****7**

7.3.1.1 7.3.2.1 7.3.3.1 7.3.7.1



Ask and answer questions about hobbies and leisure activities.

A: What's your favourite hobby or sport?

B: I love yoga.

A: Why do you like it?

B: I like it because it's great exercise.

A: Where do you do it?

B: I go yoga at the community centre.

A: How often do you do it?

B: I go twice a week.

Writing**8**

7.5.1.1



Bring a photo showing you doing your favourite hobby. Create a poster. Display it to the class.

Hobbies are good.**"I ❤ ice skating."**

Nurlan

Student's Book: Language Review 1c

Workbook: 1c

MODULE 1

Everyday English 1d

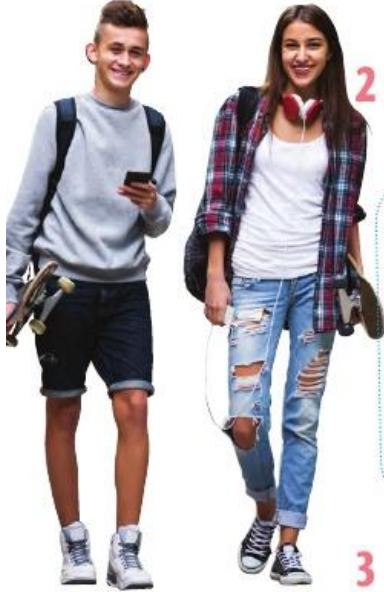
• Making plans

1

Listen and repeat. Mark the stressed syllables.

- Why don't you come along, too? • Sorry, I can't.
- Do you want to come go-karting with us? • Sure, why not?

2



7.2.1.1 The sentences in Ex. 1 are from a dialogue between two friends. What is the dialogue about?

Listen and read to check.

- Martin: Hi Kelly! We're going ice skating this evening. Why don't you come along, too?
 Kelly: Sorry, I can't. I'm having a dance lesson tonight.
 Martin: What about Saturday afternoon? Are you busy then?
 Kelly: Not really.
 Martin: Do you want to come go-karting with us?
 Kelly: Sure, why not? What time?
 Martin: At four thirty.
 Kelly: That's fine. See you there, then.

3

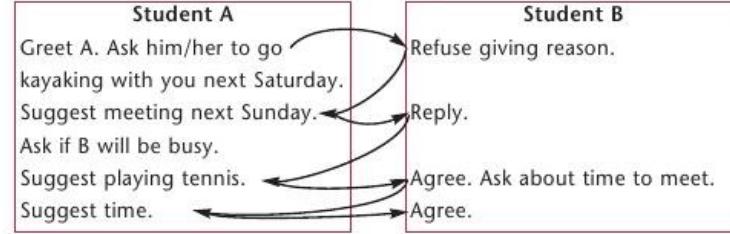
Listen to the dialogue. Take roles and read it out.

4

Find sentences in the dialogue which mean: *I'd like you to come with us.* – *Are you free on Saturday afternoon?* – *Yes, that sounds good.* – *Let's go go-karting together.*

5

7.3.1.1 7.3.7.1 Act out a similar dialogue like the one in Ex. 2. Follow the diagram.



Pronunciation /ʌ/, /ɔ:/, /əʊ/

6

Listen and circle the odd word.

- | | |
|---|--|
| 1 enough – tough – rough – though
2 though – although – thorough – dough | 3 caught – daughter –
laugh – haughty |
|---|--|



Free-time Fashion

Skateboarding – Kazakhstan

Do you want a free-time activity that combines thrills, a healthy lifestyle and the latest street fashion? Then why not try skateboarding? It's a hobby that improves your physical fitness as well as your concentration. In cities such as Almaty and Astana, more and more teenagers are taking up this sport. All you need is a skateboard and somewhere to skate. Almaty has a new skatepark at the Gorky Central Park of Culture and Leisure.

VIDEO

Martial Arts – UK

What do karate, kung fu and tae kwon do have in common? They are all East Asian martial arts which are popular pastimes for teens in Britain. This is because they are a great way to stay fit and improve strength and balance. Just as importantly, they help to improve self-esteem and teach values such as discipline and respect for others. Nearly every town in the UK has a range of martial arts schools and clubs, so teenagers can choose the perfect one for them. Martial arts are not easy, but they provide a great workout for the body and the mind.

Check these words

- combine • thrills
- healthy lifestyle
- latest
- street fashion
- physical fitness
- martial arts
- have in common
- pastime • balance
- discipline • respect
- workout

1 7.1.9.1 7.4.7.1 Look at the phrases below. How do you think they are related to the text? Q Listen and read to find out.

- healthy lifestyle • improve physical fitness • improve concentration
- stay fit • improve strength and balance • improve self-esteem
- teach discipline and respect for others

2 7.4.2.1 Read the statements and mark them as T (true), F (false) or DS (doesn't say).

- 1 Skateboarding is a great form of exercise.
- 2 Skateboarding is getting more and more popular with teenagers.
- 3 There are no special places for skateboarders in Almaty.
- 4 Martial arts can make young people more confident.
- 5 There are competitions for young martial arts fans.

3 7.5.8.1 Use the words in the **Check these words** box to make sentences about the hobbies in the text.

4 7.5.1.1 7.5.2.1 What other hobbies do teenagers do in your country? Write a short text about one. Include: what it is – where teenagers do it – why it is fun – any other interesting information.

Student's Book: Language Review 1e **Workbook: Vocabulary Bank 1** **MODULE 1**



Across the Curriculum 1f

ICT

1

7.1.9.1 7.4.1.1 What do you think are some advantages and disadvantages of blogging?

Listen and read to find out.

To blog or not to blog?



Bloggers produce around 7.5 million new posts every day. Should you join them?



PROS

It's creative. Do you like rock climbing, photography or music? You can blog about anything! It's a great way to share your ideas with the world.

You can make money. You can add links to the products you mention. If someone clicks on the link and buys something, you receive a small amount of money.

You can do it anytime, anywhere. Well, almost! As long as you have an Internet connection, you can write and share your posts.

CONS

It takes time. The most popular blogs are usually the ones that publish often. Do you have the time to post every day or week?

There's a lot to learn. Do you know what SEO*, funnels and permalinks are? From special vocabulary to tricks to grow your audience, blogging is an education.

It's not exactly free. Although blogging can be free, in order to get the best software, you need to sign up to a plan on a blogging platform.

*SEO: Search Engine Optimization (the practice of improving a website's content, structure and visibility to rank higher on search engines).

Check these words

- produce • creative
- link • product
- publish • trick
- platform

2

7.4.2.1 Read the text again and complete the sentences.

- 1 Blogging is a great way for people to
- 2 Bloggers can receive some money when a reader
- 3 All bloggers need to write and share posts is
- 4 Blogs that publish posts often are usually
- 5 Bloggers have to learn
- 6 Bloggers have to sign up to a plan to

3

7.1.7.1 7.3.3.1



Your partner wants to start a blog. Give him/her some advice. Use your answers in Ex. 2 to help you.

4

7.4.8.1 7.5.5.1



Find more information online about how to start a blog. Present your information to the class as a step-by-step guide. Use the title **How to start a blog**. Think about: subject – name – site – writing – sharing – making money.

Writing 1g

Study

Skills

Topic sentences

Start the main body paragraphs with a topic sentence. A topic sentence is the summary of the paragraph and introduces the main idea of it. Topic sentences help you organise your writing and also help the reader follow it.

- An email describing a hobby

- 1** Read the Study Skills box, then read the email. Complete the gaps (1-2) with the topic sentences (A-C). One topic sentence is extra.

- A I love photography for lots of reasons. B My favourite hobby is photography.
C I don't have a lot of free time.

From: Assel
To: Jules
Subject: My hobby

Hi Jules,
How are things? I'm writing to tell you about what I do in my free time.
[1] At the weekend, I love to go into the countryside and take photos of all the animals. It's an easy hobby to do because all you need is a good camera. Some of them are expensive, but others are a lot cheaper.
[2] I love it because it helps me relax. It's so quiet in the fields and woods. I really enjoy spending time in the fresh air, too.
What about you? What do you do in your free time?
Write back soon,
Assel



- 2** 7.5.6.1 Rewrite the sentences using the linkers in brackets.

- Free running is exciting. It can be dangerous. (**but**)
Free running is exciting, but it can be dangerous.
- Collecting seashells is cheap. It's easy to do. (**as well**)
- Playing video games is fun. Playing too much isn't good for us. (**However**)
- Paintballing is great exercise. It can hurt. (**though**)
- Rock climbing is difficult. It is tiring. (**too**)

- 3** 7.3.3.1 Think of your favourite hobby and answer the questions.

- What is the name of your hobby? | 3 What do you need to do it?
- How/Where do you do it? | 4 How do you feel when you do it?

Writing (an email describing a hobby)

Study

Skills

Linkers

Use a variety of linkers (*and, with, but, also, however, though*) to make your piece of writing more interesting. To join similar ideas, we use *and, as well, too*. *My hobby is interesting and fun*. To join opposing ideas, we use *but, however, though*. *Skateboarding is fun, but you can't do it in bad weather*.

- 4**

- 7.5.1.1 7.5.2.1 7.5.3.1 7.5.9.1 Write an email to your English pen-friend describing your hobby (60-80 words). Use your answers to Ex. 3 and the plan. Pay attention to punctuation.

- Para 1: greetings, reason for writing
Para 2: name of your hobby, how/where you do it, equipment
Para 3: how your hobby makes you feel
Para 4: closing remarks


EDUTAINMENT 1
 **VALUES**
Benefits of hobbies

- 1** a) 7.3.3.1 Read the benefits of hobbies below.
Tick (✓) the statements that are true for you.
Can you think of any other benefits?

My hobby ...

- helps me deal with stress.
- relaxes me. • challenges me.
- means I can meet new people.
- keeps me fit. • gets me out of the house.
- helps me forget about my worries.
- makes me feel free.

- b) 7.1.9.1 7.3.3.1 Why do people need to have a hobby? Tell the class.

- c) 7.3.6.1   In pairs invent a hobby.
Think of: its name – how to do it – what makes it special. Present it to the class.

- 2** Do the quiz. Mark the sentences T (true) or F (false).



- 1 Paintballing can be done indoors and outdoors.
- 2 Alex Jacobs is 16 years old.
- 3 People first rode horses 2,000 years ago.
- 4 Horses don't wear saddles in traditional Kazakh culture.
- 5 Horse riding is a popular activity for visitors to Kazakhstan.
- 6 There is nowhere to go skateboarding in Almaty.
- 7 There are lots of different martial arts.

- 3**  Go through Module 1 and write a T/F quiz of your own.

- 4** **Song:** a) Read the title.
What could the song be about?

Listen, read and check.

- b) Read and write the person's routine. Compare it with your routine.


 **Busy**

On Mondays, I play football
On Tuesdays, I meet friends
On Wednesdays, I play basketball
The fun just never ends

I'm always very busy
I've got lots of things to do
From Monday through to Friday
And at the weekends too

On Thursdays, I go shopping
And buy the things I like
On Fridays, I go swimming
And I often ride my bike

On Saturdays, I watch TV
And stay up very late
On Sundays, I have lots of fun
The weekends are just great.



MODULE 2

Communication & Technology

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas; deduce meaning from context
- Speaking: giving instructions
- Writing a for-and-against essay

Themes:

- communication & technology
- etiquette in Kazakhstan & around the world
- VALUES: mobile manners

Language Focus:

- can/could – be able to • used to
- time words • adjectives
- -ing/-ed adjectives • adverbs
- quite/rather • should/shouldn't

Vocabulary

• Means of communication

- 1** Look at the pictures.
Listen and repeat.

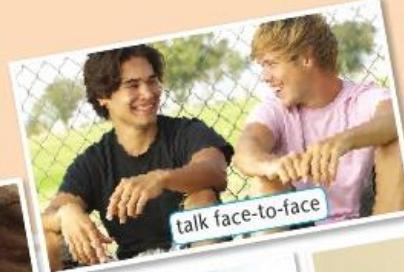
- 2** Use the phrases with often, sometimes and never to make sentences.

I often talk on my mobile.

I sometimes

I never

► VIDEO



Find the page numbers for

- antique machines
- a bar graph
- an Internet forum



Audio content



Video content

MODULE 2

Reading 2a

1

7.3.3.1



Read the title and look at the pictures. What do you think the text is about?



COMMUNICATION: PAST AND PRESENT

Today, communication is fast and easy, but how did people communicate in the past? Read on to learn about the way people shared messages 100 years ago, and how it is different today.

100 YEARS AGO

When you think of communication 100 years ago, the first thing that comes to mind is speaking face-to-face. However, there were other ways to communicate, too. People often 1) letters by post, but they also used the telephone, the telegraph machine and carrier pigeons. These ways of communication delivered messages across long distances, even hundreds of kilometres. Besides, a lot of people kept a 2) about their lives to share with future generations.



TODAY



Today, the Internet deeply changes the way we communicate. People nowadays speak face-to-face less often than they did in the past because they 3) a lot of time online. They share information about their lives on social media by 4) new entries. Also, many people keep a blog or a vlog instead of a diary, and they send emails instead of letters. Nowadays, people still use the telephone, but most have a smartphone for calling or sending 5) What will communication be like in 100 years? We wish we knew!



Check these words

• telegraph machine • carrier pigeon • deliver • generation • entry

2

7.4.7.1

Read the text. For questions (1-5), choose the correct options (A, B, C or D).

Listen to check.

DID YOU KNOW?

The carrier pigeon Cher Ami received a medal for carrying a message that saved over 500 men's lives during World War I.

- | | | | |
|-------------|-----------|-----------------|-------------|
| 1 A took | B sent | C talked | D wrote |
| 2 A diary | B letter | C message | D telephone |
| 3 A use | B speak | C share | D spend |
| 4 A sending | B posting | C reading | D keeping |
| 5 A blogs | B vlogs | C text messages | D entries |

3

7.3.3.1



How does the Internet change the way we communicate today? Discuss with your partner.

Vocabulary 2a

4 Match the words in the two columns.
Use them to complete the sentences.

- | | |
|------------------------------------|---------------|
| <input type="checkbox"/> telegraph | a generations |
| <input type="checkbox"/> future | b machines |
| <input type="checkbox"/> carrier | c entries |
| <input type="checkbox"/> new | d pigeons |

- 1 Some people think that will communicate through smart machines only.
- 2 In the past, people tied messages to the legs of and let them fly.
- 3 They developed in the 19th century and used them to send messages in Morse Code.
- 4 Most teenagers post on social media every day.

5 7.5.8.1 Complete the sentences with the appropriate verb in the correct tense.

- launch • transmit • design • land
- communicate • explore • represent

Amazing Facts



- 1 The Soviet Union the world's first artificial satellite, Sputnik 1, from Baikonur Cosmodrome in Kazakhstan.
- 2 Neil Armstrong was the first astronaut to the surface of the moon on foot.
- 3 There are over 2,000 communications satellites in orbit that television, telephone, radio and Internet signals.
- 4 In November 1974, scientists tried to with extraterrestrials for the first time.
- 5 The unmanned spacecraft ExoMars lifted off from Baikonur Cosmodrome on a mission to on Mars and search for signs of life.
- 6 Carl Sagan, the American astronomer, the Golden Record on board the Voyager to include sounds and pictures that life on Earth. Perhaps one day, as the spacecraft travels past planets towards the stars, someone out there will find out.



Listening

6

7.2.1.1 7.2.3.1 Listen to Harry asking for information about a school visit to a planetarium. For questions 1-5, choose the correct answer (A, B or C).

- 1 In Alien Worlds, children can visit
A other planets. B Earth.
C stars.
- 2 Each show lasts about
A 15 minutes. B 25 minutes.
C 20 minutes.
- 3 The planetarium closes at
A 10 pm. B 4 pm.
C 6 pm.
- 4 In a large group, a child's ticket costs
A £6.95. B £4.65.
C £3.50.
- 5 The best way to get to the planetarium is by
A train. B bus.
C taxi.

Speaking & Writing

7

7.3.3.1 7.3.5.1 7.3.7.1 Talk about the role of the Internet in modern communication. Does it bring people closer together or make them feel further apart? Use the phrases below to discuss.



- I disagree with you because ...
- I think that ... • I don't think that ...
- I agree with ... • In my opinion, ...

8

7.1.6.1 Create a poster about the history of communication: then and now.



Use of English 2b

- **can/could – be able to**

1 7.6.13.1 Read the examples. Say the sentences in your language.

can/is able to

- ability in the present. *He can/is able to speak Spanish fluently.*
- opportunity to do something. *We can sit outside if you like.*

could/was able to

- ability in the past. *He could/was able to speak Spanish when he was ten.*
- ability in a specific situation in the past. *She was able to solve the puzzle in five minutes.*

(NOT: *She could ...*) (= She managed to)

Note: In questions and negations we can use either **could** or **was able to**.

will be able to

- ability in the future. *He'll be able to buy a new car as soon as he gets the money.*

2 7.6.13.1 Fill in: **can, could or be able in the correct form.**

- Bill read from the age of four.
- You call her now.
- He to video call us when he finishes work.
- Mia speak four languages. She's clever.
- Soon, we to travel into space for holidays.
- John to finish his homework in ten minutes. He found it very easy.
- You leave now if you like.
- Anyone use the Internet. It's simple!
- Tell her she borrow my laptop whenever she likes.

3 7.6.13.1 Complete the sentences about yourself.

- I can
- I can't
- I could
- I couldn't
- I was able to
- I'll be able to

- **Past habits (used to)**

4 7.6.13.1 Read the examples. Say them in your language. Then write sentences about what people used to/didn't use to do in the past using the phrases (1-5).

We use **used to** to talk about **past habits**.

People used to send letters 100 years ago.

They didn't use to send emails.

Did your grandparents use to send letters when they were young?

- carry a phone with them (X)
- travel by boat (✓)
- have the Internet (X)
- play video games (X)
- listen to vinyl records (✓)

- **Time words**

5 7.6.13.1 Read the examples. Say them in your language. What tense do we use after time words? Does it refer to the present or the future?

Let's wait until he comes back.

By the time they call, we'll be at home.

Call us as soon as you arrive.

He'll go when he finishes.

BUT *When will he finish?* (**When** is a question word.)

We never use **will** after time words (*until, by the time, when, etc*)

6 Put the verbs in brackets into the **present simple**.

- When you (see) Tom, tell him to call me.
- Let's wait until she (text) us.
- We will start the game as soon as Rory (arrive).
- He will call us when he (get) home.
- By the time they (arrive), I'll be asleep.
- Don't worry! I'll stay here until you (get back).

Use of English 2b

• Adjectives

Adjectives tell us what something is like. They are the same in the singular and the plural. They come before a **noun** (*fast car*) or after the verb **to be** (*The car is fast*).

When there are two or more adjectives before a noun, they appear as follows:

	Opinion	Size	Age	Shape	Colour	Origin	Material	Noun
a	nice	small	old	round	brown	French	wooden	box

7 7.6.3.1 Put the adjectives in the correct order. What is each adjective?

- 1 He's got a round ² blue ³ small ¹ smart speaker.
small: size, round: shape, colour: blue
- 2 They live in a(n) wooden old big house.
- 3 It was a green tall skinny alien.
- 4 Her dad has got a(n) red Italian small sports car.
- 5 They saw a round gigantic silver spaceship.
- 6 His granny is a(n) friendly old Spanish lady.

• -ing/-ed adjectives

Adjectives in **-ing** express what something is like.
The film was amusing. (What was it like? Amusing.)

Adjectives in **-ed** express how we feel about it.
We were amused. (How did we feel? Amused.)

8 7.6.3.1 Choose the correct adjective. Give reasons.

- 1 Most teenagers find new technology very excited/exciting.
- 2 Mr Norman's Science lessons are always very interesting/interested.
- 3 Saule was thrilling/thrilled to win the Young Scientist Award.
- 4 Baurzhan developed an amazed/amazing new computer program.
- 5 The new Marvel film is very entertaining/entertained.
- 6 It's surprised/surprising what modern robots can do.
- 7 I find Maths and Science terribly boring/bored.
- 8 Aizhan was quite worrying/worried when she failed her exams.

• Adverbs

Adverbs show: **manner** – *He walks quickly*; **degree** – *This mobile's very cheap*; **time** – *She'll call tomorrow*; **frequency** – *He's always late*.

9 Form complete sentences.

Identify the type of adverb in bold.

- 1 seldom/the computer/uses/
my mum
- 2 back/came/on Sunday/he/
from Paris
- 3 expensive/is/this mobile/very
- 4 slowly/talks/James
- 5 are staying/they/friend's house/
at their/tonight

• quite – rather (Adverbs of degree)

• **Quite** means 'less than very'. We use it in sentences with a **positive meaning**.

This smartwatch is quite cheap. **Quite** goes before **a/an**. *It's quite a good fitness tracker.*

• **Rather** means 'to a high degree'. We use it often in sentences with a **negative meaning**. *Tom can be rather rude on the phone.* **Rather** goes before or after **a/an**. *It's rather a long email.* *It's a rather long email.*

10 Fill in: quite or rather.

- 1 That's a expensive smartphone!
- 2 I'm doing well at the moment.
- 3 They say this video game is good.
- 4 I think sending text messages is boring.

Skills 2c

• Electronic devices

1



- 7.3.7.1 Use the phrases to make sentences about the items in the pictures.
- click on links • connect to the Internet to download files • copy and save files • see pictures, films or information • type a document • listen to music • record a podcast • read digital books
- 7.4.7.1 Read the title and the headings in each paragraph in the text. What is the text about?
Listen and read to find out.

VIDEO



Check these words

- rule • post • personal • private
- permission • illegal • link • fake
- privacy settings • password
- upper case • lower case • symbol
- treat • harmful • respect • bullying



Digital Safety: The Internet and You!

Be careful

Good (and bad) news travels fast online, and you need to learn about safe sharing. A good rule to follow is: if it isn't right to say, it isn't right to post. Remember to always keep personal details about family and friends private and don't post photos of other people without their permission.

Be Alert

There is danger online – people and situations aren't always as they seem. Knowing the difference between what's real and what's fake is a very real lesson in online safety. Anything that seems too good to be true, most likely is. Don't believe everything you read on the Internet, never download illegal files or copy other people's work and don't click on links you are unsure of.

Be safe

Check your privacy settings and passwords. Create a strong password that you can remember but avoid using names or birthdays. Use a mix of upper case letters, lower case letters, symbols, and numbers and replace some of the letters with numbers or symbols. Do not use the same password on many sites but you can create different forms of the same password for different accounts.

Be kind

You should always treat others as you would like to be treated. Be polite and be nice. Don't spread harmful or untrue messages by passing them on to others. Block people who send them and report bad behaviour. Respect others' differences and speak up against online bullying.

3

a) 7.4.2.1 Read the text and answer the questions.

- 1 What shouldn't you share online?
- 2 How can you tell if something is fake?
- 3 What should you use in your passwords?
- 4 What shouldn't you do if you see an untrue message?

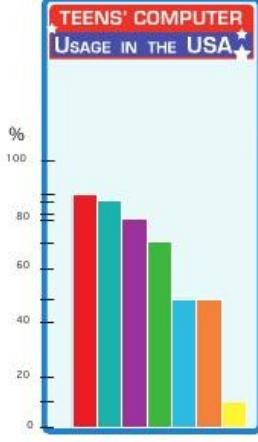
b) 7.3.3.1 7.3.7.1 Can you think of any other online dangers children should be careful of? In five minutes, write a few sentences. Read your sentences to the class.

DID you KNOW?

Children in England and Wales between 12 and 15 years old get bullied equally as much online as in real life. (16%) (2023)

Skills 2c

Speaking



4

- a) 7.3.4.1 7.6.2.1 Look at the graph. Use the key and the phrases *the majority, a lot of, some, a few, very few* to talk about teenagers and how they use their computers in the USA, then write a short report.

KEY

- | | | |
|---------------------------------------|---|-----------------------------|
| ■ go on social media/
watch videos | ■ general usage, send emails, make
videos, save files, prepare PowerPoint
presentations, create music playlists | ■ homework/learning |
| ■ play games/
download music | ■ shopping | ■ news |
| ■ | ■ | ■ other (design a web page) |

The majority of teens in the USA use their computers to go on social media.

- b) 7.3.3.1 Ask and answer the questions.

- 1 How often do you use your computer?
- 2 What do you use your computer for? Tell your partner.
- 3 Which are your favourite websites? Why?
- 4 How often do you visit them?

• Giving advice (*should/shouldn't*)

5

- 7.3.7.1 7.6.13.1 Imagine you are an ICT teacher. Use these phrases to tell the class how to use the Internet safely. Use *should/shouldn't*.

- give your name to sb online • use an antivirus program
- have a password • keep a backup of files • use a username
- give out personal information • meet strangers you chat to online

You shouldn't give your name to someone online.

Listening

6

- 7.2.1.1 7.2.3.1 Listen and match the people to the activity they most often use their computer for.



- | | | |
|----------------------------|---------|-----------------------|
| <input type="checkbox"/> 1 | Brendan | a download music |
| <input type="checkbox"/> 2 | Emily | b play computer games |
| <input type="checkbox"/> 3 | Alan | c surf the Internet |
| <input type="checkbox"/> 4 | Mum | d send emails |
| <input type="checkbox"/> 5 | Dad | e download films |
| | | f post photos |
| | | g chat online |
| | | h do homework |

Writing

7

- 7.1.6.1 7.5.1.1 7.5.7.1 Do your classmates use their computers in the same way as American teenagers? Do a survey and make a graph like the one in Ex. 4 to represent the results. Present the graph to the class.

Everyday English 2d

- Giving instructions

1 Listen and repeat.

• Can you help me? • Got it! What's next? • Then what? • Is that all?

2 Read the dialogue and complete the gaps with: copy, choose, close, open, click, save.

Listen and check.



Wendy: Hey, what's wrong?
 Sam: I don't know how to upload my history project to the cloud.
 Can you help me?
 Wendy: Sure. First, 1) the folder where you saved your project.
 Sam: All right.
 Wendy: Now 2) on the file you want to 3) Then look for the 'Share' option. It should be near the top.
 Sam: Got it! What's next?
 Wendy: Click on this button and a window will open. 4) 'Cloud Drive' from the options that appear.
 Sam: Then what?
 Wendy: Click on the folder you want to 5) it in. When it says 'Upload Complete', 6) the window.
 Sam: Is that all? Thanks, Wendy.
 Wendy: No problem.

3 Find phrases in the dialogue which mean: Are you OK? – Of course. – Done it! – What do I do next? – You're welcome.

4 Listen and read the dialogue again. Take roles and read the dialogue aloud.

5 Research online and collect information about how to save the photos in your phone to the cloud. In pairs, act out a dialogue similar to the one in Ex. 2.

Pronunciation /s/, /ʃ/

6 Listen and tick (✓). Listen and repeat.

	/s/	/ʃ/		/s/	/ʃ/		/s/	/ʃ/	
saw			Sally			shake			share
show			shine			sale			say



ACROSS CULTURES 2e

1 7.1.9.1 7.2.1.1 7.4.1.1 Look at the pictures. What problems do they show? What is causing these problems? How can technology help?
Listen and read to find out.

VIDEO

WEATHER MODIFICATION AROUND THE WORLD

HOME

FORUM

ABOUT

GALLERY

CONTACT



USA



AUSTRALIA



KAZAKHSTAN

This week I did a school project on weather modification. That's when scientists use technology to change the weather. It helps with the problems global warming causes, but some people believe we shouldn't interfere with nature. What do you think?

Omar 14

Cloud seeding helps rain and snow to fall in dry areas. It began in the USA in 1946, when Dr Vincent J. Schaefer discovered that a chemical – silver iodide – could form ice crystals in clouds. People fly up to the clouds in planes and spray silver iodide into them, or release it from the ground.

Liz 14, USA 07/09, 19:50

The Great Barrier Reef is the biggest coral reef system in the world, but its corals are dying. Air pollution is making the sunlight shining on the reef too strong. Australian scientists are going to try to make the clouds above the reef brighter, so they will reflect more of the sun's light back into space.

Jim 14, Australia 07/09, 14:26

The Sawir Mountains between Kazakhstan and China are very beautiful, but in recent years, the snow and ice there is melting more and more quickly. Kazakh and Chinese scientists are working together on a cloud seeding programme to increase snow over the Sawir Mountains. They hope this will stop the glaciers there melting so fast.

Assel 14, Kazakhstan 08/09, 17:33

Post a comment



Check these words

- interfere • ice crystal
- release • coral reef
- sunlight • reflect
- glacier

2

7.4.2.1 Read the text and mark the sentences as T (true), F (false) or DS (doesn't say).

- 1 Cloud seeding began in the USA.
- 2 These days, most cloud seeding happens from the ground.
- 3 Air pollution makes the sunlight stronger over the Great Barrier Reef.
- 4 Scientists want to make it rain more often over the Great Barrier Reef.
- 5 Kazakh and Chinese scientists are trying to melt the snow in the Sawir Mountains.

Famous Quotation

"The future will be green, or not at all."
(Jonathon Porritt,
British environmentalist)

3

7.3.3.1 THINK!

Should people change the weather? Why or why not?

4

7.5.1.1 7.5.7.1 COMPUTER

What other types of weather can scientists change?
What do/will they use to change them? Do some research, choose one method and post a comment on Omar's blog.

Student's Book: Language Review 2e

Workbook: Vocabulary Bank 2

MODULE 2



Across the Curriculum 2f

1

- 7.2.1.1 7.4.1.1 The computer was a very important invention which changed the way people lived and worked.
Listen and read to find out about early computers.



Check these words

- part • electro-mechanical
- gigabyte • disk drive • case
- model • signature • division



Apple Macintosh



computer history

THE HISTORY OF THE COMPUTER

In 1833 Charles Babbage from London designed all the parts that are now used for a modern computer in his Analytical Engine. But it wasn't until 120 years later that the first 'modern' computers were invented. An inventor by the name of Konrad Zuse from Germany invented the first modern computer in 1936 and he named it the Z1. In 1939, he created the Z2 as the first electro-mechanical computer in the world. It ran on electricity. These early computers were around the size of a large room and they used a lot of electricity.

Computers as we know them today came about in 1980. At the same time, the first one gigabyte disk drive came out too. It cost US\$40,000 and weighed almost 227 kg. Also the first computer games came out in 1980. They were called Asteroids and Lunar Lander.

The first Apple Macintosh computer made by Steve Jobs and Steve Wozniak came out in 1982. They made it from old parts they collected. Inside the case of the original model, there are 47 signatures from each member of the Apple's Macintosh division. The first computer mouse ever made was wooden. One thing is certain, though; computers changed the world forever.

2

- 7.4.2.1 Read the text again and mark the statements as T (true) or F (false). Correct the false statements.

- 1 Charles Babbage was from England.
- 2 Konrad Zuse invented the first modern computer.
- 3 The Z1 was the first electro-mechanical computer.
- 4 The first modern computer weighed 227 kg.
- 5 The first computer game cost \$40,000.
- 6 The first Apple Macintosh computer has 82 signatures inside the case.

7.5.1.1 7.5.7.1



THINK! In your opinion, how has the computer changed society? In three minutes, write a paragraph on it. Read it to your partner.

3

7.5.1.1 7.1.6.1



Collect information about the history of another invention (e.g. the mobile phone). You can use the key phrase: **The history of the mobile phone.** Present your findings to the class.

Writing 2g

• A for-and-against essay

- 1** 7.4.1.1 **Read the essay and answer questions 1-3.**



Is the Internet good or bad?

Check these words

- tool • topic • chat
- harmful • screen • damage
- distract • neglect • sensibly

by Wendy Hummel

Teens cannot live without the Internet and spend most of their time on it. Is this a good thing?

The Internet is a useful tool. You can find information on any topic and use it for schoolwork and projects. Also, the Internet helps communication. You can chat or send emails to your friends wherever they are.

On the other hand, the Internet can be harmful. If you spend too many hours online or in front of the screen, it can damage your eyes. The Internet can also distract you from real life. You may avoid hanging out with your friends or neglect your homework.

All in all, the Internet is helpful in learning and communications. However, teens must use it sensibly.

- 1 What advantages does Wendy mention? What examples does she give?
- 2 What are the disadvantages? What examples does Wendy give?
- 3 What is Wendy's recommendation?

Study Skills

Topic/Supporting sentences

In a for-and-against essay, start the main body paragraphs with a topic sentence which summarises the paragraph. This should be followed by supporting sentences that give details and examples to support the main idea.

- 2** **Find the topic sentences in the main body paragraphs. Can you suggest other appropriate ones?**

Listening for ideas

- 7.2.1.1 **Match the arguments (1-4) to the examples (a-d).**

Listen to a radio programme and check.

- | | |
|---|--|
| <input type="checkbox"/> distract from homework
<input type="checkbox"/> useful during emergencies
<input type="checkbox"/> instant communication
<input type="checkbox"/> unhealthy | a parents can reach kids easily
b radiation damages health
c fall behind in schoolwork
d can save lives |
|---|--|

Writing (a for-and-against essay)

- 7.5.1.1 7.5.5.1 **Portfolio Use ideas from Ex. 3 to complete the essay for your English school teacher entitled *Should teenagers have mobile phones?* (80-90 words). Use appropriate topic sentences to start the main body paragraphs.**

Should teenagers have mobile phones?

- Para 1:** state the topic (*Most teens have mobile phones and a lot of them are hooked on them. Is this good or bad?*)
- Para 2:** advantages & examples (*Mobile phones are You can Moreover, you*)
- Para 3:** disadvantages & examples (*However, mobile phones can be If They can also*)
- Para 4:** summarise the topic (*Mobile phones are very useful gadgets to have. However, teens should use them sensibly.*)



Student's Book: Self-Check 2

Workbook: 2g

MODULE 2

EDUTAINMENT 2

VALUES

Mobile manners

- 1** a) 7.4.1.1 Read the sentences about smartphone etiquette and mark the sentences ✓ (I agree) or ✗ (I don't agree). Tell the class. Give reasons.

- 1 I use headphones when I am listening to music in public.
- 2 I turn off my smartphone in cinemas.
- 3 I ignore the people I am talking to when I get a message.
- 4 I ask people before I put photos of them online.
- 5 I send everyone updates all the time.
- 6 I am polite in messages or comments.
- 7 I talk loudly on my smartphone on public transport.
- 8 I look at my smartphone while I am walking.
- 9 I take photos of people in public without asking.
- 10 I never give someone's phone number without asking.

- b) 7.1.6.1   Use your answers above to make a poster about the dos and don'ts of using smartphones. Use the title **Smartphone Etiquette**. Display it to the class.

- 2** Do the quiz. Mark the sentences T (true) or F (false). Correct the false statements.

quiz

- 1 A carrier pigeon won a medal in World War I.
- 2 Neil Armstrong was the first man on the moon.
- 3 ExoMars was launched from Baikonur.
- 4 A strong password includes numbers.
- 5 Cloud seeding stops rain.
- 6 The Great Barrier Reef is the biggest coral reef system in the world.
- 7 Steve Jobs created the first computer.

- 3**   Look at Module 2 and write a T/F quiz of your own.

MODULE 2

28

4 **Song:** Read the song.

Complete the gaps with: too, text, away, play, phone, know, online, diary.

Listen, read and check.

VIDEO



Every time that I go out
I take my mobile 1)
And then, no matter where I am,
I never feel alone
I can call or send a 2)
To say that I am fine
And my phone has Internet
So I can go 3)

I just love my mobile phone
I use it every day
I'm never out of touch with friends
They're just a call 4)
My phone gives me freedom
And it's really great to 5)
I've always got some company
No matter where I go

I can play some music
I can take a photo, 6)
My phone is incredible
There's nothing it can't do
I can check my 7)
And see what's on today
And when I get very bored
I've got some games to 8)

- 5**  Why is the mobile phone important to the singer?

7.5.5.1  Is it the same for you? Why? Write a short paragraph. Read it to your partner.

MODULE 3

Holidays & Travel

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: describing experiences, inviting – accepting/refusing
- Writing an informal email giving news

Themes:

- Holidays & travel • holiday activities
- Amazing Travels in Kazakhstan & Australia
- VALUES: Be a responsible traveller

Language Focus:

- present perfect
- have been/have gone
- just/yet/already/since/for
- present perfect vs past simple

Vocabulary

• Holiday activities: Sports

- 1** Match the pictures to the sports. Three sports do not match. Listen, check and repeat.

- | | |
|-----------------------|------------------------|
| a bungee jumping | i skydiving |
| b hang-gliding | j mountain biking |
| c snowboarding | k canoeing |
| d white-water rafting | l white-water kayaking |
| e rock climbing | m ice climbing |
| f snorkelling | n base jumping |
| g skateboarding | o sandboarding |
| h motocross | |

- 2** List the sports under the headings. Check with your partner.

water air land
 white-water rafting bungee jumping snowboarding



3

7.3.3.1 7.3.7.1



Use the adjectives to discuss.

- thrilling • dangerous • exciting • tiring

- expensive • challenging

A: I like snowboarding.

B: So do I. It's thrilling. OR I don't. It's dangerous.

A: I don't like hang-gliding.

B: Neither do I. It's very dangerous. OR I do. It's exciting.



Audio content



Video content

MODULE 3

29

Find the page numbers for

- snakes
- clouds
- a travel blog

Reading 3a

- 1 7.1.9.1 Look at the title of the blog and the picture. What do you think Kate is writing about?

Listen and read to find out.



Kate's Blog
HOME
CONTACT

An Unforgettable Experience



Hi guys! Greetings from Brazil! I've been here for two weeks now and I'm having the time of my life. Right now, I'm sitting in a café in Manaus, the city where two rivers join to become the Amazon River. I'm extremely tired, but thrilled. Want to know why? I've just got back from my Amazon safari! I've visited some gorgeous places, but nothing compares to this one. The safari was by boat – the only way to get through the huge rainforest easily. We started a week ago near the mouth of the river and slowly made our way up the winding Amazon through mile after mile of dense rainforest. We stopped every night to camp on the riverbank. I've never seen so much wildlife. Fish, birds, monkeys and even a jaguar once, just before nightfall. I've never felt so alive! It was a unique experience.

What about you guys? Have you ever had a memorable experience like that?

Kate

Comment 15:02

Hi Kate! I've never been to the Amazon, but after your description, I've put it on my list of places to visit! I won a competition last year and the prize was a holiday in Bali. It was my first time abroad. I got to know a lot of people and learned about a completely different culture and way of life. Travelling abroad has changed me – I recommend it to anyone who gets the opportunity.

Nurlan 98

Check these words

- the time of my life
- nothing compares to
- mouth of the river
- make our way
- winding • dense
- nightfall • feel alive
- culture • opportunity

2

- a) 7.4.2.1 7.4.4.1



Read the text and complete the sentences.

- 1 Kate is tired because she
- 2 She went through the Amazon Rainforest by
- 3 Every night they stopped and camped on
- 4 Nurlan went to
- 5 His trip taught him a lot about
- 6 Nurlan feels that everyone should

- b) 7.4.5.1 Answer the questions.

- 1 Where is Kate?
- 2 Why did she travel by boat during the safari?
- 3 What animals did Kate see during the safari?
- 4 Why did Nurlan put the Amazon on his list of places to visit?
- 5 Why does Nurlan recommend travelling abroad?

- 7.3.3.1

What makes each person's experience unforgettable? Tell your partner.

Vocabulary 3a

3 Choose the correct word.

- 1 Nothing joins/comparisons/gets to a safari in the Amazon Rainforest.
- 2 Greetings from Bali. I'm having the moment/time/prize of my life here.
- 3 We decided to camp at the mouth/mile/wildlife of the river.
- 4 We walked through the memorable/dense/extreme rainforest very carefully.
- 5 I've never felt so alive/winding/dense in my life.

• Experiences

4



7.3.2.1 7.3.5.1 7.3.7.1 Look at the pictures. Discuss, as in the example.



1 ride a camel



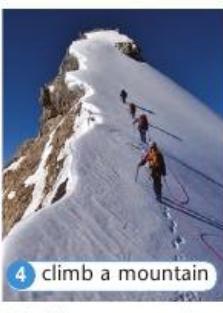
2 go on safari



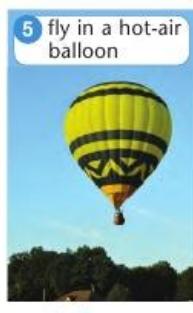
6 try an extreme sport



3 swim with dolphins



4 climb a mountain



5 fly in a hot-air balloon



7 camp on a riverbank



8 travel abroad

A: Have you ever been on safari?

B: No, never. What about you?

A: Yes, I have. I've been on safari in Kenya once.

Speaking

5

7.3.7.1 Think of the most memorable travel experience in your life.

Tell your partner. Talk about: what it was – when it was – where you were – who was with you – what happened – how you felt.

Writing

6

7.5.5.1 7.5.4.1 7.5.7.1



Portfolio

Use your answers in Ex. 5 to post a comment to Kate's blog about your memorable experience (60-100 words).

Student's Book: Language Review 3a

Workbook: 3a

MODULE 3

Use of English 3b

• Present perfect

1 Read the theory. Say the examples in your language. Find examples in the text on p. 30.

Form: have/has + past participle

Affirmative

I/You/We/They **have played** well.
He/She/It **has played** well.

Negative

I/You/We/They **haven't played** well.
He/She/It **hasn't played** well.

Use:

We use the **present perfect** for:

- actions which started in the past and continue up to the present. *They have been friends for five years.*
- an action which happened at an unstated time in the past and its results are visible in the present. *She has broken her leg.* (When? It's not important. Her leg is in a cast now.)
- experiences. *He has travelled to Rome twice.*

Time expressions used with the present perfect:

perfect: since, for, yet, just, already, ever, never, this week, etc.

2 Match the verbs (1-10) to the past participles (a-j). Which of them are R (regular), I (irregular)?

Verb

Past Participle

1 <input type="checkbox"/>	break	a	been
2 <input type="checkbox"/>	drive	b	eaten
3 <input type="checkbox"/>	meet	c	broken	/
4 <input type="checkbox"/>	be	d	gone
5 <input type="checkbox"/>	travel	e	travelled
6 <input type="checkbox"/>	eat	f	lived
7 <input type="checkbox"/>	write	g	driven
8 <input type="checkbox"/>	go	h	tried
9 <input type="checkbox"/>	try	i	written
10 <input type="checkbox"/>	live	j	met

3 7.6.7.1 Use the verbs in the list in the present perfect to complete the sentences.

- take
- try
- visit
- learn
- go
- win
- fly

- They a lot of museums so far.
- Assel in a Boeing 747 twice.
- She to play the piano.
- We part in the competition twice.
- He two gold medals so far.
- I sushi once.
- Damir and Berik to the beach.

4 7.6.7.1 Look at the table and complete the sentences.

	Zhenya	Ruan & Sauran	Sanzhar
sleep in a tent	✓	✓	✗
go bungee jumping	✗	✗	✓
run a marathon	✗	✓	✗
try Indian food	✗	✓	✗

- Sanzhar *hasn't slept* in a tent.
- Zhenya bungee jumping.
- Ruan and Sauran a marathon.
- Zhenya and Sanzhar Indian food.
- Zhenya a marathon.
- Ruan and Sauran in a tent.

b) Which of these activities have you done? have you never done?

I've slept in a tent.

I've never slept in a tent.

5 Read the table. How do we form the present perfect interrogative?

Interrogative	Short Answers
Have I/you/we/they played well?	Yes , I/you/we/they have . No , I/you/we/they haven't .
Has he/she/it played well?	Yes , he/she/it has . No , he/she/it hasn't .

Use of English 3b

- Asking about experiences

6 7.3.7.1  Ask and answer.

- 1 you/ever/see a snake?
A: Have you ever seen a snake?
B: Yes, I have./No, I haven't.
- 2 your parents/ever/eat snails?
- 3 your best friend/ever/break/leg?
- 4 your teacher/ever/sing in class?
- 5 you/ever/meet a famous actor?
- 6 your friends/ever/be on a roller coaster?

- just – yet – already – since – for

7 7.6.7.1 Read the examples. Say them in your language.

*I've just finished my homework.
 He hasn't come back yet.
 Have you met them yet?
 I've already packed my suitcase.
 She has worked here since 2007.
 He has lived here for ten years.*

8 Kanat is going on a hiking trip this weekend. Write sentences using already or yet.

- 1 pack his things (✓)
Kanat has already packed his things.
- 2 collect his train ticket (✗)
- 3 find his boots (✓)
- 4 buy a new jacket (✗)
- 5 check the weather forecast (✗)
- 6 book a hotel room (✓)

9 What has happened to each person? Use the phrases below and just to write sentences.

- finish work • win the competition • receive bad news
- lose our passports • run a marathon

- | | |
|--|---|
| 1 She's tired.
<i>She has just finished work.</i> | 3 He's happy.
4 They're exhausted.
5 We're worried. |
| 2 He's upset. | |

- have been – have gone

10 Read the examples. Then complete the sentences with have/has been or have/had gone.

*The Smiths have gone to Almaty. (They are there now.)
 The Smiths have been to Almaty. (They have come back.)*

- 1 Becky isn't here. She to the library.
- 2 They to Barcelona twice.
- 3 Jim to a summer camp. He'll be back in a week.
- 4 The Browns to Hong Kong, but we haven't.
- 5 Sally to the bank to get some money.

- Present perfect vs Past simple

11 Read the theory. Find examples in the text on p. 30.

- We use the **present perfect** for actions which started in the past and continue up to now, or for personal experiences.
I've lived here for a long time. I've been to Almaty.
- We use the **past simple** for actions which happened in the past.
I moved here in 2004.

12 7.3.5.1  Use the phrases to ask and answer.

- | | |
|--|--|
| 1 travel abroad – last ...
<i>A: Have you ever travelled abroad?</i>
<i>B: Yes, I have.</i>
<i>A: When did you go?</i>
<i>B: I went to Spain last March.</i> | 2 try an extreme sport – ... ago
3 swim with dolphins – last ...
4 ride a camel – ... years old
5 climb a mountain – last ... |
|--|--|

13 Use these time expressions to write true sentences about yourself: ago, just, last month, in 2010, already, last summer, yesterday, since, two weeks ago.

I finished my homework an hour ago.

Skills 3c

Reading

1 a) Do you know any travellers' tales: of your own? from someone close to you? Tell the class.

b) 7.1.9.1 Look at the pictures. What do you think happened?

Q Listen, read and check if your answers were correct.

2 7.4.2.1 Read the text and for questions 1-5 choose the correct answer A, B or C.

1 The passenger was travelling by
A train. B car. C plane.

2 The passenger was travelling to
A Korea. B Atlanta.
C South Korea.

3 In the passenger's luggage there were
A empty bottles. B snakes only.
C reptiles and birds.

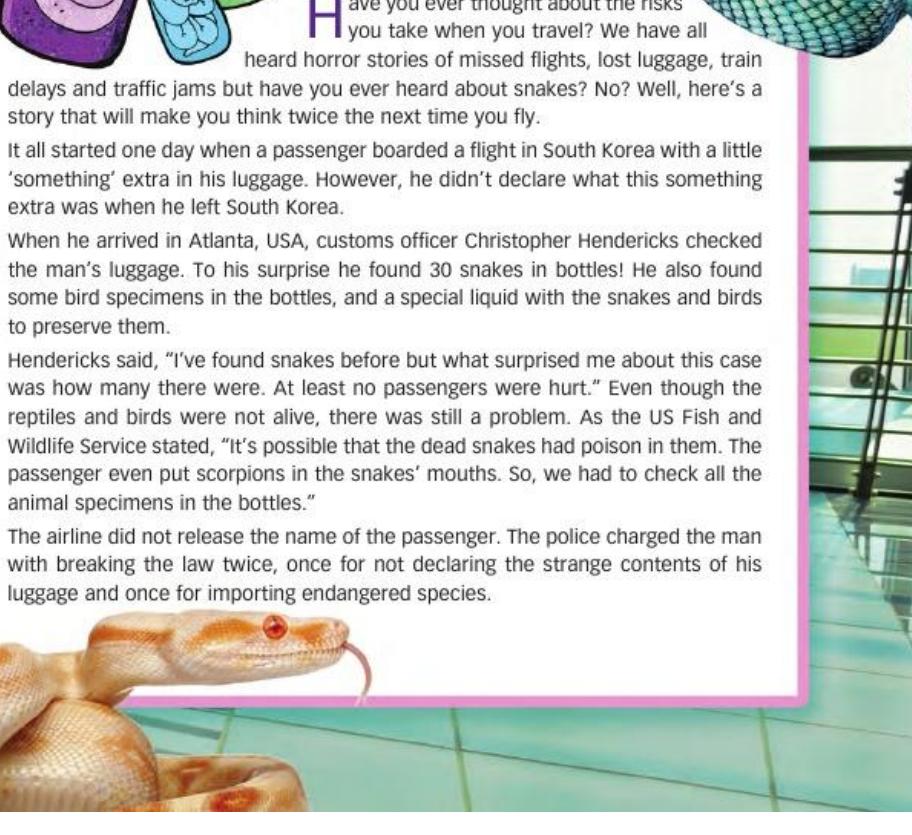
4 Hendericks was surprised
A by the bird specimens.
B by the number of snakes.
C that no passengers were injured.

5 The US Fish and Wildlife Service
were worried about
A the snakes' poison.
B the animals' safety.
C endangered species.

Check these words

- story • missed flight
- lost luggage
- board a flight • declare
- customs officer
- specimen • liquid
- preserve • reptile
- poison • scorpion
- airline • release
- charge • break the law
- contents • import

Travellers' tales



H ave you ever thought about the risks you take when you travel? We have all heard horror stories of missed flights, lost luggage, train delays and traffic jams but have you ever heard about snakes? No? Well, here's a story that will make you think twice the next time you fly.

It all started one day when a passenger boarded a flight in South Korea with a little 'something' extra in his luggage. However, he didn't declare what this something extra was when he left South Korea.

When he arrived in Atlanta, USA, customs officer Christopher Hendericks checked the man's luggage. To his surprise he found 30 snakes in bottles! He also found some bird specimens in the bottles, and a special liquid with the snakes and birds to preserve them.

Hendericks said, "I've found snakes before but what surprised me about this case was how many there were. At least no passengers were hurt." Even though the reptiles and birds were not alive, there was still a problem. As the US Fish and Wildlife Service stated, "It's possible that the dead snakes had poison in them. The passenger even put scorpions in the snakes' mouths. So, we had to check all the animal specimens in the bottles."

The airline did not release the name of the passenger. The police charged the man with breaking the law twice, once for not declaring the strange contents of his luggage and once for importing endangered species.

Skills 3c

3 Choose the correct item. Check your answers in the text.

- | | |
|-------------------------------------|-----------------------------------|
| 1 think about/for risks | 3 arrive in/on Atlanta |
| 2 hear stories of/in missed flights | 4 charge with/of breaking the law |

4 7.3.7.1 Fill in: missed, break, board, import, lost, take, and then ask and answer, as in the example.

- | | | |
|-----------------|------------------|----------------------------|
| 1 flights | 3 a flight | 5 endangered species |
| 2 luggage | 4 the law | 6 risks |

A: Have you ever missed a flight?

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

Speaking

5 7.3.1.1 Imagine you are customs officer Christopher Hendericks. Describe the event from your point of view. Use the phrases in Exs 3 and 4.

It was I was checking A passenger ... , so I asked him to There were He was charged

Listening

6 7.2.1.1 7.2.2.1 Listen to Alex talking to his friend about holiday problems. Match the people to the problems. There are three extra problems you do not need to use.

- | | |
|----------------------------|--------|
| <input type="checkbox"/> 1 | Jenny |
| <input type="checkbox"/> 2 | Peter |
| <input type="checkbox"/> 3 | Fred |
| <input type="checkbox"/> 4 | Nina |
| <input type="checkbox"/> 5 | Dennis |

- a miss a flight
- b lose passport
- c get sunburnt
- d get sick
- e get a flat tyre
- f lose luggage
- g someone steal wallet
- h car break down

• Narrating past experiences

7 7.1.9.1 7.3.7.1 Listen to 7.3.7.1 Imagine you are on holiday. You have one of the problems in Ex. 6. Discuss, as in the example.

A: Aidar, what's wrong?

B: I've lost my passport.

A: Oh, dear! I'm so sorry. How did it happen? ...

Writing

8 7.5.1.1 7.5.2.1 7.5.4.1 7.5.7.1 Think of a holiday experience of yours. Write a short article for the school magazine (60-80 words). Write: when it was, where you were, who was with you, what you did, how you felt.



Everyday English 3d

• Inviting – Accepting/Refusing

- 1** 7.2.7.1 The sentences below are from a dialogue between two friends. What is the dialogue about?

Listen and read to find out.

- Have you made any plans for next weekend?
- How about going sailing? • Let's ask them together, then.

- 2** 7.2.2.1 Read the dialogue. What is Kairat going to do next weekend?



Kairat: Have you made any plans for next weekend?
 Ryan: No, I haven't made any plans yet. Why?
 Kairat: How about going sailing?
 Ryan: That sounds great! Where?
 Kairat: In Kolsai Lakes. Have you ever been?
 Ryan: Yes, I have. I love it there.
 Kairat: I'm going with my dad. Why don't you come with me?
 Ryan: I'll have to ask my parents first.
 Kairat: OK. Let's ask them together, then.

- 3** Find sentences in the dialogue which mean: *Why don't you join me? – We can ask them together. – That's a good idea.*

- 4** Say the sentences in Ex. 1 in your language.

- 5** Listen and read the dialogue. Take roles and read it aloud.

- 6** 7.3.5.1 7.3.7.1 Your friend Serik is going kayaking in Aktau this weekend. He invites you to go with him. Use phrases from Ex. 1 to act out your dialogue.

Pronunciation /tʃ/, /dʒ/, /j/

- 7** Listen and tick (✓). Listen and repeat. Think of more words with the same sounds.

	/tʃ/	/dʒ/	/j/
chance			
jet			
juice			
yet			

	/tʃ/	/dʒ/	/j/
jar			
change			
yes			
champion			



ACROSS CULTURES 3e

1

7.1.9.1 Look at the pictures in the blog. What would you like to know about these sports? Think of three questions.

2 Listen, read and check if you can answer them.

[My Travel Tips](#) | [My Travel Blog](#) | [My Photos](#) | [Contact me](#)
▶ **VIDEO**

My Amazing Travels

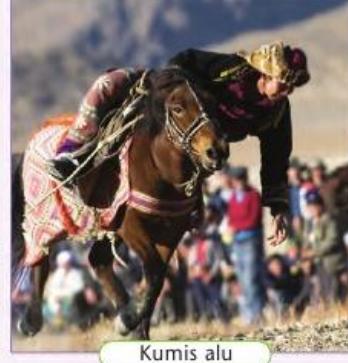
I've seen a lot of strange things during my trip, including some really weird sports and races. Here are two of the best!



cockroach racing

Cockroach racing has got to be the craziest sport on the planet. So, how did it all begin? The story goes that one day in 1982 in Brisbane, Australia, two men had an argument about which part of the town had the biggest and fastest cockroaches. The next day they had a race to see who was right. The crowd enjoyed it so much that cockroach races have taken place every January 26th since then!

When I was in Kazakhstan, I saw something that took my breath away. Horsemen riding at a full gallop leaned down out of the saddle to snatch up a handkerchief from the ground – on the left, then on the right, again and again! The winner was the one who grabbed the most handkerchiefs. I couldn't believe the skill and speed on display. The sport is called 'Kumis alu', and it is a very ancient game.



Kumis alu

Thousands of years ago, the Greek leader Alexander the Great said that it was the best training for a rider. Kumis alu is still popular in Kazakhstan and you can see why!

Check these words

- cockroach • argument
- race • crowd
- at a full gallop
- lean down • snatch up
- handkerchief • grab
- speed • on display

2

7.4.2.1 Read the text and mark the statements **T** (true), **F** (false) or **DS** (doesn't say). Correct the false sentences.

- 1 The cockroach races began after two people disagreed about something.
- 2 Cockroaches have to run in a straight line during the races.
- 3 Alexander the Great was excellent at Kumis alu.
- 4 People in Kazakhstan don't like Kumis alu.

3

7.3.3.1 7.3.4.1



THINK! Which of the events in the text would you like to attend? Why? Say or write.

4

7.5.1.1 7.5.2.1 7.5.7.1



Collect information about an annual event you have attended in your country. Think about: name, place, what people do. Write a short paragraph about it. Read your paragraph to the class.

▶ Student's Book: Language Review 3e

▶ Workbook: Vocabulary Bank 3

MODULE 3



Across the Curriculum 3f

Geography



1



2



3

Up in the Clouds

The heat of the sun turns the water in seas and lakes into a gas called water vapour. There is always water vapour in the air, but it is invisible until it reaches a place where the temperature is cooler. There, it forms tiny drops of water which we see as clouds. Clouds come in many different forms. Cumulus clouds are thick, white and fluffy like candyfloss. Cirrus clouds are also white, but very thin, so you can see the blue sky through them. Stratus clouds are low and cover the whole sky. There are other clouds too, including combinations of those we have looked at, such as stratocumulus or cirrostratus clouds.

Clouds can tell us what weather is coming. When cumulus clouds start to grow, and turn dark at the bottom, rain is on the way. When cirrus clouds form a pattern of lines or spots, a large new weather front is moving in, bringing wet or stormy weather with it. With stratus clouds, the weather is often already damp or rainy, and these low clouds are a sign the weather will continue that way for a while.

Reading & Listening



Check these words

- gas • water vapour
- invisible • drop • form
- fluffy • candyfloss
- combination
- on the way
- weather front
- stormy • damp

1

7.3.4.1 Look at the photographs of clouds. Which are most commonly seen in your country? What is the weather like when you see them?

2

7.2.1.1 **7.4.4.1** Listen to and read the text. Then label the photographs (A-C) with the name of the cloud.

3

7.4.2.1 Read the text again and choose the correct option.

- | | |
|--|---|
| <p>1 Water vapour turns back into water when the air gets
A warmer B cooler</p> <p>2 You can't see the sky with ... clouds.
A cirrus B stratus</p> | <p>3 It will probably rain if ... clouds turn black.
A cumulus B cirrus</p> <p>4 When cirrus clouds form strange shapes, the weather will
A be different soon
B stay the same</p> |
|--|---|

Speaking & Writing

4

7.1.10.1 Look out of the window. What clouds can you see? What does that tell you about the weather? Discuss with your partner.

5

7.1.6.1 **Portfolio** Collect information about stratocumulus or cirrostratus clouds. Use these headings: what they look like – where they are in the sky – what weather they can be a sign of. Write a short text about these clouds for the school's English magazine (50 words).

Writing 3g

- An informal email giving news

1 Look at the email. Who is sending it? Who to? Where is Laura?

2 7.4.7.1 Complete the email with phrases a-f.

Listen and check.

- | | | |
|-------------|------------------------|--------------------|
| a Take care | c the weather is awful | e I've met lots of |
| b See you | d Greetings from | f We've been here |



Hi Marzhan,

1) London, England. I'm here with my friends on a school trip. I've never been to a big city before and I love it.
 2) for three days now and we've done lots of exciting things. We've visited the Tower of London, the British Museum and the London Aquarium. Unfortunately,
 3) It hasn't stopped raining since we got off the plane. I hope it gets better soon. 4) people and I've made some new friends. I haven't bought anything yet, but there's plenty of time for that.

I've taken a lot of pictures to show you when we get back.
 5) in a few days.
 6)

Laura

Study Skills

Avoiding repetition

We can use subject/object pronouns and possessive adjectives to avoid repeating the same words.

We're staying in a five-star hotel. It's fantastic.

(NOT: *The hotel is fantastic.*)

3 Replace the words in bold with **subject/object pronouns or possessive adjectives**.

- Saule and Altynai are my new friends. **Saule and Altynai** are from Almaty.
- Damir is swimming now. Look at **Damir**.
- Where's Ann? Have you seen **Ann**?
- I need to talk to Mrs Smagulova. Can I have **Mrs Smagulova's** number?

Writing (an informal email giving news)

4 7.5.1.1 7.5.7.1 You are spending a week somewhere in Kazakhstan.

Write an email to your English pen-friend (50-70 words). Follow the plan. Write:

- | | |
|---------|---|
| Para 1: | where you are, who you are with, what you think of the place (Greetings from ... I'm I've never) |
| Para 2: | what you have done/seen so far – haven't done/seen yet (I've been here for I've ... but I haven't ... yet.) |
| Para 3: | when you are coming back; closing remarks (I'm coming back in ...) |



Student's Book: Self-Check 3 Workbook: 3g

MODULE 3


EDUTAINMENT 3


VALUES
Be a responsible traveller

- 1** 7.1.8.1  Are you a responsible traveller? Do the quiz to find out. Use A (Always), B (Sometimes) or C (Never).

Quotation

A good traveller takes only memories and leaves no tracks.

- 1 I ask for permission before I take photos of locals.
- 2 I respect the locals' way of living.
- 3 I try to learn a few sentences of the local language.
- 4 I meet local people.
- 5 I try local food.
- 6 I buy locally produced goods.
- 7 I don't buy products from endangered animals.
- 8 I use local transport.
- 9 I drop litter in the streets.
- 10 I respect wild animals and do not disturb them.

Mostly As: You're a responsible traveller. Bravo!
Mostly Bs: Not bad, but think about how you can become a better traveller.
Mostly Cs: Oh no! You need to try hard to become a responsible traveller.

- 2** 7.1.6.1    **Portfolio** Prepare a 2-minute video about being a responsible traveller. Use the ideas in the quiz as well as your own. Upload the video to the school website.

- 3** Do the quiz. Mark the sentences T (true) or F (false).



- 1 Kayaking is a water sport.
- 2 Manaus is the city where two rivers join to become the Amazon River.
- 3 Cirrus clouds are white and fluffy.
- 4 Australians have cockroach races on 25th December.
- 5 Brisbane is in Kazakhstan.
- 6 There is always water vapour in the air.

MODULE 3

40

- 4**  Look at Module 3 and write a T/F quiz of your own.

- 5** **Song:** Why is our world wonderful according to the singer?

 Listen and read to find out.



Our wonderful world



We've travelled to so many lands
And trekked across the desert sands
We've visited some famous sights
And marvelled at the night lights

*This world's a wonderful place
So many joys for you and me
This world's a wonderful place
So many places we can see*

Our world's a brilliant place to be
There are so many things to see
Let's take a trip just you and me
And sail across the deep blue sea

- 6**  **Portfolio** Complete the sentence.

Our world is wonderful because

- 7**    **Portfolio** In groups, create a poster showing what places a tourist should visit while in Kazakhstan. Find pictures to illustrate your poster. Display it in your classroom.

MODULE 4

Space & Earth

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: making suggestions
- Writing an essay stating a problem & offering solutions

Themes:

- environmental problems
- our solar system
- *Endangered animals in Kazakhstan, China & Australia*

VALUES: Caring about our planet

Language Focus:

- *will/be going to*
- present continuous (future meaning)

Vocabulary

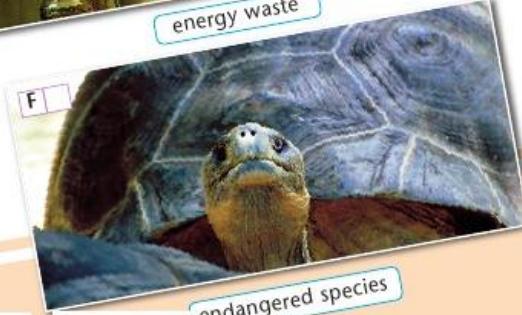
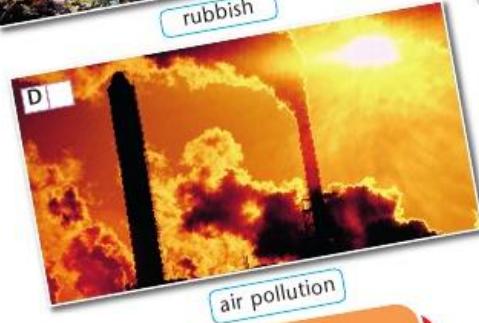
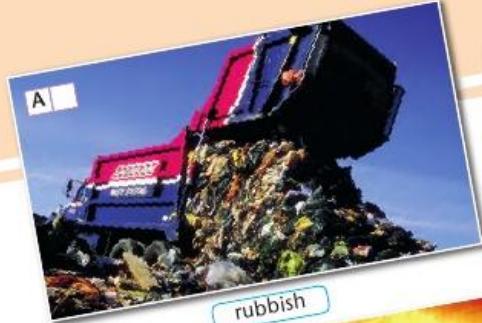
• Environmental problems

1 Listen and repeat. What are these words/phrases in your language?

2 Match the sentences (1-6) to the problems (A-F) in the pictures.

- 1 We should recycle things we don't need.
- 2 Factory waste poisons lakes and rivers.
- 3 Car exhaust fumes and factory smog poison the air.
- 4 We should turn off the lights when we leave a room.
- 5 Many animals are disappearing because they are losing their natural habitats.
- 6 Companies cut down trees to make roads.

► VIDEO



Find the page numbers for

- a poster
- endangered animals
- our solar system



Audio content



Video content

MODULE 4

41

Reading 4a

Check these words

- rising seas • melting ice
- global warming • threaten
- cultural site • responsible for
- damage • power • giant
- worship • authorities
- mystical • survive • humid
- vegetation • sandstone
- conservationist • preserve



Stonehenge, Wiltshire, England

Stonehenge is a 5,000-year-old circle of giant stones. Some people believe it was a place to worship the sun. Nobody knows what it really was. 800,000 people visit it each year! Unfortunately, all these visitors have damaged the stones. Traffic pollution also threatens the stones. Authorities are going to try moving busy roads and car parks further away from the site. Will mystical Stonehenge survive for the next 5,000 years?



Monuments in Danger!

They are beautiful, they are amazing, but they are in danger. Rising seas, melting ice and global warming threaten our cultural sites and monuments. But just as we are responsible for most of the damage, we also have the power to save them. What are we going to do?



The Temples of Angkor Wat, Cambodia

These temples were built in the early 12th century. The temples are a national symbol of Cambodia. One of them appears on Cambodia's flag. About 2.6 million tourists visit them every year. Wet, humid weather, vegetation and tourists are all damaging these soft-sandstone temples. Conservationists are working hard to protect them. Hopefully, this will help to preserve Angkor Wat for many more years.

2

7.4.1.1 7.4.2.1 Read the text and answer the questions.

Study Skills

Answering comprehension questions

Never answer questions based on a text using prior knowledge. Always use the information in the text as this is the source from which your answer should come.

- 1 How old is Stonehenge?
- 2 Why did they build Stonehenge?
- 3 What problems does Stonehenge face?
- 4 What problems do the temples face?

- 5 Are the temples of Angkor Wat a popular holiday destination? How do you know?
- 6 Who is working to preserve the temples?

3

a) 7.3.3.1 Answer the questions.

- 1 What new things have you learnt from the text?
- 2 Which place would you like to visit? Why?

b) 7.3.3.1 7.5.5.1



Think! Think of a monument in your country. In what ways is it different/similar to the monuments in the text? Say or write a short paragraph. Read it to your partner.

Vocabulary 4a

• Environmental problems

4 Match the problems to the solutions and make sentences.

Problems	Solutions
1 <input type="checkbox"/> wasting energy	A 
2 <input type="checkbox"/> animals facing extinction	B 
3 <input type="checkbox"/> deforestation	C 
4 <input type="checkbox"/> polluted beaches	D 
5 <input type="checkbox"/> air pollution in cities	E 

Planting trees will help solve the problem of deforestation.

5 Complete the sentences. Use: survive, rise, dry, be, become, damage, preserve, melt.

- 1 The river dolphin in China will probably extinct in the next few years.
- 2 Temperatures will throughout the world because of global warming.
- 3 The river will up if there is no rain soon.
- 4 Because of global warming, ice in the Arctic region will
- 5 Some parts of the Amazonian rainforest will at risk of complete deforestation.
- 6 Acid rain will the old buildings.
- 7 Some animal species won't be able to
- 8 We should all try to our historic monuments.

Listening

6 7.2.2.1 Listen to an announcement on a university radio station. Copy and complete the gaps.

University Environmental Society

Event: on the protection of historic places

Place: Hall

When: , 5 pm

Speaker: Geoffrey Wright

Subject: The effects of on Stonehenge

Entrance fee: £

Speaking

7 7.3.1.1 7.3.7.1 Imagine you are at Stonehenge. You are going to appear on TV to present the problems the monument faces and to ask for help. Use the text to prepare your speech. Tell the class.

Writing

8 7.5.1.1 7.5.2.1 Collect information about another monument in danger. Complete the paragraph. You can use these key words: monuments in danger.

... is in people visit it every year. Unfortunately, it Authorities

Use of English 4b

• will

- 1** 7.6.8.1 Read the table. Say the examples in your language.

Affirmative	I/you/he/she/it/we/you/they will / 'll go out.
Negative	I/you/he/she/it/we/you/they will not / won't go out.
Interrogative	Will I/you/he/she/it/we/you/they go out?
Short Answers	Yes , I/you/he/she/it/we/you/they will . No , I/you/he/she/it/we/you/they won't .

Time expressions: tomorrow, next week/month/year, soon, etc.

We use **will** for:

- on-the-spot decisions. *It's too dark. I'll turn on the lights.*
- predictions based on what we think, believe or imagine with the verbs **think**, **believe**, **hope**, **know**. *I think forests will disappear in 50 years' time.*
- promises. *I'll be back in an hour. Don't worry.*
- offers. *I'll help you with your bags.*

- 2** 7.6.8.1 Use the verbs **become**, **not lose**, **not have**, **have**, **disappear**, **travel**, **dry up**, **rise to** complete the sentences with predictions.

- I think a lot of animals
- I believe rivers
- I hope animals their habitats.
- I know some animals extinct.
- I think temperatures
- I believe we any trees.
- I know we to other planets.
- I hope we less water pollution.

• Making on-the-spot decisions

- 3** 7.6.8.1 Write sentences using the phrases in brackets, as in the example.

- It's very hot. (open the window)
I'll open the window.
- It's raining outside. (take an umbrella)
- I can't carry these boxes. (help you)
- I missed the bus. (give you a lift)
- I can't send this email. (show you)
- I don't know how to use this. (explain it)

- 4** 7.6.8.1 Look at the pictures. Use the verbs to write the responses (1-4).

• make • Hoover • answer • lend



Use of English 4b

5 7.6.8.1 7.3.7.1  What do you think life will be like in 100 years' time? Use the words to write sentences. Compare with a partner.

- cars • traffic jams • schools • robots
- houses • trees • polar bears • birds
- flowers • ice • the sun

I think people won't drive cars.

I think people will drive flying cars.

- **will – be going to – Present continuous**

6 7.6.8.1 Read the table. Say the examples in Kazakhstani.

We use **will** for:

- future predictions based on what we think or imagine. *I think life will be better in 2100.*
- on-the-spot decisions. *It's cold. I'll close the door.*

We use **be going to** for:

- future predictions based on what we see. *Watch out! You're going to fall.*
- future plans & intentions. *Now that I've got the money, I'm going to buy a new computer.*

We use **present continuous** for fixed arrangements.

John's leaving tomorrow. He got his ticket.

7 7.6.8.1 Complete the sentences with **will**, **be going to** or the **present continuous** form of the verb in brackets.

- 1 I think I (cook) pasta tonight.
- 2 We (see) Adele live. Here are our tickets.
- 3 Did you send the email? No, I (send) it now.
- 4 "Tea or coffee?" "I (have) a cup of tea, please."
- 5 We (meet) Ulan outside the cinema at 7:30.
- 6 Look out! You (fall) down.

• Making predictions

8 7.6.8.1 Look at the pictures. What is each person going to do? Write sentences.

- fall off/ladder • watch TV • play tennis
- eat spaghetti • make a salad • clean/room



• Talking about future plans

9 7.6.8.1  Make questions. Answer them.

- 1 you/buy a computer soon?
A: Are you going to buy a computer soon?
B: Yes, I am./No, I'm not.
- 2 your parents/travel abroad this year?
- 3 you see/U2 in concert this Saturday?
- 4 your dad/sell his car soon?
- 5 you/visit Madrid this summer?
- 6 your friends/stay at a summer camp this year?

10 7.6.8.1 7.5.3.1  What are you going to do: this weekend? next Saturday morning? next week? soon? tonight? when you finish school? in five years' time? Write sentences, then tell your partner.

I'm going to visit my uncle this weekend.

Skills 4c



VIDEO

MISSION TO MARS

A Humans love to explore. We crossed oceans to discover new lands. We explored the highest, coldest and most remote places on Earth. In 1961, Yuri Gagarin **boarded** Vostok 1 at Baikonur Cosmodrome and became the first person in space. Eight years later, Neil Armstrong was the first human to walk on the Moon. Now, we're turning our **attention** to Mars as the next step on our journey of exploration.

B Why Mars? Well, firstly, it's not too far. Apart from Venus, it's our **closest** neighbour, so the journey will take months and not years. Temperatures on Venus are over 400°C so humans can't go there, but on Mars the average temperature is about -63°C. Other planets like Jupiter and Saturn are big balls of gas with **extremely** strong winds, but Mars has a solid rocky surface.

C We are learning more about Mars with the help of rovers. These are robots with wheels, and two American rovers, *Opportunity* and *Curiosity*, are already there. They are **exploring** and sending information to Earth for scientists to study. It'll soon be like **rush hour** on Mars as a European and Russian rover and a third American rover are going to join *Opportunity* and *Curiosity* soon.

D Of course, the dream for many people is to send humans to Mars. NASA, the American space agency, is **aiming** to do this in the 2030s. It won't be easy for the astronauts as they will have to spend almost three years away from Earth, but it will be worth it. Neil Armstrong made "one giant leap for mankind." The first astronaut on Mars will make an even greater one.



Check these words

- mission • humans
- land • remote • board
- turn sb's attention to
- step • journey
- exploration • close
- average • gas • solid
- rocky • surface • wheel
- rush hour • dream
- space agency • aim
- astronaut • be worth it
- giant • leap • mankind
- great

1

a) Look at the pictures of the solar system.

Listen and repeat.

b) Which four planets comprise: *the inner solar system (closest to the Sun)? the outer solar system?*

Reading

2

7.4.4.1 7.4.5.1 How are these names: *Yuri Gagarin, Vostok 1, Baikonur Cosmodrome, Neil Armstrong, Opportunity and Curiosity, NASA related to space exploration?*

Listen and read to check.

DID you KNOW?

It rains acid on Venus! The planet is so hot though that the acid turns into gas before it reaches the ground.

Skills 4c

3 7.4.2.1 Read the text again and, for questions 1-4, choose the correct answer A, B or C.

- 1 What is the writer doing in the text?
 A describing space exploration
 B telling us why we go into space
 C encouraging us to become astronauts
- 2 What does the writer say in paragraph B?
 A Mars is too far away.
 B It is easier to explore Mars than other planets.
 C Mars is similar to Jupiter.
- 3 What does the writer suggest in paragraph C?
 A Only robots can survive on Mars.
 B Lots of countries are interested in Mars.
 C Scientists are already on Mars.
- 4 Why does the writer say "It won't be easy" in paragraph D?
 A Astronauts do not want to go to Mars.
 B Only one astronaut can go to Mars.
 C The mission will take a long time.

4 a) 7.4.8.1 Explain the words in bold. You can use your dictionaries or digital reference resources.

- b) 7.1.7.1   **THINK!** Which things in the text impressed you? Write a few sentences. Read your sentences to the class.

Study Skills

Taking notes

When we take notes, we do not write down everything we hear. We write down important dates, names, key words etc, in phrases or short sentences.

*1961 – Yuri Gagarin – first man – space
1969 – Neil Armstrong – first man – Moon*

Listening

5 7.2.1.1 7.2.2.1 7.2.8.1 Listen to a radio show about the solar system and mark the sentences as T (true) or F (false).

- 1 The Sun is bigger than the planets.
- 2 The Earth is the only planet with ice on it.
- 3 There are strong winds on the outer planets.
- 4 Jupiter has a moon with ice on it.
- 5 All the asteroids are small.

6 Listen again and take notes under the headings: the Sun – the inner planets – the outer planets – moons – asteroids.

Speaking & Writing

7 7.1.6.1 7.1.10.1 Portfolio Use your answers from Ex. 6 to prepare a presentation on the solar system. Assign roles. Two students write the text, the other two research for photos. Give your presentation to the class.

Everyday English 4d

• Making suggestions

1 Listen and repeat.

- Look at this! • Why don't we join in? • It sounds like fun.
- I'm afraid I can't. • Never mind. • How about meeting at 9:30? • Great!

2 7.2.1.1 The sentences above are from a dialogue between two friends. What do they decide to do?

3 Listen and read to find out.

Ann: Look at this! The school is building a greenhouse. Why don't we join in?
 Bob: Sure. It sounds like fun. When is it?
 Ann: It's on Sunday 26th April from 10 in the morning.
 Bob: Oh no! I'm afraid I can't. I'm playing tennis with my cousin.
 Ann: Never mind. I'll go by myself.
 Bob: No, I'll tell her we'll get together next weekend. How about meeting at 9:30?
 Ann: Great! Why don't you ask your cousin to come along too?
 Bob: Brilliant idea! I'm going to call her right now!

3 Find phrases in the dialogue which mean: *Take a look at this. – Why don't we take part? – That's OK with me. – I have something to do. – Is 9:30 OK with you?*

4 7.3.1.1 Invite your friend to join in with the event in the poster. Use the information in the poster as well as the sentences in Ex. 1. You can use the dialogue in Ex. 2 as a model.



Pronunciation /s/, /z/

5 Listen and repeat. Can you think of more words with these sounds?

	/s/	/z/		/s/	/z/		/s/	/z/
face			police			nice		
phase			please			nose		

ACROSS CULTURES 4e

Endangered Species around the World

This week I did a school project on endangered species and I found out some really interesting and worrying facts. Did you know that the list of endangered species is getting longer as more animals face extinction every year?

Assel 14

If one species is endangered, then all species are endangered.

[Post a comment](#)

Check these words

- endangered species
- face extinction
- mammal
- fishing village
- overfishing • threaten
- unique • survive
- steppe • disease
- critically endangered
- overhunting

Famous Quotation

Teaching a child not to step on a caterpillar is as valuable to the child as it is to the caterpillar.

(Bradley Millar)

1 **7.1.10.1** Look at the pictures. Write two reasons why you think these animals are endangered.
2 **7.4.2.1** Listen and read to find out if you are right.
3 **7.4.2.1** Read the text and mark the sentences as T (true), F (false) or DS (doesn't say).

1 You can find the Baiji dolphin in many parts of China.
 2 Fishermen catch large numbers of this dolphin.
 3 The saiga's nose helps it to keep cool.
 4 The number of saiga antelope is increasing.
 5 There are 500 species of kangaroo in Australia.

THINK! Write three things that impressed you in the text. Tell the class.

3 **7.1.6.1** **7.5.1.1** **Collect information about an endangered animal in your country or in another country under the headings: name – where it lives – what it looks like – why it is endangered. Post your comments on Assel's blog.**

Student's Book: Language Review 4e **Workbook: Vocabulary Bank 4** **MODULE 4**

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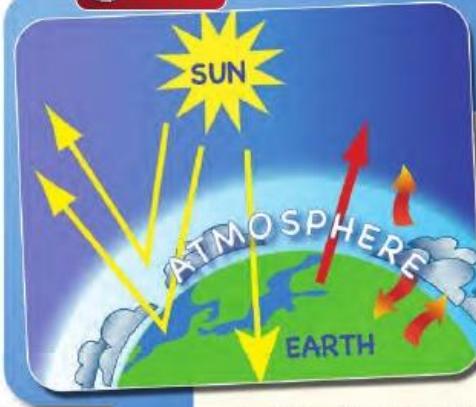


Across the Curriculum 4f

Science

1

7.1.10.1 7.4.1.1 What do you know about the hole in the ozone layer? What else would you like to know about it? Write three questions. Read through and see if you can answer your questions.



Check these words

- ozone layer • blanket
- surround • gas • harmful
- ray • chemical • extinct

The Ozone Layer

What is the ozone layer?

The ozone layer is like a blanket that surrounds the Earth. Ozone (O_3) is the main gas in this layer.

1) filters out the harmful rays of the sun allowing only the good rays, which give us light and heat, to reach the Earth.

The problem

2) the 1980s, scientists discovered a large hole 3) the ozone layer over

Antarctica. They found that some chemicals people used 4) make aerosol sprays destroyed the ozone layer very quickly.

The effects

If the hole in the ozone layer continues to grow, our planet 5) be in danger. The temperature will rise and the sun's rays will become very harmful to our skin and eyes. Animals 6) plants will die and some species may even become extinct.

The solution

Although a 7) of countries stopped using some of these harmful chemicals in 1987, the ozone layer continues to be in danger. Scientists are trying to find ways to help the ozone layer fix itself, 8) there is still a lot of work to do.

Study Skills

Improving reading skills

Reading a variety of English texts from different sources will help you improve your reading skills.

7.4.5.1 7.4.7.1 Read the text and complete the gaps with the correct missing words. Compare with your partner.

7.3.8.1 Listen to and read the text. Close your books and talk about the ozone layer to the class.

7.1.6.1 Work in groups of five. Collect information about global warming. The leader of the group assigns roles to each member. Present the information to the class.

Writing 4g

- An essay stating a problem & offering solutions

- Look at the text. What is the problem? Read and check your answers.
- 7.4.2.1 Read the essay. Copy and complete the table with information from the text.

Check these words

smog • vehicle • increase
fume • poison • reduce

SMOG in the city VIDEO

The number of vehicles and factories in cities is increasing and the air is becoming more polluted every year. What can we do about it?

The problem with fumes from cars is that they poison the air and can make people ill, especially children. Also, smoke from homes and factories makes the air dirtier and smog levels increase. This makes life in cities very unpleasant.

There are some solutions to this problem. We can use buses and trains to travel around the city. Some cities have already stopped cars from driving in the centre. Also, we should move factories to the countryside and put filters in their chimneys. In these ways, we can reduce the amount of air pollution.

To conclude, we can all help reduce the amount of air pollution. This way we can enjoy a healthier life.

Problem	Effects	Solutions	Results
number of vehicles/ factories increasing ...	This makes/causes ...	We should/ can ...	This way we ...

DID you KNOW?

Smog comes from the words smoke and fog.

Study Skills

When we write an essay offering solutions to a problem, we usually write four paragraphs. In the first paragraph, we state the problem. In the second paragraph, we write what the effects are. In the third paragraph, we write our solutions and expected results. In the conclusion, we summarise what we said before, encouraging the reader to adopt our solutions giving reasons.

Listening for ideas

- 7.2.1.1 Listen to someone talking about the problem of rubbish in towns and cities and answer the questions.

- Why is rubbish becoming a big problem?
- How does it affect our lives?
- What can we do?

Writing (an essay offering solutions to a problem)

- 7.5.1.1 7.5.2.1 Portfolio Use ideas from Ex. 3 to write a short essay for your English teacher (60-80 words). In your essay discuss the problem of rubbish in towns and cities and offer solutions to it. Follow the plan below.

- Para 1:** state the problem (Towns and cities have a problem with rubbish. There are not enough places to put it. What can we do about it?)
Para 2: the effects (The problem with ... is Also, This,)
Para 3: your solutions & expected results (We can In these ways we can reduce the amount of rubbish.)
Para 4: summarise what was said before, encourage reader to adopt your solutions giving reasons (To conclude, ...)

VALUES
Caring about our planet

- 1** a) **Look at the picture.**
What do you think it means? Tell the class.



- b) **Look at the list of places below. Choose two and tell the class how to protect them for the future.**

- rivers • forests • beaches • towns & cities • oceans • countryside

- c) **Portfolio** It's environment day at school. Create a poster trying to persuade people to care about Earth.

- 2** Do the quiz. Mark the sentences as T (true) or F (false).

- 1 Stonehenge is a temple.
- 2 Angkor Wat is on the flag of Cambodia.
- 3 Some places are in danger because of global warming.
- 4 Mars is too hot for humans.
- 5 The ozone layer is like a blanket around the Earth.
- 6 Baiji dolphins live in the sea.
- 7 Cars and factories cause smog in cities.
- 8 The saiga antelope has a big nose.

- 3** **Look at Module 4 and write a T/F quiz of your own.**

- 4** **Song:** These words/phrases appear in the song. What is the song about?

- clean rivers • pick up litter
- plant new trees • save our planet
- work together • stop polluting • recycle

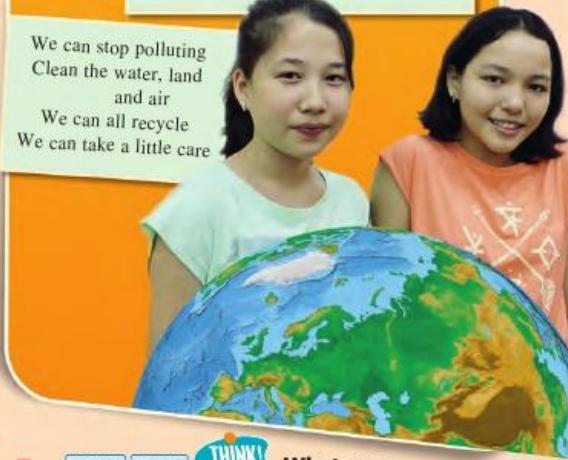
Listen, read and check.

We can Make a Difference

We can clean our rivers
We can clean our lakes and seas
We can pick up litter
We can help to plant new trees

We can make a difference
Everyone can do their part
We can save our planet
We just have to make a start
We can make a difference
There is so much we can do
Let's all work together
And make things as good as new

We can stop polluting
Clean the water, land and air
We can all recycle
We can take a little care



- 5** **What can we do to help save our planet?**
Spend three minutes writing a few sentences on the topic. Tell the class.

MODULE 5

Reading for Pleasure

► What's in this module?

Skills Focus:

- Reading & Listening for specific information, detail and main ideas; distinguish fact from opinion
- Speaking: express an opinion; retell a story
- Writing a summary of a story

Themes:

- fiction stories (detective; science-fiction); legends; folk tales
- VALUES: How stories help us



Harry Potter by J.K. Rowling

Lord Voldemort (aggressive – he is unkind and violent)
Harry Potter (brave – he doesn't show fear in difficult situations)

Find the page numbers for

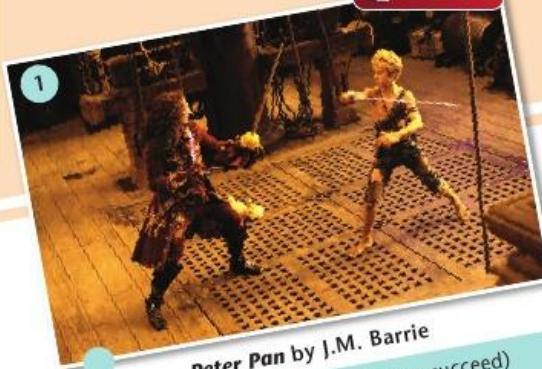
- biographies
- a comic strip
- a spidergram

Vocabulary

• Characters

- 1 Look at the characters in the pictures. Make sentences, as in the example.

▶ VIDEO



Peter Pan by J.M. Barrie

Captain Hook (ambitious – he wants to succeed)
Peter Pan (risk-taker – he likes doing dangerous things)



Snow White by the Brothers Grimm

Snow White (sensitive – she gets hurt easily)
The Queen (arrogant – she thinks she is better than everyone else)

Captain Hook is ambitious. He wants to succeed. Peter Pan is



Audio content



Video content

MODULE 5

53

5a The Hound of the Baskervilles



Sir Arthur Conan Doyle
(22nd May 1859 – 7th July 1930)

was born in Edinburgh, Scotland, and studied Medicine at Edinburgh University. He wrote many famous books, such as the classic adventure *The Lost World*, but he is most famous for his Sherlock Holmes stories. Sherlock Holmes is a famous detective who solves crimes with the help of his friend, Dr Watson. One of his most famous stories is *The Hound of the Baskervilles*.

1

7.3.2.1 Who was Sir Arthur Conan Doyle? Which famous character did he create? Read the biography to find out.

2

7.3.2.1 What is *The Hound of Baskervilles* about? What type of story is it? Read the plot to find out.

Baskerville Hall is a huge manor house on the moor. Legend says that hundreds of years ago, an enormous hound with eyes of fire killed Sir Hugo Baskerville. Now, the hound is back! After it kills Sir Charles, the owner of Baskerville Hall, everyone fears that his nephew, Sir Henry, is also in danger. They ask Sherlock Holmes and his friend, Dr Watson, to solve the mystery. Holmes and Watson don't believe in the legend and they suspect a man called Stapleton is responsible. So when Sir Henry goes to Stapleton's house for dinner, they stand guard outside.

Reading & Listening

3

7.2.2.1 What do you think happens to Sir Henry on his way back to his house? Listen and read to find out.



The Hound of the Baskervilles

A **dense**, white fog hung over the moor and it was drifting slowly in our direction. Holmes was watching it.

"It's moving towards us, Watson," he said **impatiently**.

"Is that serious?" I asked.

"Very serious, indeed. It's the one thing that could ruin my plans. Our success and even Sir Henry's life may depend on his coming out of the house before the fog is over the path. In half an hour we won't be able to see our hands in front of us."

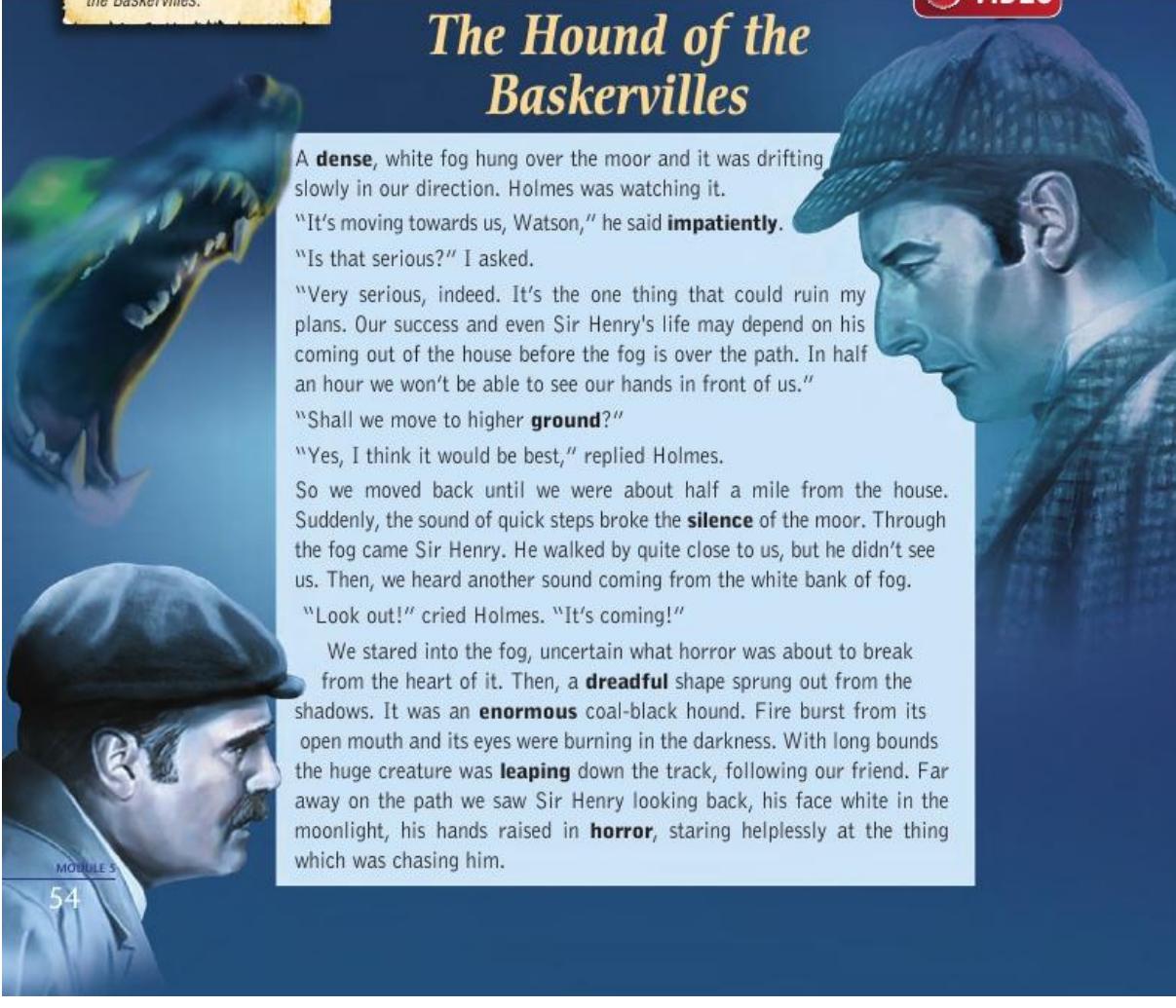
"Shall we move to higher **ground**?"

"Yes, I think it would be best," replied Holmes.

So we moved back until we were about half a mile from the house. Suddenly, the sound of quick steps broke the **silence** of the moor. Through the fog came Sir Henry. He walked by quite close to us, but he didn't see us. Then, we heard another sound coming from the white bank of fog.

"Look out!" cried Holmes. "It's coming!"

We stared into the fog, uncertain what horror was about to break from the heart of it. Then, a **dreadful** shape sprung out from the shadows. It was an **enormous** coal-black hound. Fire burst from its open mouth and its eyes were burning in the darkness. With long bounds the huge creature was **leaping** down the track, following our friend. Far away on the path we saw Sir Henry looking back, his face white in the moonlight, his hands raised in **horror**, staring helplessly at the thing which was chasing him.



5a

- 4** a) 7.3.2.1 Read the extract and mark the sentences T (true), F (false) or DS (doesn't say). Correct the false statements.

- 1 Holmes wants Sir Henry to come out before the fog reaches the house.
- 2 Sir Henry knows Holmes' plan.
- 3 Holmes thinks the fog will take 30 minutes to completely surround them.
- 4 Holmes suggests moving to lower ground.
- 5 Watson has seen the hound before.
- 6 Sir Henry is so afraid of the hound that he can't move.

b) 7.3.8.1  Imagine you are Watson. How do you feel: while you are waiting outside the house? when you hear the noise in the fog? when you see the hound? Use these adjectives: impatient – scared – terrified.

- 5** Complete the sentences. Use: stared, ruin, burst, broke, hung, sprung.

- 1 A strange sound the silence.
- 2 Fire from the hound's mouth.
- 3 The weather could Holmes' plan.
- 4 The fog over the moor.
- 5 He helplessly as the hound ran at him.
- 6 The hound out from the fog.

 Check these words

- hound • dense • fog • hang • moor
- drift • impatiently • ruin • plan • success
- depend on • path • higher ground
- quick steps • break the silence • bank
- look out • cry • uncertain • horror • heart
- dreadful • shape • spring • shadows
- enormous • coal-black • hound • burn
- darkness • bound • leap down • track
- stare • helplessly • chase

- 6** Use your dictionaries to explain the words in bold. What part of speech is each (noun, adjective, verb, adverb)?

- 7** Read the theory box. What type of narrative is it? Who narrates the story?

Telling a story from the point of view of one of the characters is called **first-person narrative**. It uses the pronouns I and we, e.g. *We walked across the moor, but we didn't see any sign of Stapleton.* Telling a story from the author's point of view is called **third-person narrative**. It uses the pronouns he, she and it, e.g. *They walked across the moor, but they didn't see any sign of Stapleton.*

Speaking & Writing

- 8** 7.3.8.1  Use these phrases to give the class a summary of the text: dense white fog hung, moving towards, come out of the house, move to higher ground, quick steps, Sir Henry didn't see, enormous coal-black creature, fire burst from its open mouth, eyes were burning, leaping down the track, his face was white, in horror, chasing him.

- 9** a) 7.3.6.1   What do you think happens in the end? Decide in groups.

- b) Watch the  and check if your guesses were correct.

- 10** a)    Portfolio Design a book cover for the story. What will your cover show? Why?

- b) 7.4.4.1 Portfolio Write a short paragraph for the back cover (50 words). Think about: main characters, where they are, why they are there. Make sure you don't say what happens in the end.

5b The Time Machine



H.G. Wells
(21st
September
1866 –
13th
August
1946) was
born in

Kent, England. He left school when he was 14, but later he won a scholarship to the Royal College of Science in London. He became a science teacher and he cared very much about the future of our planet. Wells wrote some of the most famous science-fiction books of all time, including *The Time Machine*, a story about a man who travels into the future. There he meets the child-like Eloi, makes friends with Weena and meets the wild Morlocks. His travels make him think how easily we can destroy our world if we are not careful.



The Time Machine



Weena quickly became my friend. We walked together through the valley and I saw splendid buildings and beautiful trees covered in blossom. Birds were singing in the trees. Everywhere there were sweet-smelling flowers. Weena picked one and gave it to me.

One evening, as we walked through the garden together, I saw a creature run across the grass and vanish down a well. It looked like a white ape with strange greyish-red eyes.

"What was that?" I asked Weena.

"A Morlock," she replied. "They live underground."

She seemed frightened and did not want to talk about the strange creatures. I realised then that the future world was not as perfect as it seemed. I decided to go underground and find out about the Morlocks.

"Don't go down there! Please!" Weena cried.

"Don't worry, Weena. I won't be long," I replied.

I began to climb down a small, dark well. After a while, I stopped to rest. Suddenly, a cold hand touched my face. I lit a match and saw three Morlocks running away down a dark



Check these words

- valley • splendid
- blossom • sweet-smelling
- pick • creature • vanish
- well • reply
- underground • seem
- frightened • realise • cry
- be long • rest • light
- match • run away
- passage • chamber
- machine • chase
- surface • hunt • whisper
- hide • powerful • force
- get used to

1

7.3.2.1 Who was H.G. Wells? What types of stories did he write?

Read the biography to find out.

Reading & Listening

2

7.3.4.1 The pictures show the Time Traveller, Weena and a Morlock.

What do you think happens in the extract?

Listen and read to find out.

5b

passage. They were afraid of the light. I followed them into the large underground chamber. I could hear machines, and I could smell meat. When the Morlocks realised I was there, they began to move towards me. I was scared. I ran back down the passage and climbed up to the garden. I could hear the Morlocks close behind me.

"Why are they chasing me?" I asked Weena.

"On dark nights, the Morlocks come to the surface to hunt," she answered.

"But what do they hunt?" I asked. "There are no animals here."

"They hunt the Eloi," she whispered.

We had to find somewhere to hide. As we walked, Weena told me more about the Eloi and the Morlocks. A long time ago, the Eloi were powerful and forced the Morlocks to live underground. The Morlocks worked and the Eloi played. But the Morlocks got used to the dark and began to hate the daylight.

Now the Morlocks had the power, and the Eloi were afraid of them.

3 7.3.2.1 Read the extract and choose the correct answer (A, B or C).

- 1 The Time Traveller first thought the future world had problems when
 - A he saw a strange creature.
 - B he realised Weena was afraid and didn't want to talk about it.
 - C he found out that some creatures lived underground.
- 2 What are the Morlocks afraid of?
 - A the Time Traveller
 - B the darkness
 - C the light
- 3 Why did the Morlocks begin to live underground?
 - A The Eloi made them live there.
 - B They hated the daylight.
 - C They wanted to become more powerful.

4 7.3.2.1 Answer the questions.

- 1 What does the Time Traveller think of Weena?
- 2 What do the Morlocks look like?
- 3 Why does the Time Traveller go down the well?
- 4 Why are the Eloi afraid of the Morlocks?

b) 7.3.6.1  Do you feel sorry for the Morlocks? Why (not)?

5 Complete the sentences. Use: *began, moved, became, lit, vanished*.

- 1 The Time Traveller friends with Weena.
- 2 He watched as the Morlock ran away and down a well.
- 3 The Morlocks lived underground for so long that they to hate the light.
- 4 The creatures towards the Time Traveller in the dark.
- 5 He a match so that he could see what was happening.

Speaking & Writing

6 7.3.8.1 Use the pictures in Ex. 2 to write or give the class a summary of the story.

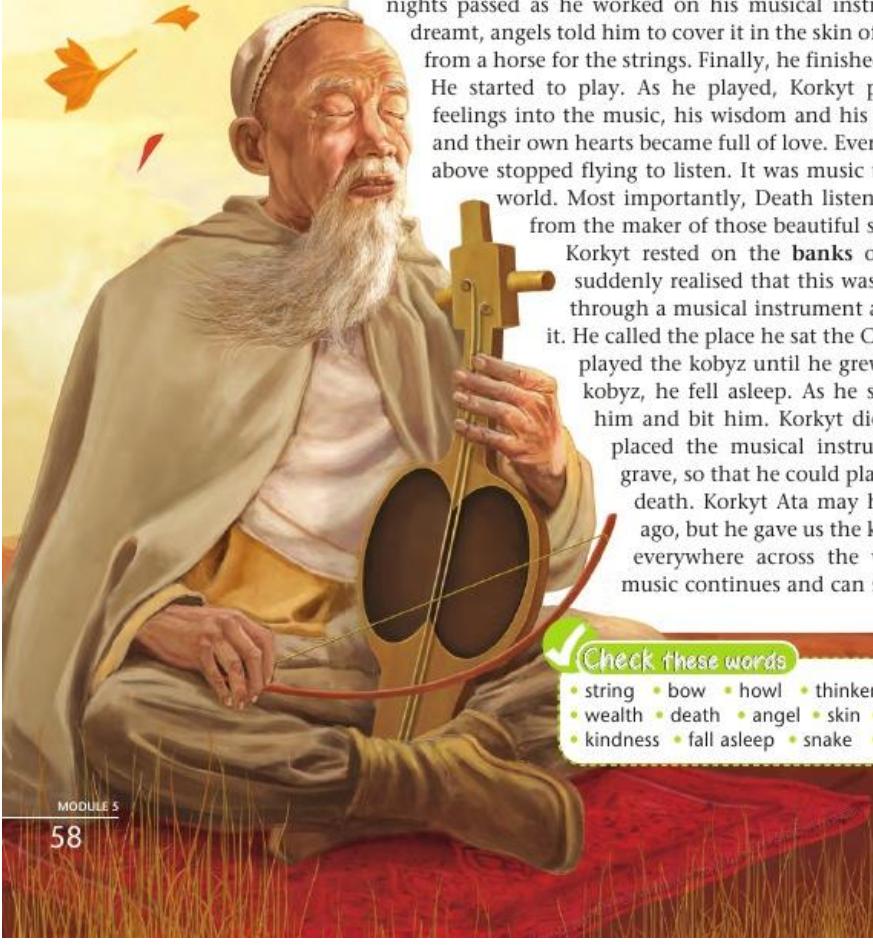
7 a)  What do you think happens in the end? Decide in groups.

b) Watch the  VIDEO. Were your guesses correct?

8 7.1.6.1   Work in groups. Draw your own time machine, then decide what period of history you would visit. Write a description of your visit. Think about: place – time – people (appearance/ character/work) – what happened there. Present your description to the class.

5c Korkyt Ata and the Kobyz

The kobyz is the national musical instrument of Kazakhstan. It has a body made of wood and two strings. Musicians play it using a bow. People believe it is the oldest bow musical instrument in the world. When musicians play it, they can copy sounds from nature like the howls of wolves or the cry of swans. Legend says that a man called Korkyt Ata made the very first kobyz.



MODULE 5

58

- 1** What is a kobyz? What can it sound like when it is played? Read the text to find out.

Reading & Listening

- 2** **7.4.1.1** Who was Korkyt Ata? What did he search for?
Listen and read to find out.

Korkyt Ata and the Kobyz

Korkyt Ata lived long ago in the 8th to 9th centuries. He was a great thinker and gave advice to the rulers of the land. Legend tells that Korkyt grew tired of the sadness that death brought. He saw that all the wealth and power in the world could not stop death. He went out into the world to search for immortality – life without end – but everywhere he looked, he saw the end of life. In the forest, he saw the dead trees that lay on the ground. On the steppe, he saw the grass that the sun had burned dry. Even the tall, powerful mountains fell down in time.

Seeing all this, Korkyt became depressed. He wanted to feel happier, so he started to create a musical instrument from the wood of a tree. The days and nights passed as he worked on his musical instrument. One night as he dreamt, angels told him to cover it in the skin of a camel, and use the hair from a horse for the strings. Finally, he finished it. It was the first kobyz. He started to play. As he played, Korkyt put all his thoughts and feelings into the music, his wisdom and his kindness. People listened and their own hearts became full of love. Even the birds in the sky high above stopped flying to listen. It was music that gave pleasure to the world. Most importantly, Death listened, too, and stayed away from the maker of those beautiful sounds.

Korkyt rested on the banks of the Syrdarya river. He suddenly realised that this was the way to live forever – through a musical instrument and the sounds played on it. He called the place he sat the Centre of the Earth. Korkyt played the kobyz until he grew tired. Putting down the kobyz, he fell asleep. As he slept, a snake crept up to him and bit him. Korkyt died. They buried him and placed the musical instrument he created on his grave, so that he could play the kobyz even after his death. Korkyt Ata may have died many centuries ago, but he gave us the kobyz and because of that, everywhere across the world, the sound of his music continues and can still be heard to this day.

Check these words

- string • bow • howl • thinker • ruler • land • sadness
- wealth • death • angel • skin • camel • feeling • wisdom
- kindness • fall asleep • snake • bite • bury • grave

3 7.4.2.1 Read the text again and answer the questions.

- 1 Why did Korkyt Ata go out into the world?
- 2 What was the first kobyz made from?
- 3 What effect did Korkyt Ata's music have on people?
- 4 Why was Korkyt buried with a kobyz on his grave?
- 5 According to the legend, how did Korkyt Ata die?

4 7.4.5.1  Korkyt Ata wanted to live forever. Do you think he achieved it? How?

5 Complete the sentences. Use: *realised, crept, put, created, searched.*

- 1 Korkyt travelled around and for the end of death.
- 2 To make himself feel happier, Korkyt the world's first kobyz.
- 3 A snake up to Korkyt while he was sleeping.
- 4 By the Syrdarya river, Korkyt that music was a way to stop death.
- 5 When he played, Korkyt his heart and soul into his music.

6 Match the words in bold in the text to their definitions.

- important and strong
- large amounts of money
- periods of 100 years
- enjoyment and happiness
- the surface of the earth
- very sad
- sides of a river

7 a) Read the theory box.

Legends are very old stories about famous and important people from the past. Sometimes these legends are true and sometimes, they are not. Legends have several things in common:

Setting: the action takes place long time ago in a particular country.

Characters: there is usually a hero who performs great deeds, and characters who try to stop him/her.

Events: the main events often include long journeys and adventures or strange events.

Examples are: *King Arthur and the Knights of the Round Table; the lost city of Atlantis; El Dorado – the city of gold*

b) 7.4.3.1 What makes Korkyt Ata and the Kobyz a legend? Make notes under the headings: setting – characters – events. Tell the class.

Speaking & Writing

8 7.1.6.1 7.3.8.1  List the main events of the legend of Korkyt Ata and the Kobyz in order. Use your notes to give or write a summary of the story.

9  Draw a picture to illustrate the legend of Korkyt Ata and the Kobyz.

10 7.1.9.1  Imagine the story takes place nowadays. In groups think about

- where it takes place
- who the hero is (name, what he/she does, where he/she lives)
- what the hero wants and what he/she does
- what happens in the end

Present your story to the class. The class votes for the most interesting story.

5d The Magic Garden of the Poor

Reading & Listening

1

7.2.1.1 Look at the picture and read the title of the text. How was this garden created?

Listen and read to find out.

 VIDEO

The Magic Garden of the Poor

Long ago, there were two friends. One was a farmer and the other was a shepherd. One day, disaster struck and a terrible disease killed all the shepherd's sheep. His friend, the farmer, didn't hesitate to help. He gave half his land to the shepherd so that he could become a farmer, too. While the shepherd was digging in his new fields, he found a chest full of gold. He took it to the farmer.

"You are rich, my friend," he said. "I found this gold on your land."

"Ah," replied the farmer, "but it is your land now, so you are the rich one."

The two men could not agree, so they took their problem to a wise man. The wise man asked his four students what to do. The first said that the shepherd found the gold in the ground, so he should put it back in the ground. The second said that the men brought the gold to the wise man, so it should belong to the wise man. The third said that the ground was part of the nation, which belonged to the Khan, so they should give the gold to the Khan. The wise man didn't like any of these answers, so he turned to the last student.

"I think, because neither the farmer nor the shepherd wants the gold, we should use it to make a garden for poor people, where they can come to rest and find food."

"An excellent idea!" cried the wise man, and the farmer and the shepherd agreed. "As it was your idea," he added, addressing the student, "you can

go to the city and buy the seeds, and I will give you the land."

So the student left for the city. He was on his way to buy the seeds when he saw a caravan of camels passing by. It carried hundreds of birds, all tied upside-down by their feet. The student felt so sorry for the birds that he offered to buy them at once, and he gave the camel driver all the gold. Then he set the birds free and they flew into the sky.

He turned and left for home, but when he saw the land where he was supposed to plant the seeds, he fell to the ground.

"What have I done?" he cried. "I have failed in my task! I was supposed to bring seeds to make a beautiful garden, but I spent all the gold on setting the birds free!"

The birds flying by heard the student's cries, and they passed the message to others. Then, from every corner of the land, birds came carrying seeds of every kind. They planted them on the wise man's land and a beautiful garden sprang up. Poor people came from far and wide to eat the amazing fruit that grew there. At night, the ones who had no homes, slept peacefully under the trees. Rich people, too, heard about this amazing place and they travelled for days to see it. When they arrived, however, the gates slammed shut and the walls grew higher. The garden possessed a strange magic and no one could enter except those who needed help.

MODULE 5

60



Check these words

- farmer • shepherd • disaster struck • disease • sheep • hesitate • dig • field
- chest • gold • rich • land • reply • agree • wise • belong • nation • neither ... nor • poor • address • seeds • caravan • camel • pass by • tie
- upside-down • at once • camel driver • set free • was supposed to
- fail in a task • pass the message • spring up • far and wide • fruit • grow
- peacefully • gate • slam shut • possess • magic • enter • except • need help

5d

2 7.4.2.1 Read the text and for questions 1-3 choose the correct answer (A, B or C).

- 1 The shepherd didn't want the gold because
 - A he thought it didn't belong to him.
 - B he believed the farmer needed it more.
 - C he thought he was rich enough already.
- 2 The student bought the birds because
 - A he thought the garden would look better with birds in it.
 - B he cared more about the birds than the garden.
 - C it upset him to see how the camel driver treated them.
- 3 Which best describes the meaning of this folk tale?
 - A If you tell a lie, you will lose everything you have.
 - B If you're trying to do good, others will help you.
 - C If you fail once, there are no second chances.

3 7.1.9.1 7.3.3.1  If you were the farmer, would you take the gold the shepherd found? Why/Why not? Discuss in pairs.

4 Complete the sentences. Use: struck, passed, set, failed, slammed.

- 1 The student wanted to the birds free.
- 2 When the rich people tried to get inside, the gates of the garden shut.
- 3 The student noticed the birds when a caravan of camels by.
- 4 The shepherd was successful until disaster and he lost his sheep.
- 5 The student was upset because he thought he had in his task.

5 **Read the theory box.**

Folk tales are part of traditional cultures in places all over the world. They have several things in common:

- The beginning of the story starts with '*Once upon a time ...*' or a similar phrase.
- They feature **ordinary people** e.g. *a woodcutter, a fisherman*.
- They deal with **human problems** e.g. *family, poverty*.
- They contain **extraordinary luck** e.g. *finding money* or **supernatural elements** e.g. *a goose that lays golden eggs*.
- They contain **life lessons, morals or values** that are important to that culture, e.g. *share your good fortune with others*.

Speaking & Writing

6 a) Copy and complete the spidergram in your notebooks.



b) 7.1.6.1  Use your notes from Ex. 6a to tell the class why *The Magic Garden of the Poor* is a good example of a folk tale.

7  Draw a picture of the Magic Garden. Display it in the classroom, then describe it.

8 7.1.8.1  Portfolio Research another folk tale either from your country or another country. List the events in the order they happened. Use your list to present the folk tale to the class.

VALUES
How stories help us
1

- 7.3.3.1 Why is it important to read or tell stories? Use the list to tell the class. Can you think of more reasons?**



Stories are important because they:

- help us communicate with others
- allow us to dream
- help us see how people solve their problems
- shape our culture
- influence the way we think and behave
- teach us ethics & values
- make us want to do the right thing
- help us see the difference between good and bad
- make us experience a variety of emotions
- develop our imagination

2

- Create your own good and bad characters for a detective story. Think about:**

- his/her name
- where he/she lives
- what he /she looks like
- what he/she is like

Present your fictional characters to the class.

3

Do the quiz. Mark the sentences T (true) or F (false).

- 1 Sherlock Holmes was a famous real detective.
- 2 Sir Arthur Conan Doyle wrote *The Time Machine*.
- 3 H.G. Wells was born in 1867.
- 4 The Eloi are friendly people.
- 5 The Morlocks live underground.
- 6 The kobyzy is a musical instrument.
- 7 Legends are never true.
- 8 The Garden of the Poor had no trees in it.

4

Go through Module 5 again and prepare a quiz similar to the one in Ex. 3.

5

Song: Read the song and in pairs complete the gaps with: *pleasant, face, good, scream, safe, right.*

The Wild, Wild Wood

Stay away from the Wild, Wild Wood,
It's dark, it's cold and it's no 1)

Nasty creatures come out at night
So stay away and you'll be all 2)

Never go to the Wild, Wild Wood
Stay away, you know you should
It's not 3) there for you or me
It's not a 4) place to be

The Wild, Wild Wood is a scary place
Behind each tree you'll see a 5)

And all the scary sounds you hear
Will make you 6) or shake with fear

6

Listen and check.

7

How does the song make you feel?

MODULE 6

Entertainment & Media

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: choosing a TV programme
- Writing an informal email about your favourite TV series

Themes:

- entertainment • films
- music • the media
- *Musical instruments around the world*

VALUES: Social media

- #### Language Focus:
- the passive • *it-there*

VIDEO



7.3.3.1 7.3.4.1



Use the adjectives to discuss TV programmes and other types of entertainment, as in the example.

- good • great • OK • silly • childish • funny
- interesting • awful • boring • educational
- fantastic • terrible • not bad • amusing

A: *What do you think of documentaries?*

B: *I find them boring/awful. I prefer police dramas.*

A: *What do you like to watch?*

B: *I like They are great/fantastic/funny.*

Find the page numbers for

- a TV guide
- traditional musical instruments
- sci-fi films



Audio content



Video content

MODULE 6

63

Reading 6a

Check these words

- direct • former • human
- valuable • material • battle
- action-packed • struggle
- survive • end up • enemy
- fascinating • long-running

1 a) Have you seen a science-fiction film? Tell the class about it.

b) 7.2.8.1 7.3.3.1 In which films have the characters in the pictures appeared? What is each film about?

Listen and read to find out.

2 7.4.2.1 7.4.4.1 Read the article and mark sentences 1-7 as T (true), F (false) or DS (doesn't say).

FOREST SCHOOL

What's on this month?

clubs cinema school trips sport theatre

It's time for the annual school film festival and this year it's sure to be a success. The theme is science-fiction and there will be over 15 films to choose from. Here are a few of the blockbusters that are showing.



Avatar: The Way of Water is a thrilling action-adventure film directed by James Cameron. The story follows Jake Sully, a former human soldier who now lives with the Na'vi people on Pandora, a moon they call home. When humans come back to Pandora to search for a valuable natural material, Jake and his wife Neytiri have to fight to protect their home and way of life. With amazing special effects and lots of exciting battles, this one is a must-see!

Dune: Part One is a science-fiction blockbuster about a young man's journey across a desert planet. It was directed by Denis Villeneuve and stars Timothée Chalamet, who plays the main character, Paul Atreides. It is an action-packed film involving space travel. When Paul's father is sent to take control of the planet of Arrakis, it puts House Atreides in a dangerous struggle for power, and Paul must work to help his family survive. The cast give a brilliant performance and the music, which was composed by Hans Zimmer, won an Oscar for Best Original Score. This is a perfect film for all science-fiction fans.



Transformers One is a computer-animated film that explores the history of the famous Transformers, Optimus Prime and Megatron, on their home planet of Cybertron. The two start as close friends, but end up in a battle when they become enemies. Chris Hemsworth leads an excellent cast that includes Brian Tyree Henry, Scarlett Johansson and Steve Buscemi. It was directed by Josh Cooley. It has a fascinating plot and the sound effects make you feel that you are in the middle of the battle. It is highly recommended to anyone interested in this long-running series.

Vocabulary 6a

- 1 Jake Sully comes from Pandora.
- 2 The Na'vi people need a new home.
- 3 Denis Villeneuve plays Paul in *Dune*.
- 4 *Dune* was directed by Hans Zimmer.
- 5 *Dune* involves travel in space.
- 6 *Transformers One* has won an Oscar.
- 7 *Transformers One* involves a battle.

3 a) 7.3.8.1  Make notes under the headings. Use them to write or say a few sentences about each film. In what ways are the stories similar and/or different?

Name	Avatar: The Way of Water
Type	thrilling action-adventure
Director	James Cameron
Plot	Jake Sully, a former human soldier, fights to protect his home on Pandora.

Avatar: The Way of Water is a thrilling action-adventure. It was directed by James Cameron. Jake Sully, a former human soldier, fights to protect his home on Pandora.

b) 7.1.9.1   Imagine that you were Jake Sully. What solutions would you suggest to save your home? Say or write a few sentences. Tell the class.

If I were Jake Sully, I'd try to talk to humans.

- Films

4 Fill in: sound, plot, effects, cast, computer-animated, blockbuster.

- 1 Special make films more exciting.
- 2 The film's fascinating kept us on the edge of our seats.
- 3 Robots is a(n) film. Children love it.
- 4 The film is great. It'll be a(n)
- 5 In animated films, they use a lot of effects to attract children's attention.
- 6 With an excellent and great director, the film will be a success.

5 Fill in: win, star, direct, release, compose, play in the correct form.

Top Gun: Maverick is a sequel to *Top Gun*. Joseph Kosinski 1) it. Tom Cruise and Miles Teller 2) in it. Tom Cruise 3) the role of Maverick. He was excellent! Harold Faltermeyer 4) the music for the film, which Paramount Pictures 5) in 2022. The film 6) an Oscar for Best Sound in 2023.

- Recommending

6 7.3.1.1 7.3.4.1  Use the phrases to recommend films you have seen.

+	-
• You should see it.	• It was too long/boring.
• It's a must-see.	• It's a waste of time.
• Don't miss it.	

A: Have you seen ...?

B: Yes, I saw it last Sunday.

A: Did you like it?

B: It was great. The sound effects were amazing. You should see it.

Listening & Speaking

7 a) 7.2.2.1 7.2.3.1 Listen to three people talking about the films they like. Which type(s) of film does each: like? not like? Why?

Jane

Steve

Susan

b) Think of your favourite film. What type is it? Who directed it? Who stars in it? What is it about? Tell the class.

Writing

8 7.5.4.1 7.5.7.1 Portfolio Complete the email to your English pen-friend about your favourite film.



Hi ...

My favourite film is It is a ... film. It was directed by It stars The film is about It is ... and it has great Don't

Use of English 6b

• The passive (present simple & past simple)

- 1** [7.6.9.1] Read the theory. Say the examples in your language. Find examples in the text on p. 64.

Present Simple	Active	Passive
Affirmative	They make films in India.	Films are made in India.
Negative	They don't make films here.	Films aren't made here.
Interrogative	Do they make films in Australia?	Are films made in Australia?
Past Simple	Active	Passive
Affirmative	They released it last Monday.	It was released last Monday.
Negative	They didn't release it last Tuesday.	It wasn't released last Tuesday.
Interrogative	Did they release it yesterday?	Was it released yesterday?

- 2** Fill in: *is* or *are*.

- Most films made in Hollywood.
- Jim Carrey known for his comedies.
- The Cannes Film Festival held every May.
- Changes to actors' lines sometimes made at the last minute.
- Pixar Animation Studios based in California, USA.
- Nomad* set in 18th century Kazakhstan.

- 3** Put the verbs in brackets into the *past simple* passive.

I, Robot is a sci-fi action thriller starring Will Smith. It **1) (produce)** by Twentieth Century Fox Film Corporation. The film **2) (direct)** by Alex Proyas and **3) (write)** by Jeff Vintar and Akiva Goldsman. It **4) (nominate)** for an Oscar and won an ASCAP Award for the Top Box Office Film.

- 4** Read the theory. Is there a similar structure in your language?

Changing from active to passive

Subject	Verb	Object
Active: George Lucas	directed	Star Wars.

↓ ↓ ↓

Passive: Star Wars **was directed by** George Lucas.

Subject	Verb	Agent
---------	------	-------

The object of the active verb becomes the subject in the passive sentence.

The active verb changes into a passive form.

The subject of the active verb becomes the agent.

The agent is introduced with *by* or it is omitted.

We use the passive voice when:

- we don't know who did the action. *His car was stolen yesterday.*
- the action is more important than the person who did it. *The film was released in 2008.*

- 5** [7.6.9.1] Write the sentences in the *passive voice*.

- William Shakespeare wrote *Macbeth*.
Macbeth **was written by William Shakespeare**.
- They filmed *The Lord of the Rings* in New Zealand.
It was filmed in New Zealand.
- They released *Inside Out 2* in 2024.
It was released in 2024.
- Greta Gerwig directed *Barbie*.
It was directed by Greta Gerwig.
- They nominated *Oppenheimer* for thirteen Academy Awards in 2023.
It was nominated for thirteen Academy Awards in 2023.
- They filmed *Nomad* in Kazakhstan.
It was filmed in Kazakhstan.

Use of English 6b

6 Read the theory. Fill in: by or with.

by + person who does the action (the agent)

The picture was painted by Picasso.

with + instrument/material/ingredient

The picture was painted with oil paint.

- 1 The documentary was filmed an underwater camera.
- 2 The show was watched millions of people.
- 3 The artwork was made paper.
- 4 Avatar was directed James Cameron.

7 7.6.9.1 Use the verbs and the names to write a passive sentence about each of the following.

Listen and check.

A	B	C
America	invent	Giuseppe Verdi
Hamlet	sing	Alexander Graham Bell
Aida	discover	Michelangelo
The Pietà	compose	Elvis Presley
Blue Suede Shoes	paint	Christopher Columbus
The Mona Lisa	write	William Shakespeare
The telephone	sculpt	Leonardo da Vinci

America was discovered by Christopher Columbus.

8 7.6.5.1 Find the words in bold. They are the answers to questions. Write questions for these answers.

Mongol is a historical adventure film. It was directed by 1) Sergei Bodrov and is based on 2) the early life of Genghis Khan,* the great Mongol warrior. 3) Tadanobu Asano, Honglei Sun and Khulan Chuluun are the leading actors. The film was released in 4) 2007 and was nominated for 5) an Oscar. The film's music was composed by 6) Tuomas Kanttilinen.

*Genghis Khan can be spelt as Chinggis Khan



1 Who was 'Mongol' directed by? (passive)

9

7.6.5.1

7.6.9.1



Ask and answer, as in the example.

• penicillin • blue jeans • Wuthering Heights • The Magic Flute • Guernica

• discover • compose • write • paint • invent

• Mozart • Pablo Picasso • Levi Strauss • Emily Brontë • Alexander Fleming

A: Who was penicillin discovered by?

B: It was discovered by Alexander Fleming.

Now write complete sentences.

- it – there

10 Read the theory. Fill in: it or there.

it/there

We use **it/there** as the subject when there is no natural subject in a sentence:

- to talk about weather/time/distance. *It's quite windy today. It's 10 o'clock. How far is it to Taraz?*
- to comment on/identify something/somebody. *It was great to be there. It's nice to meet you. Who is it? It's Ann.*
- to introduce something new. *There's a concert this evening.*
- to say that something exists in a particular place. *There is a cinema in the mall.*

- 1 A: Hello,'s Ivan. Can I speak to Marat, please?
B: Marat's out tonight.'s a concert on at the town hall.
- 2 A:'s 7 o'clock. How far is the theatre?
B: Don't worry,'s only a 10-minute walk.
- 3 A: Is a cinema in this town?
B: Yes, and's a great film out today.
- 4 A:'s going to rain. Do you need my umbrella?
B: No thanks, but was kind of you to ask me.

Workbook: 6b & Use of English 6

MODULE 6

Skills 6c

Study Skills

Predicting content

The title and the first and the last sentence in each paragraph can help us predict what a text is about.

1 What can you do in the following places?

- art gallery • cinema • concert hall • exhibition centre • museum
- opera house • stadium • circus • theatre

We can see paintings in an art gallery.

2 7.1.9.1 THINK! Listen to the music extract. What type of music is it: rock? pop? classical? jazz? reggae? punk? heavy metal? electronic? What images come to mind? Tell the class.

Reading

3 7.4.1.1 7.4.4.1 Read the title and look at the picture. What is unusual about the musical instruments? Listen and read to find out.



Playing with your Food

Check these words

- orchestra • found • produce
- high-quality sound • leek
- pumpkin • bass drum • create
- cucumber • depend on
- repertoire • range from
- environmentally-conscious
- biodegradable • audience



Most parents tell their children not to play with their food. A group of musicians in Austria obviously didn't listen!

The Vienna Vegetable Orchestra, which was founded in 1998, uses fresh vegetables to make music. They choose only the freshest vegetables from local markets for their instruments, which are made an hour before the show. "Fresh vegetables produce high-quality sounds. Plastic-packed vegetables do not make good instruments," they say. Each vegetable can be used in many different ways. Carrots are made into flutes, leeks into violins and pumpkins into bass drums. Combinations of vegetables are also used together to create instruments. For example, they can make a trumpet by using a cucumber for the body, a carrot for the mouthpiece and a pepper for the trumpet's bell. The sound of each instrument depends on the quality of the vegetables and the temperature on stage. The orchestra is constantly working on developing new instruments.

The orchestra's musical repertoire ranges from classical to electronic. They play about 20 to 30 concerts a year. This one-of-a-kind musical group is also environmentally-conscious since all the instruments are bio-degradable. At the end of each performance, the vegetables are made into a delicious soup for the audience to eat. The whole experience is something that all your senses can enjoy!

Skills 6c

4 a) 7.4.2.1 7.4.5.1 Read the text and answer the questions.

- | | |
|---|---|
| 1 Where is the orchestra from?
2 What makes it special?
3 Where do they get their instruments from?
4 How is a trumpet made? | 5 What does the sound of the instruments depend on?
6 What music do they play?
7 How does a concert end?
8  In what ways is this orchestra different to a conventional one? |
|---|---|

b) 7.1.10.1   Would you like to attend a concert by the Vienna Vegetable Orchestra? Why (not)? Write or say a few sentences on the topic.

Listening

5 7.2.1.1 Listen to Tony talking to a friend about an evening out. What did each person do?

<input type="checkbox"/> 1 Tony	<input type="checkbox"/> 2 Joyce	<input type="checkbox"/> 3 Laura	<input type="checkbox"/> 4 Claire	<input type="checkbox"/> 5 Dennis
A ballet	C film	E exhibition	G opera	
B concert	D play	F dinner	H football	

• Describing experiences

6 7.1.6.1 Think of the last time you went out and had a really good time. Complete the notes. Use your notes to talk about your evening out.

Topic: An evening out
When/Where you went
Who you went with
What exactly happened (what you did, what it was like, how you felt, etc.)



Writing

7 7.5.4.1 7.5.7.1 Guided Use your answers in Ex. 6 to complete the email to your English pen-friend.

Hi ..., Last ..., I went to I went with I/We I had a really great time. Have to go now. Talk to you later. ...

Everyday English 6d

• Choosing TV programmes

1 Listen and repeat.

- Do you fancy watching it? • What else is on? • Quiz shows are boring.
- That sounds great. • I just hate social dramas. • Oh no, not that.

2 7.2.6.1 The sentences in Ex. 1 are from a dialogue between two friends. What programme do they choose to watch?

3 Listen and read to find out.



Check these words

- fancy • be on
- social drama

Sanzhar: Anna, there's a quiz show on Netflix.

Do you fancy watching it?

Anna: Not really. Quiz shows are boring. What else is on?

Sanzhar: Well, there's a wildlife programme on about sharks.

Anna: That sounds great. What time is it on?

Sanzhar: 6:00.

Anna: Let's watch that. There's a teen social drama after that.

Sanzhar: Oh no, not that. I just hate social dramas.

Study Skills

Intonation

Use suitable intonation to show your feelings. This helps your listener understand you better.

3 Read the dialogue again and find phrases in it which mean: Do you feel like watching it? – I'm not really in the mood. – That's OK with me. – When does it start? – I can't stand social dramas.

4 Listen to the dialogue. Take roles and read it out. Mind your intonation. Say the sentences in Ex. 1 in your language.

5 7.3.1.1 7.3.4.1 7.3.5.1 Portfolio It's Thursday evening. Use the guide to discuss what you want to watch. Use the sentences in Ex. 1. You can use the dialogue in Ex. 2 as a model. Record yourselves.

THURSDAY 7 th APRIL			
Live TV	Channel PLUS	ABC on demand	myChannel
6:00 pm Friends (US sitcom)	6:00 pm Magic Forest (mystery show)	6:00 pm Ready Steady Cook! (cookery programme)	5:30 pm The Simpsons (cartoon)
6:30 pm Elephants (wildlife programme)	6:30 pm Eggheads (quiz show)	6:30 pm News & Weather	6:00 pm Sharks (wildlife documentary)
7:00 pm EastEnders (soap opera)	7:00 pm Lost (US drama series)	7:15 pm Do you know it? (quiz show)	7:00 pm Mary & Helen (teen social drama)



ACROSS CULTURES 6e

1 Listen to the music extracts (1-9). Match them to their origins.

a) Spanish
b) Greek
c) Irish

d) Italian
e) Russian
f) Mexican

g) Kazakhstan
h) Chinese
i) Egyptian

2 a) Name some musical instruments. List them under the headings:

wind
flute

string
harp

percussion
xylophone

b) 7.2.6.1 7.4.5.1 Look at the musical instruments in the pictures.

Which is a wind instrument? Which is a string instrument?

Which country are they from? Are they played nowadays?

c) Listen and read to find out.

MUSICAL INSTRUMENTS AROUND THE WORLD



The Dombra

The dombra is a beautiful string instrument. It is called the queen of Kazakh instruments. It's got a pear-shaped wooden body with a long neck and two strings. Traditionally the strings were made from sinew but today nylon ones are used. The dombra is an instrument with a long history. Many Kazakh families have at least one person who can play it. It is usually played on its own or used to accompany traditional songs. It sounds great as part of a band, too. Some bands even use electric dombras to create music.



The Tin Whistle

The tin whistle is a traditional Irish wind instrument that looks like a small flute. Today it is made from a long narrow brass tube with six holes and a plastic mouthpiece. Irish people have played the tin whistle since ancient times and it is one of the most popular instruments in Irish traditional music. It is also called the penny* whistle because in the past many beggars used to play it in the streets for money. Today, it is played by many musicians and in many styles of music. The theme song of the 1997 film *Titanic*, 'My Heart Will Go On', features an Irish tin whistle.

* a small coin worth about 1 euro cent

3 Find all the passive sentences in the text. Rewrite them as active.

... It is made from (passive)

... They make it from (active)



Check these words

- pear-shaped • string
- sinew • accompany
- band • made from
- brass • tube
- mouthpiece • beggar
- feature

4

a) Say four things you have learnt from the text, then choose a musical instrument and describe it.

b) 7.3.3.1 Which musical instrument(s) would you like to play? Why? Tell your partner.

5

7.1.6.1 Portfolio Collect information about a traditional musical instrument in your country under the headings: name – type – description – other facts. Present the instrument to the class.



Across the Curriculum 6f

1

7.4.3.1 Which of the types of media below do you use every day?

Tell your partner.

- magazines • newspapers • the Internet • TV • radio
- mobile media devices

I use the Internet every day or I watch TV. I rarely read a newspaper.

2

7.3.7.1 What problems can electronic media cause?

Listen and read to find out.

3

7.4.2.1 7.4.3.1 Read the text. List two examples of problems caused by electronic media. What does the writer advise teens to do? How difficult was the text for you?



Teens & Electronic Media: A dangerous combination

Electronic media can be very useful research tools for students, giving them all the information they need at the push of a button. However, they can cause a student's grades to drop. Spending many hours in front of a screen for entertainment purposes means that you spend less time studying and doing your school work.

Another serious problem of electronic media abuse is a social one. Since you spend so much time watching TV, surfing the Net, reading magazines or playing computer games, you are wasting valuable time you can spend with your friends and family. Electronic media are a great way to keep in touch with friends and family who live far away. Still they cannot replace the benefits of communicating with people in the real world.

Tips on using electronic media safely

- 1 Set a time limit. Give yourself about 1-2 hours a day to use any type of electronic media you want for entertainment.
- 2 Never do your homework or study while you're using electronic media.
- 3 Don't use electronic media in your bedroom. Keep all sources in the living room and out of your bedroom.
- 4 Take a break to stretch out your muscles after an hour of sitting. Also, after your time is up, do some kind of activity that will exercise your body and your mind.
- 5 Remember that not everything you read on the Internet is true! People are not always who they say they are, and teens often make bad decisions about the things they share. Think carefully before you type or post. You can't take it back, and it can cause a lot of harm.



Check these words

- research tool • drop
- purpose • abuse
- valuable • network
- benefit

4

7.4.6.1 What is the writer's opinion on teens using electronic media? How can the information in the text help you?

Pronunciation /e/, /æ/

5

Listen and tick (✓). Listen and repeat. Can you think of more words with these sounds?

	/e/	/æ/		/e/	/æ/		/e/	/æ/
bad			set			cat		
bed			sad			pet		

Writing 6g

• An email about your favourite TV series

- 1 a) 7.4.5.1 The phrases are from the email below. How does the writer feel about the series? **are always interesting** **a great series**

never miss an episode **can't wait** **appeals to everyone**

- b) Read the text. Complete the gaps with the phrases above.



Check these words

- crime scene
- investigator • move
- speed • save
- powerful • enemy
- appeal • can't wait

Hi Assel,
My favourite TV series is *The Flash*. It's on Sky 1 at 8 pm every Tuesday. It's 1) about Barry Allen, a crime scene investigator who is also The Flash, a superhero who can move at extremely fast speeds. The Flash must save his city from different supervillains, especially his most powerful enemy, Reverse-Flash. It's the best superhero series ever and I 2) Grant Gustin is amazing as the Flash, the storylines 3) and it's got some great special effects. I think it has something that 4) Do they show it in your country? I'm going to watch it tonight and I 5) Well, I have to go now.
Beth

- 2 Read the rubric, look at the underlined words and answer the questions.

This is part of an email from your English pen-friend. Write an email in reply. (50-60 words)

My favourite TV series is *The Flash*. What's yours? When is it on? What is it about?

- | | |
|--------------------------------------|------------------------------------|
| 1 Who are you writing to? What? | 3 How many words should you write? |
| 2 What are you going to write about? | |

3 Answer the questions.

- | | |
|-------------------------------------|-----------------------------|
| 1 What is your favourite TV series? | 4 What is the series about? |
| 2 What type is it? | 5 Why do you like it? |
| 3 When is it on? | 6 Would you recommend it? |

Writing (an email about your favourite TV series)

- 4 7.5.1.1 7.5.4.1 Portfolio Use your answers in Exs 2 & 3 to write your email to your English pen-friend about your favourite TV series (60 words). Follow the plan.

Para 1: greet your friend, write the name of the series, what channel it is on, what time and when you can watch it, what the series is about (*Dear ... , My favourite TV series ... It's on ... It's a great series ... It's about ...*)

Para 2: comment on storylines, cast, music, etc. (*The storylines are ... and the acting ...*)
Para 3: your feelings, closing remarks (*It's the best ... Well, I have to go now. Write back ...*)

VALUES
Social Media

- 1** a) **Read the statements. Which do you agree with? Which do you disagree with? Why? Discuss with your partner.**

- 1 Social media promotes unrealistic beauty standards.
- 2 Social media affects what people think about famous people.
- 3 Social media helps us keep up with new releases.
- 4 Social media can bring fans together.
- 5 Social media lets us explore our interests.
- 6 Social media raises awareness about important issues.

b) **Choose a film or TV series that became popular because of social media. Tell the class about it and explain how it became popular.**

- 2** Do the quiz. Mark the sentences T (true) or F (false).

quiz

- 1 Both *Avatar: The Way of the Water* and *Dune: Part One* were directed by James Cameron.
- 2 *Transformers One* is a computer-animated film.
- 3 The Vienna Vegetable Orchestra make their musical instruments themselves.
- 4 *The Flash* is a TV series.
- 5 It doesn't matter what you post on the Internet.
- 6 The dombra is a wind instrument.

- 3** **THINK! Look at Module 6 and prepare a T/F quiz of your own.**

4 Song: Read the words/phrases.

How are they related to music?

Listen and read to find out.

- saucepan • box • tin • shake
- hit • tap • click fingers
- stamp feet

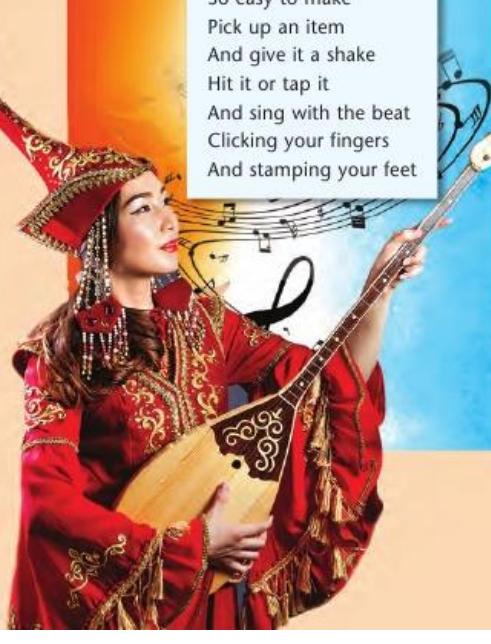
VIDEO

Feel the Rhythm

You can make music
And make a great sound
Just take the things
You've got lying around
Pick up a saucepan
A box or a tin
Now you can play
Let the music begin

Pick any object
Make music today
You'll feel the rhythm
As you start to play
Just feel the music
And you can't go wrong
Play from the heart
Let the world hear your song

Instruments can be
So easy to make
Pick up an item
And give it a shake
Hit it or tap it
And sing with the beat
Clicking your fingers
And stamping your feet



MODULE

7

Natural disasters

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: narrating an experience – expressing sympathy
- Writing a story

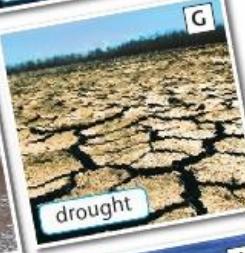
Themes:

- natural disasters
- Disasters in Kazakhstan & the UK
- VALUES: learn from nature

Language Focus:

- past continuous
- past simple vs past continuous

▶ VIDEO



Find the page numbers for

- newspaper headlines
- a story in pictures
- a landmark in Kazakhstan



Vocabulary

• Natural phenomena

1

- Listen to the natural phenomena (A-I) and repeat.

2

- 7.5.8.1 Complete the newspaper headlines (1-4) with the correct natural phenomenon.

SKIER SAFE AFTER 1) DESTROYS SKI RESORT

HEAVY RAIN CAUSES HUGE 2)

WARNING OF WILDFIRES AFTER 3-MONTH 3)

LOCALS LEAVE AS 4) HITS COAST OF FLORIDA

3

- 7.5.7 THINK! Look at the pictures again and say which of these phenomena are/are not common in your country.

Floods are common in my country.

MODULE 7

75

Reading 7a

Study Skills

Predicting content

Pictures from a text help you predict what the text is about.



1

7.4.1.1 7.4.4.1 Look at the pictures and read the key words/phrases: *warm breeze, crystal clear water, loud roar, huge wave swallowed me, hand grabbed me, palm tree, in panic, lonely and lost, lucky to be alive. What is the text about?*

Q Listen, read and check.

Check these words

- shine • breeze • roar
- scream • wonder • massive
- swallow • breathe • grab
- gasp for air • rescue

TRUE STORIES

by Mark Smith



On the morning of 26th December, the sun was shining and a warm breeze was blowing on Ko Phi Phi Don Island in Thailand. It was a welcome change 5 from the wet, rainy weather in London. After breakfast, we went to the beach. My parents decided to sunbathe and I ran straight into the crystal clear water. Nothing could prepare me for what 10 was about to happen next. Suddenly, I heard a loud roar. The water under my feet disappeared. I heard people screaming and pointing at the sea. "What's going on?" I was 15 wondering as I turned to see a massive wave coming towards me. "Mark, run!" I heard my mum shout before the huge wave swallowed me. I was under the water. I was trying to breathe and 20 reach the surface but the force of the water just pushed me down. Then, out of nowhere a hand grabbed me and pulled me up. I gasped for air and looked around. I was in a palm tree with a Thai man. I could see people in 25 the distance running in panic. I felt like crying, but I was too shocked to even do that. The only thing I could do was to sit and watch, unable to move. The hours passed slowly. 30 Suddenly, the Thai man started shouting and pointing to a helicopter. The pilot saw us and came to rescue us. Half an hour later, we were safe in the hills. There were a lot of people 35 there. I was feeling lonely and lost when I heard my mum's voice say "Mark, you're safe." I don't remember feeling more relieved in my life than at that moment. 40

Two days later we left the island. We felt lucky to be alive, but we were sorry for the locals that lost their homes. It was a terrible experience.

2

7.4.2.1 Read the text again and complete the sentences. Use two to four words.

- 1 Mark and his family went
- 2 On the morning of 26th December after breakfast, they
- 3 While Mark was swimming, he heard
- 4 A huge wave
- 5 A Thai man managed to pull
- 6 Hours later a helicopter
- 7 In the hills, Mark felt
- 8 Mark and his family left two
- 9 They felt lucky
- 10 They felt sorry for

Vocabulary 7a

3 a)  Give the story another title.

b)   Imagine you are Mark. How did you feel during the tsunami? Say and/or write a few sentences.

4 Match the adjectives to their synonyms. Then explain the words in bold.

- | | |
|---|-------------|
| <input type="checkbox"/> 1 welcome (l. 4) | a huge |
| <input type="checkbox"/> 2 massive (l. 15) | b horrified |
| <input type="checkbox"/> 3 shocked (l. 27) | c pleasant |
| <input type="checkbox"/> 4 safe (l. 34) | d abandoned |
| <input type="checkbox"/> 5 lonely (l. 36) | e calm |
| <input type="checkbox"/> 6 relieved (l. 39) | f unharmed |

• Natural disasters

5 Read the texts and complete them with the words in the lists.

- survive • rescue • howling
- flying • shelter

(A)

I'll never forget the time I got caught in the middle of a hurricane. I was in the park when it started. The wind was 1) and objects were 2) all around me. I was trying to find some 3) when suddenly I heard a 4) team in the distance. I was lucky to 5)

- hurt • rumbling • rocking
- collapsed • shaking

(B)

We were in class when we all heard a deep 1) noise. Then, suddenly, the ground started 2) and the walls started 3) from side to side. It was an earthquake! Seconds later, though, it was over. Some buildings in the town 4), but luckily no one was 5) It was a scary experience.

Speaking & Writing

6 a)   Talk with your partner about your funniest, saddest or scariest experience on holiday.

- 1 where/you go?
A: *Where did you go?*
B: *I went to*
- 2 who/with you?
- 3 what/weather be like?
- 4 how/you get there?
- 5 where/you stay?
- 6 what/you do? (go for long hikes in the mountain, take pictures, etc)
- 7 what happen?
- 8 what/happen in the end?
- 9 how/you feel in the end?

b)  Use your answers in Ex. 6a to tell the class about your experience on holiday.

7  Now use your answers in Ex. 6 to write an email to your English-speaking friend about your experience (60-100 words).

OUTBOX CONTACTS

Hi Dylan,

You won't believe what happened to me while I was on holiday in (*place*)..... (*who*)..... went there (*time*)..... by (*how*)..... . The weather was We stayed Every day we Then one day I felt In the end We all felt

What about you?

Write back,

.....
(*your first name*)

Use of English 7b

• Past continuous

- 1** 7.6.10.1 Complete the table. Say the examples in your language.

Affirmative	Negative
I was sleeping. You were sleeping. He/She/It 1) sleeping. We/You/They were sleeping.	I wasn't sleeping. You weren't sleeping. He/She/It 2) sleeping. We/You/They 3) sleeping.
Interrogative	Short Answers
Was I/he/she/it sleeping? 4) we/you/they sleeping?	Yes , I/he/she/it 5) / No , I/he/she/it wasn't . Yes , we/you/they 6) / No , we/you/they weren't .

We use the **past continuous** for actions which were in progress at a certain time in the past. *Kairat was watching TV at 6 o'clock yesterday evening. We weren't playing basketball yesterday at 10 pm. We were sleeping. Were you watching TV?*

Time expressions used with the past continuous: yesterday, last week, while, as, at ten o'clock, yesterday morning, etc.

- 2** 7.6.10.1 The picture was taken at 5 o'clock yesterday afternoon just before an earthquake happened. What was each person doing? Use these verbs/phrases eat a sandwich, sleep, talk on the phone, rain, play video games, read a magazine, cook to complete the sentences.



- | | |
|-------------------------|---------------------|
| 1 Saltanat | 5 Kairat |
| 2 Aidana and Amir | 6 Madi |
| 3 Mrs Barumbayeva | 7 Outside, it |
| 4 Mr Barumbayev | |

- 3** 7.6.10.1 Look at Assel's timetable for last Sunday. Write sentences, as in the example.

10:30	help Mum in the garden
11:30	tidy my room
1:30	have lunch with Mum & Dad
2:30	go for a walk with Aizhan
4:00	watch TV with Dad
6:30	play basketball with my friends
8:00	have dinner
9:00	sleep

- At 11:00, Assel **wasn't tidying** (tidy) her room. She **was helping Mum in the garden**.
- At 12:00, she (watch) TV. She
- At 1:45, Assel and her parents (sleep). They
- At 4:15, Assel's dad (play) basketball. He
- At 6:45, Assel's friends (have) dinner. They

- 4** 7.5.3.1 Write your own timetable for last Sunday. Discuss with your partner what you were doing at 10:30, 11:30, 1:30, 2:30, 4:00, 6:30, 8:00, 9:00.

- A: At 11:00 I was playing football with my friends in the park. What about you?
B: I was watching TV.

Use of English 7b

- Past simple vs Past continuous

5 Read the theory. Say the examples in your language. Now list all past simple/past continuous forms in the text on p. 76. How do we use each form?

We use the **past simple** for:

- actions which started and finished in the past. *She left an hour ago.*
- actions which happened one after the other in the past. *He stood up, got his bag and left the room.*

We use the **past continuous** for:

- actions which were happening at a specific time in the past. *He was sleeping at 7 o'clock last night.*
- two actions which were happening at the same time in the past. *She was cooking while he was working.*
- an action which was happening in the past when another action interrupted it. The action in progress is in the past continuous. The action which interrupted the action in progress is in the past simple. *She was doing her homework when the phone rang.*

6 Put the verbs in brackets into the past simple or the past continuous.

- 1 Gulnara (tidy) her room while Damir (have) a bath.
- 2 When (he/call)? An hour ago.
- 3 She (sunbathe) when her mobile (ring).
- 4 We (swim) at 5 o'clock yesterday afternoon.
- 5 They (finish) breakfast and then (go out).
- 6 Aidar (play) tennis when it (start) raining.
- 7 The kids (watch) TV while Mum (read) a magazine.
- 8 Akbota (make) dinner when the lights (go out).
- 9 They (drive) to Astana when their car (break down).
- 10 He (put on) his coat, (grab) his bag and (leave).

7 Read the text and put the verbs in brackets into the *past simple* or the *past continuous*.

Over a decade ago, Binti Jua 1) (become) one of the most famous gorillas in the world. Her aunt, Koko, was well-known at the same time because she 2) (talk) to people in sign language. However, one day in 1996, Binti Jua 3) (rescue) a 3-year-old child to become the biggest celebrity in the family. The boy 4) (climb) a railing at the zoo when he 5) (fall) into the gorilla enclosure. Zoo visitors 6) (scream) in terror as they 7) (watch) Binti approach the young boy. However, the gorilla 8) (carry) the unconscious boy to an entrance where the staff could help. Binti's own baby, Koola, 9) (hold) onto her back all that time. Another visitor 10) (film) with his video camera while the rescue 11) (happen).

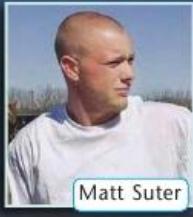
- Talking about past actions

8  Ask and answer questions. Use the phrases.

- 1 you/read a magazine – 4 o'clock yesterday afternoon? "Were you reading a magazine at 4 o'clock yesterday afternoon?" "No, I wasn't."
- 2 your parents/go to the theatre – last Saturday? "Did your parents go to the theatre last Saturday?" "Yes, they did."
- 3 you/do your homework – 5:00 yesterday afternoon?
- 4 you/visit your grandparents – last Sunday?
- 5 you/talk on the phone – at lunchtime yesterday?
- 6 you/watch TV – yesterday afternoon?
- 7 your friends/play basketball – yesterday?
- 8 what/you/do – 3 o'clock yesterday afternoon?

9 Complete the sentences. Use the *past simple* or the *past continuous*.

- 1 When I left school yesterday afternoon,
- 2 At 8 o'clock yesterday morning,
- 3 Last summer, we
- 4 I was while
- 5 I when
- 6 Last weekend, my

Skills 7c

Matt Suter

THE MAN WHO RODE A TORNADO



19-year-old high school student Matt Suter was visiting his grandmother in her trailer in Missouri, USA. Earlier in the day the weather was nice, but during the afternoon dark clouds started gathering in the sky. By night, it was raining heavily and strong winds were blowing against the trailer.

It was then that Matt heard a strange loud noise. "It was like ten aeroplanes around us," he said. Suddenly, the walls, floor and ceiling started shaking. Furniture was moving around in all directions. Terrified, Matt tried to hold onto the sofa, but he couldn't. Something lifted him off his feet and out as the walls of the trailer were collapsing.

When Matt woke up, he was lying on the grass in the middle of a field, 400 metres from the trailer! He had a cut on his head and some small cuts and bruises on his body. When he realised where he was, he went to a neighbour for help. His neighbour wrapped him in a blanket and drove him back to the trailer. His grandma was OK, but the trailer was in pieces. Matt's grandma was delighted to see him.

Matt was very lucky to escape disaster. No other person on record has travelled that distance 'by tornado' and lived to tell the story. For Matt it was a frightening experience. "I always wanted to see a tornado," he said. "But I definitely didn't want to be in one!"

Check these words

- trailer • gather • rain heavily • strong winds
- blow • against • shake
- in all directions
- terrified • lift • off his feet • collapse • lie
- realise • neighbour
- wrap • in pieces • escape
- on record • distance

Reading

1 7.2.1.1 7.4.1.1 Look at the pictures and read the title. Did Matt manage to escape disaster?

Listen and read to find out.

2 7.4.2.1 7.4.5.1 Read the text again and mark sentences (1-6) as T (true), F (false) or DS (doesn't say).

- | | | |
|---|---|-------|
| 1 | Matt Suter lived with his grandmother in a trailer. | |
| 2 | It was raining all day before the tornado hit. | |
| 3 | Passing planes made the trailer shake. | |
| 4 | Matt hit his head when he landed in the field. | |
| 5 | Matt escaped the tornado with minor injuries. | |
| 6 | Matt's grandmother thought he was dead. | |

3 7.4.7.1 Read the text again and find:

- four phrases describing weather • four verbs related to tornado activity
- two nouns for injuries • two adjectives describing feelings

Skills 7c

4 Complete the newspaper headlines. Use: *blow, collapse, tell, strong, shakes, survived, escapes.*

TWO PEOPLE LIVED TO 1) THE STORY

2) WINDS 3) TRAIN OFF BRIDGE

BUILDINGS 4) DURING TORNADO

1 5) THE JAPANESE TSUNAMI

MAN 6) DISASTER AFTER ROOF COLLAPSES

EARTHQUAKE 7) BUILDINGS IN TOKYO

5

a) Change the ending of the story. Say and/or write a few sentences.

b) 7.1.9.1 7.3.8.1 Imagine you experienced a tornado disaster. Change three things from Matt's story and tell the class your story.

Speaking & Writing

6

7.3.8.1 Watch the , then read the text in Ex. 1. List the events in the order they happened. Imagine you are Matt's grandma. Tell the story from your point of view. Talk about: where I was – who I was with – when it happened – what happened – how I felt.

Listening

7

7.2.8.1 Listen and put the pictures (A-D) in the correct order (1-4).



8

7.5.1.1 7.5.4.1 Listen to the dialogue in Ex. 7 again and make notes under the headings: who – when – where – what happened – feelings. Use your notes to write the story for your school English magazine (100-120 words).

Everyday English 7d



Check these words

- Oh dear • wander
- rumbling • minor
- get a shock

1

• Narrating an experience – Expressing sympathy

a) Listen and repeat.

- You'll never guess what happened. • What happened?
- Where were you at the time? • Oh my goodness!
- Did anyone get hurt? • I can imagine!

b) 7.2.3.1 The sentences are from a dialogue between two friends.

Which natural disaster are they talking about?

Listen, read and check.



2

Read the dialogue. Where was Assel when the earthquake started? How did she feel?

- Damir: Hi, Assel. Did you have a nice holiday?
 Assel: Hi, Damir. It was great. You'll never guess what happened, though.
 Damir: What happened?
 Assel: Well, while I was in Almaty, there was an earthquake!
 Damir: Oh dear! Where were you at the time?
 Assel: I was wandering around a market. Suddenly, I heard a rumbling sound and the ground started shaking!
 Damir: Oh my goodness! And then what?
 Assel: I started screaming. Seconds later, though, it was over.
 Damir: Did anyone get hurt?
 Assel: No. It was a minor earthquake so there was no damage. I got quite a shock, though!
 Damir: I can imagine!

3

Find sentences in the dialogue which mean: *I was really surprised.* – *Was anyone injured?* – *I had an enjoyable time.* – *I know what you mean!*

4

Listen to and read the dialogue. Take roles and read it aloud.

5

7.3.5.1 Act out a similar dialogue. Use the dialogue in Ex. 2 as a model. Use phrases from the Useful phrases box.

Student A: Your friend has just returned from a holiday. Ask him/her questions about what happened there.

Student B: While you were on holiday, you experienced a hurricane. Tell your friend about it.

Great Disasters

VIDEO

The Great Fire of London – 1666

The Great Fire of London is one of the most well-known disasters in history. The fire began on 2nd September 1666 in Tom Farriner's bakery in Pudding Lane. He was a baker to King Charles II. It lasted four days and burnt down over 13,000 houses. People lived in houses made of wood and straw that were close together, so the fire spread very quickly. Samuel Pepys, one famous diarist, and his men managed to put out the last fire on 6th September. Sir Christopher Wren designed a monument to remind people of the Great Fire of London. It stands near where the fire started.

The Kebin Earthquake – 1911

The south of Kazakhstan is located on a seismic active zone, so the area has had many powerful earthquakes. In 1911 the Kebin earthquake almost completely destroyed the city of Almaty. It happened on 3rd January and over 770 buildings collapsed in the city. Many historic buildings were damaged, but one famous building survived. It was the Ascension Cathedral in Panfilov Park. At 54m high, it remains one of the tallest wooden buildings in the world. Amazingly, it survived even though there aren't any nails in the entire building!



Check these words

- burn down • wood
- straw • spread
- put out • monument
- remind
- seismic active zone
- powerful • destroy
- collapse • survive
- remain • nail

Study Skills

Homophones

Homophones are words which are pronounced the same but they differ in spelling or meaning.
e.g. *peace* – *piece*

1 Read the title and the headings. What do you know about these two disasters? How are the buildings in the pictures related to them?

Listen and read to find out.

2 **7.4.2.1** Mark the statements (1–6) **T** (true), **F** (false) or **DS** (doesn't say).

- 1 The Kebin earthquake was the first earthquake in southern Kazakhstan.
- 2 Over 700 buildings in Almaty survived the earthquake.
- 3 People built the Ascension Cathedral without nails.
- 4 The Great Fire of London started in a bakery.
- 5 The Great Fire of London lasted a week.
- 6 Samuel Pepys was a rich man.

Pronunciation (Homophones)

3 Listen and find the word which does not sound the same as the others. Listen again and repeat.

- itch – its – it's • hair – here – hear • saw – so – sew
- eight – ate – eat • I – eye – high • sun – son – soon

4 **7.1.6.1** How are these names related to the disasters in the text?

- Tom Farriner • Pudding Lane • King Charles II • Samuel Pepys
- Sir Christopher Wren • Kebin • Almaty • Ascension Cathedral
- Panfilov

5 **7.1.6.1** Find information about a disaster that happened in your country. Use these headings: type of disaster – time – location – effects. Compare it to the disasters in the text.



Across the Curriculum 7f

Citizenship

- People who help us



police officer



1

lollipop lady



3

firefighter



4

paramedic



5

traffic warden

1

How do the people in the pictures (1-5) help us? Match the prompts (A-E) to the pictures (1-5).

Make sentences. Use your own ideas as well.

- A help people/cross busy road – teach/road safety
- B take people/hospital – give/first aid
- C put out fires – rescue people
- D report parking offences – control traffic
- E stop crime – protect people

Police officers stop crime and protect people.

2

Read the title of the text. Think of two questions you have about the police service in the UK.

⌚ Listen and read and see if you can answer them.



The Police Service in the United Kingdom

The United Kingdom doesn't have only one police force. Instead, there are 48 different forces around the nation!

At the head of each force is the Chief Constable (or, in London, the Commissioner). There are different ranks of police officers. Police constables, under the supervision of sergeants and inspectors, do the general police work, such as patrolling the streets, answering calls and so on. The police station is their base.

Entry to the police force is open to men and women over the age of 18 who are physically fit and have good eyesight. Every police officer does two years of police college courses and on-the-job training.

Police constables wear a uniform and a helmet. They do not carry a gun.

Detectives, who investigate crimes, wear plain clothes.



3

7.3.5.1 Read the text. In pairs, ask and answer wh- questions based on the text.

A: Who's the head of each police force in the UK?

B: The Chief Constable. Who does ...

Check these words

- police force • constable
- rank • supervision
- sergeant • inspector
- patrol • base • eyesight
- helmet

4

7.1.6.1 Collect information about the police force in your country. Think about: organisation (head of force, structure, base) – duties – uniform. Present it to the class.

Writing 7g

Study Skills

Setting the scene

We usually start a story by setting the scene. To do this, we imagine that we are looking at a picture and we describe the scene (place, time, the weather, the main characters, and their feelings).

• A story

1 Read the story and fill in the correct preposition.

Listen, read and check.

Check these words

- set off • look forward to • shortcut
- get stuck • wrap • run out • lonely
- note • snowmobile • survive • injury
- patience • survival skills



It was a cold but bright Friday afternoon in Seattle and Daryl Jane was very excited. He packed his skis, his sleeping bag, and a few clothes in his jeep and set off to Mount Adams. He was looking forward 1) spending the weekend 2) his friends.

Daryl was familiar 3) the area, so he took a shortcut through a country road. He was driving along in the jeep when the tyres got stuck in the snow. Within minutes, it started snowing heavily. Soon snow began to cover his car. He tried calling for help, but his mobile phone wasn't working. He knew he was 4) trouble. He decided to stay inside the car and he wrapped himself 5) his sleeping bag to keep warm. Daryl had some banana chips, rice cakes and some water 6) him. He hoped they would be enough until someone found him. The days passed and the food and water ran out. He ran the engine 7) a few minutes every day to melt the snow. He was lonely and scared and he started writing goodbye notes to his family. Then one morning he heard a snowmobile and he knew he was safe. He felt happy and proud 8) himself. He managed to survive for two weeks 9) his car in almost 2 metres of snow without any injury, thanks 10) his patience and survival skills.

2

7.3.8.1 Put the events in the order they happened. Give the class a summary of the story. Then, give the story a different ending.

- A He took a shortcut.
- B He wrapped himself in his sleeping bag.
- C The tyres got stuck in the snow.
- D He started writing goodbye notes.

- E He heard a snowmobile.
- F He was safe.
- G Daryl set off to Mount Adams. 1
- H He ran out of food and water.
- I It started snowing.

Listening for ideas

3

7.2.1.1 The pictures (A-C) tell a story.

Listen and put the pictures in the order they happened.

Writing (a story)

4

7.5.1.1 7.5.4.1 Use ideas from Ex. 3 and the verbs in the box to write your story for your school English magazine (80-120 words). Present the events in the order they happened. Follow the plan.

- ski • hear • see • head down • hit • break
- wait for • start waving • lift

Para 1: when & where the story happened (*It was a bright sunny day ...*) – who the main characters were (*My friend Bob and I ... We were ...*)

Para 2: events in the order they happened (*Suddenly, we ... We skied ... I wasn't hurt but Bob ...*)

Para 3: what happened in the end – characters' feelings (*We had to ... Then I heard ... I felt ...*)

VALUES
Learn from nature
1 Match the sentences (1-4) to their meaning.

- In nature everything is a cycle. Leaves are green in the summer, turn yellow in the autumn, then fall off in the winter and grow again in the spring.
- Everything in nature has a role to play, whatever its size: ants, butterflies, tigers, etc.
- Nature is unpredictable. There are storms, heavy rains, earthquakes, etc.
- Nature is not complicated yet it is beautiful.



- A We can't have control over everything.
 B What seems like an end can be a new beginning.
 C We need to be simple and modest.
 D Nothing is too small to be important.

2 **What does nature teach us?**
Discuss in pairs.
3 Do the quiz. Mark the sentences T (true) or F (false).

- 1 An earthquake hit Thailand on 26th December.
- 2 The UK has got one police force.
- 3 The Chief Constable is the head of the police force in London.
- 4 The Kebin earthquake destroyed Ascension Cathedral in Panfilov Park.
- 5 The Great Fire of London was put out on 6th September 1666.
- 6 The Great Fire of London burnt down over 13,000 houses.

4 **Look at Module 7 and write a T/F quiz of your own.**
5 **Song:** Listen to the song. Is the singer optimistic or pessimistic? Give reasons.

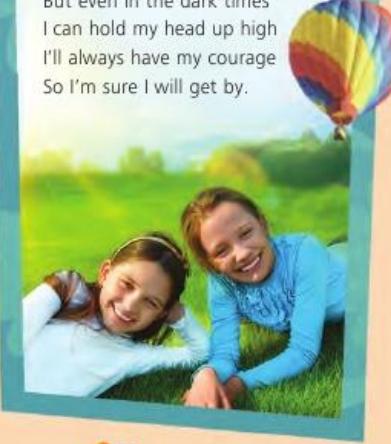
▶ VIDEO

Get through

Sometimes we all face problems
 And the world can get us down
 But even in the bad times
 You will never see me frown
 I always see the bright side
 I don't give up easily
 I know that I have courage
 And no problem can beat me.

No matter what may happen
 I know I'll always get through
 As long as I have courage
 There's nothing I can't do.

Sometimes there are disasters
 They can happen every day
 Sometimes we all feel helpless
 When life's troubles come our way
 But even in the dark times
 I can hold my head up high
 I'll always have my courage
 So I'm sure I will get by.


6 **Complete the sentences about yourself.**

- 1 Problems ... me.
 2 In the bad times I
 3 I'm glad

MODULE

8

Healthy habits

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: asking for/giving advice
- Writing an email giving advice

Themes:

- healthy/unhealthy habits
- healthy lifestyle
- healthy eating
- Natural remedies in Kazakhstan & New Zealand

VALUES: Healthy lifestyles

- conditionals (zero, first, second)
- modals (*must/have to/need to/might*)

Language Focus:**Vocabulary**

- Healthy/Unhealthy habits

1

Listen and repeat.

2

7.1.1.1 7.6.13.1 **What should/shouldn't we do to have a healthy lifestyle? Look at the pictures in Ex. 1 and say.**

*We should get a good night's sleep.**We shouldn't eat too much junk food.*

DOS

1 get a good night's sleep
2 have a hobby
3 drink plenty of water
4 do a physical activity

DON'TS

1 eat too much junk food
2 surf the Internet for too long
3 play video games too often
4 eat late at night
5 watch too much TV

Find the page numbers for

- a menu
- natural remedies
- a poem



Audio content



Video content

Reading 8a



Check these words

- go off • snooze • familiar
- on average • sleep in
- do bad in exams
- tiredness • concentrate
- suffer from • stress
- lack • solution • routine
- on a full stomach
- boost your performance
- catch up on sth

1

Look at the picture and read the title and the key words.

- alarm goes off • snooze for five more minutes • feel sleepy
- want to sleep in • suffer from stress • switch off your gadgets
- follow your dreams

2

What do you think the text is about?

Listen and read to find out.

3

7.4.3.1 **Read the text again and mark statements 1-6 as T (true) or F (false). Correct the false statements.**

- 1 Teenagers think they get enough sleep.
- 2 Teenagers have the same sleeping habits as adults.
- 3 Sleep protects you from illnesses.
- 4 Sleeping less can improve your diet.
- 5 Technology can stop you from sleeping.
- 6 It's a good idea to keep the same bedtime.

4

7.4.6.1 **Who is the article for? What is the author's purpose: to entertain? to inform? to persuade?**



**Live
the
Dream**

**Sleep
More!**



88

You're having the best dream you've ever had. Suddenly, the alarm goes off. No! You reach out your arm and turn it off. You just want to snooze for five more minutes. Does this sound familiar? Well you're not alone. Teenagers everywhere are trying to get just a little more sleep.

So why is this? Well, to start with, on average teenagers need to sleep an hour longer than adults. Also teenagers usually feel sleepy later at night than adults, and take longer to wake up in the morning – and that's the reason why you always want to sleep in!

But can tiredness really hurt you? Unfortunately, it can. If you don't get enough sleep, you find it harder to concentrate at school and might do worse in your exams. You're also more likely to get ill or suffer from stress. In addition, you will eat more unhealthy food to help you stay awake. Lack of sleep can affect everything.

Luckily, there's a simple solution. Get more sleep and sleep better with a good evening routine. Firstly, you must eat dinner early so you don't go to bed on a full stomach. Then, about an hour before you go to bed, you should start doing something quiet and relaxing. Switch off your gadgets as the bright light from your smartphone or tablet can wake your body up. Finally, go to bed and get up at the same time every day. This helps your body find the right time for bedtime.

If you follow these tips to get more sleep, you will boost your performance at school while staying happy and healthy.

Remember, there are no dreams without sleep. So if you want to follow your dreams, make sure you catch up on those zzzs!

Vocabulary 8a

5 7.4.1.1  **What is the best alternative title for the text?**

- A Don't snooze your life away!
- B Healthy sleeping habits
- C The link between sleep and success

6 7.3.7.1  **Your friend feels tired and cannot concentrate at school. Advise him/her what to do.**

• **Healthy lifestyles**

7 7.4.8.1 **Fill in the correct words/phrases from the list. Check in your dictionary.**

- feel positive • fit • sleep

(A)

I play basketball after school two days a week and I often go cycling at weekends. I also walk to school every day.

Exercise makes me

- 1) about myself and keeps me
- 2) After doing lots of exercise, I always get a really good night's 3)

Lisa, 14



- overweight • balanced • physical

(B)

I now eat plenty of fresh fruit and vegetables and do some 4) activity every day. Last year, I was 5) , and I didn't feel very confident about myself. Today I eat a more 6) diet and I have

lost weight. Now I feel much better about myself.
Megan, 13



- support • share • stressed

(C) When you feel 7) because you've got a lot of schoolwork to do, it's important to see your friends regularly. This always helps me do my best. It's great to 8) my problems with someone. Everyone needs people to give them 9) and advice about exams, bullies or anything else.

Aigul, 15



Listening

8 7.2.2.1  Listen to Neil talking about his lifestyle and answer the questions.

- 1 How much sleep does Neil get every night?
- 2 What exercise does he do after school?
- 3 What does Neil eat?
- 4 Who gives him support when he's stressed?

Speaking

9 7.3.5.1 7.3.6.1  **Imagine you are an interviewer on a TV health show. Interview your partner about their lifestyle. Ask and answer the following questions. Then change roles.**

- 1 Do you have a healthy lifestyle? Why(not)?
- 2 How much sleep do you get every night?
- 3 What exercise do you do every week?
- 4 Do you have a balanced diet? What do you eat?
- 5 What makes you feel stressed?
- 6 Who gives you support?

Writing

10 7.5.4.1 **Use your answers in Ex. 9 to complete the text about your lifestyle. Read it to the class. Use text A in Ex. 7 as a model.**

I ... a healthy lifestyle. I get around ... hours of sleep a night. I do ... of exercise every week. I play ... and I I a balanced diet. I feel ...

Use of English 8b

• Zero conditional

- 1** Read the theory. Say the examples in your language. Find an example in the text on p. 88.

Form: if/when + present simple → present simple

If/When you eat well, you have the energy to exercise.

Use: We use the zero conditional for general truths or laws of nature.

Note: We start the conditional clause with **if**. When the if-clause comes before the main clause, we separate the two clauses with a comma.

Compare: *If you eat a lot, you put on weight.*
You put on weight if you eat a lot.

- 2** Write zero conditional sentences, as in the example.

- 1 you/not water plants → they/die
If/When you don't water plants, they die.
- 2 you/mix blue and red → you/get purple
- 3 I/not sleep well → I/feel tired
- 4 people/eat too much → they/get fat
- 5 you/freeze water → it/turn to ice
- 6 You/heat ice → it/melt

• First conditional

- 3** Read the theory. Find examples in the text on p. 88. Are there similar structures in your language?

Form: if + present simple → will + bare infinitive

If we play well, we'll win the match.

Amir won't go out if it rains.

Use: We use the first conditional to talk about a possible event in the present or future.

- 4** Write first conditional sentences, as in the example.

- 1 it/rain → I/not go for a run
If it rains, I won't go for a run.
- 2 he/exercise more → he/lose weight
- 3 I/feel thirsty → I/buy a bottle of water
- 4 you/eat too much junk food → you/get ill
- 5 she/avoid fizzy drinks → she/be fit and healthy
- 6 I/have some free time → I/take up a hobby

- 5** Make complete questions, then answer them, as in the example.

- 1 What/you do/you get a headache?
A: What will you do if you get a headache?
B: If I get a headache, I'll take an aspirin.
- 2 What/you do/you get stressed?
- 3 What/you do/your cold gets worse?
- 4 What/you do/you feel tired?
- 5 Where/you go/it is sunny on Sunday?

• Second conditional

- 6** Read the theory. Say the examples in your language.

Form: if + past simple → would + bare infinitive

If I had enough money, I would buy an exercise bike.

If I were you, I would get a good night's sleep.

Use: We use the second conditional to talk about an imaginary situation in the present/future or to give advice.

- 7** Put the verbs in brackets into the correct tense. Check with your partner.

- 1 If I had enough time, I (join) a gym.
- 2 If I (eat) less, I'd be healthier.
- 3 I'd try to run a marathon if I (be) a lot fitter.
- 4 If I (be) you, I'd see a doctor.
- 5 If it (be) warmer, we'd sit in the garden.
- 6 If I (have) some oranges, I'd make orange juice.

Use of English 8b

8 Ask and answer questions, as in the example.

- 1 you/have a cold? (stay at home)
A: *What would you do if you had a cold?*
B: *If I had a cold, I would stay at home.*
- 2 you/hurt your leg? (put ice on it)
- 3 you/put on weight? (go on a diet)
- 4 you/feel ill? (see a doctor)
- 5 you/want to get fit? (take up a sport)

- **Modals (*must/have to/need to/might*)**

9 7.6.13.1 Read the theory. Are there similar structures in your language? Find examples in the text on p. 88.

Modal verbs:

- do not take **-s, -ing or -ed** suffixes.
- are followed by the bare infinitive.
- come before the subject in questions and are followed by **not** in the negative. *Should I work out more often? No, you shouldn't.*

We use **must/mustn't** to:

- express subjective obligation and duty: *You must listen to your doctor.* (You are obliged to. It's your duty.)
- express very strong advice: *You must change your diet.* (I strongly advise you to)
- express prohibition: *You mustn't run on the grass.* (It is against the rules/law.)

We use **have to/don't have to** to:

- express objective obligation: *Alina has to wear a uniform at work.* (She is obliged to; it's the rule)
- express necessity: *Kate broke her arm and has to go to the hospital.* (It's necessary.)

We use **need to/don't need to** to express necessity. *I need to exercise more.* (I think it is necessary. It is a good idea).

We use **might** for possibility in the present or the future: *You might enjoy ice skating.* (It is possible.)

10 7.6.13.1 Choose the correct modal.

- 1 A: I'm going shopping later.
B: I'll come too. I **might/need** to buy some new trainers.
- 2 A: Are you on a diet?
B: Yes, I really **must/don't have** to eat more fruit.
- 3 A: Did you see the weather report?
B: They say it **might/must** rain later.
- 4 A: The exercise class starts at seven.
B: We **don't have** to/**mustn't** be late.
- 5 A: You **mustn't/don't have** to buy tickets. Entrance is free.
B: Really?
- 6 A: You **don't need** to/**mustn't** enter this room. Didn't you see the sign?
B: No, I'm sorry.

11 7.6.13.1 Complete the dialogue with: *must, mustn't, have to, don't have to, don't need to, might*. Give reasons for your choices.

- A: Hi, John. What are you doing here?
B: I want to sign up for an exercise class. My doctor says I 1) lose some weight.
A: You 2) lose a lot. You should try the aerobics class that I teach.
B: I know I 3) do some exercise, but perhaps your aerobics class is too much for beginners like me.
A: You 4) give up so easily, John. Try one lesson. You 5) carry on if you don't like it.
B: Mmm, I'm not sure.
A: You never know! You 6) enjoy it!

12 Complete the sentences about you.

- 1 If I had enough money, I
- 2 I **must**
- 3 I **don't have to**
- 4 I **need to**

Skills 8c



Check these words

- provide with • nutrient
- carbohydrate • store
- muscle • fuel • protein
- repair • in good shape
- dehydrated • sugary drink

1

7.3.7.1 Look at the **eatwell plate**. Name the foods/drinks on it.

Which of them do you eat/drink most often?

2

7.2.2.1 7.4.1.1 Which foods/drinks give us a lot of energy? Which ones keep our muscles strong?

Listen and read to find out.

Food for Sport



Doing sports and physical activities is a great way to keep fit. It is also important to eat a healthy, balanced diet to provide your body with all the nutrients it needs.

Eating for Sport

- We all need energy. Foods with carbohydrate such as bread, rice, pasta and potatoes are an excellent source of energy. When you eat food containing carbohydrate, your body stores the carbohydrate in your muscles. The muscles use carbohydrate as their fuel. The more you exercise, the more carbohydrate you need.
- Foods with protein such as meat, fish, and milk are also a good source of energy. They also help your muscles grow and repair themselves. Athletes eat a diet high in protein to keep their muscles and bones strong and in good shape.

Drinking for Sport

When doing sports it is important to drink enough or else you get dehydrated. Avoid sugary drinks. Water is the best drink for those who exercise. Remember to:

- drink a lot of water before you start exercising.
- have a drink available during exercise.
- drink plenty of water when you have finished.



DID you KNOW? 3

7.4.2.1 Read the text and mark the sentences T (true), F (false) or DS (doesn't say). Correct the false statements.

Drink at least 6-8 glasses of water every day whether you exercise or not.

- 1 Sports help you stay fit and healthy.
- 2 Certain sports require certain foods.
- 3 Sugar and bread strengthen an athlete's muscles.
- 4 Eating meat helps an athlete to have energy.
- 5 An athlete mustn't drink any water during exercise.
- 6 Drinks that contain sugar can destroy your teeth.

Skills 8c**Listening****4**

- a) 7.2.2.1 Listen to Paul, a professional swimmer, and complete his daily menu with the words below.

- egg • tomatoes • chicken • beef • bananas • potatoes • pasta
- cheese • sugar • yoghurt • pizza • apples

Breakfast

Three 1) sandwiches with
2) ;
One bowl of 3) topped with strawberries and
4) ;
Four slices of bread topped with 5) ; one glass of orange juice.

Lunch

One plate of
6) with tomato sauce;
Two 7) burgers with cheese, lettuce and
8) ;
Two bottles of a sports drink.

Dinner

Five pieces of roast
9) ; two baked
10) ; Seven slices of cheese
11) ; two
12)

- b) 7.3.8.1 Now, tell the class what Paul eats every day.

For breakfast, Paul eats Then, at lunch, he has Finally, he eats ... for dinner.

Speaking & Writing**5**

- 7.3.5.1 Answer the questions. Find someone in the class with the same tastes.

How often do you ...

	Every day	Often	Sometimes	Never
1 eat out?				
2 eat homemade food?				
3 eat junk food like burgers?				
4 drink fizzy drinks?				
5 drink water?				
6 order a takeaway?				
7 eat snacks between meals?				
8 eat fruit?				

6

- What do you have for breakfast, lunch, dinner? as a snack?
Tell your partner.

7

- 7.1.6.1 Portfolio Design your own healthy daily menu. Present it to the class.

Everyday English 8d

Asking for advice

- Could you give me some advice?
- What's your advice?
- What should/can I do?
- What do you think I should do?
- How about ... + -ing?

Giving advice

- If I were you, I'd
- Why don't you ... ?
- You should/must
- It's a good idea to



Asking for/Giving advice

1

Listen and repeat.

- What's wrong, Rita? • What should I do?
- Why don't you run around the park?
- That's a good idea.

2

7.2.7.1 The sentences above are from a dialogue between a student and the school nurse. What is the dialogue about?

Listen, read and check.

Rita: Could I speak to you for a moment?

School Nurse: Yes, of course. What's wrong, Rita?

Rita: I want to play in the school basketball team, but the coach says I have to improve my level of fitness first. What should I do?

School Nurse: Why don't you run around the park? Lots of students often go there.

Rita: That's a good idea.

School Nurse: You should also eat lots of fruit and vegetables and drink plenty of water. And make sure you avoid snacks and fizzy drinks. They're no good for you.

Rita: Thanks for the advice.

School Nurse: No problem, Rita. Have a good day.

3

Read the dialogue again. What is Rita's problem? What is the nurse's advice?

4

Find sentences in the dialogue which mean: What's the matter? – Could you give me some advice? – Thank you so much.

5

Take roles and read the dialogue aloud.

6

7.3.1.1 7.3.5.1 Act out a dialogue similar to the one in Ex. 2.

Student A: You want to lose some weight. Ask a doctor for some advice.

Student B: Advise Student A (cut down on junk food, exercise, have a healthy diet.)

Record yourselves.

Study Skills

Improving speaking skills

You can record yourself while doing a speaking activity. This means you can listen to your performance and improve your pronunciation and intonation.

Nature's helping hand

I've had a terrible cold this week, but Mum gave me a hot lemon and honey drink and that really helped. She says that manuka honey, from New Zealand bees, is one of the best natural remedies. It's great for lots of ailments because it helps kill bacteria. If you have it with milk before you go to bed, it helps you sleep. It's also a healthy energy boost and lots of athletes use it. The only problem is that it's rather expensive. What about you, readers? What kind of natural remedies have you got in your country?

Mason, 14, New Zealand, 15/06, 19:52

We use honey as a natural remedy in Kazakhstan as well, but we also have shubat. It's fermented camel milk and you can buy it at the supermarket. It contains lots of the vitamins and minerals that we need for an active lifestyle. It's good for poor circulation and can even help prevent diabetes. Some stores sell an ice cream that they make from shubat and horse milk. It's delicious and it's good for you! It's the perfect natural remedy.

Damir, 15, Kazakhstan, 17/06, 20:05

Check these words

- helping hand • cold
- honey • ailment
- kill bacteria
- energy boost
- fermented
- vitamins • minerals
- poor circulation
- prevent diabetes

natural remedy
/nætʃərəl 'remədi/ (phr) a way of curing an illness using a substance found in nature

DID you KNOW?

Honey is a food that almost never goes off!

VIDEO

ACROSS CULTURES 8e

1 Read the dictionary entry. What natural remedies do you know?

2 The words/phrases below come from the text. What is the text about?

- had a cold • kill bacteria • energy • vitamins • minerals
- good for poor circulation • prevent diabetes

3 Listen and read to find out.

3.4.2.1 Read the statements and decide which natural remedy they are about. Write M (manuka honey) or S (shubat).

This natural remedy ...

- | | |
|--|---|
| 1 can help you relax at night. | 3 might cost a lot of money. |
| 2 can also be a delightful sweet. | 4 can stop people getting a disease. |

4 7.1.6.1 Collect information about natural remedies in your country. Think about: name – what it is good for. Use the information to make a poster and display it in the classroom.



Across the Curriculum 8f

PSHE

1

bully /'buli/ (v) to use power to hurt or frighten sb



2

Listen and read the poem. How does Chloe feel about bullies?

BULLIES

by Chloe Winn

Bullies in the playground,
Bullies in the street.
They'll punch you in the stomach,
They'll stamp on your feet.
Don't let them feel BIG
They're not the boss of you.
Don't act like their slave
Cause they can't tell you what to do!
Stand up to your fears
You're not the weak, mild petal
You're the big, strong tree stem.



Check these words

- bully • punch
- stomach • stamp
- boss • slave • weak

3

a) 7.4.5.1 Which of these pieces of advice are in Chloe's poem?

- Speak up • Join an after-school club and make friends • Never be alone
- Ignore what the bullies say • Don't listen to the bullies
- Believe in yourself • Don't let the bullies win • Tell your parents

b) 7.3.7.1 Use ideas from the poem and Ex. 3a to give advice about how to stop bullying. Use *should* or *shouldn't*.

You *should* speak up.

4

7.1.6.1 Collect information about bullying under the headings.

- What is bullying? • Who are bullies? • Why do they bully?
- Where does it happen? • What can you do?

Give a presentation to the class.

Pronunciation /æ/, /ʌ/

5 Listen and repeat. Can you think of more words with these sounds?

	/æ/	/ʌ/		/æ/	/ʌ/		/æ/	/ʌ/
us				mud			cat	
as				mad			cut	

Student's Book: Language Review 8f, Prepositions

Workbook: 8d, e, f

Writing 8g

• An email giving advice

1 Read the extract from Guldara's email. What problem is she facing?



London's OK, but I miss all my friends in Almaty. At my new school my classmates make fun of my accent. I feel very embarrassed and unhappy and I don't want to go to school any more. What can I do?

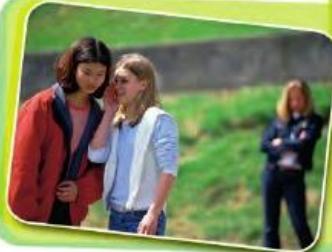
2 a) Read the email and choose the correct missing phrases (A-E).

- | | | |
|---------------------------------|----------------------------|----------------|
| A The best thing you can do | C I'm really sorry to hear | D You can also |
| B I really hope my advice helps | | E This way |



Check these words

- ignore • make fun of
- accent • school counsellor
- miss



Dear Guldara,

1 that you are feeling unhappy at your new school. You were so excited about going to London. I want to help you.

2 is ignore them. 3 your classmates will get tired of making fun of you when they don't get a reaction and they will get used to your accent. 4 ask at school if there is a school counsellor. Sharing your feelings with someone at the school will help you feel better.

5 and you make some new friends soon. We all miss you here.

Write soon.

Love, Saule

b) What is each paragraph about?

Listening for ideas

3 7.2.1.1 Alex is upset because his parents won't allow him to go to a concert. Listen to him talking to Tom. What is Tom's advice?

Writing (an email giving advice)

4 7.1.4.1 7.5.5.1 Portfolio Use the ideas from the dialogue in Ex. 3 to complete the email below, giving advice to Alex (100 words). Swap papers and evaluate your partner's piece of writing.

Dear Alex,

Para 1: express sympathy (*I'm really sorry*)

Para 2: your advice & expected results (*The best thing This way You can also That way*)

Para 3: express hope your advice helps; closing remarks (*I really hope Write and let me know.*)

Yours,

...

VALUES
Healthy lifestyles

- 1** a) Read the proverbs. What do they mean? Do you agree or disagree? Why?

*The beginning of health is sleep.
Work is half of health.
Good health and good sense are two great blessings.
You are what you eat.
An apple a day keeps the doctor away.
Health is wealth.*

- b) Look at the list of activities below.
Which do you do? How often? Tell your partner.

- play sport regularly • get a good night's sleep
- spend time with family & friends
- share problems with family & friends
- eat fruit and vegetables • avoid too much stress
- drink plenty of water • have a hobby

- 2** Create a poster of Dos/Don'ts for a healthy lifestyle.

- 3** Do the quiz. Mark the sentences T (true) or F (false).

- 1 Adults need more sleep than teenagers.
- 2 Smartphone screens can stop you getting to sleep.
- 3 A balanced diet provides all the nutrients we need.
- 4 Meat, fish and eggs provide carbohydrates.
- 5 It is not a good idea to drink water after a workout.
- 6 Manuka honey comes from New Zealand.
- 7 Too much manuka honey will keep you awake.
- 8 Shubat is not good for people with diabetes.

- 4** Look at Module 8 and write a T/F quiz of your own.

- 5** **Song:** Read the title. What can the song be about?
Listen, read and check.



Helping Hands



We all have our different problems
And we need a helping hand
We all need a friend to help us
Who will care and understand
If you help to protect others
If you give to those in need
If you care in times of trouble
You will be a friend indeed

We must look out for each other
It's the only thing to do
When we see a friend in trouble
We must help them to get through
We all need friends to protect us
Friends are good to have around
If we look out for each other
We can all stay safe and sound

When we see people with problems
Who must fight to stay alive
We must do our best to help them
And make sure that they survive
If we all protect each other
If we all can be a friend
We will build a better future
And our troubles will all end

- 6** How can we help others when they have problems? Tell the class.

MODULE 9

Clothes & Fashion

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: choosing clothes
- Writing article describing a person

Themes:

- Clothes, footwear, accessories
- Uniforms in the UK & Kazakhstan
- VALUES: Sustainable fashion

Language Focus:

- -ing form – (to)-infinitive • relatives
- determiners (*all – other*)
- *some – any – no – every* & compounds
- reported speech • *said/told*



Find the page numbers for

- a song about fashion
- a fashion show
- a gondolier



Audio content



Video content

Study Skills

Pair nouns

Pair nouns represent objects that have two parts (shoes, trousers, jeans, glasses, etc.). We use a plural verb after them. *My trousers are red.* However, you can use *pair of* before a pair noun. In this case you use a singular verb after it. *My favourite pair of shoes is blue.*

MODULE 9

99

Reading 9a

1 [7.3.7.1] Do you like wearing trendy clothes? What is your favourite item of clothing? How much money do you spend on clothes?

2 [7.4.2.1] [7.4.7.1] Listen and read. Then, choose the correct option.



FASHION BLOG

Hello, readers! Did you know that in the past lots of teens used fashion as part of their identity? Members of social groups like skaters, preps, goths or emo kids wore similar clothing, almost like a uniform! These days, teens are more open-minded about what they wear and they're more interested in where their clothes come from too! I've asked three teens to give me their take on fashion.

Joanne
(16, Derby)

I used to think it was so important to dress like my school friends, but the more I looked into the fashion industry, the more problems I saw, like horrible working conditions for workers and dangerous pollution from factories. I got into shopping for fair trade clothing last year, and now my wardrobe is full of 'green and clean' fashion – clothes that don't hurt people or the planet!

Martin
(17, Bradford)

I never used to care about where my clothes came from, but then I saw a tweet about companies throwing out huge amounts of clothing. The waste in the fashion industry has been so terrible that I decided to do my part. I started shopping at charity shops and I also make old clothes into more fashionable items!

Lydia
(15, London)

I admit that I'm very keen on fashion! Some people say I'm a 'hypebeast' – someone who needs to have the latest trends – but I like to call myself a 'fashionista'. It's just so exciting when I buy something I see in a fashion magazine or a fashion show. The star of my collection is a beautiful, Italian, leather jacket that's really hard to find. I wear it almost every day!



Check these words

- identity • social group
- uniform • open-minded
- industry • fair trade
- wardrobe • throw out
- waste • charity shop
- fashionable • admit
- trend • collection

- 1 Teens today are **open-minded/interested** in who makes their clothes.
- 2 Joanne doesn't like that the fashion industry treats **factories/workers** badly.
- 3 Martin learned about waste in the fashion industry from **social media/an article**.
- 4 Lydia gets excited when she buys **designer clothes/fashion magazines**.

3 [7.4.2.1] Answer the questions.

- 1 What does the blogger compare to a uniform?
- 2 When did Joanne start shopping for fair trade clothes?
- 3 Where does Martin buy his clothes?
- 4 What do some people call Lydia because of her love of fashion?

4 [7.3.3.1] [7.3.6.1] Which person in the blog has the most similar thoughts on fashion to yours? Give reasons.

Vocabulary 9a

Listening

5

[7.2.3.1] Georgia and her friend Anna are at a clothes shop.

Listen to them and answer the questions.

- | | |
|--|---|
| 1 Why are they there?
2 Who decides to buy something? | 3 What does she buy?
4 How much is it? |
|--|---|

Speaking

- Expressing likes/dislikes

6

List the phrases under the headings.

- I love it. • I like it. • I don't really like it. • It's great. • It's horrible.
- It's OK. • It's fabulous. • I'm not keen on... • I don't mind...
- I'm crazy about... • I'm not (really) bothered. • I'm fond of...
- I can't stand... • I'm really into... • I'm not a fan of...

Positive

Negative

Neutral

- Commenting on clothes

7

[7.3.5.1] You are at a department store. Use the phrases in Ex. 5 and your own ideas to act out dialogues, as in the example.

A: Do you like this hat?

B: I'm not keen on wearing hats. Do you like these sandals?

A: They're OK, but I'm not a fan of sandals.

B: What do you think of this dress?

A: I love it! I'm fond of dresses.

Writing

8

[7.5.5.1] Find pictures of your family and friends. Write a short description of each picture. Write:

- who the people are • where they are
- what the weather is like • what they are wearing/doing

9

[7.3.7.1]



Imagine you want to open your own clothes shop. Think about: where it will be – what clothes you will sell. Present your idea to the class.



Use of English 9b

- Verbs + -ing/to-infinitive/infinite without to

1 7.6.15.1 Read the table. Say the examples in your language.

love, like, hate, don't mind + -ing form
I like wearing jeans.

would love, would like, want + to-infinitive
I'd love to come shopping with you.

can, could, should, may, might, must + infinite without **to**
She may be late for the fashion show.

2 7.6.15.1 Put the verbs in brackets into the correct form.

- Saule doesn't like (walk) far in sandals.
- I want (buy) a new skirt.
- You can (borrow) my red dress for the party.
- We would like (try on) some of these winter coats.
- Natalya loves (read) about the latest fashions in magazines.

3 7.6.15.1 Put the verbs in brackets into the correct form.

Fashion Store

Women | Men | Kids | Home



Do you love 1) (wear) designer clothes, but hate 2) (pay) high prices for them? Then, you should 3) (visit) our new website. We sell designer clothes that shops don't want 4) (buy). Why? Well, some might 5) (have) a missing button or a tiny hole, but you don't mind 6) (fix) that, do you? Check out our website, enter the code SEPT20 and you can 7) (get) 20% off your order!

BUY NOW

- Relatives (who/which/where)

4 7.6.17.1 Read the examples and complete the rules. Say the examples in your language.

*She is the woman who made my sister's wedding dress.
The clothes shop is the place where he works.
I like clothes which are colourful.*

We use 1) with people.

We use 2) with things, animals or ideas.

We use 3) with places.

5 7.6.17.1 Join the sentences. Use the relatives in brackets.

- Nurlan is wearing a new suit. He bought it last Saturday. (which)
- She is a friendly girl. She works in the shoe shop. (who)
- That is the sports shop. You can buy really cheap trainers there. (where)
- These are the boots. I wear them in winter. (which)

6 7.6.17.1 Complete with the correct relative.

London Fashion Week (LFW) is a famous event 1) takes place twice a year. Vivienne Westwood was one of the designers 2) took part in the first LFW in 1984. The Natural History Museum is one of the places 3) LFW used to take place. Now, it is an event 4) people watch online and live at venues across the city. LFW is a place 5) people can see next season's fashions and meet the designers 6) created them.



Use of English 9b

7 7.6.17.1 Make sentences about the following. Use who, where or which.

- sandals • department store • designer
- shoe shop • gloves

Sandals are shoes which we usually wear in the summer.

• Determiners (all – other(s))

8 7.6.4.1 Read the theory.

We use **all** to refer to **more than two** people/things. It has a positive meaning.

They are all students at the fashion school.

All of the clothes are half-price.

We use **other** to show **difference**.

There are other shops we can visit.

It can come after **some, any or no**.

Do you have any other suits?

They've got some other boots at the back of the shop.

I'm afraid there are no other shoes in your size.

We can use **others** to talk about something that has already been mentioned.

I don't like this top. Are there others on sale?

- **some – any – every – no & compounds**

10 Read the theory.

We use:

- **someone/anyone/everyone/no one** to talk about people. *There's someone in the shop.*
- **something/anything/everything/nothing** to talk about things. *I've got nothing to wear to the party.*
- **somewhere/anywhere/everywhere/nowhere** to talk about places. *She looked everywhere but she didn't find her sandals.*

We use **some** in affirmative sentences and **any** in negative and interrogative sentences. **Some** can be used in the interrogative in requests.

Can I have some help, please?

11 Complete the exchanges with **some, any, every, no and their compounds**.

- 1 A: I don't know who goes shopping at Clara's Accessories now.
B: I know. in there is so expensive these days!
- 2 A: Hello! Is there I can do for you?
B: Yes. I'm looking for a new jacket. Have you got black ones?
- 3 A: Are you going to buy today?
B: No, there's nice on sale. Let's go for lunch.
- 4 A: Have you got gloves I can borrow? It's freezing outside!
B: Sure. I've got a blue pair that matches your coat. Let me see if I can find them.
- 5 A: I want those new trainers. in my class has got a pair!
B: Really? I haven't seen wearing them around town.

Skills 9c



Uniforms across the world

**The Foot Guards**

A Think of London and the first thing that comes to mind is Buckingham Palace and the Foot Guards. Their job is to guard the King and Buckingham Palace. They have a very special uniform, which is famous all over the world. Every year, millions of tourists come to London just to see these guards standing outside the palace. The Foot Guards wear black trousers, a bright red jacket and a tall black hat. You can't miss them.

**The National Guard of Kazakhstan**

In Astana and Almaty, you can see the National Guard of Kazakhstan. They guard the president and keep him safe. On ordinary days, the soldiers in the National Guard wear dark blue uniforms with a dark blue cap, but on special occasions they have different clothes. For celebrations, they dress up in a blue and yellow uniform with a hat and boots. Officers wear a white jacket. They all look very smart – and they are all tall! You have to be at least 178 cm tall to be a soldier in the National Guard.

**C Gondoliers**

What represents Venice best is the long black gondolas that float up and down the canals with their tall good-looking gondoliers in their famous uniform. Gondoliers wear blue or black trousers and a shirt with blue and white stripes. They also wear a straw hat with short red ribbons. When it's cold in winter, they sometimes wear a jumper with blue and white stripes and a dark blue beret. They look really handsome in their uniform.

Check these words

- spot • protect • guard
- comes to mind • palace
- soldier • gondola • float
- canals • stripes
- straw hat • ribbons
- beret • handsome

1 Look at the pictures. Which man is wearing: a white jacket? black trousers? a shirt with blue and white stripes? a bright red jacket? a black hat? a straw hat with short red ribbons? a dark blue cap?

Reading

2 a) **[7.2.1] [7.4.1]** What do these people do?

., Listen, read and check.

b) **[7.4.5.]** Read again. Who: **The Foot Guards (A), The National Guard of Kazakhstan (B) or Gondoliers (C) ...**

- 1 protect the Head of State?
- 2 are popular among tourists?
- 3 wear a different uniform during special events?
- 4 wear different clothes in winter?
- 5 need to be above a certain height?
- 6 work on the water?

3 Look at the pictures. Describe each person's uniform.

Skills 9c**4**

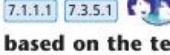
7.3.6.1 **Think!** Think of some people who wear uniforms (e.g. school students, police officers, etc). Why do they wear uniforms? Say and/or write sentences. Tell the class.

*Some people wear uniforms because uniforms protect them while they work.
Others*

Listening**5**

7.2.2.1 7.2.3.1 Listen to Laura talking to Adam about her mum's new job. For questions 1-5, choose the correct answer A, B or C.

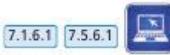
- 1 Laura's mum is
 - A a police officer.
 - B a secondary school teacher.
 - C an army officer.
- 2 At work, Laura's mum wears
 - A a blue uniform with a white shirt and a cap.
 - B a black uniform and hat.
 - C a black uniform with a white shirt and a hat.
- 3 Laura's mum wears a yellow jacket because
 - A it's a special uniform for police celebrations.
 - B it's her everyday uniform.
 - C it helps people to see her.
- 4 Laura's mum finds out that a crime has happened when
 - A her partner tells her.
 - B she hears about it on her police radio.
 - C she gets a phone call from the police station.
- 5 During important ceremonies, Laura's mum
 - A wears a different hat.
 - B rides a horse.
 - C wears special clothes.

Speaking**6**

7.1.1.1 7.3.5.1 In pairs ask and answer comprehension questions based on the text.

A: Where can you see The Foot Guards?

B: In London. What do they do? etc

Writing**7**

7.1.6.1 7.5.6.1 Portfolio Collect information, then write a short paragraph about people in your country or other countries who wear a traditional uniform. Write: what they do – where you can see them – what they wear. Stick on a picture. Present the people to the class. You can create a poster if you like.

Use of English 9d

• Reported statements

1 7.6.11.1 Read the examples and the rules.

Direct speech:

"I love my new hat,"
Gulnara said.



Reported speech:

Gulnara said that she loved her new hat.

- **Direct speech** is the exact words someone said. We use quotation marks.
- **Reported speech** is what someone said but not his/her exact words. We don't use quotation marks.

2 7.6.11.1 Read the theory. How do tenses change in reported speech?

Direct speech

Reported speech

Present simple → Past simple

"I like trendy clothes," he said. He said (that) he liked trendy clothes.

Present continuous → Past continuous

"I'm going out," she said. She said (that) she was going out.

Present modal → Past modal

"I can't do it," he said. He said (that) he couldn't do it.

will → would

"I'll buy it," he said. He said (that) he would buy it.

In **reported speech**, personal/possessive pronouns and possessive adjectives change according to the meaning.

"I'm going shopping with my best friend," he said. – He said that he was shopping with his best friend.

When the **reporting verbs** are in the present tense, the tenses in **reported speech** are the same as in direct speech.

"I'm tired," he says. – He says he's tired.

Certain words and time expressions change as follows:

now → then, today → that day, yesterday → the day before,
here → there, tomorrow → the next day, this week → that week,
next week → the week after, this → that, here → there, come → go

"She's here now," he said. – He said that she was there then.

3 7.6.11.1 Choose the correct word.

1 "I'm wearing trainers today," Berik said.

Berik said that he/him was wearing trainers this/that day.

2 "I'll come tomorrow," she said. She said she/her would come the next day/that day.

3 "Ulan is happy," she says. She says that Ulan was/is happy.

4 "We're going to a fashion show next week," they said. They said that them/they were going to a fashion show the week before/after.

5 "I can't do it now," Dana said. Dana said that her/she couldn't do it then/now.

4 7.6.11.1 Rewrite the sentences in reported speech.

1 "I'm going out tonight," he said. He said he was going out that night.

2 "We can go shopping tomorrow," they said. They said that

3 "She makes beautiful clothes," he said. He said that

4 "He isn't coming today," she said. She said that

5 "I'll tell you next week," he said. He said that

6 "He is here," she said. She said that

7 "The show is tomorrow," he said. He said that

8 "We can't buy anything," they said. They said that

Use of English 9d

5 7.6.11.1 Punctuate the sentences.

- 1 Aizhan said I can't wear this to the party.
Aizhan said, "I can't wear this to the party."
- 2 Aizhan said I don't have any money.
- 3 Aizhan said There's a sale on at the department store.
- 4 They said We are leaving tomorrow.
- 5 They said We don't wear a uniform to school.

- **said/told**

6 7.6.11.1 Read the theory. Say the examples in your language.

- We use **said** without a personal object.
Sezim said she liked fashion.
- We use **told** or **said to** with a personal object.
Sezim told Aslan she liked fashion.
Sezim said to Aslan that she liked fashion.

7 7.6.11.1 Fill in **said** or **told**.

- 1 She she was making a skirt.
- 2 They us they couldn't help us.
- 3 Bulat to me that he wanted to see Anara.
- 4 They they were meeting us after school.
- 5 She him she was studying fashion.

8 7.6.11.1 Rewrite the dialogue in reported speech.



Temir: I'm thinking of buying some new T-shirts this week. I need some white ones for my new school.

Bibigul: Well, you can get some half-price at the department store.

Temir: I'll go with my mum tomorrow.



Temir said he was thinking ...

• Reported questions, commands/requests

9 Read the examples. How do we report: yes/no questions; wh-questions? commands/requests? What reporting verbs do we use?

Direct speech	Reported speech
Questions "Is Kanat back?" he said.	He asked if/whether Kanat was back.
"Who's she?" he said.	He asked who she was.

Commands/Requests	
"Get out!" he said to me.	He told me to get out .
"Don't touch this!" he said.	He told me not to touch that .
"Please help me!" he said.	He asked me to help him.

10 Report the sentences.

- 1 "Who is this hat for?" she said.
She asked who that hat was for.
- 2 "Who is the manager of the shop?" he said.
- 3 "Can I borrow this jacket?" he said.
- 4 "Don't lose my gloves," he said.
- 5 "Wash your own clothes, please," he said.
- 6 "Where's Nurlan's cap?" he said.

11 Rewrite Aiman's telephone conversation with Nurasyl in direct speech.

Aiman said that she was going shopping, and asked him if he would like to go with her. Nurasyl told her he was studying for his Maths exam. She said she could help him if he wanted. He told her that that was very nice of her.

Aiman: I'm going ...

12 7.6.11.1 Say sentences. Your partner reports them to another pair.

"I like wearing jeans."
John said he liked wearing jeans.

Everyday English 9e



• Talking about clothes (Complimenting)

1 Listen and repeat.

- You look great in that polo-neck. • They fit you perfectly.
- It matches the colour of your eyes. • Your dress really suits you.

2

7.2.2.1 The sentences in Ex. 1 are from a dialogue between two friends.
What is the dialogue about? Who bought Rita the clothes? Why?

3 Listen, read and check.

- Mary: You look great in that polo-neck, Rita. It matches the colour of your eyes.
 Rita: Thank you, Mary.
 Mary: It really suits you. Is it new?
 Rita: Yes, it is. It's a birthday present from my aunt. She also got me these jeans.
 Mary: Wow! They fit you perfectly! Your aunt has got great taste in clothes.
 Rita: That's nice of you, Mary. You look good, too. Your dress really suits you. And it goes with those boots really well. Did you buy them together?
 Mary: No, I didn't. I bought the dress last weekend, but the boots actually belong to my sister!

3

Find sentences in the dialogue which mean: *That polo-neck looks good on you. – They are the right size for you. – It really looks nice on you. – Your aunt knows what clothes to buy.*

4

7.3.7.1 What is each girl wearing? Tell your partner.

5



Listen to the dialogue again. Take roles and read it out.

6

a) In one minute write as many words as possible under the headings: CLOTHES – ACCESSORIES – FOOTWEAR. Compare with your partner. Complete the Complimenting box.

b) 7.1.9.1 7.3.7.1

Your aunt has bought you some new clothes for your birthday. Your friend compliments you on them. Use the sentences in Ex. 1 and the ones in the Complimenting box to act out your dialogue. You can use the dialogue in Ex. 2 as a model.

Complimenting

Fill in: go with, fit, suit, matches.

- Your jumper your skirt nicely.
- Those jeans you perfectly. They are just the right size.
- Those shoes your dress.
- Those sunglasses really you. They look great on you.

Street Style

ACROSS CULTURES 9f

Kazakhstan

Skaters are young people – mainly teenage boys – who have a certain style of dress that is called Street Style. You can find them in countries all over the world and, although they live far apart, their appearance, music and beliefs are not so different.

A

What do they look like? They dress in vests or T-shirts and long shorts in summer, and baggy trousers and jumpers in winter. They often wear hats or caps.

What music do they listen to? They like Kazakh rock music, as well as English-language rock and nu metal bands such as Blink-182 and Limp Bizkit.

Where do they hang out? Skaters gather in skate parks, or anywhere where there is space to skate. They sometimes make videos of each other performing impressive tricks and post them on social media.

What do they believe in? Be yourself and enjoy today!

B

VIDEO

United Kingdom

What do they look like? They like wearing baggy jeans or trousers and hooded tops, but good trainers are the most important part of their wardrobe. They also love labels and brand names and, of course, you rarely see them without their skateboards!

What music do they listen to? Rock music, like Blink-182 and Green Day.

What do they do in their free time? Besides skateboarding, they like playing computer games and hanging out with other skaters.

What do they believe in? Never give up! Keep trying until you succeed.

Check these words

- baggy • sole • lace
- nu metal • gather
- perform • post them on
- hooded top • label
- brand name • hang out
- give up • succeed

1 **THINK!** **Describe the teenagers in the pictures.**

The teenager in picture A is wearing a cap, a hoodie, ...

2 **7.1.9.1 7.2.4.1** **What do you think these teenagers like?**

Think about: music – clothes – free time activities.

3 **7.4.2.1** **Read the statements and mark them as T (true), F (false) or DS (doesn't say).**

- 1 Skaters in the UK aren't interested in clothes – only shoes.
- 2 Skaters in the UK only have other skaters as friends.
- 3 Skaters in the UK have a positive attitude.
- 4 Skaters in Kazakhstan spend more on their clothes than skaters in the UK.
- 5 Kazakh skaters and UK skaters listen to some of the same music.

4 **7.5.1.1 7.5.9.1** **What do teens in your school like? Write a short text about them. Include: what they like to wear – what kind of music they like – what they do in their free time – any other interesting information, e.g. their attitudes/what they believe. Pay attention to punctuation. Read your paragraph to the class.**

Student's Book: Language Review 9f **Workbook: Vocabulary Bank 9**

MODULE 9

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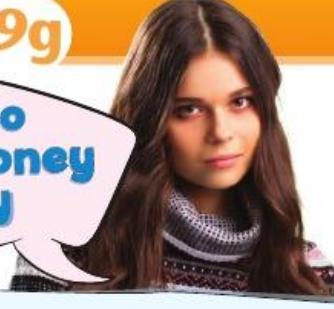


Across the Curriculum 9g

PSHE



How to spend money wisely



1 Don't buy the latest products! It is tempting to buy a new product when it is first released, but you should wait. You can save a lot of money if you wait a few months to purchase a specific product as the price will eventually drop. So it's better to wait and save!

2 Have you ever bought something that you never really used? A useless item is a waste of money. It's important to remember that you should only buy what you really need. Also, make a short list of things that you really need, such as grocery items or clothes. Keep this list in mind so you don't fall into the trap of buying something you don't need!

3 You can save a lot of money by buying something from a second-hand shop or online! Buying used items is so easy now thanks to the Internet. You can find almost any used item online! Books, video games, DVDs, furniture – the list goes on. Purchasing a used item will save you a lot of money.

4 Before you run out to the stores and purchase something expensive, it is a good idea to research the product online. Looking up information online can help save you money as there are many websites that show you where to find items at their lowest price. Also, you can read product reviews from other people that have already purchased the product, which may influence your decision to buy or not buy that item, too!



Check these words

- tempting • purchase
- trap • research
- second-hand shop
- product review
- influence

1 7.4.3.1 How often do you go shopping? Do you ever think about how you can save money? Read through for some spending tips.

2 7.4.4.1 Read the text again and match the headings to the paragraphs. One heading is extra. Listen and check.

- | | |
|----------------------------|-------------------|
| A Buy used products | D Shopping is fun |
| B Always wait | E Research online |
| C Buy what you really need | |

3 What is the author's purpose: to inform, to persuade, to entertain?

4 7.3.6.1 What did you learn from the text? What shopping habits can you change to help save you money?

Writing 9h

Study

Skills

Topic sentences

Start the main body paragraphs with a topic sentence. A topic sentence introduces the main idea of a paragraph. This helps the reader follow your piece of writing.



Study

Skills

Linkers

Use a variety of linkers (*and, with, but, also, however, though*) to make your piece of writing more interesting. To join similar ideas use *and, as well, too*. *He's friendly and polite*. To join opposing ideas use *but, However, On the other hand*. *He's helpful but he can be lazy at times*.

1

• An article describing a person

Complete the article with the topic sentences. One sentence does not match. Which girl is the article about?

- A Aizhan loves the outdoors and does a lot of sports.
- B My best friend lives near my house.
- C Aizhan is quite pretty and a nice person.



My best friend is Aizhan. We first met about six years ago at school when she moved to town. Now we hang out together almost every day.

1 She is tall and slim and has got long straight black hair and beautiful brown eyes. She's got great taste in clothes and almost always dresses in casual clothes. She is very popular at school. She is also very kind and polite. She is tolerant and never says a bad word about

anyone. She has a great sense of humour and makes me laugh a lot. Sometimes she can be a bit sensitive though.

2 She plays in the school basketball team and goes scuba diving at weekends. She also goes jogging every afternoon.

All in all, I think that Aizhan is a wonderful person. We always have great fun together and I am delighted to have her as a friend.

2

7.6.3.1 What adjectives does the author use to describe Aizhan's character? What justifications does she use?

3

7.5.6.1 Rewrite the sentences using the linkers in brackets.

- | | |
|---|---|
| <p>1 He has brown hair. He's got freckles. (and)
<i>He has brown hair and freckles.</i></p> <p>2 She's tall. She's very thin. (as well)</p> <p>3 He's cheerful. He's outgoing. (too)</p> | <p>4 She's clever. She can be bossy at times. (however)</p> <p>5 They are usually generous. They can be selfish at times. (but)</p> |
|---|---|

4

Think of your best friend and answer the questions.

- | | |
|--------------------------------------|--|
| <p>1 How old is he/she?</p> | <p>3 What is he/she like? Give reasons/examples.</p> |
| <p>2 What does he/she look like?</p> | <p>4 How do you feel about him/her?</p> |

Writing (an article describing a person)

5

7.5.1.1 7.5.6.1 7.5.7.1



Portfolio

Write an article about your best friend for an international school magazine (60-100 words). Use the plan.

- | | |
|--|---|
| <p>Para 1: write the person's name & how you met each other (<i>My best friend is We first met</i>)</p> | <p>Para 2: describe the person's appearance, clothes & character giving justifications (<i>... is ... and ... with ..., ... is very ... is also ...</i>)</p> |
| <p>Para 3: describe the person's hobbies and interests (<i>... plays ... likes ...</i>)</p> | <p>Para 4: your feelings (<i>All in all, I think ... is ...</i>)</p> |

VALUES
Sustainable fashion

- 1** a) Complete the sentences with *avoid, buy, donate, research, repair and replace*.

- 1 I always the clothes in my wardrobe with new ones.
- 2 I sometimes companies before I buy from them.
- 3 I never my clothes when they get damaged; I just throw them away.
- 4 I often clothes and books from second-hand shops.
- 5 I usually my old clothes to charity.
- 6 I buying clothes from fast fashion brands.

- b) Tick (✓) the sentences that are true for you.

c) 7.1.6.1



Portfolio Use your answers to prepare a poster about the dos and don'ts of sustainable fashion.

- 2** Do the quiz. Mark the sentences T (true) or F (false). Correct the false statements.

- 1 'Green and clean' fashion does not hurt the planet.
- 2 London Fashion Week (LFW) takes place once a year.
- 3 The Foot Guards wear straw hats.
- 4 The National Guard look after the president of Kazakhstan.
- 5 Skaters like disco music.
- 6 Gondoliers work on the canals in Rome.

- 3** Look at Module 9 and prepare a T/F quiz of your own.

MODULE 9

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4

7.5.8.1 **Song:** Listen and fill in the gaps with the correct word.

I wake up in the morning and I need to get dressed
Don't know what to wear, I'm feeling so 1)

I've got to find something to look and feel great
I'd better hurry up; I don't want to be 2)

What can I say?

What should I wear?

How can I be cool at school?

When you're part of a 3)

Where teenagers make the calls

It's hard to find a 4) that's just right

One that will put you in the 5)

Walking out of the house with a 6) on my face
I'm looking great, my 7) perfectly in place

People passing by dressed in different styles

From vintage to 8) , they all make me smile

What can I say?

What should I wear?

How can I be cool at school?

A world of 9)

Every single day

Fashion 10)

Guiding your way

What does it take?

How does it evolve?

The 11) of the teen

Will it ever be solved?

Where everything feels so fine

Where you can really 12)



Language Review 1

1a

1 Label the pictures.



1



2



3



4



5

1e

4 Fill in with: pastime, take, discipline, improve, physical, common, martial.

- 1 arts are popular in the UK.
- 2 Every athlete knows that the key to success is and hard work.
- 3 Amy wants to up a hobby.
- 4 Jenny started taking dancing lessons to her fitness level.
- 5 Skateboarding is a popular for teenagers in Kazakhstan.
- 6 Kelly and I have a lot in; most of all, we both enjoy snowboarding.
- 7 A healthy diet and lots of exercise help you keep fit.

1f

5 Fill in with: creative, platform, product, trick, publish, link.

- 1 I a new blog post every week.
- 2 Which can grow my audience?
- 3 Which blogging do you use?
- 4 Bloggers are so; they think of new ideas all the time.
- 5 Just click on the to buy the

Prepositions

6 Choose the correct item.

- 1 Teenagers like hanging **over/out** with friends.
- 2 Many European countries take part **on/in** the UEFA Champions League football tournament.
- 3 Staring **at/on** the computer screen for too long is painful for your eyes.
- 4 He competes **to/with** players from all over the world!
- 5 Horse riding is popular **for/with** Kazakhs.
- 6 Blogging helps me share my ideas **with/to** the world.
- 7 We enjoy spending time **with/in** the fresh air.

1c
3 Choose the correct option.

- 1 I'd love to **take up/provide** horse riding.
- 2 Horses are a **symbol/birthplace** of freedom.
- 3 Look at that horse **hunting/galloping** across the steppe.
- 4 Is it difficult to learn archery on **saddle/horseback**?
- 5 The lake is a **breathtaking/valuable** sight.
- 6 Fewer and fewer young people are learning **popular/traditional** skills these days.

Language Review 2

2a

1 Fill in: *launch, deliver, transmit, communicate, update, telegraph, future, carrier.*

- 1 I saw a picture of a machine; I can't believe people used it to send messages over long distances!
- 2 Do you know that our phones electro-magnetic signals that allow us to talk to each other?
- 3 In the past, people used pigeons to take messages to people far away.
- 4 Did you see them the rocket on TV last night? It was amazing!
- 5 I'm impressed; it took the company less than 24 hours to my parcel.
- 6 I mainly use my phone to with my friends.
- 7 I think generations will forget how to write, and only know how to type.
- 8 Look at Emma's new on social media; she's in Astana!

2c

2 Match the words.

- | | |
|--|---------------|
| 1 <input type="checkbox"/> digital | a files |
| 2 <input type="checkbox"/> privacy | b information |
| 3 <input type="checkbox"/> illegal | c safety |
| 4 <input type="checkbox"/> personal | d settings |

2e

3 Match the words.

- | | |
|---|-----------------|
| 1 <input type="checkbox"/> weather | a warming |
| 2 <input type="checkbox"/> global | b crystals |
| 3 <input type="checkbox"/> dry | c modifications |
| 4 <input type="checkbox"/> ice | d reef |
| 5 <input type="checkbox"/> coral | e areas |

2f

4 Fill in: *disk, invented, games, early, signatures.*

- 1 Konrad Zuse the first modern computer.
- 2 computers were as big as a large room.
- 3 In 1980, the first gigabyte drive came out.
- 4 Asteroids was one of the first computer
- 5 Inside the case of the first Apple Macintosh there are 47 from each person who worked to make it.

Prepositions

5 Choose the correct item.

- 1 Teenagers seldom talk **on/in** the landline; they prefer sending text messages.
- 2 What comes **at/to** mind when you think of the future?
- 3 What is the difference **with/between** a mobile phone and a smartphone?
- 4 Tim Berners-Lee designed the World Wide Web **on/in** 1989.
- 5 I can't connect **to/with** the Internet.
- 6 An English mathematician **with/by** the name of Ada Lovelace wrote the instructions for Charles Babbage's Analytical Engine.
- 7 Click **at/on** the file you want to copy.
- 8 We hardly ever receive any letters **by/in** post these days.

Language Review 3

3a

1 Label the pictures.



1



2



3



4



5

2 Match the words.

- | | |
|----------------------------|-----------|
| 1 <input type="checkbox"/> | memorable |
| 2 <input type="checkbox"/> | feel |
| 3 <input type="checkbox"/> | dense |
| 4 <input type="checkbox"/> | win |
| 5 <input type="checkbox"/> | travel |
| 6 <input type="checkbox"/> | way |

- | |
|-----------------|
| a alive |
| b abroad |
| c of life |
| d a competition |
| e experience |
| f rainforest |

3c

3 Fill in with: take, traffic, train, missed, board, break, customs, endangered.

- | | |
|-----------------|------------------|
| 1 the law | 5 flights |
| 2 species | 6 a flight |
| 3 officer | 7 delays |
| 4 risks | 8 jam |

3e

4 Fill in with: grab, display, argument, leaned, takes, breath, gallop, weird, crowd, training.

- 1 Cockroach racing place every year on January 26th in Australia.
- 2 To win Kumis alu, you have to a lot of handkerchiefs.
- 3 The man was riding his horse at full

- 4 She down and kissed the little girl on the cheek.
- 5 A collection of animal specimens are on at the museum today.
- 6 The enjoyed the races very much.
- 7 My holiday in Bali took my away.
- 8 Motocross riders receive special
- 9 Cockroach racing is a sport.
- 10 The men didn't agree so they had a(n)

3f

5 Fill in: drops, forms, front, vapour, combination, way.

- 1 The first of rain started falling.
- 2 A cold weather is moving in from the north.
- 3 Cirrostratus clouds is a of cirrus and stratus clouds.
- 4 Clouds form when water from the sea rises up in the air.
- 5 It seems that a storm is on the
- 6 Did you know that clouds come in many different ?

Prepositions

6 Choose the correct item.

- 1 Last year in Kolsai Lakes I had the time of/on my life.
- 2 At/To the customs officer's surprise, there was a snake in the suitcase!
- 3 The police charged the woman of/with breaking the law.
- 4 Horse racing is popular in/at the United Kingdom.
- 5 I've never been in/to the Amazon.
- 6 Nothing can compare to/about seeing Almaty with your own eyes.
- 7 He was travelling by/in train.

Language Review 4

4a

1 Complete the sentences. Use: threaten, face, damage, survive, preserve, worship.

- 1 Visitors and traffic pollution ancient sites such as Stonehenge.
- 2 In the past, people used to the sun at Stonehenge.
- 3 A lot of animals extinction nowadays.
- 4 The effects of global warming our national monuments.
- 5 Conservationists are working hard to ancient sites.
- 6 We need to act now if our historical sites are to

2 Fill in with: air, melting, endangered, acid, national, car, global, energy, humid, busy.

- | | |
|-------------------|-----------------|
| 1 waste | 6 symbol |
| 2 species | 7 roads |
| 3 pollution | 8 parks |
| 4 ice | 9 warming |
| 5 weather | 10 rain |

4c

3 Match the words.

- | | |
|---|----------------|
| 1 <input type="checkbox"/> strong | a temperature |
| 2 <input type="checkbox"/> remote | b hour |
| 3 <input type="checkbox"/> average | c surface |
| 4 <input type="checkbox"/> rush | d places |
| 5 <input type="checkbox"/> rocky | e system |
| 6 <input type="checkbox"/> giant | f attention to |
| 7 <input type="checkbox"/> solar | g winds |
| 8 <input type="checkbox"/> turned their | h leap |

4e

4 Fill in with: mammals, survive, critically, extinction, threatens.

- 1 The bridled nail-tailed wallabies face because of overhunting.
- 2 Dolphins and whales are They give birth to babies.
- 3 Overfishing Baiji dolphins.
- 4 We should help Baiji dolphins
- 5 The saiga antelope is endangered.

4f

5 Choose the correct word.

- 1 The ozone layer **grows/surrounds** the Earth.
- 2 It stops the harmful rays from **reaching/discovering** the Earth.
- 3 The ozone layer **gives/allows** the good rays to reach the Earth.
- 4 Scientists **destroyed/discovered** the hole in the ozone layer in the 1980s.
- 5 If we don't do something about it, plants and animals may become **extinct/in danger**.
- 6 Temperatures will **rise/grow**.
- 7 As the hole continues to **destroy/grow**, the planet is in danger.
- 8 Scientists are trying to **find/realise** ways to fix the problem.

Prepositions

6 Choose the correct item.

- 1 The Baiji dolphin is **in/at** danger of extinction.
- 2 Man is responsible **of/for** most environmental problems.
- 3 Rovers send valuable information **at/to** Earth.
- 4 Scientists are interested **in/on** space exploration.
- 5 Water pollution is harmful **of/to** sea life.
- 6 They hope to find a solution **in/to** the problem of traffic pollution.

Language Review 5

5a

1 Match the words. Then use five of them to complete the sentences.

- | | |
|---|---------------|
| 1 <input type="checkbox"/> solve | a helplessly |
| 2 <input type="checkbox"/> classic | b guard |
| 3 <input type="checkbox"/> ruined | c the silence |
| 4 <input type="checkbox"/> broke | d my plans |
| 5 <input type="checkbox"/> stand | e crimes |
| 6 <input type="checkbox"/> stare | f black |
| 7 <input type="checkbox"/> coal- | g adventure |

5c

3 Match the words.

- | | |
|---|------------------|
| 1 <input type="checkbox"/> fall | a into the world |
| 2 <input type="checkbox"/> long | b instrument |
| 3 <input type="checkbox"/> great | c of a swan |
| 4 <input type="checkbox"/> ruler | d ago |
| 5 <input type="checkbox"/> musical | e of a wolf |
| 6 <input type="checkbox"/> howl | f thinker |
| 7 <input type="checkbox"/> cry | g asleep |
| 8 <input type="checkbox"/> go out | h of the land |

- 1 Detectives are people who
.....
- 2 Natalya has wonderful
hair.
- 3 The *Jungle Book* is a
by Rudyard Kipling.
- 4 The heavy rain and the dense, white fog
so I stayed in.
- 5 A dreadful sound
in the huge manor house.

5b

2 Fill in with: vanished, forced, realised, Chamber, afraid, whispered, powerful, passage.

- 1 My favourite book is *Harry Potter and the of Secrets*.
- 2 She something to his ear and started crying.
- 3 Ken is of the dark.
- 4 Dragons were, mythical creatures.
- 5 Harry and Ron followed the dark over the moor.
- 6 The enormous creature down a well. We never saw it again.
- 7 She there was hound in the manor house and ran away.
- 8 They didn't like them so they them to live underground.

5d

4 Fill in with: message, struck, supposed, set, slammed, felt, failed, hesitate.

- 1 We sorry for the poor boy.
- 2 He didn't to help those who needed help.
- 3 She in her task and started crying.
- 4 A sudden disaster North Carolina and destroyed the seeds.
- 5 George was to be there at 6.00 but he wasn't.
- 6 The gates shut behind them.
- 7 He passed the to all his students.
- 8 He decided to the birds free.

Prepositions

5 Choose the correct item.

- 1 She depends **at/on** no one but herself.
- 2 They don't believe **in/on** the legend.
- 3 Who does this box belong **at/to**?
- 4 Philip is a risk taker and wants to live a life **at/on** his own.
- 5 Where does this sound come **from/to**?
- 6 He raised his hands **at/in** horror.
- 7 The trees were covered **with/in** blossoms.

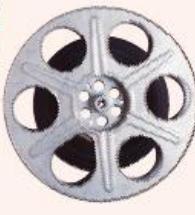
Language Review 6

6a

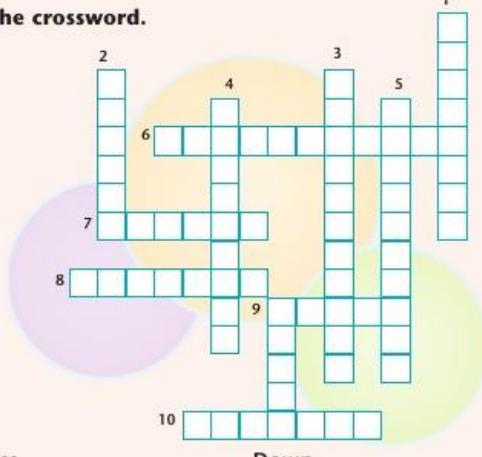
1 Match the words.

- 1 computer-
2 main
3 science-fiction
4 special
5 action-
6 excellent
7 highly
8 annual

- a recommended
b festival
c effects
d fans
e character
f cast
g packed
h animated



2 Do the crossword.



Across

- 6 The actor gave a brilliant ...
7 Sight is one of these
8 How good or bad sth is
9 A pipe with holes in it to play music with
10 A place to watch sport

Down

- 1 People watching a play
2 Where clowns perform
3 How hot or cold sth is
4 A group of classical musicians
5 Sth we use to make music
9 The opposite of lost

6c

3 Fill in: traditional, bands, wind, times, theme, accompany.

- 1 Jazz play lively music.
2 Star Wars has a very recognisable song.
3 The Dombra is a instrument from Kazakhstan.
4 People have played music since ancient
5 The flute is a type of instrument.
6 The Dombra is used to traditional songs.

6f

4 Fill in with: took, push, research, dropped, limit, waste.

- 1 Electronic media are useful tools.
2 The room temperature and we are cold.
3 Nowadays, you can get all the information you need with the of a button.
4 You need to set a time when playing video games.
5 He a break before he continued studying.
6 Don't your time playing computer games.

Prepositions

5 Choose the correct item.

- 1 The film is about a boy who is searching **of/for** his lost brother.
2 This week, there are over 20 films to choose **for/from**.
3 What do you think **of/for** quiz shows?
4 She has a successful acting career **on/in** stage and screen.
5 How do you keep **in/on** touch **from/with** your friends?
6 It's a must-see film **for/with** all science-fiction fans.
7 What is the documentary **for/about**?
8 Their repertoire ranges **of/from** classical **to/with** electronic.
9 In/At the end of the performance, the audience applauded.
10 The Dombra is usually played **on/with** its own.

Language Review 7

7a

1 Label the pictures.



1



2



3



4



5

2 Fill in with: *gasp, massive, rescue, change, breeze, feel.*

- | | |
|-----------------|-----------------------|
| 1 team | 4 welcome |
| 2 for air | 5 warm |
| 3 wave | 6 like crying |

7c

3 Match the words.

1 loud

a winds

2 rain

b a story

3 tell

c off

4 escaped

d experience

5 strong

e noise

6 blow

f clouds

7 frightening

g a disaster

8 dark

h heavily

7d

4 Fill in with: *seismic, burnt, collapsed, put, lasted, destroyed.*

- The earthquake the village.
- The fire down a whole village.
- When she heard the bad news, she..... .
- Japan has the most active zone in the world.
- The crew managed to out the fire.
- The fire ten days.

7f

5 Fill in with: *put, physically, first, police, head, patrol.*

- | | |
|----------------------|------------------|
| 1 streets | 4 fit |
| 2 of the force | 5 out fire |
| 3 officer | 6 aid |

7g

6 Fill in with: *set off, survive, wrapped, got stuck, looking forward to, scared, lonely, ran out of.*

- He a blanket around himself to keep warm.
- We were our trip to the mountains.
- The car in the snow.
- Daryl early to beat the traffic.
- There was no one to talk to so he felt
- He food after a few days so he had to go out and buy some.
- He managed to for days with very little food and water.
- He felt very when he heard the strange sounds getting closer.

Prepositions

7 Choose the correct item.

- A massive tsunami happened **on/at** 26 December 2004 in Thailand.
- A man pointed **to/at** the huge wave and everyone started screaming.
- I'm looking forward **at/to** meeting his parents.
- He was driving for hours **in/at** the middle of nowhere.
- He was shocked and tried calling **for/to** help.
- Everyone was running **in/of** panic.
- Their trailer was **on/in** pieces.
- They went **to/at** Astana for the weekend.

Language Review 8

8a

- 1** Label the pictures with: *have a hobby, eat too much junk food, drink plenty of water, eat fruit and vegetables, do a physical activity.*



1



4



2



5



3

- 2** Match the words. Then use five of them to complete the sentences.

1	<input type="checkbox"/> sounds	a	performance
2	<input type="checkbox"/> full	b	awake
3	<input type="checkbox"/> boost your	c	familiar
4	<input type="checkbox"/> stayed	d	sleepy
5	<input type="checkbox"/> alarm	e	diet
6	<input type="checkbox"/> feel	f	stomach
7	<input type="checkbox"/> balanced	g	went off
8	<input type="checkbox"/> sleeping	h	habits

- 1 Eat more fruits and vegetables to
- 2 Don't swim on a
- 3 Megan has a and she has lost weight.
- 4 He got up when his
- 5 He the rest of the night thinking what to do.

8c

- 3** Fill in with: *shape, balanced, starchy, sugary, dairy, source.*

1 of energy	4	in good
2	5 foods
	drinks	6 products

8e

- 4** Fill in with: *remedy, prevent, circulation, bacteria, minerals.*

- 1 Dark chocolate and oranges are good for poor
- 2 This drink helps kill
- 3 Milk is a source of vitamins and
- 4 Beans and dairy products can help diabetes.
- 5 In many Mediterranean countries people use chamomile as a natural

8f

- 5** Fill in with: *punch, stand, believe, steal, tell, join.*

1 a club	4 lies
2 in yourself	5
3 in the		up to your fears
	stomach	6 money

Prepositions

- 6** Choose the correct item.

- 1 Bullies make fun **on/of** others' appearance.
- 2 Never go to bed **on/at** a full stomach.
- 3 If you want to be **at/in** a good shape, do a physical activity.
- 4 Eggs are an excellent source **on/of** vitamin B.
- 5 **At/On** average, people need eight hours of sleep every day.
- 6 Eat a diet rich **with/in** proteins.
- 7 He suffers **of/from** stress.

Language Review 9

9a

1 Label the pictures.



2 Fill in with: collection, wardrobe, trend, group, industry, trade.

- 1 Emily wants to work in the fashion
- 2 These days, some people still choose clothes that represent the social they belong to.
- 3 The designer has a lot of silk clothes in her spring
- 4 Buying fair clothing is important to me.
- 5 I don't understand the for wearing really big sunglasses.
- 6 My is full of designer clothes.

9c

3 Fill in with: ordinary, straw, uniform, guard, good, handsome.

- | | |
|------------------|------------------|
| 1 -looking | 4 national |
| 2 special | 5 days |
| 3 hats | 6 look |

9f

4 Match the words. Then use four of them to complete the sentences.

<input type="checkbox"/> 1	positive	a name
<input type="checkbox"/> 2	social	b tricks
<input type="checkbox"/> 3	brand	c yourself
<input type="checkbox"/> 4	nu metal	d trousers
<input type="checkbox"/> 5	perform	e tops
<input type="checkbox"/> 6	be	f attitude
<input type="checkbox"/> 7	baggy	g media
<input type="checkbox"/> 8	hooded	h band

- 1 Clowns in parties to entertain children.
- 2 Teenagers today like posting everything they do on
- 3 Nina is a very happy person. She always has a
- 4 Superdry is a for jeans and hoodies.

9g

5 Fill in with: product, trap, tempting, second-hand.

- 1 I shouldn't buy any more shoes, but these trainers are
- 2 Let's see if they've got any suits in the shop.
- 3 I checked the review and everyone says it's a great coat.
- 4 Don't fall into the of buying things you don't need.

Prepositions

6 Choose the correct item.

- 1 Kali has got a great taste in clothes. She is very popular **on/at** her school.
- 2 You look great **in/at** this polka-dot dress.
- 3 Ryan loves taking pictures and posting them **at/on** social media.
- 4 Think of Milan and the first thing that comes **in/to** mind is the popular fashion shows.

Self-Check 1

1 Fill in: skating, racing, making, rock, take, platform, riding, arts, skills, costumes.

- | | |
|------------------|---------------------|
| 1 horse | 6 jewellery - |
| 2 blogging | 7 roles |
| 3 national | 8 kart |
| 4 ice | 9 traditional |
| 5 martial | 10 climbing |

(Points: $\frac{10 \times 2}{20}$)

2 Fill in: concentration, beating, hurt, support, competes.

- 1 Paintball is painful sometimes but the players aren't badly
- 2 Ellie is an online video gamer. She enjoys members of other teams.
- 3 My friends and family me and that helps me try harder to win.
- 4 He with gamers from all over the world.
- 5 Sometimes hot weather makes difficult.

(Points: $\frac{5 \times 4}{20}$)

3 Put the verb in brackets into the present simple or present continuous.

- 1 She (like) dancing.
- 2 The match (start) at 8 pm.
- 3 John (play) the piano right now.
- 4 Carl and Jason (work) as part-time photographers for the summer.
- 5 Jason's train (arrive) at 10 pm.

(Points: $\frac{5 \times 4}{20}$)

4 Put the adjectives in brackets into the comparative or the superlative.

- 1 I'm (short) student in my class.
- 2 Tom is (thin) Greg.
- 3 He's (energetic) person I know.
- 4 Claire is (friendly) her sister.
- 5 My brother is (good) at windsurfing than I am.

(Points: $\frac{5 \times 2}{10}$)

5 Circle the correct words.

- 1 Your jeans are / is on the bed.
- 2 Where is / are my shorts?
- 3 Maths is / are my favourite school subject.
- 4 The news is / are on TV.
- 5 There is / are a lot of people on the beach.

(Points: $\frac{5 \times 1}{5}$)

6 Choose the correct item.

- 1 He takes part in/on tournaments.
- 2 The games last from two hours for/to days.
- 3 What are you staring in/at?
- 4 He has a lot of followers on/in YouTube.
- 5 Horses make me think of/for freedom.

(Points: $\frac{5 \times 1}{5}$)

7 Complete the dialogue. Use: why not, What about, don't you, Not really, I can't.

- A: We're going to the cinema tonight. Why 1) come along?
- B: Sorry, 2) I'm having a karate lesson tonight.
- A: 3) Saturday afternoon? Are you busy then?
- B: 4) Why?
- A: We're going to the mall. Do you want to come with us?
- B: Sure, 5) ?

(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{\text{_____}}{100}$)

CHECK your progress ✓ Competences

Mark.

- talk/ write about hobbies and activities ★★★★
- talk about actions happening now & permanent states & routines ★★★★
- make future arrangements ★★★★
- make plans/(dis)agree ★★★★
- write an email describing a hobby ★★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 2

1 **Fill in:** reflect, design, deliver, transmit, treat, communicate, launch, post, land, explore.

- 1 How do astronauts with Mission Control?
- 2 It takes at least three days to a letter to my grandparents in their village.
- 3 Satellites help to signal all around the world.
- 4 Can I that photo on the Internet?
- 5 I always everyone with respect, even if they're rude to me.
- 6 Is it possible to a spacecraft on the surface of Jupiter?
- 7 The moon and the planets the light of the sun.
- 8 They're sending a robot to Mars to the surface.
- 9 Did they Luna 25 in 2023?
- 10 It must be difficult to the suits astronauts wear in space.

(Points: $\frac{10 \times 2}{20}$)

2 **Fill in:** machine, pigeon, generations, settings, case, details, reef, crystals, drive, media.

- | | |
|------------------|-------------------|
| 1 coral | 6 telegraph |
| 2 lower | 7 ice |
| 3 carrier | 8 hard |
| 4 social | 9 future |
| 5 personal | 10 privacy |

(Points: $\frac{10 \times 2}{20}$)

3 Put the adjectives in the correct order.

- 1 a black nice cotton T-shirt
- 2 a round big wooden box
- 3 a young tall thin boy
- 4 a white beautiful French vase
- 5 a silver round small coin

(Points: $\frac{5 \times 4}{20}$)

4 Choose the correct word.

- 1 He was tired/tiring.
- 2 The film was bored/boring.
- 3 That's a quite/rather expensive laptop!

- 4 Bob was interested/interesting in maths.

5 He always talks slow/slowly.

6 He'll call when he arrives/will arrive.

7 He didn't use/used to wake up early.

8 Let's go before he comes/will come.

9 She could/was able to do the exercises in 30 minutes.

10 Did people used/use to send letters 50 years ago?

(Points: $\frac{10 \times 1}{10}$)

5 Choose the correct item.

1 He searched in/for his smartphone everywhere.

2 The spacecraft were on/in a mission to find life in/on Mars.

3 He'll get on/in touch with/to us as soon as he arrives.

(Points: $\frac{5 \times 2}{10}$)

6 Match the sentences (1-5) to the responses (a-e).

1 How often do you use your computer? a Sure.

b Every day.

2 Hey, what's wrong? c No problem.

3 Can you help me? d Got it. What's next?

4 Now click on 'OK'.

e I can't save this.

(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{\text{_____}}{100}$)

CHECK your progress



Competences

Mark.

- talk about communication ★★★
- talk/write about computers & the Internet ★★★
- talk about past habits ★★★
- give instructions ★★★
- write about weather modification ★★★
- write a for-and-against essay ★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 3

1 Label the pictures.



2 c _____



1 s _____



3 s _____

4 r _____
c _____(Points: $\frac{4 \times 2}{8}$)

2 Fill in: safari, white-water, ride, rock, feel, make, travel, break, miss, full.

- 1 our way
2 at a gallop
3 climbing
4 go on
5 abroad

- 6 a camel
7 a flight
8 rafting
9 alive
10 the law

(Points: $\frac{10 \times 2}{20}$)

3 Choose the correct word.

- 1 They've been on holiday **for/since** last week.
2 They visited Madrid two months **last/ago**.
3 She hasn't called **already/yet**.
4 We've **ago/already** packed our suitcases.
5 Have you **ever/since** slept in a tent?

(Points: $\frac{5 \times 2}{10}$)

4 Choose the correct item.

- 1 I'm having the time **in/of** my life.
2 Nothing compares **with/to** a safari in Kenya.
3 They camped **on/at** the mouth of the river.
4 We learned a lot **about/of** their way of life.
5 He arrived **in/at** London last Monday.
6 They charged him **of/with** breaking the law twice.

(Points: $\frac{6 \times 2}{12}$)

5 Put the verbs in brackets into the present perfect or the past simple.

- 1 (you/ever/be) abroad?
2 James (leave) last night.
3 He (just/finish) work.
4 Bill (not/come) yet.
5 We (travel) to Almaty last year.
6 They (live) in Astana three years ago.
7 (they/go) windsurfing last Sunday?
8 He missed the flight so he (not/come).
9 He (already/book) the tickets.
10 Lucy (break) her arm yesterday.

(Points: $\frac{10 \times 2}{20}$)

6 Match the exchanges.

A

 1

How about going mountain biking?

 2

Why don't you come with me?

 3

Have you made any plans for next weekend?

 4

Where is the lake?

 5

Have you ever been to Australia?

B

a Yes, I have. It was an amazing experience.

b That's a good idea!

c I'll have to ask my parents first.

d Near the village. It isn't far away.

e Yes, I have. I'm going fishing with my father.

(Points: $\frac{5 \times 6}{30}$)(My score: $\frac{\text{_____}}{100}$)

CHECK your progress

Competences

Mark.

- talk/write about a memorable experience **★★★**
- talk about holiday activities **★★★**
- invite/accept or refuse **★★★**
- write an informal email from abroad **★★★**
- make suggestions **★★★**
- narrate past experiences **★★★**

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 4

1 Fill in: *endangered, habitats, surface, extinct, damaging, exploration, symbol, turning, exhaust, poisons.*

- 1 The of the red planet is rocky.
- 2 Now people are their attention to Mars.
- 3 We learnt some very interesting facts about space
- 4 fumes pollute the air in big cities.
- 5 Many animals are in danger of losing their natural
- 6 Factory waste our lakes and rivers.
- 7 We should protect species.
- 8 What is the national of China?
- 9 Some animals will become in the next few years.
- 10 Bad weather is the old buildings.

(Points: $10 \times 2 = 20$)

2 Fill in: *global, waste, rising, ozone, strong, melting, average, face, historic, space.*

- | | |
|-------------------|--------------------|
| 1 winds | 6 |
| 2 seas | temperature |
| 3 monuments | 7 energy |
| 4 warming | 8 extinction |
| 5 agency | 9 layer |
| 10 ice | |

(Points: $10 \times 2 = 20$)

3 Fill in: *will or be going to in the correct form.*

- 1 It's too cold. I close the window.
- 2 Look! He crash into the tree.
- 3 "Tea or coffee?" "I have tea, thanks."
- 4 Oh no! She fall down.
- 5 I'm sure he pass his exams.

(Points: $5 \times 4 = 20$)

4 Choose the correct item.

- 1 Neil Armstrong walked **on/in** the Moon.
- 2 A lot of animals are **in/at** danger of extinction.
- 3 The Temples of Angkor Wat appear **on/in** Cambodia's flag.

4 Who's responsible **for/of** the damage?

- 5 We did a project **with/on** Baiji dolphin.
- 6 The sun's rays can be harmful **to/on** our skin.

(Points: $6 \times 2 = 12$)

5 What is going to happen? Write sentences.

- plant trees • sunbathe • take/dog for a walk
- wash/car



1



2



3



4

(Points: $4 \times 2 = 8$)

6 Match the exchanges.

A

- | | |
|--|---|
| <input type="checkbox"/> Is 10 o'clock OK?
<input type="checkbox"/> Why don't we go to the clean-up day?
<input type="checkbox"/> The phone is ringing.
<input type="checkbox"/> How about asking Ann to come?
<input type="checkbox"/> I'm visiting my grandparents this weekend. | a When is it?
b Great. See you then.
c Never mind. I'll go to the party by myself.
d I'll answer it.
e I'm going to call her now. |
|--|---|

B

- | | |
|---|--|
| a When is it?
b Great. See you then.
c Never mind. I'll go to the party by myself.
d I'll answer it.
e I'm going to call her now. | <input type="checkbox"/> Is 10 o'clock OK?
<input type="checkbox"/> Why don't we go to the clean-up day?
<input type="checkbox"/> The phone is ringing.
<input type="checkbox"/> How about asking Ann to come?
<input type="checkbox"/> I'm visiting my grandparents this weekend. |
|---|--|

(Points: $5 \times 4 = 20$)

(My score: $\frac{\text{_____}}{100}$)

CHECK your progress

Competences

Mark.

- talk/write about environmental problems ★★★
- make on-the-spot decisions/predictions ★★★
- talk about my future plans & intentions ★★★
- make suggestions ★★
- write an essay offering solutions to a problem ★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 5

1 Complete with: ground, underground, blossom, lit, ruin, bit, pick, passage, drifting, whispered.

- 1 "I want to go home," she in her mother's ear.
- 2 Morlocks are strange creatures that live
- 3 He walked through the narrow
- 4 The small tree in our garden was covered in
- 5 This can our plans.
- 6 He a match so that he could see in the dark.
- 7 They decided to move to higher
- 8 The snake her hand.
- 9 Let's go in the garden and some flowers for our grandmother.
- 10 The fog was slowly in our direction.

(Points: $\frac{10 \times 2}{20}$)

2 Fill in: dense, look, slam, great, cry, ruler, set, howl, fall, sweet-smelling.

- | | |
|---------------------|---------------------|
| 1 free | 6 of the land |
| 2 of the wolf | 7 fog |
| 3 shut | 8 out |
| 4 of the swan | 9 flowers |
| 5 asleep | 10 thinker |

(Points: $\frac{10 \times 2}{20}$)

3 Choose the correct word.

- 1 The fog/hound was chasing him.
- 2 A loud sound vanished/broke the silence.
- 3 She was tired and fell/approached asleep.
- 4 Fire burst/touched from the dragon's mouth.
- 5 Last night's storm was splendid/dreadful.
- 6 He played the kobyz with a string/bow.
- 7 The creature was facing/leaping down the track.
- 8 They asked for her advice because of her wealth/wisdom.
- 9 He had a feeling/pleasure of great sadness.
- 10 After he died, they visited his death/grave every day.

(Points: $\frac{10 \times 2}{20}$)

4 Choose the correct word.

- 1 A disaster struck/hesitate and many people were killed.
- 2 The dog was digging/striking a hole in the ground.
- 3 He saw a caravan of camels carrying/passing by.
- 4 The magic birds passed the task/message to people.
- 5 The student is disappointed; he has failed/shut in his task.
- 6 He agreed/brought to help.
- 7 "You should be quiet," the teacher said, addressing/possessing the student.
- 8 The plants open/spring up in spring.
- 9 The baby was sleeping peacefully/slowly in his mother's arms.
- 10 No one can enter/set the garden but those in need.

(Points: $\frac{10 \times 2}{20}$)

5 Choose the correct item.

- 1 Our travel plans depend on/at the weather.
- 2 He was standing close to/at his mum.
- 3 The dog's eyes were burning at/in the darkness.
- 4 He raised his hands in/of horror.
- 5 She was afraid from/of light.
- 6 He grew tired of/with the sadness.
- 7 He worked for/on his musical instrument for days.
- 8 The chest was full from/of gold.
- 9 He felt sorry of/for the birds in the cages.
- 10 They planted the seeds in/on the man's land.

(Points: $\frac{10 \times 2}{20}$)

(My score: $\frac{\text{_____}}{100}$)

CHECK your progress

Competences

Mark.

- talk about different characters ★★★★
- talk about fiction stories ★★★★
- write/talk about the summary of a story ★★★★
- write a story ★★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 6

1 Fill in: composed, action-packed, cast, stars, educational, protect, released, blockbuster, gripping, recommended.

- 1 I like watching documentaries. I find them
- 2 *Terminator Genisys* is a(n) film with great battle scenes between humans and robots.
- 3 He tried to his mother from the soldiers.
- 4 Who the music for the film?
- 5 The film was in 2008.
- 6 *Wall-E* is a great film. It's highly
- 7 The film has a(n) plot and great acting.
- 8 The film is great. It'll be a(n)
- 9 Hugh Jackman as "Wolverine".
- 10 The film has an excellent and the acting is fantastic.

(Points: $\frac{10 \times 2}{20}$)

2 Fill in: musical, effects, fiction, opera, chat, concert, drama, gallery, soap, computer.

- | | |
|------------------------|-----------------------|
| 1 operas | 6 science- film |
| 2 shows | 7 hall |
| 3 instruments | 8 art |
| 4 -animated film | 9 social |
| 5 special | 10 house |

(Points: $\frac{10 \times 2}{20}$)

3 Choose the correct item.

- 1 He tried to find a solution **for/to** the problem.
- 2 He sent a robot back **to/in** time to help the people **on** Earth.
- 3 The soldiers had to fight **against/from** the robots.
- 4 He is known **from/for** his razor-sharp claws.
- 5 They use the vegetables **for/in** many different ways.

(Points: $\frac{5 \times 2}{10}$)

4 Rewrite the sentences in the passive voice.

- 1 William Shakespeare wrote *Hamlet*.
- 2 Christopher Columbus discovered America.
- 3 Christina Aguilera sings the *Shark Tale* theme song.
- 4 George Lucas directed *Star Wars*.
- 5 They program the robot to protect a young boy.

(Points: $\frac{5 \times 3}{15}$)

5 Rewrite the sentences in the active voice.

- 1 Oscars are awarded every year.
- 2 *King Kong* was directed by Peter Jackson.
- 3 Film extras are hired for battle scenes.
- 4 The theme tune is sung by an opera singer.
- 5 *The Scream* was painted by Munch in 1893.

(Points: $\frac{5 \times 3}{15}$)

6 Match the exchanges.

- | A | B |
|---|-----------------------------------|
| <input type="checkbox"/> Do you like social dramas? | a I find them silly. |
| <input type="checkbox"/> What's on? | b It was great.
Don't miss it. |
| <input type="checkbox"/> Have you seen <i>Wall-E</i> ? | c There's a quiz show on at 6:30. |
| <input type="checkbox"/> What do you think of sitcoms? | d Not really. They are boring. |
| <input type="checkbox"/> Did you like <i>Twilight</i> ? | e Yes, I saw it last Saturday. |

(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{\text{_____}}{100}$)

CHECK your progress



Competences

Mark.

- talk and write about films ★★★
- recommend a film ★★★
- talk about types of music & musical instruments ★★★
- choose TV programmes ★★★
- write an email about my favourite TV series ★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 7

1 Fill in: *rescue, hurricane, shocked, swallowed, massive, breathe, relieved, collapsed, avalanche, wandering.*

- 1 The skiers got trapped in a (an)
- 2 Some buildings in the town
- 3 He felt when he saw his children were waiting for him.
- 4 It was difficult to after the running race.
- 5 The town was damaged by the
- 6 I was horrified when I saw the wave coming towards us.
- 7 She was happy when the team arrived.
- 8 A huge wave him.
- 9 The poor man was around the street.
- 10 This violent movie me.

(Points: $\frac{10 \times 2}{20}$)

2 Fill in: *put out, off, headline, rumbling, gasp, get, piece, active, force, patrol.*

- | | |
|----------------------|-------------------|
| 1 for air | 6 his feet |
| 2 police | 7 newspaper |
| 3 a shock | 8 noise |
| 4 seismic zone | 9 a fire |
| 5 the streets | 10 in one |

(Points: $\frac{10 \times 2}{20}$)

3 Choose the correct item.

- 1 Clouds started gathering **on/in** the sky.
- 2 During the tornado furniture was moving **to/in** all directions.
- 3 John was lying **on/off** the grass.
- 4 He had bruises **at/on** his body.
- 5 Their trailer was **at/in** pieces.
- 6 They spent their holiday **in/on** an island.
- 7 The men were pointing **at/for** the sea.
- 8 As they pulled me up, I gasped **from/for** air.

(Points: $\frac{8 \times 1}{8}$)

4 Put the verbs in brackets into the past continuous or the past simple.

- 1 Last summer, we (go) to Spain.
- 2 He (sleep) when I got home.
- 3 The bus broke down while they (drive) to school.
- 4 He (swim) in the sea while she (sunbathe).
- 5 He fell off the horse and (break) his leg.
- 6 (they/watch) TV when the lights went out?
- 7 She (not/sleep) when the phone rang.
- 8 We (wait) at the bus stop when it started to rain. (Points: $\frac{8 \times 4}{32}$)

5 Complete the dialogue. Use: *Did you have, can imagine, Oh dear, you'll never guess, Did anyone.*

- A: Hi Adam! 1) a nice holiday?
 B: It was great but 2) what happened.
 A: What happened?
 B: Well! There was an earthquake!
 A: 3)! Where were you at the time?
 B: I was in a big tower at the city centre.
 A: 4) get hurt?

- B: No. It was a minor earthquake, but I got a shock!
 A: I 5) (Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{\text{_____}}{100}$)

CHECK your progress Competences

Mark.

- talk about natural phenomena 
- describe natural disasters 
- talk about past actions 
- narrate a past experience/express sympathy 
- write a story 

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 8

1 Fill in: *bully, improve, prevent, go off, overweight, share, suffer, physical.*

- 1 I was late for school because the alarm didn't
- 2 Many young people from stress.
- 3 Someone who hurts or frightens people is a
- 4 Eating fruit and vegetables can heart disease.
- 5 You will feel better if you your problems with your friends.
- 6 She has to her school performance. Her grades are really bad.
- 7 Regular activity is very important for a healthy lifestyle.
- 8 She wants to lose weight, she's

(Points: $\frac{8 \times 2}{16}$)

2 Fill in: *counsellor, helping, fizzy, sugary, dairy, shape, feel, kill.*

- | | |
|------------------|------------------|
| 1 drinks | 5 products |
| 2 hand | 6 bacteria |
| 3 positive | 7 in good |
| 4 school | 8 drink |

(Points: $\frac{8 \times 2}{16}$)

3 Choose the correct item.

- 1 He did bad for/in his exams.
- 2 Ann suffers for/from stress.
- 3 Never go to bed with/on a full stomach.
- 4 A balanced diet provides you for/with all the nutrients you need.

(Points: $\frac{4 \times 2}{8}$)

4 Put the verbs in brackets into the correct tense.

- 1 If I (see) a burglar, I'd call the police.
- 2 If you mix blue and red, you (get) purple.
- 3 If it (stop) raining, we'll go out.
- 4 If they don't leave now, they (miss) the train.
- 5 If I had free time, I (join) a gym.

(Points: $\frac{5 \times 4}{20}$)

5 Complete the gaps. Use: *not water, go, not lie, find, pass* in the correct tense.

- 1 If I were you, I to my parents.
- 2 If you the plants, they die.
- 3 If they study, they their test.
- 4 If she is late, we without her.
- 5 If I a wallet, I'd take it to the police.

(Points: $\frac{5 \times 2}{10}$)

6 Choose the correct word.

- 1 I haven't decided yet, but I might/have to go the gym.
- 2 You mustn't/don't have to eat in here.
- 3 We don't have to/have to study. We have a test tomorrow.
- 4 You mustn't/might watch too much TV.
- 5 We don't need to/have to eat fruit and vegetables for a healthy diet.

(Points: $\frac{5 \times 2}{10}$)

7 Match the exchanges.

- | A | B |
|--|--|
| <input type="checkbox"/> What's the matter? | a I'd study more. |
| <input type="checkbox"/> What should I do? | b You can go fishing. |
| <input type="checkbox"/> Why don't you eat fruit and vegetables? | c My parents won't let me go to the party. |
| <input type="checkbox"/> If I were you, | d That's a good idea! |
| <input type="checkbox"/> I don't have a hobby. | e You should drink plenty of water. |

(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{\text{---}}{100}$)

CHECK your progress

Mark.

- talk/write about healthy/unhealthy habits
- express possibility/obligation
- ask/ give advice
- write an email giving advice

GOOD VERY GOOD EXCELLENT

Competences

Self-Check 9

- 1** Fill in: *review, influence, came, uniforms, trainers, polka-dot, baggy, open-minded, trade, suit.*

- 1 She only wears fair clothing.
- 2 trousers are trendy.
- 3 You have to bring your to the gym.
- 4 He is and interested in new ideas.
- 5 Don't let social media your choices.
- 6 Have you read this product?
- 7 The first thing that to my mind was her beautiful voice.
- 8 The soldiers wore brown
- 9 She's cute in her red and white dress.
- 10 Those sunglasses really you.

(Points: $\frac{10 \times 2}{20}$)

- 2** Put the words in the correct column.

- jacket • hoodie • sandals • scarf
- trousers • skirt • sunglasses • flat shoes
- trainers • tie

CLOTHES	FOOTWEAR	ACCESSORIES
---------	----------	-------------

(Points: $\frac{10 \times 2}{20}$)

- 3** Rewrite the sentences in reported speech.

- 1 "We work long hours," they said.
- 2 "I can't come to the party," Erasyl told Peter.
- 3 "Don't use my computer!" he said to me.
- 4 "Where's my book?" she asked.
- 5 "I'm leaving today," she said.

(Points: $\frac{5 \times 4}{20}$)

- 4** Choose the correct item.

- 1 She's got great taste **for/in** clothes.
- 2 He posts the videos **at/on** social media.
- 3 That coat was a waste **for/of** money!
- 4 They wear a different uniform **at/on** special days.
- 5 He looks handsome **in/with** his uniform.

(Points: $\frac{5 \times 1}{5}$)

- 5** Use *who, which, where* to join the sentences.

- 1 That's the boy. He is the new student in school.
- 2 This is the shop. I bought this vase there.
- 3 That's the MP3 player. Bob bought it yesterday.
- 4 Kim was reading a book. It was very interesting.
- 5 I've got a new neighbour. She is from Italy.

(Points: $\frac{5 \times 2}{10}$)

- 6** Choose the correct word.

- 1 I would love **to come/come** fishing with you.
- 2 She buys **all/other** her books from here.
- 3 I have **any/no** money with me.
- 4 Please don't say **something/anything**.
- 5 We need to decide **on somewhere/anywhere** to go this weekend.

(Points: $\frac{5 \times 1}{5}$)

- 7** Complete the dialogue.

- matches • she has great taste • nicely
- You look good, too • You look great

Linda: Hi Mary! 1) in that dress!

Mary: Thank you Linda! I bought it yesterday.
2) Your jumper
3) your skirt 4)

Linda: Thanks. My aunt bought it.

Mary: Well, 5) , then.

(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{\text{_____}}{100}$)

CHECK your progress ✓ Competences

Mark.

- talk/write about clothes, footwear & accessories ★★★★
- express likes/dislikes ★★★★
- write about people wearing traditional uniforms ★★★★
- reporting statements ★★★★
- complimenting about clothes ★★★★
- write an article describing your best friend ★★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



Audio content

Skills Practice

Skills Practice 1



Reading

1 Read the title and the introduction to the article. Answer the questions.

- 1 What is the article about?
- 2 What do you like to do in your free time?

Study Skills

Multiple matching

Read the article once to get the gist. Read the questions and underline the key words. Read again and find the part in the text that answers each question. Keep in mind the answers can be paraphrased.

What do you like to do in your free time? This week, we asked four readers of Teen Magazine to tell us how they spend their free time.



Noah

Hello, my name's Noah. I'm 14. I do lots of different things in my free time. After school, I love to hang out with my friends and play video games and watch DVDs. At weekends, I like to go to the cinema or play sports. Usually, I play football or basketball, but sometimes I play tennis. When I'm at home, I like to surf the Internet and watch TV or play my guitar and write songs. I love music and I want to be a songwriter one day.



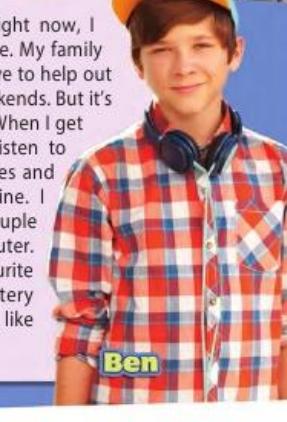
Alex

Hello, I'm Alex and I'm 16. I spend a lot of my free time with my friends. I have a really big house and I usually invite everyone over after school. We sit around and chat or listen to music – things like that. My favourite sport is swimming. At weekends, I always get up early and go to the swimming pool for a swim. In the evenings, if I don't have homework to do, I like to watch TV or look at fashion magazines. I never read the articles, though. I just like to look at the pictures.



Charlotte

Hi, my name's Charlotte and I'm 17 years old. I like to spend my free time outdoors. I hate to sit inside – especially in the summer! On weekdays, I usually play sports after school or take my dogs for a walk in the park. I have two dogs and they need a lot of exercise. At weekends, my friends and I usually go shopping. At the moment, our favourite places are street markets. London has some amazing ones. You can spend all day at them and not get bored!



Ben

Hi, I'm Ben and I'm 14. Right now, I don't have a lot of free time. My family owns a restaurant and I have to help out after school and at the weekends. But it's quite fun, so I don't mind! When I get time to myself, I like to listen to music, play computer games and chat with my friends online. I always spend at least a couple of hours a day on my computer. I also love to read. My favourite types of books are mystery books and novels. I don't like factual books.

2 Read the article, then read the questions and underline the key words. Think of paraphrases. Now answer them.

Which person ...

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 has a part-time job? 2 never sleeps in at the weekend? 3 goes online every day? 4 knows what they want to do when they are older? | <ol style="list-style-type: none"> 5 likes to be in the fresh air? 6 dislikes reading non-fiction? 7 likes to watch films? 8 loves to hang out in London? |
|--|---|

Skills Practice 1

Study

Skills

True Friends

When you read, look out for words that look or sound similar to words in your language (*true friends*). They help you understand the text.

- 3** Are there words in the text which are similar in your language?

Listening

- 4** Listen to Katie tell her friend George about her family and her ambitions. For each question, choose the right answer A, B or C). You will hear the conversation twice.

Example:

- 0 Katie's mum is
 - A English.
 - B Scottish.
 - C Irish.
- 1 How old is Katie's sister?
 - A 14
 - B 15
 - C 17
- 2 Katie says her sister doesn't
 - A have curly hair.
 - B wear glasses.
 - C have brown eyes.
- 3 Who does Katie have a similar character to?
 - A her brother
 - B her mother
 - C her sister
- 4 Katie wants to be
 - A a TV actress.
 - B a film actress.
 - C a theatre actress.
- 5 How much does Katie pay for her classes?
 - A nothing
 - B £5
 - C £10



Speaking

- 5** Copy and complete the table about your daily routine on school days. Then use it to give a one-minute talk to the class about your daily routine.

Begin like this:

On school days, I always get up at (7am). I ...

TIME	ACTIVITIES
before school	
at lunchtime	
after school	<i>I play basketball with my friends.</i>
in the evenings	<i>I chat online with my friends.</i>
before bed	

Study

Skills

Informal style in letters/emails

When you write informal letters/emails you need to use:

- contractions *I'm, you don't, etc.*
- idiomatic language *if we want to do it*
- an informal greeting/ending

*Dear John,
Yours,*

Writing

- 6** Write an email to your new English pen-friend, Joe. Introduce yourself then tell him about your daily routine and what you like to do in your free time (100-120 words). You can use the model below and your own ideas.

Hi Joe,

My name's ... and I'm ... years old.
On weekdays, I always get up at ... o'clock.
I
After school, I usually
At weekends, I like to
Write soon.
(your name)

Skills Practice 2

Reading

TEEN MAGAZINES

- A** *Girls' Life* is a teen magazine with tips on how to do well in school and life in general. It has a very useful advice section that helps girls with the problems of growing up. There are lots of pages on entertainment, style and quizzes, so GL is great for learning and playing.
- B** *Upfront* is a news magazine for high school students. Teachers often use it in class to help with their students' reading skills. At school or home, readers can learn about things happening in their own country and all around the world.
- C** Young people who want to keep up to date with the latest news on football, rugby or cricket can buy *Kids Sports*. There is also a colourful website, at www.kidssportsmagazine.com, with games, videos, and more.
- D** First published in 1944, *Seventeen* is the longest-running magazine of its type. It is still hugely popular for youngsters wishing to read about fashion, beauty,

health and, of course, celebrities. The magazine always has the hottest film, TV and music stars on the front cover.

E Where did humans come from? Did hobbits really exist? What is DNA? *Aquila* is the perfect place to go for answers to questions like these. It leads its readers in all directions, from mystery photos to new books like *The Curse of Hallapicktu*.

F *Teen Ink* is written by teenagers. It includes a range of subjects such as poetry, articles, essays and book reviews. The magazine is American, but the website means young people everywhere can write in. There are pages on art, photography, health and the environment.

G *Match* is the biggest-selling teenage football magazine in the UK. Every week it includes interviews with famous footballers, quizzes, results tables and player ratings.



1 Rachel likes to read the work of people from her own age group. She enjoys writing and cares very much for animals and nature.



4 Katy enjoys reading about clothes and famous people. She also watches television programmes for tips on how to look pretty.



5 Adam's favourite school subject is science. Sometimes he takes photographs of the night sky.

Skills Practice 2

- 3**  Which magazine would you choose to read? Why? Tell the class.

Listening

- 4** Listen to five British teenagers talking about their favourite types of magazine. Match them to the sentences (A-F) below. One sentence doesn't match.

- A This person likes to learn how to look good.
- B She thinks this magazine is perfect for girls.
- C This speaker reads about singers and rock stars.
- D He loves football and buys a sports magazine every month.
- E She reads this magazine for details about famous people.
- F The speaker says this magazine is great for young writers.

Speakers				
1	2	3	4	5

Speaking

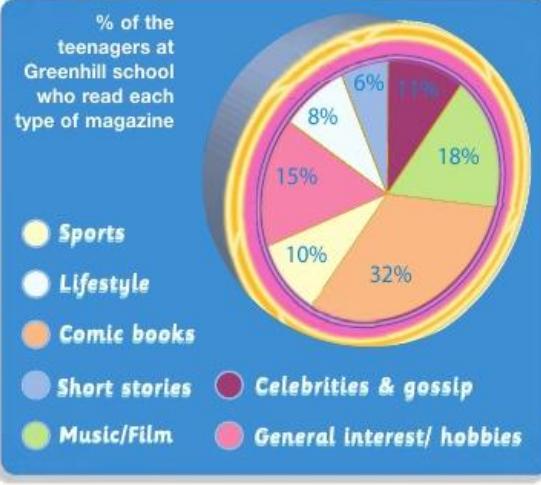
- 5** Look at the pictures and describe them. Then answer the questions.



- 1 What do you usually read, newspapers or magazines?
- 2 Where do you read them? How often?
- 3 Which is your favourite newspaper/magazine?
- 4 Why do you like it?

Writing

- 6** a) Look at the pie chart and answer the questions that follow.



- 1 What is the most/least popular type of magazine among teenagers at Greenhill School?
- 2 Which magazines have a similar percentage of readers?
- 3 What percentage of teenagers read sports magazines?

- b) Use the pie chart to complete the sentences.

- 1 The majority of teenagers read ...
- 2 Many teenagers ...
- 3 Some teenagers ...
- 4 A few teenagers ...
- 5 Very few teenagers ...

Project

- 7** Do a survey in your classroom to find out what types of magazines each person likes the most/least. Now write a short report about magazines that teenagers like. Start like this: *Teenagers enjoy reading magazines in their free time.*

Skills Practice 3

Reading

- 1** Why do people call Astana 'The City of the Future'? Read through to find out.



Ben's Backpacking Blog



Astana



Tian Shan Mountains

Hi, guys! I arrived in Kazakhstan a few weeks ago, and I'm having a fantastic time. This country has got everything! Astana, my first stop, is a brand new city with shopping centres, wide roads and stunning buildings of all shapes and sizes – no wonder people call it 'The City of the Future'! But a week of city life was enough for me and then it was time to get back in touch with nature. And let me tell you, there is plenty of that here: Kazakhstan has got some of the most impressive scenery you can find. After a series of long bus rides across the steppe, including spending a few nights with a host family in a yurt, I'm finally in the Tian Shan Mountains. Right now, I'm taking a break and just sitting in the spring sunshine, enjoying the view. Tomorrow, I'm hiring a guide and we're climbing Gora Alagordy – it's 4,622 metres above sea level and you can see China from the top. I can't wait – it's going to be a great adventure!

[Post a comment](#)

- 2** Read Ben's blog post and complete the sentences.

- 1 Ben is in
- 2 He arrived there
- 3 In Astana there are
- 4 Ben stayed in Astana for
- 5 Ben travelled across the steppe by
- 6 He spent some nights in
- 7 Right now Ben is in the
- 8 Tomorrow Ben and a guide

Skills Practice 3

3 a) Match the columns to form phrases.

1 <input checked="" type="checkbox"/>	brand	a centres
2 <input type="checkbox"/>	shopping	b level
3 <input type="checkbox"/>	wide	c a break
4 <input type="checkbox"/>	host	d new city
5 <input type="checkbox"/>	take	e roads
6 <input type="checkbox"/>	sea	f family

b) Use the phrases from Ex. 3a to make sentences based on the text.

Astana is a brand new city.

4  Give three reasons why tourists should visit Kazakhstan.

Listening

5  Listen to some people talking about their trips and match them to the cities they visited.

People	Cities
1 <input type="checkbox"/> Paul	A Tokyo
2 <input type="checkbox"/> Darren	B Stockholm
3 <input type="checkbox"/> Jenny	C Amsterdam
4 <input type="checkbox"/> Albert	D Havana
5 <input type="checkbox"/> Donna	E New York
	F Barcelona
	G Mexico City
	H Rome

Speaking

6 a) Look at the two pictures and compare them. Use the adjectives in the list.

- quiet • crowded • noisy • clean • dirty • cheap
- expensive • modern • historic • exciting • boring
- big • small



b)  Which place would you like to live in? Why? Tell the class.

Writing

7 Read the postcard. Find examples of informal style in it.

Dear Beth,
Greetings from Buenos Aires, Argentina. It's so beautiful here, but the temperature is cooler than I expected. We're staying in the best hotel in the city.

Every day we visit museums and see the sights around the city. Later in the afternoon we eat local dishes at traditional restaurants. They taste better and have more flavour than anything back home. We usually walk back to the hotel with a full stomach and relax.

The city really comes alive in the evening. Last night we watched the local people dance the tango, the most popular dance in the area. It was really fun.

That's all for now.

See you soon!

Kelly



8 a) John is talking about his last holiday.

 Listen and complete the table.

Place
Place they're staying
Activities
What they did on the last night

b) Use the completed table to write John's postcard.

Skills Practice 4

Reading

1 Read the advert. Where could you read it? What is it about?

EARTH, SEA & SKY GLOBAL VOLUNTEER

This summer, join the Turtle Rescue Centre in Zakynthos, Greece, and help us conserve the loggerhead sea turtle while enjoying your holiday by the sea. Our volunteers help clean the beaches, excavate the turtle nests and monitor the hatchlings. You can also learn to educate tourists and locals alike about the problems these beautiful animals face and join in fundraising efforts to help solve the threats of the future. You do not need any previous qualifications or experience. We provide all training on site. Participation fees include training, accommodation, project enrolment and donation, an information pack and a one-year individual membership.

If you are interested, please contact us by emailing
volunteer@turtlerescue.net



Check these words

- conserve • volunteer
- excavate • nest
- monitor • hatchling
- educate • locals • face
- fundraising • threat
- participation fee
- enrolment • pack
- with regard to
- appreciate • respectively
- accommodation
- facility • attention
- look forward to

2 Read the email and put the paragraphs in the correct order.

New Message

Dear Sir/Madam,

A We are interested in helping at the centre from 15th June to 15th July. We are a family of four, two adults aged 40 and my sister and I aged 10 and 17 respectively. Are there places available for these days? We would also like to know what kind of accommodation you provide. We would like to stay all together if this is possible. Also, are there kitchen facilities? We would like to cook our own meals. Lastly, how much exactly will participation fees be? Are there special prices for families with children?

B Thank you for your kind attention. We are looking forward to your reply.

C I am writing with regard to your advertisement about volunteering for the Turtle Rescue Centre in Zakynthos, Greece. I would appreciate it if you could provide us with further information.

Yours faithfully,
 Thomas Richards

3 The email is formal. Match the informal sentences below with formal ones from the email.

Informal language	Formal language
1 I'm sending this email to ask about
2 I want to get more information.
3 Is it OK to come then?
4 Where can we stay?
5 How much money do we need to pay?
6 Can't wait for your answer.
7 Yours

Skills Practice 4

- 4** Use your dictionary to explain the words in the **Check these words** box. Choose five words and make sentences using them.

Speaking

- 5**  Work in pairs. Take roles: one of you is Thomas and the other is the secretary in the Turtle Rescue Centre. Use the information in the advert and the email to act out a telephone conversation asking for and giving information. Make sure you sound polite but informal.

Secretary: Turtle Rescue Centre. How may I help you?

Thomas: Hello. My name is Thomas and my family and I are interested in volunteering at the centre ...

Use of English

Adverbs

Adverbs describe verbs, past participles, adjectives and other verbs. *He is badly injured. She carefully picked up the animal.*

Adverbs can describe: **manner** (how – *quickly*), **place** (where – *here*), **time** (when – *yesterday*), **frequency** (how often – *never*), **degree** (to what extent – *completely*) etc.

Order of adverbs

- **Adverbs of frequency** go after the auxiliary verb (**be, have, do**), but before the main verb. *They have never been abroad. Tourists often damage turtles' nests.*
- **Adverbs of manner** go before the main verb, after the auxiliary verb or at the end of the sentence. *She happily agreed to help us. The volunteers quickly picked up all the rubbish.*
- **Adverbs of degree (absolutely, completely, totally, extremely, very, quite, rather, etc)** go before an adjective, an adverb and the main verb, but after the auxiliary verb. *I totally agree with you. He swims quite well.*
- **Adverbs of place and time** usually go at the end of the sentence. *I haven't spoken to Tom lately.*
- We can put an adverb at the beginning of a sentence if we want to emphasise it. *Suddenly, a man entered the room.* (manner) *Outside, you'll find a recycling bin.* (place) *On Tuesday, we are having a clean-up day.* (time)
- When there are two or more adverbs in the same sentence, they usually go in the following order: **manner – place – time**. *Mr Jones works hard at the shelter every weekend.*
- If there is a **verb of movement**, such as **go, come** and **leave**, in the sentence, the adverbs usually go in the following order: **place – manner – time**. *Jo goes to school by bike every morning.*

- 6** Put the adverbs in brackets into the correct order.

- 1 Tom works. (all day, hard)
- 2 Mrs Smith arrived. (an hour ago, suddenly, at work)
- 3 Megan is reading. (upstairs, quietly, in her room)
- 4 She went (there, yesterday, by boat)
- 5 The children eat their lunch. (always, very quickly, at school)

Writing

- 7** You have read this advert in an English magazine and you are interested in participating. Write an email asking for information (80-100 words). Use formal language. Follow the plan.

Dear Sir/Madam,
Para 1: opening remarks; reason for writing
Para 2: ask your questions (age limit? which entrance? refreshments and snacks free?)
Para 3: closing remarks
 Yours faithfully,
 (your full name)

CLEAN-UP DAY

SATURDAY 20th MAY

Come and have fun while helping clean up our town!
 Meet us at St James's Park at 8:30 am

9 am - 11 am Clean-up area
 11 am Refreshment & Snacks



To volunteer: call 232 227 2288
 Or email Harper@Yorkvolunteers.org
 SEE YOU THERE!

Skills Practice 5

Reading

- 1** Read the author's biography. What was Charles Dickens' life like?
What is the connection between Dickens' life and David Copperfield?



Charles Dickens (1812-1870) is one of England's greatest writers. At a young age, Dickens was forced to work in a factory under terrible conditions. This difficult time shaped his life and writings. Dickens worked as a reporter in law courts and later for London newspapers. In 1837, he published his comic novel, *The Pickwick Papers*, which made him popular. A long line of successful novels followed: *Oliver Twist* (1837), *A Christmas Carol* (1843), *A Tale of Two Cities* (1859) and *Great Expectations* (1861). Dickens was concerned about the social problems of English society. His books are also full of lively characters. The novel *David Copperfield* (1849-50) is partly based on Dickens' early life. At this point in the novel, David is sent away to boarding school early. This is his punishment for biting his stepfather, Mr Murdstone, who had hit him for not knowing his lesson.

DAVID COPPERFIELD

by Charles Dickens

- We had started from Yarmouth at three o'clock in the afternoon, and were due in London about eight the next morning. It was summery weather, and the evening was very pleasant. When we 5 passed through a village, I tried to imagine what the insides of the houses were like. Then boys came running after us, jumped onto the back of the coach and swung there for a while. I wondered if their fathers were alive, and if they 10 were happy at home. So I had plenty to think about, since I was also continually thinking about the kind of place I was going to. Sometimes, I remember, I thought of home and what sort of boy I used to be before I bit Mr Murdstone.
- 15 The night was not as pleasant as the evening. It got chilly. I was sitting between two gentlemen who squeezed me so hard sometimes, that I could not help crying out. They didn't like that at all because it woke them. Opposite me was an 20 elderly woman in a great fur coat. This lady had a basket with her and she was trying to find a place to put it. Finally she found that, because my legs were so short, it could go underneath me. It cramped my legs so much it made me perfectly miserable. But when I moved a little bit, she gave me a nasty poke with her foot and said, 'Come, don't you fidget. Your bones are young enough, I'm sure!' 25
- At last the sun rose, and then my companions seemed to sleep easier. As the sun got higher, their sleep became lighter and so slowly they 30 awoke one by one.
- What an amazing place London was to me when I saw it in the distance. I believed that it would be a city full of heroes and amazing adventures. 35 After a long time, we arrived at a hotel in the Whitechapel district. A ladder was brought, and I got down after the lady – I hadn't dared to move until her basket was removed. The coach was empty of passengers by then. The luggage was soon removed. The horses had been removed before that, and now the coach was pushed out of the way. Still, nobody appeared to collect the dusty boy from Blunderstone, Suffolk. 40

Skills Practice 5

2 Read the text. For questions 1-5, choose the best answer (A, B, C or D).

- 1 What do we learn about David Copperfield in the first paragraph?
 A He does not like travelling.
 B He wants to play with the boys.
 C He thinks about home life a lot.
 D He wishes he had not bitten Mr Murdstone.
- 2 The old lady wanted the boy to...
 A move seats. C carry her basket.
 B stop talking. D sit still.
- 3 '... what sort of boy I used to be before I bit Mr Murdstone.' (l. 13-14) is an example of ...
 A metaphor. C onomatopoeia.
 B alliteration. D simile.
- 4 The word 'solitary' (l. 44) is closest in meaning to
 A unwashed. C anxious.
 B alone. D exhausted.

- 5 Why does the boy go to the booking office?

- A to ask the clerk a question
- B to rest after the journey
- C to wait for somebody to meet him
- D to collect his luggage

Speaking & Writing

3 a) Imagine you were the clerk in the booking office. Answer the questions.

- 1 What were you doing when you saw the boy?
- 2 How did you feel about the boy?
- 3 Why did you invite him behind the counter?
- 4 What did you do while the boy was waiting?

b)  Using your answers from Ex. 3a and your own ideas rewrite the last paragraph from the perspective of the clerk.

I felt more solitary than Robinson Crusoe. I
 45 went to the booking office and the clerk on duty invited me behind the counter. He let me sit on the scales where they weigh the luggage. Here, as I sat looking at the parcels, packages and books, and inhaling

the smell of stables (which have reminded me 50 of that morning ever since), I wondered how long they would let me stay if nobody came to pick me up.



Skills Practice 6

Reading

1

a) In a minute think of as many words as possible related to films. Compare with your partner.

b) Look at the text. What type is it: email, letter or review? What information does this type of text contain?



Harry Potter and the Half-Blood Prince is my favourite Harry Potter film, with excellent graphics and great action scenes. It is a must-see blockbuster hit! Daniel Radcliffe plays Harry and along with Rupert Grint and Emma Watson they once again capture the audience. The film takes us through Harry's sixth year at Hogwarts School of Witchcraft and Wizardry.

The film begins when he accidentally discovers an old book. Inside it says "This book is the property of the Half-Blood Prince". He starts to learn more about his enemy Lord Voldemort and his dark past. Harry is deeply interested in the Dark Lord's past. He also uses the book to help him in his Potions class, becoming one of the best students. At the same time Harry is working hard

with headmaster Professor Dumbledore in private to learn more about Voldemort's past in the hope that they might be able to defeat him once and for all. It isn't until much later that he finds out who the true owner of the book is.

There is also a taste of romance in the film as well. To find out more you must see *Harry Potter and the Half-Blood Prince*. The combination of good and evil, action and romance is excellent. I highly recommend it! Don't miss it.

Movie Review

- **Title:** Harry Potter and the Half-Blood Prince
- **Starring:** Daniel Radcliffe, Rupert Grint, Emma Watson, Tom Felton
- **Genre:** Science-Fiction/Fantasy

2 Read the text and decide if each sentence is correct or incorrect. If it is correct, mark A. If it is incorrect, mark B.

- 1 This film is for people who like action and adventure.
- 2 Daniel Radcliffe is the actor who plays Harry Potter.
- 3 Harry is just starting at Hogwarts.
- 4 There is no romance in this film.
- 5 The identity of the Half-Blood Prince is a mystery.
- 6 Harry wants to defeat Voldemort.

Skills Practice 6

Listening

- 3** You will hear a conversation between a girl, Emma, and a boy, Charles, deciding which film to go to see with a group of friends. Decide which type of film each person wants to see.

People	Types of Movies
1 <input type="checkbox"/> Emma	A Horror
2 <input type="checkbox"/> John	B Romance
3 <input type="checkbox"/> Charles	C Mystery
4 <input type="checkbox"/> Lauren	D Comedy
5 <input type="checkbox"/> Joe	E Sci-fi
6 <input type="checkbox"/> Sara	F Action
	G Drama

Use of English

- Comparison of adverbs

- 4** Think about your favourite film and your least favourite film. Describe at least one scene from the film you liked the most. Give reasons.

Adverbs

same form as adjectives add **-er/-est**

early drops **-y** and adds **-ier/-iest**

two-syllable adverbs/adverbs ending in **-ly** take

more/most

Adverb	Comparative	Superlative
hard	harder	the hardest
early	earlier	the earliest
often	more often	the most often
softly	more softly	the most softly

- 5** Write the comparative and superlative forms of the adverbs below.

- 1 comfortably
 2 greatly
 3 early
 4 late
 5 near

Writing (an email describing a film you saw and liked)

- 6** Think of your favourite film. Write an email to your best friend describing it (80-100 words). Use the plan below.

Dear ...,
Para 1: opening remarks; reason for writing (*How was your weekend?*)
Para 2: describe the film (*The film begins*)
Para 3: your feelings; recommendations; closing remarks (*It's a ... film. I liked You I have to go now. Take care.*)
Yours faithfully,
 (your full name)



Recommending a film

- It's a great film.
- It's a must-see.
- Don't miss it.
- You'll love it.

Study Skills

Proofreading

When you finish your writing, check it for use of English and spelling mistakes.

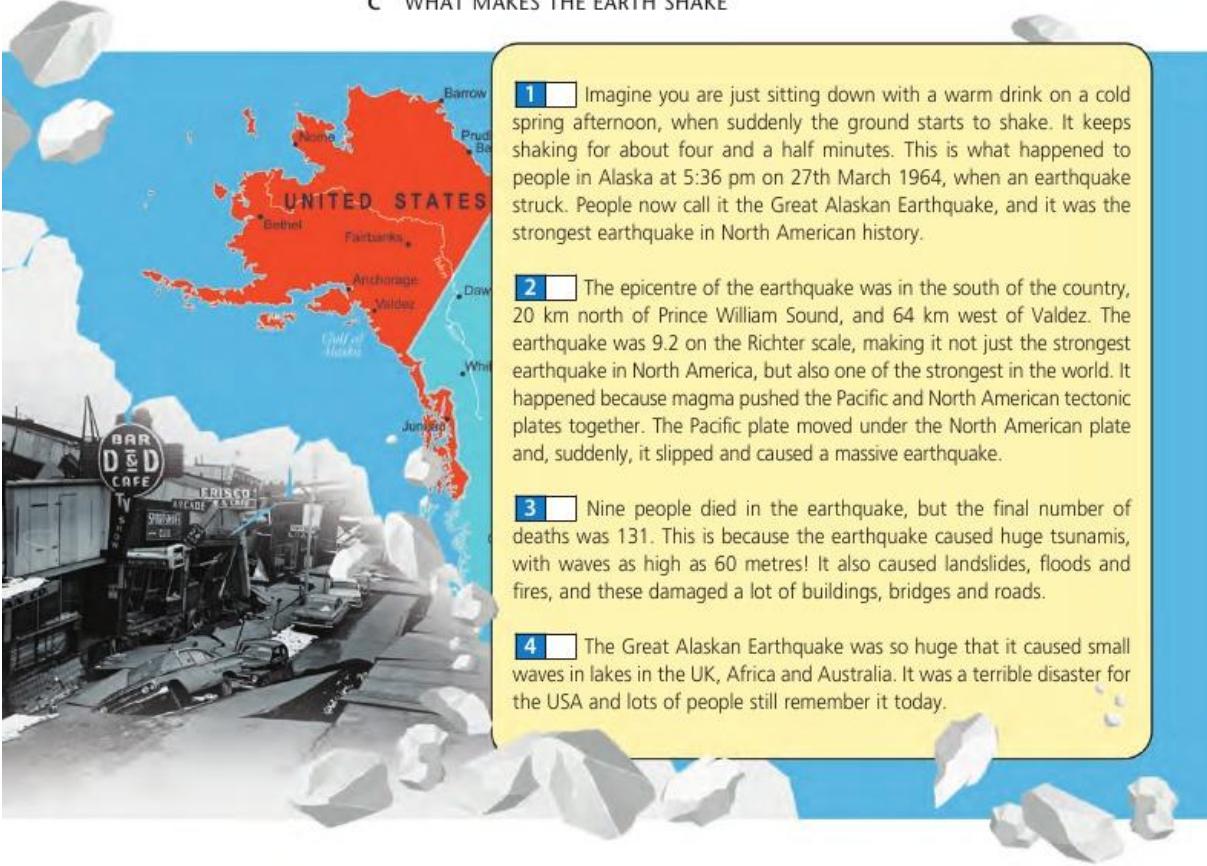
- 7** Proofread your piece of writing. Now read it again and see if it flows.

Skills Practice 7

Reading

1 Read the text and choose the correct title.

- A THE STRONGEST EARTHQUAKE IN THE WORLD
- B THE GREAT ALASKAN EARTHQUAKE
- C WHAT MAKES THE EARTH SHAKE



1 Imagine you are just sitting down with a warm drink on a cold spring afternoon, when suddenly the ground starts to shake. It keeps shaking for about four and a half minutes. This is what happened to people in Alaska at 5:36 pm on 27th March 1964, when an earthquake struck. People now call it the Great Alaskan Earthquake, and it was the strongest earthquake in North American history.

2 The epicentre of the earthquake was in the south of the country, 20 km north of Prince William Sound, and 64 km west of Valdez. The earthquake was 9.2 on the Richter scale, making it not just the strongest earthquake in North America, but also one of the strongest in the world. It happened because magma pushed the Pacific and North American tectonic plates together. The Pacific plate moved under the North American plate and, suddenly, it slipped and caused a massive earthquake.

3 Nine people died in the earthquake, but the final number of deaths was 131. This is because the earthquake caused huge tsunamis, with waves as high as 60 metres! It also caused landslides, floods and fires, and these damaged a lot of buildings, bridges and roads.

4 The Great Alaskan Earthquake was so huge that it caused small waves in lakes in the UK, Africa and Australia. It was a terrible disaster for the USA and lots of people still remember it today.

Study Skills

Matching headings to paragraphs

The title of a paragraph gives the main idea of that paragraph. Read the paragraph once to get the main idea. Then look for words related to the title. This will help you match the paragraph to its title.

2 Read the text and match the headings (A-E) to the paragraphs.
There is an extra one you do not need to use.

- A What caused the earthquake
- B When and where it all happened
- C Saving the people in need
- D The damage the earthquake caused in other parts of the world
- E The damage the earthquake caused in Alaska

Skills Practice 7

Listening

- 3** You will hear a conversation between Steve and Mary about a clean-up day at a local beach.
 Listen and write T (true) or F (false) next to the statements.

- 1 Both of them were at the clean-up day.
- 2 Mary read about the problem in the newspaper.
- 3 Some of Mary's friends were at the clean-up.
- 4 They went home for lunch.
- 5 Steve didn't need to wear gloves.
- 6 Steve and Mary will meet at 8:30 on Saturday.

Speaking

- 4** Look at the pictures and describe them to your partner. Then answer the questions.

- Why is it important to help save the environment?
- Why should we all recycle?



Listening for ideas

- 5** Listen to two people talking about the damage people cause to the environment every day and some ways we can help. Which of the points do they mention?

Damage we cause	Formal language
• throw away plastic/cans	• join an environmental group
• drive big cars	• recycle paper/cans
• cut down trees	• plant trees
• destroy animal habitats	• use public transport
• waste energy/water	• switch off lights
• pollute the sea	• reduce rubbish
• use up oil/water/land	• stop using dangerous/poisonous chemicals
• waste paper	• stop wasting energy/water
• kill wildlife	• volunteer for a clean-up day
• poison the water/air	
• produce rubbish	

Writing

- 6** Now use the ideas in Ex. 5 and the plan below to write a short article for the school English magazine on how people damage the environment and what we can do to help (100-120 words).

- Para 1:** What's the problem? (We all cause a lot of damage to the environment ... Most of us use ...)
- Para 2:** What damage do we cause? (We make too much rubbish ... which causes ... We drive cars everywhere ... which causes ...)
- Para 3:** What can we do to help? What's your opinion? (I think all of us can help by ... Another way to reduce the amount of ... is ... This way we can make a difference.)

Skills Practice 8

Reading

1 Look at the sentences below about a school newsletter. Read the text and then mark the sentences (1-8) as **T** (true) or **F** (false).

Hillsbrook School September Newsletter

We expect to have another exciting year at Hillsbrook School. You will notice some changes when you arrive back on the first day, Wednesday 3rd September. This leaflet contains important information on safety in and around the school grounds for both students and parents.

In the News: A new programme called 'Online and In-the-Know' keeps parents up to date with how their child is doing. Log in to see their marks and number of days missed. There is also something new for students. We are asking for volunteers to be helpers inside the entrance. You welcome visitors, find out the reason for their visit and direct them to where they need to go. Interested students should inform the office staff during the first week of school.

For parents: We know dropping off and picking up students can lead to traffic problems and create dangerous situations. We want everyone to be safe, so:

- we ask that you do not park on pedestrian crossings
- there is a new car park for visitors behind the gymnasium
- please do not drive in the bus lanes
- drop your child off at the student entrance and not by the staff doors

For students: There are different ways you can get to school. If you follow these suggestions, you will get there safely no matter how you travel.

On the bus:

- sit quietly so you do not distract the driver
- do not stand up until the driver has stopped the bus and opened the door

By bike:

- follow all traffic laws
- always wear a helmet
- lock your bike when you arrive at school

Remember: you are not allowed to ride your bicycle during breaks or at lunchtime



On foot:

- be careful when walking near traffic
- don't cross the street between parked cars
- use clearly marked pedestrian crossings

Please do not bring valuables to school. We are not responsible if they are lost or damaged. This includes:

- mobile phones
- MP3 players
- jewellery

We look forward to seeing all of you at the beginning of the school year. There will be further newsletters at Christmas and Easter. Have a good year!

Important safety visits this term for parents and students:

- 10th September: Police talk about road safety
- 17th September: Fire Brigade talk about fire safety
- 1st October: Police talk about bullying

- 1 The newsletter is for new students to Hillsbrook School.
- 2 Parents can check their child's progress by going online.
- 3 This year, students will help out in the office.
- 4 The newsletter tells students not to behave badly while their parents are driving.
- 5 It is only okay to stand up on the bus when it is not moving.
- 6 Students cannot ride their bikes between classes.
- 7 Mobile phones are allowed in school.
- 8 Future newsletters won't be sent home with the students on special occasions.

Skills Practice 8

Listening

- 2** a) You will hear some information about safety. Fill in the missing information in the numbered spaces.

Safety Seminar

Guest Speaker: [1] Moore
 Classes offered in: [2]
 Age groups: under thirteens, [3] year-olds and adults
Cost Student classes: [4] £ a month
 Adult classes: [5] £ a month
 Address: [6]

For more information visit our website:
www.safeandsound.com

- b) Listen again and note down key words. In groups reconstruct the text.

Speaking

- 3** Read the situations related to safety. Give advice to your friends.

A I want to go away for a weekend with my friends, but my parents think it's too dangerous to go without adults. I think we are old enough to take care of ourselves. How can I convince them it will be a safe trip?

B My friend spends a lot of time chatting online. The last time I was at her house she was giving out personal information in a chatroom. How can I convince her it isn't safe?

Giving advice

- You should
- Why don't you ... ?
- If I were you, I
- How about ... ?

Results

- This way
- Then,

Writing

- 4** Read the extract from your friend's email. Write her an email giving advice about what she should do (80-100 words).

I want to take up skiing but my parents think it's too dangerous. They think I will break my leg or sprain my wrist. My friends started skiing last year and haven't had any injuries. My parents are too strict. What can I do to change their minds?

Love,
 Sara

- Para 1: express sympathy
 Para 2: give advice & possible results
 Para 3: wish them good luck

Speaking

- 5** Look at the school education system in the UK. Compare it to the education system in your country.

UK School Education

- | | |
|-------|--|
| >22 | Higher Education/Post Graduate |
| 19-22 | Higher Education/Graduate Diploma (university) |
| 16-18 | Secondary School/General Vocational |
| 13-15 | Lower Secondary School |
| 7-12 | Primary School |
| 5-6 | Kindergarten |

Skills Practice 9



Check these words

- trend ▪ laid-back
- pattern ▪ fitted ▪ baggy
- vest top ▪ bed-head
- vintage clothing ▪ tights
- plimsoll shoes ▪ leather

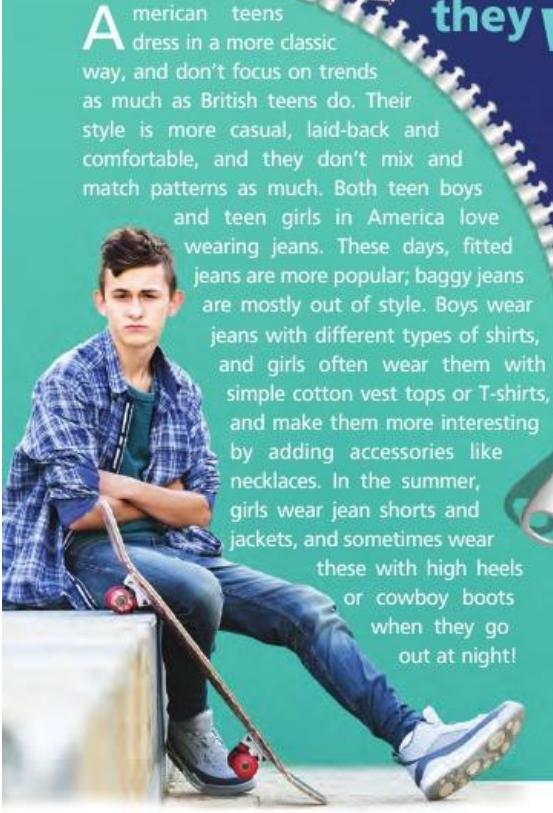
1

Speaking & Reading

Look at the pictures. What do you think American and British teens like wearing?

Listen and read to find out.

America



What do they wear?

UK



British teens are famous for their individual sense of style that makes it seem like they just 'throw on' their clothing. They like to have fun with fashion. They mix prints, patterns and styles and never look too polished. Many go out with 'bed-head hair', and vintage clothing, which is called the 'festival look'. Of course, the chilly and rainy weather in the UK determines what teens wear. Many girls wear skirts and shorts with black tights, and instead of flip-flops, they usually wear plimsoll shoes made from canvas. Both boys and girls own leather jackets, blazers and scarves, which keep them warm and stylish. Girls often carry cute umbrellas with them in case it rains.

2

Read the text and mark the sentences R (right), W (wrong) or DS (doesn't say).

- 1 American teens' style is less laid-back than that of British teens.
- 2 American teens wear jeans with almost everything.
- 3 American girls sometimes wear skirts.
- 4 British teens base their fashion on the weather.
- 5 British girls usually wear flip-flops.

Skills Practice 9

3 Complete the sentences.

- 1 In America, baggy jeans
- 2 Teen boys in America wear different types of shirts with their
- 3 British teens are well-known for their
.....
- 4 British teens often mix and match
.....
- 5 British teen girls often wear skirts or shorts with

4



Give a new title to the text.

Use of English

• Order of adjectives

Opinion adjectives go before fact adjectives

a nice cotton T-shirt

When there are two or more adjectives in a sentence, they usually go in this order:

Opinion *beautiful*

Colour *red*

Size *small*

Origin *Chinese*

Age *old*

Material *silk*

Shape *rectangular*

Noun *scarf*

NOTE: Some adjectives can be used with **the** as nouns to talk about groups of people in general.

These are: **the deaf, the elderly, the homeless, the hungry, the old, the rich, the sick, the strong**, etc.

The old often suffer from loneliness. (= the old people)

5 Put the adjectives in the correct order.

- 1 He wants a (leather, large, brown) jacket.
- 2 She bought a (beautiful, denim, American) shirt.
- 3 She gave me a(n) (old, expensive, gold) ring.
- 4 She is wearing a (black, long, silk) gown.
- 5 She has a (wooden, wonderful, Spanish, eighty-year-old) box.

6 Fill in *the* where necessary.

- 1 They carried injured to the hospital.
- 2 rich are often unhappy .
- 3 homeless people need our help.
- 4 deaf people are hard of hearing.

• Prepositions

7 Fill in: *by, in, for, with* (x2).

- 1 She usually wears skirts black tights.
- 2 Terry usually dresses comfortable clothes.
- 3 You can make a black dress interesting adding a colourful accessory.
- 4 Karen is famous her great sense of style.
- 5 Some teens have fun fashion.

Speaking

8



Compare the style of British teens to that of American teens.

British teens are more concerned with individual style. American teens have a more classic look.

Writing

9



Collect information about teen fashion in your country and write an article for the school magazine (100-120 words). Write:

Teens in my country dress in They ... on fashion ... British teens. Their style is Teen boys mostly wear Teen girls They also wear In cold weather, they Girls also like wearing ...

Word List

Key to Phonetic Symbols

Vowels and diphthongs

ɑ:	calm, ah
ɔ:	heart, far
æ	act, mass
aɪ	drive, cry
aʊ	fire, tyre
aʊ	out, down
aʊə	flour, sour
e	met, lend, pen
eɪ	say, weight
eə	fair, care
i	fit, win
i:	feed, me
ɪə	near, beard
ɒ	lot, spot
əʊ	note, coat

Consonants

b	bed, rub
d	done, red
f	fit, if
g	good, dog
h	hat, horse
j	yellow, you
k	king, pick
l	lip, bill
ɒ	handle, panel
m	mat, ram
n	not, tin
ən	hidden,
r	written
p	pay, lip
r	run, read

Abbreviations

adj	adjective
adv	adverb
conj	conjunction
det	determiner
n	noun
num	number
phr	phrase
phr v	phrasal verb
pl n	plural noun
prep	preposition
pro	pronoun
v	verb

English	Kazakh	Russian
Module 1 – Hobbies & Leisure		
1a adventurer (n) /əd'ventʃər/ concentration (n) /kən'səntrейʃən/ field (n) /fi:ld/ follower (n) /'fɒləʊər/ hit (v) /hit/ hurt (adj) /hɜ:t/ I don't mind (phr) last (v) /la:st/ online (adv) /'aʊnlайн/ painful (adj) /'peɪnfʊl/ paint (n) /peɪnt/ screen (n) /skri:n/ spy (n) /spaɪ/ square-eyed (adj) /'skweə'aid/ stare (v) /steə/ support (v) /sə'pɔ:t/ take roles (phr) talented (adj) /tælənted/ tournament (n) /tuənəment/ woods (pl n) /wudz/	шытырман оқигаларды іздеуші зейін салушылық алқап окырман сөгу, ұру жаралы Мен қарсы емеспін. жалғасу, созылу Интернетте, онлайында жанг баттатын, ауыртатын сурет, бояу екран тыңшы, жасырын агент экранға жабысып қалған көз алмай қарау қолдау, қамтамасыз ету рөлдерді ойнау талантты, дарынды турнир, сайыс ормандар	искатель приключений сосредоточенность, концентрация поле подписчик ударять раненый Я не возражаю продолжаться, длиться в Интернете, в режиме онлайн причиняющий боль, болезненный рисунок, краска; окраска экран шпион; тайный агент прилипший к экрану пристально смотреть, пялиться поддерживать, обеспечивать исполнять роли талантливый одарённый турнир, соревнование леса



Word List

English	Kazakh	Russian
1c archery (n) /ɑ:tʃəri/ beauty (n) /bjutii/ birthplace (n) /bɜ:θpleis/ breathtaking (adj) /breθteikin/ freedom (n) /frɪ:dom/ horseback (n) /hɔ:sbæk/ nomad (n) /nəʊmæd/ saddle (n) /sædəl/ sunset (n) /sanset/ symbol (n) /simbəl/ traditional (adj) /tra'diʃənl/ valuable (adj) /væljuəbl/	садақ ату сұлулық тұган жер қызықты, керемет еркіндік атқа салт мініп жүру кешпенді ер-тоқым күн батуы рәміз дәстүрлі багалы	стрельба из лука красота место рождения захватывающий, изумительный свобода верхом (на лошади) кочевник седло закат символ традиционный ценный
1e balance (n) /bæləns/ combine (v) /kəm'bain/ discipline (n) /dɪs'plɪn/ have in common (phr) healthy (adj) /helθi/ latest (adj) /le:tast/ lifestyle (n) /laifstail/ martial arts (pl n) /ma:tʃəl 'a:ts/ pastime (n) /pa:staim/ physical fitness (n) /fizikəl 'fitnəs/ respect (n) /rɪ'spekt/ street fashion (n) /strit 'fæʃən/ thrill (n) /θrɪl/ workout (n) /wɔ:kauτ/	тепе-тендік бірлестірілу, үйлестіру тәртіп ортақ қасиеттері бар дені сау өте кеш, ең соңғы өмір сүру салты жауынгерлік өнер ойын-сауық, өрмек дene даярлығы құрмет кеше стилі толқу, қобалжу жаттығу, жаттықтыру	равновесие объединять, сочетать дисциплина иметь что-то общее здоровый самый поздний; самый последний образ стиль жизни боевые искусства развлечение, забава физическая подготовка уважение уличный стиль волнение тренировка
1f creative (adj) /kri'eitiv/ link (n) /lɪŋk/ platform (n) /plætform/ produce (v) /prə'dju:s/ product (n) /prədʌkt/ publish (v) /pa:bliʃ/ trick (n) /trɪk/	шығармашыл сілтеме платформа өндіру өнім жариялау айлакерлік, шеберлік әдіс	творческий ссылка платформа производить продукт публиковать трик
Module 2 – Communication & Technology		
2a carrier pigeon (n) /kærɪə pɪdʒɪn/ deliver (v) /drɪlvə/ entry (n) /'entri/ generation (n) /dʒenə'reiʃən/ telegraph machine (n) /teligrɑ:f mə'ʃin/	тасымалдаушы көгершін жеткізу кіру ұрпақ телеграф аппараты	почтовый голубь доставлять вход поколение телеграфная машина
2c bullying (n) /buliŋ/ fake (n) /feik/ harmful (adj) /ha:mfl/ illegal (adj) /ɪli:gəl/ link (n) /lɪŋk/ lower case (adj) /ləʊə 'keɪs/	мазақ ету жалған зиянды засыз сілтеме кіші әріп	издевательство подделка, фальшивка вредоносный незаконный ссылка строчная буква

Word List

English	Kazakh	Russian
password (n) /pa:swə:d/ permission (n) /pə'mɪʃən/ personal (adj) /pə'sənl/ post (v) /paʊst/ privacy settings (pl n) /prɪ'vei̯sɪ ,setɪŋz/ private (adj) /'praɪvət/ respect (v) /rɪ'spekt/ rule (n) /ru:l/ symbol (n) /sɪmbəl/ treat (v) /tri:t/ upper case (adj) /ʌpə 'keɪs/	құпиясөз руқсат жеке пошта арқылы жіберу құпиялыштық параметрлері жеке, жекеменшік құрмет/сый ереже таңба емдеу бас әріп	пароль разрешение персональный, личный отправлять почтой настройки конфиденциальности личный, частный уважение правило символ лечить заглавная буква
2e interfere (v) /intə'fɪə/ ice crystal (n) /aɪs 'krɪstl/ release (v) /rɪ'lیz/ coral reef (n) /'kɔrəl 'ri:f/ sunlight (n) /sʌnlɪt/ reflect (v) /rɪ'flekt/ glacier (n) /glaɪəsiə/	қақтығысу/соктығысу мұз кристалы шыгару маржан кедертасы күн жарығы көрсету мұздық	сталкиваться ледяной кристалл выпускать коралловый риф солнечный свет отражать ледник
2f part (n) /pa:t/ electro-mechanical (adj) /ɪ eklətrəʊmə ,setɪŋz/ gigabyte (n) /gɪgəbɔɪt/ disk drive (n) /dɪsk ,draɪv/ case (n) /keɪs/ model (n) /mɒdl/ signature (n) /sɪgnətʃə/ division (n) /də'veɪʒən/	болім электромеханикалық	часть электромеханический
2g chat (v) /tʃæt/ damage (v) /dæmɪdʒ/ distract (v) /drɪ'stræk/t/ harmful (adj) /hɑ:mfl/ neglect (v) /nɪglekt/ screen (n) /skrɪn/ sensibly (adv) /sensəbl/ tool (n) /tu:l/ topic (n) /tɔ:pɪk/	әңгімелесу, сөйлесу бұзып алу, бұлдіріп алу алаңдату зиянды елемеу жаратпау экран ақылмен, саналы турде құрал, құрал-сайман тақырып	беседовать, разговаривать повреждать, портить отвлекать вредный пренебрегать экран разумно; благоразумно инструмент тема
Module 3 – Holidays & Travel		
3a alive (adj) /ə'laiv/ culture (n) /kʌltʃə/ dense (adj) /dens/ feel (v) /fi:l/ make my way (phr) mouth of the river (phr) nightfall (n) /naɪtfɔ:l/ nothing compares to (phr) opportunity (n) /o:pə'tju:nəti:/	жанды, тірі мәдениет тығыз, тығыздалған, қою сезину оз жолымен жүрү өзеннің сағасы ымырт ештеңемен салыстыруга келмейді мүмкіндік	живой культура плотный, сжатый, густой чувствовать пойти своим путём устье реки сумерки; наступление ночи ничто не сравнится с возможность


 Word List

English	Kazakh	Russian
the time of my life (phr) winding (adj) /'waɪndɪŋ/	өмірімнің керемет кезеңдері бұрандаған, ирек, иректі	лучшее время в моей жизни извилистый, вьющийся
3c airline (n) /eəlайн/ board (v) /baʊd/ break the law (phr) charge (v) /tʃaʊdʒ/ content (n) /kɒntent/ customs officer (n) /kʌstəmz ɔfɪsə/ declare (v) /drkleə/ import (v) /ɪm'pɔ:t/ liquid (n) /lɪkwid/ lost (adj) /lost/ luggage (n) /lʌgɪdʒ/ missed flight (phr) poison (n) /paɪzən/ preserve (v) /prɪ'sɜ:v/ release (v) /rɪ'lی:s/ reptile (n) /rɛptɪl/ scorpion (n) /skɔ:pɪən/ specimen (n) /spesə'mən/ story (n) /stɔ:ri:/	әуе жолы ұшаққа отыргызу занды бузу айшынтау мазмұны кеден қызыметкері корсету, мәлімдеу импорттау сүйкіткің жогалған жук жіберіп алған рейс у сақтау босату, шыгару бауырымен жоргалашу сарышаян үлгі, жоба, дана әңгіме	авиалиния проводить посадку нарушить закон обвинять содержание таможенник указывать, декларировать импортировать жидкость потерянный багаж пропущенный рейс яд сохранять отпускать, выпускать рептилия скorpion образец, экземпляр рассказ
3e argument (n) /a:gjəmənt/ at a full gallop (phr) cockroach (n) /kɒkrəʊtʃ/ crowd (n) /kraud/ grab (v) /græb/ handkerchief (n) /hæŋkjətʃɪf/ lean down (phr) on display (phr) race (n) /reis/ snatch up (v) /snaetʃ 'ap/ speed (n) /spi:d/	дәлел, дау, талас аттың бар шабысымен тарақан тобыр, топ жұмып алу, ұстап алу қол орамал енкеіү, иилу көрмеде көрсету бәйге, жарыс көтеру, ұстап алу жылдамдық	довод, спор на полном скаку таракан толпа схватывать, хватать носовой платок наклониться экспонируемый скачка, гонка поднять, схватить скорость
3f candyfloss (n) /kændiflos/ combination (n) /kɒmbɪneɪʃən/ damp (adj) /dæmp/ drop (n) /drop/ form (n) /fɔ:m/ fluffy (adj) /'flufi/ gas (n) /gæs/ invisible (adj) /ɪn'vezəbəl/ on the way (idm) stormy (adj) /stɔ:mi/ water vapour (n) /wɔ:tər 'veipə/ weather front (phr)	тәтті мақта біріктіру дымқыл тамши пішін үлпілдек газ көзге көрінбейтін жолда дауылды су буы атмосфералық фронт	сахарная вата комбинация, соединение сырой, влажный капля форма пушистый газ невидимый, незримый по дороге, по пути бурный, яростный водяной пар атмосферный фронт

Word List

English	Kazakh	Russian
Module 4 – Space & Earth		
4a		
authorities (pl n) /ɔ:θɔrətɪz/ conservationist (n) /kɒnsə'veɪʃənist/ cultural site (n) /kʌltʃərəl saɪt/	билік; өкімет табиғи ресурстардың қоргауышы мәдени корікті жерлер	власть защитник природных ресурсов культурная достопримечательность
damage (n) /dæmɪdʒ/ giant (adj) /dʒaɪənt/ global warming (n) /gləʊbəl 'wɔːminɡ/ humid (adj) /hjuːmɪd/ melting ice (n) /'meltɪŋ aɪs/ mystical (adj) /mɪstɪkəl/ power (n) /paʊə/ preserve (v) /prɪ'zɜːv/ responsible for (adj) /rɪ'sponsəbəl fə, fo:/ rising sea (n) /raɪzɪŋ si:/ sandstone (n) /saendstoʊn/ survive (v) /sə'veɪv/ threaten (v) /θretn/ vegetation (n) /vedʒə'teɪʃən/ worship (v) /wɜːʃɪp/	зиян, залал алып, дәу жаһандық жылдын дымқыл; ылгалды мұздың еруі мистикалық күш сақтау бірнәрсеге жауапты су деңгейінің көтерілуі күмтас аман қалу, тірі қалу көркүту, сескендіру есімдік бас ию	вред, повреждение гигантский, огромный глобальное потепление влажный, сырой таяние льда мистический сила сохранять ответственный за что-либо повышение уровня воды песчаник выживать грозить, угрожать растительность поклоняться
4c		
aim (v) /eɪm/ astronaut (n) /æstrənɔ:t/ average (adj) /ə'veəriɪdʒ/ be worth it (phr) board (v) /bɔ:d/ close (adj) /kləʊz/ dream (n) /drɪm: exploration (n) /eksplɔ:r'eɪʃən/ gas (n) /gæs/ giant (adj) /dʒaɪənt/ great (adj) /greɪt/ human (n) /hju:mən/ journey (n) /dʒɜːpi/ land (n) /laend/ leap (n) /li:p/ mankind (n) /mæn'kaɪnd/ mission (n) /mɪʃən/ remote (adj) /rɪ'meɪt/ rocky (adj) /rɒki/ rush hour (n) /rʌʃ ˈaʊər/ solid (adj) /sɒlid/ space agency (n) /speɪs eɪdʒənseɪ/ step (n) /ste:p/ surface (n) /sɜːfəs/ turn sb's attention to (phr) wheel (n) /wi:l/	(бір нәрсеге) ұмтылу, ынталану астронавт, гарышкер орта, ортаңы осыған лайық қону жақын арман зерттеу газ алып, дәу үлкен адам саяхат, сапар жер секіру, қаргу адамзат миссия қашық, алыс, шалгайдагы жартасты, құзды кептеліс үақыты қатты гарыш агенттігі қадам үсті бірнәрсеге зейінін аудару дөңгелек	стремиться к (чему-л.), нацеливаться астронавт, космонавт средний стоящий чего-либо совершив посадку близкий мечта исследование газ гигантский, огромный большой человек путешествие, поездка земля прыжок, скачок человечество миссия дальний, далёкий, отдалённый каменистый, скалистый час пик твёрдый космическое агентство шаг поверхность привлечь внимание на... колесо
4e		
critically endangered (phr)	жойылып кетуге жақын	на грани исчезновения



Word List

English	Kazakh	Russian
disease (n) /dɪzɪ:z/ endangered species (pl n) /ɪn'deɪndʒəd 'spi:fɪz/ extinction (n) /ɪk'stɪŋkʃən/ face (v) /feɪs/ fishing village (n) /fɪʃɪŋ ,vɪlɪdʒ/ mammal (n) /mæməl/ overfishing (n) /əʊvə'fɪʃɪŋ/ overhunting (n) /əʊvə'hʌntɪŋ/ steppe (n) /ste:p/ survive (v) /sə'verv/ threaten (v) /θre:tən/ unique (adj) /ju:nɪk/	ауру жойылып бара жатқан түр қырылу тап болу балықшылар ауылы сүтқоректі, сүтқоректі жануарлар шамадан тыс балық аулау шамадан тыс аң аулау дала, қыр тірі қалу коркыту бірегей	болезнь исчезающий вид вымирание сталкиваться рыбацкий посёлок млекопитающее чрезмерная рыбная ловля чрезмерная охота степь выживать угрожать уникальный
4f blanket (n) /blæŋkit/ chemical (n) /kemɪkəl/ extinct (adj) /ɪk'stɪŋkt/ gas (n) /gæs/ harmful (adj) /hɑ:mфəl/ ozone layer (n) /əʊzən ,leɪə/ ray (n) /reɪ/ surround (v) /sə'raund/	керпе химикат қырылған газ зиянды озон қабаты нұр, сәуле қоршау	одеяло химикат вымерший газ вредный озоновый слой луч окружать
4g fume (n) /fju:m/ increase (v) /ɪn'krɪs/ poison (v) /pɔɪzən/ reduce (v) /rdjus/ smog (n) /smɒg/ vehicle (n) /vɪəkəl/	тұтін, газ, бұлану арттыру, күшету уландыру, улау азайту тұмша, тұтін келик құралы	дым, газы, испарение увеличивать; усиливать отравлять уменьшать смог (густой туман с дымом и копотью) транспортное средство
Module 5 – Reading for Pleasure		
5a bank (n) /bæŋk/ bound (n) /baʊnd/ break the silence (phr) burn (v) /bɜ:n/ chase (v) /tʃeɪs/ coal-black (adj) /kəʊl 'blæk/ cry (v) /kraɪ/ darkness (n) /dɑ:knes/ dense (adj) /dens/ depend on (phr v) /dɪpend ən/ dreadful (adj) /dredfəl/ drift (v) /drɪft/ enormous (adj) /nɔ:məs/ fog (n) /fɒg/ ground (n) /graʊnd/ hang (v) /ha:n/ heart (n) /ha:t/ helplessly (adv) /helpləsli/	жага шекара, шегі тыныштықты бұзу/сөйлей бастау жагу, жагып жіберу куу, соңына тұсу кемірдей қара айғайлау караңы кою, тығыз тәүелді болу қорқынышты ауыстырылу, жылжытылу дәү тұман жер іліну жүрек дәрменсіз	берег граница, предел, рубеж нарушить молчание, заговорить жечь, сжигать гнаться, преследовать чёрный как смоль кричать темнота густой, плотный зависеть от... ужасный, страшный смешаться, сдвигаться громадный, огромный туман земля висеть сердце беспомощно

Word List

English	Kazakh	Russian
high (adj) /haɪ/	бік	высокий
horror (n) /'hɔrə/	корқыныш	ужас
hound (n) /haʊnd/	аңшы ит, тазы	охотничья собака; гончая; борзая
impatiently (adv) /ɪm'peɪʃntli/	тагатсыздан	с нетерпением
leap down (phr)	секіріп тұсу	спрыгивать
look out (phr v) /lʊk 'aʊt/	сақ бол	осторожно
moor (n) /mɔ:/	шымтезекті батпақ	торфяник, болото
path (n) /paθ/	жалғыз аяқ жол	дорожка, тропинка
plan (n) /plæn/	жоспар	план
quick (adj) /kwɪk/	тез, жылдам	быстрый
ruin (v) /ruɪn/	қырату	разрушать
shadow (n) /'ʃædəʊ/	коленке	тень
shape (n) /ʃeɪp/	пішін, нысан, түр	форма, очертание, вид
spring (v) /sprɪŋ/	арылану, нұрлану	рассвевать
stare (v) /steə/	көз алмау	пристально смотреть
step (n) /stɛp/	кадам	шаг
success (n) /sək'ses/	жетістік	успех
track (n) /træk/	із	след, отпечаток
uncertain (adj) /ʌn'sɜːtn/	белгісіз	неопределённый
5b		
be long (phr)	үзак болу	быть долгим/длинным
blossom (n) /'blɒsəm/	гүлдену	цветение
chamber (n) /tʃeɪmbər/	камера, бүрыш, бөлме	камера, отсек, комната
chase (v) /tʃeɪs/	ізіне тұсу, қуу	преследовать, гнаться
creature (n) /kri:tʃə/	жаратылыс	существо, создание
cry (v) /kraɪ/	айталау	кричать
disappear (v) /dɪsəpɪr/	гайып болу, жогалу	исчезать
force (v) /fɔ:s/	мәжбүрлеу, күштеу	заставлять, принуждать
frightened (adj) /frʌɪntɪd/	корықкан	испуганный
get used to (phr)	үйренип кету	привыкнуть
hide (v) /haɪd/	тыгу, жасыру	прятать, скрывать
hunt (v) /hʌnt/	аң аулау	охотиться
light (n) /laɪt/	жарық, жарықтандыру	свет; освещение
machine (n) /mə'ʃɪn/	машина	машина
match (n) /maetʃ/	жарыс, матч	состязание, матч
passage (n) /pæsɪdʒ/	үзінді	отрывок
pick (v) /pik/	таңдау	выбирать
powerful (adj) /paʊəfl/	кушті	сильный
realize (v) /riəlaɪz/	түсіну, зердесіне жету	понимать, осознавать
reply (v) /rɪplai/	жаян беру	отвечать
rest (v) /rest/	демалу	отдыхать
run away (phr v) /rʌn a'weɪ/	қашып кету	убегать, сбежать
seem (v) /si:m/	сияқты, көріну	казаться
splendid (adj) /splendɪd/	керемет	великолепный
surface (n) /sɜ:fəs/	үсті	поверхность
sweet-smelling (adj) /swi:t smeliŋ/	хош иісті	душистый
underground (adv) /ʌndəgraʊnd/	жер астында	под землей
valley (n) /væli/	алқап	долина
vanish (v) /væniʃ/	жоқ болу, жогалу	исчезать, пропадать
well (n) /wel/	құдық	колодец
whisper (v) /wɪspər/	сыйыр	шёпот



Word List

English	Kazakh	Russian
Sc		
angel (n) /'eindʒəl/ bite (v) /baɪt/ bow (n) /boʊ/ bury (v) /'beri/ camel (n) /kæməl/ creep up (phr v) /kri:p 'ʌp/ death (n) /deθ/ fall asleep (phr) feeling (n) /fi:lɪŋ/ grave (n) /grev/ howl (n) /haʊl/ kindness (n) /kaɪndnəs/ land (n) /laend/ ruler (n) /ru:lə/ sadness (n) /sædnəs/ skin (n) /skɪn/ string (n) /strɪŋ/ thinker (n) /θɪŋkə/ wealth (n) /welθ/ wisdom (n) /wɪzdəm/	періште тістеу садақ көмү түйе өрмелеу өлім ұйықтап кету сезім қабір, мола ұлу мейірімділік жер бilleушісі қайғы тері жол ойышыл байлық даналық	ангел кусать лук закапывать верблюд подкрадываться, подползать смерть засыпать чувство mogила вой, рев доброта земля правитель грусть кожа, шкура строка мыслитель богатство мудрость
Sd		
address (v) /'a:dres/ agree (v) /ə:gri:/ at once (phr) belong (v) /brlɒŋ/ camel (n) /kæməl/ camel driver (n) /kæməl 'draɪvə/ caravan (n) /kærəvən/ chest (n) /tʃest/ dig (v) /dɪg/ disaster struck (phr) disease (n) /drɪzɪ:z/ enter (v) /entə/ except (prep) /ɪk'sept/ fail in a task (phr) far and wide (phr) farmer (n) /'fɜ:mə/ field (n) /fɪld/ fruit grow (phr) gate (n) /geɪt/ gold (n) /gəuld/ hesitate (v) /'hezɪteɪt/ land (n) /laend/ magic (n) /mædʒɪk/ nation (n) /neɪʃən/ need help (phr) neither ... nor (conj) /nɪðər nɔ:r/ pass by (phr v) /pa:s 'baɪ/ pass the message (phr) peacefully (adv) /pi:tʃfəli/ poor (adj) /po:/ possess (v) /po'zes/	назар аудару келісу бірден, лездé тиесілі болу түйе түйе шабандозы керуен кеуде казу жамандық шыға келді ауру ішине кіру, ену бұдан басқа таспыманы орындаі алмау барлық жерде фермер алқап жеміс-жидек бағы қақпа алтын қобалжу жер сиқыр мемлекет, ұлт, ел көмек қажет ету не... емес, не... емес ескерусіз қалдыру хабар жіберу тыныш кедей иे болу	обращаться соглашаться сразу принадлежать верблюд наездник на верблюде караван грудь копать, рыть разразилась беда болезнь входить, проникать кроме не справиться с задачей повсюду фермер поля фруктовый сад ворота золото колебаться земля волшебство государство, нация, страна нуждаться в помощи ни..., ни ... оставлять без внимания посылать сообщение мирно бедный владеть, обладать

Word List

English	Kazakh	Russian
reply (v) /rɪ'plaɪ/ rich (adj) /rɪtʃ/ seed (n) /si:d/ set free (phr) sheep (n) /ʃi:p/ shepherd (n) /'ʃerəd/ slam shut (phr) spring up (phr v) /sprɪŋ 'ʌp/ tie (v) /taɪ/ upside-down (adv) /ʌpsaɪd 'daʊn/ be supposed to (phr) wise (adj) /waɪz/	жауап беру бай тұқым босату көй бакташы (қойшы) серие жабу пайда болу байлау, буу тонкеріп болуы керек дана	отвечать богатый семя освобождать баран, овца пастух прихлопывать возникать заязыватель, привязывать вверх тормашками предполагается что... мудрый
Module 6 – Entertainment & Media		
6a action-packed (adj) /ækʃən 'pækt/ battle (n) /bætl/ direct (v) /dɪ'rekt/ end up (phr v) /end 'ʌp/ enemy (n) /enəmɪ/ fascinating (adj) /fæsɪneɪtɪŋ/ former (adj) /fɔ:mə/ human (adj) /hju:mən/ long-running (adj) /lɒŋ 'rʌnɪŋ/ material (n) /ma:tɪəriəl/ struggle (n) /strægəl/ survive (v) /sə'veɪv/ valuable (adj) /væljuəbəl/	әрекеті шектеулі шайқас багыттау аяқталу жаяу, қарсылас қызықты бұрыңғы адами үзақ мерзімді материал күрес аман қалу күнды	ограниченный в действиях сражение направлять закончить чем-то враг захватывающий бывший человеческий долгиграющий материал борьба выживать ценный
6c audience (n) /'ɔ:dɪəns/ bass drum (n) /beɪs drʌm/ biodegradable (adj) /baɪəʊdɪgrɛdəbəl/ create (v) /kri'eɪt/ cucumber (n) /kjuk:kʌmbə/ depend on (phr v) /drɪpend on/ environmentally-conscious (adj) /ɪn'venra:məntlɪ 'kɔnfəs/ found (v) /faʊnd/ high-quality (adj) /haɪ 'kwoləti/ leek (n) /li:k/ orchestra (n) /ɔ:kəstrə/ produce (v) /prə'dju:s/ pumpkin (n) /pʌmpkɪn/ range from (phr) repertoire (n) /re'pɔ:twa:/ sound (n) /saʊnd/	көрермен бас барабан биоыдырағыш құру қияр тәуелді болу экологиялық саналы негізін қалау жогары сапалы сонақ басты пияз оркестр өндіру асқабақ ... қоргалу репертуар дыбыс	публика; зрители бас барабан биоразлагаемый создать огурец зависит от... экологически сознательный основывать высококачественный лук-порей оркестр производить тыква охраняться от... репертуар звук
6d be on (phr) fancy (v) /fænsi/ social drama (n) /'soʊʃəl 'dramə/	жүрү бірнәрсені қалау әлеуметтік драма	идти (о представлении и т.п.) хотеть социальная драма



Word List

English	Kazakh	Russian
6e <i>accompany</i> (v) /ə'kʌmpnəni/ <i>band</i> (n) /bænd/ <i>beggar</i> (n) /'begə/ <i>brass</i> (adj) /brɔ:s/ <i>feature</i> (v) /'feɪtʃə/ <i>make from</i> (phr) <i>mouthpiece</i> (n) /maʊθpi:s/ <i>pear-shaped</i> (adj) /peə ʃeɪpt/ <i>sinew</i> (n) /'si:nju:/ <i>string</i> (n) /strɪŋ/ <i>tube</i> (n) /tju:b/	алып журу, сүйемелдеу, қостау топ қайыршы мыс ажырату, мінездеме беру бірнарседен жасау муштік алмұрт пішінді сіңір , тарамыс ішек құбыр, керней	сопровождать группа нищий медный отличать, характеризовать сделать из мундштук грушевидный сухожилие, жила струна труба
6f <i>abuse</i> (n) /ə'bju:s/ <i>benefit</i> (n) /ben'eft/ <i>drop</i> (v) /drɒp/ <i>network</i> (n) /netwɜ:k/ <i>purpose</i> (n) /pɜ:pəs/ <i>research tool</i> (n) /rɛsə:tʃ tʊl/ <i>valuable</i> (adj) /'væljuəbəl/	теріс пайдаланушылық артықшылық лақтыру, серпу желі мақсат ізденис құралы багалы	злоупотребление преимущество отbrasывать сеть цель инструмент исследования ценный
6g <i>appeal</i> (v) /ə'pi:l/ <i>can't wait</i> (phr) <i>crime scene</i> (n) /'kraim si:n/ <i>enemy</i> (n) /'enəmi/ <i>investigator</i> (n) /ɪn'vestɪgейtər/ <i>move</i> (v) /mu:v/ <i>powerful</i> (adj) /'paʊəfəl/ <i>save</i> (v) /seɪv/ <i>speed</i> (n) /spi:d/	үндеу жасау күте алмау қылымыс орны жау тергеүші қозғау кушті күтқару жылдамдық	обращаться не может дождаться место преступления враг следователь двигать сильный спасать скорость
Module 7 – Natural disasters		
7a <i>breath</i> (v) /breθ/ <i>breeze</i> (n) /bri:z/ <i>gasp for air</i> (phr) <i>grab</i> (v) /græb/ <i>massive</i> (adj) /mæsɪv/ <i>rescue</i> (v) /rɛskju:/ <i>roar</i> (n) /rɔ:/ <i>scream</i> (v) /skri:m/ <i>shine</i> (v) /ʃain/ <i>swallow</i> (v) /swɔ:ləʊ/ <i>wonder</i> (v) /wʌndə/	дем алу, тыныс алу самал жел зорга дем алу жармасу, ұстап алу дәү, алып күткәру акыру ысырыу, гүйлдеу, айғайлау жарқырау жуту қызыгу	дышать лёгкий ветерок, бриз тяжело дышать хватать, схватить массивный, огромный спасать рёв свистеть, гудеть, визжать, кричать сиять проглатывать интересоваться
7c <i>against</i> (prep) /ə'genst/ <i>blow</i> (v) /bləʊ/ <i>collapse</i> (v) /kə'læps/ <i>distance</i> (n) /dɪstəns/ <i>escape</i> (v) /'eskeɪp/	қарама-қарсы урлеу, ұру құлау, құлдырау ара қашықтық бас тарту, аман қалу, тірі қалу	против веять, дуть разрушаться, обваливаться расстояние избежать

Word List

English	Kazakh	Russian
gather (v) /gæðə/ / heavily (adv) /hevɪli/ in all directions (phr) in pieces (phr) lie (v) /laɪ/ lift (v) /lɪft/ neighbour (n) /neɪbə/ off his feet (phr) on record (phr) rain (v) /reɪn/ realise (v) /rɪəlaɪz/ shake (v) /ʃeɪk/ strong (adj) /strɒŋ/ terrified (adj) /terəfaɪd/ trailer (n) /trɪlər/ wind (n) /wɪnd/ wrap (v) /ræp/	жиналу, шогырлану ауыр жан-жақта тас талқаны шыгу өтірік айту, жалған айту көтеру корші аяғынан тарихи бақылауларга сүйенсек жанбыр сезину, үгіну сілкү, қагу күшті, қорықкан, шошыған, үрейі ұшқан трейлер жел ораяу, тыстау	собирать тяжело в разные стороны разбитый вдребезги лгать поднимать сосед с ног за всю историю наблюдения дождь осознать трясти; встряхивать; сотрясать сильный испуганный трейлер, прицеп ветер обертывать
7d		
get a shock (phr) minor (adj) /maɪnə/ oh dear (phr) rumbling (n) /rʌmˈbəlnɪŋ/ shelter (n) /ʃeltə/ wander (v) /'wondə/	қатты күйзеліске ұшырау аздаган, болар болмас, болмашы құдайым-ау гүрсіл пана адасу	получить потрясение незначительный о, боже громот приют заблудиться
7e		
burn down (phr v) /bɜːn 'daʊn/ collapse (v) /kə'fleɪps/ crew (n) /kru:/ destroy (v) /drɪ'stroy/ monument (n) /mənju'mənt/ nail (n) /neɪl/ powerful (adj) /paʊəfʊl/ put out (phr v) /pʊt 'aʊt/ remain (v) /rɪ'meɪn/ remind (v) /rɪ'maɪnd/ seismic active zone (n) /saɪzmɪk 'æktɪv zəun/ spread (v) /spred/ straw (n) /strɔ:/ survive (v) /sə'veɪv/ wood (n) /wud/	тұқ қалдырмай жандырып жіберу күйреу, қирау команда жою, киарату ескерткіш шеге мықты жою, алып тастау қалу есіне салу сейсмикалық белсенді аймақ таратау сабан тірі қалу, аман қалу агаш, орман	спалить дотла разрушаться, обваливаться команда разрушать памятник гвоздь сильный удалить оставаться напоминать сейсмическая активная зона распространять солома выжить древесина, лес
7f		
base (n) /beɪs/ constable (n) /kənstəbəl/ eyesight (n) /aɪsایت/ inspector (n) /ɪn'spektə/ patrol (v) /pə'trəʊl/ police (n) /pə'lɪs/ police force (n) /pə'lɪs fɔ:s/ sergeant (n) /sə:dʒənt/ supervision (n) /su:pə'veɪʒən/	негіз констебль көздің көруі инспектор күзетте болу полиция полиция қызметі сержант қадагалау	основа констебль зрение инспектор патрулировать полиция полицейская служба сержант надзор


 Word List

English	Kazakh	Russian
7g		
get struck (phr)	женілү	быть поражённым
injury (n) /ɪndʒəri/	жарапттану	ранение
lonely (adj) /ləʊni/	жалғыз	одинокий
look forward to (phr v) /lʊk 'fɔ:wəd tə, tu/	асыға күту	с нетерпением ждать
note (n) /nəʊt/	жазба	заметка
patience (n) /peɪʃəns/	шыдамдылық	терпение
run out (phr v) /rʌn 'aʊt/	таусуу	исчерпывать
set off (phr v) /set 'ɒf/	аттану	отправляться
shortcut (n) /'ʃɔ:klt/	кысқа жол	короткий путь
snowmobile (n) /snəʊməbi:l/	карда жүретін көлік	снегоход
survival skill (n) /sə'veɪvəl skil/	күнкөріс дәгдиси	навык выживания
survive (v) /sə'veɪv/	аман қалу	выживать
wrap (v) /ræp/	тыстай/ораяу	обёртывать/упаковывать

Module 8 – Health & Habits

8a		
boost (v) /bu:st/	көтеру/ жогарылату	повышать/стимулировать
catch up on sth (phr v) /kætʃ ʌp ən səmθɪŋ/	куып жету	наверстать упущенное
concentrate (v) /kən'sentreɪt/	назар аудару	сосредоточиться
familiar (adj) /fə'miliə/	тәнис	знакомый
full (adj) /fʊl/	толы	полный
lack (n) /læk/	кемшілік	недостаток
on average (n) /ən 'ævəridʒ/	орта есеппен	в среднем
performance (n) /pər'fɔ:məns/	өнімділік	производительность
routine (n) /ru:tɪ:n/	күн тәртібі	рутина
sleep in (phr v) /slɪ:p ɪn/	ұзагырақ үйіктау	спать подольше
snooze (v) /snuz:/	мызығын алу	вздремнуть
solution (n) /sə'lju:ʒən/	шешім	решение
stomach (n) /'stʌmək/	асқазан/ іш	желудок/живот
stress (n) /stres/	стресс	стресс
suffer from (phr)	зардан шегу	страдать от...
tiredness (n) /taɪədnəs/	шаршагандық	усталость
8c		
carbohydrate (n) /ka:bəʊ'haidrət/	көмірсулар	углеводы
dairy product (n) /deəri 'prɒdʌkt/	сүт өнімі	молочный продукт
dehydrated (adj) /di'hædrɪteɪt/	сусынданған	обезвоженный
fuel (n) /fju:əl/	отын	топливо
in good shape (phr)	жақсы формада	в хорошей форме
muscle (n) /'mʌsəl/	бұлышқет	мускулы
repair (v) /rɪpreə/	түзеу, орнына келтіру	чинить/восстановливать
store (v) /stɔ:/	сақтау	хранить
8d		
advice (n) /ə'daɪs/	кеңес	совет
coach (n) /kəʊtʃ/	жаттықтырушы/тәлімгер	тренер/наставник
fizzy drink (n) /fizi 'drɪnk/	газдалған сусын	газированный напиток
improve (v) /ɪm'pru:v/	жақсарту	улучшать
level of fitness (phr)	дene шынықтыру деңгейі	уровень физической подготовки
make sure (phr)	көз жету	удостовериться
run (v) /rʌn/	жүгіру	бегать

Word List

English	Kazakh	Russian
8e ailment (n) /eɪlment/ bacteria (pl n) /bæk'terɪə/ boost (n) /bu:st/ cold (n) /kɔuld/ diabetes (n) /daɪə'bɪtɪz/ energy (n) /enədʒi/ fermented (adj) /fə'mentid/ helping hand (n) /helpiŋ haend/ honey (n) /həni/ kill (v) /kil/ mineral (n) /mɪnərəl/ poor circulation (n) /pʊə:səkju'reɪʃən/ prevent (v) /prɪ'vent/ vitamin (n) /vɪtə'mən/	сырқат бактерия котеру сүңқ тию қант диабеті энергия ашы бастаган көмектесу бал өлтіру минерал нашар қан айдалымы алдын алу, болдырмау дәрүмен	заболевание бактерия повышать простуда сахарный диабет энергия забродивший рука помочи мед убивать минерал плохая циркуляция крови предотвращать витамин
8f boss (n) /bos/ bully (n) /'buli/ punch (v) /pʌntʃ/ slave (n) /slēiv/ stamp (v) /stæmp/ stomach (n) /'stomək/ weak (adj) /wi:k/	басшы бұзқы согу кул таңбалау асқазан/іш әлсіз	босс/начальник хулиган ударить раб штамповать желудок/живот слабый
8g accent (n) /ækson:t/ ignore (v) /ɪgnə: make fun of (phr) miss (v) /mis/ school counsellor (n) /sku:l 'kaʊnsələr/	акцент, екпін елемеу біреуді мазак қылу еткізіп жіберу/сагыну мектеп кеңесшісі	акцент игнорировать высмеивать кого - либо пропустить/скучать школьный советник
Module 9 – Clothes & Fashion		
9a admit (v) /əd'mit/ charity shop (n) /tʃærəti ʃɒp/ collection (n) /kəlektʃən/ fair trade (n) /feə 'treid/ fashionable (adj) /fæʃənəbəl/ identity (n) /aɪ'dentɪti/ industry (n) /ɪndə'stri/ open-minded (adj) /əpən 'maɪndɪd/ social group (phr) throw out (phr v) /θrəu 'aut/ trend (n) /trend/ uniform (n) /ju:nifɔ:m/ wardrobe (n) /wɔ:dru:b/ waste (n) /weist/	мойындау қайырымдылық дүкені жинақ сауда санді сәйкестік өнеркәсіп көзі ашық әлеуметтік топ лақтыру тренд, үрдіс форма гардероб ысырап ету	признавать благотворительный магазин коллекция торговля модный идентичность промышленность открытый социальная группа выбросить тренд, тенденция форма гардероб напрасно тратить
9c beret (n) /beret/ canal (n) /kə'næl/ come to mind (phr) float (v) /fləut/	берет арна ойга келу жүзу	берет канал приходить на ум плавать



Word List

English	Kazakh	Russian
gondola (n) /gondələ/ guard (v) /gaʊd/ handsome (adj) /haʊnsəm/ palace (n) /pæləs/ protect (v) /prə'tekt/ ribbon (n) /rɪbən/ spot (v) /spɒt/ straw hat (n) /strɔ: hæt/ stripe (n) /straɪp/ uniform (n) /ju:nɪfɔ:m/	гондола күзет тартымды, сүйкімді сарай қорғау бау/жиектеме анықтау сабаннан жасалған қалпақ жолақ бірыңғай ұлгідегі киім	гондола охрана привлекательный дворец защищать лента/тесьма определять соломенная шляпа полоса униформа
9f baggy (adj) /bægi/ brand name (n) /braend neɪm/ gather (v) /gæðə/ give up (phr v) /gɪv 'ʌp/ hang out (phr v) /hæŋ 'aʊt/ hooded top (n) /hʊdɪd 'tɒp/ label (n) /leɪbəl/ lace (n) /leɪs/ nu metal (n) /nju: 'metəl/ perform (v) /pə'fɔ:m/ post (v) /paʊst/ sole (n) /səʊl/ succeed (v) /sək'sid/	қолпылдақ бренд жинау бас тарту/ берілу уақыт өткізу/қыдыру қалпагы бар жемір затбелгі бау ню-метал шығып сойлеу/орындау хабарлау/жариялау етіктің табаны, негізі табысты болу	мешковатый бренд собирать отказываться/сдаваться проводить время/тусоваться кофта с капюшоном этикетка шнурок ню-метал выступать/выполнять объявлять/публиковать подошва/основание иметь успех
9g influence (v) /infljuəns/ product review (n) /prodʌkt rɪvju:/ purchase (v) /pɜ:ʃəs/ research (v) /ri'seətʃ/ second-hand shop (phr) tempting (adj) /temptɪŋ/	ықпал ету өнімге шолу жасау сатып алу зерттеу қолданылған заттар дүкені еліктіргіш	влиять обзор продукта покупка исследовать магазин подержанных вещей заманчивый

American English – British English Guide

American English	British English	American English	British English
A account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	P pants/trousers panyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
B bathrobe bathtub bill billion=thousand million busy (phone)	dressing gown bath banknote billion=million million engaged (phone)	R railroad rest room	railway toilet/cloakroom
C cab call/phone can candy check closet connect (telephone) cookie corn crazy	taxi ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
D desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	T truck two weeks	lorry, van fortnight/two weeks
E eggplant elevator	aubergine lift	V vacation vacuum (v.) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
F fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception	W with or without (milk/cream in coffee)	black or white
G garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	Y yard	garden
I intermission intersection	interval crossroads	Z (pronounced, "zee") zero zip code	(pronounced, "zed") nought postcode
J janitor	caretaker/porter		
K kerosene	paraffin		
L lawyer/attorney line lost and found	solicitor queue lost property	Spelling	
M mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema	aluminum analyze center check color honor jewelry practice(n,v)	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v)
N news-stand	newsagent	program realize tire trave(l)ler	programme realise tyre traveller
O office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees		
		Expressions with prepositions and particles	
		different from/than live on X street on a team on the weekend Monday through Friday	different from/to live in X street in a team at the weekend Monday to Friday

Self-Check Key**Self-Check 1**

1 1 riding 5 arts 9 skills
 2 platform 6 making 10 rock

2 1 hurt 3 support 5 concentration
 2 beating 4 competes

3 1 likes 3 is playing 5 arrives
 2 starts 4 are working

4 1 the shortest 4 friendlier than/
 2 thinner than more friendly than
 3 the most energetic 5 better

5 1 are 3 is 5 are
 2 are 4 is

6 1 in 2 to 3 at 4 on 5 of

7 1 don't you 4 Not really
 2 I can't 5 why not
 3 What about

Self-Check 2

1 1 communicate 5 treat 9 launch
 2 deliver 6 land 10 design
 3 transmit 7 reflect 8 explore

2 1 reef 5 details 9 generations
 2 case 6 machine 10 settings
 3 pigeon 7 crystals 8 drive

3 1 nice black cotton 4 beautiful white French
 2 big round wooden 5 small round silver
 3 tall young thin

4 1 tired 5 slowly 8 comes
 2 boring 6 arrives 9 was able to
 3 rather 7 use 10 use

5 1 for 2 on, on 3 in, with

6 1 b 2 e 3 a 4 d 5 c

Self-Check 3

1 1 skateboarding 3 snorkelling
 2 canoeing 4 rock climbing

2 1 make 5 travel 8 white-water
 2 full 6 ride 9 feel
 3 rock 7 miss 10 break

3 1 since 3 yet 5 ever
 2 ago 4 already

4 1 of 3 at 5 in
 2 to 4 about 6 with

5 1 Have you ever been 6 lived
 2 left 7 did they go
 3 's/has just finished 8 didn't come
 4 hasn't come 9 has already booked
 5 travelled 10 broke

6 1 b 2 c 3 e 4 d 5 a

Self-Check 4

1 1 surface 5 habitats 9 extinct
 2 turning 6 poisons 10 damaging
 3 exploration 7 endangered 8 symbol

2 1 strong 6 average
 2 rising 7 waste
 3 historic 8 face
 4 global 9 ozone
 5 space 10 melting

3 1 'll/will 4 is/'s going to
 2 's going to 5 'll/will

4 1 on 2 in 3 on 4 for 5 on 6 to

5 1 They are going to plant trees.
 2 He is going to sunbathe.
 3 He is going to wash the car.
 4 She is going to take the dog for a walk.

6 1 b 2 a 3 d 4 e 5 c

Self-Check 5

1 1 whispered 5 ruin 9 pick
 2 underground 6 lit 10 drifting
 3 passage 7 ground 8 bit

2 1 set 5 fall 9 sweet-smelling
 2 howl 6 ruler 10 great
 3 slam 7 dense 8 look

3 1 hound 5 dreadful 9 feeling
 2 broke 6 bow 10 grave
 3 fell 7 leaping 8 wisdom

4 1 struck 5 failed 9 peacefully
 2 digging 6 agreed 10 enter
 3 passing by 7 addressing 8 springs

5 1 on 3 in 5 of 7 in 9 for
 2 to 4 in 6 of 8 of 10 on

Self-Check Key**Self-Check 6**

1 1 educational 5 released 9 stars
 2 action-packed 6 recommended 10 cast
 3 protect 7 gripping ⁸
 4 composed blockbuster

2 1 soap 5 effects 9 drama
 2 chat 6 fiction 10 opera
 3 musical 7 concert ⁸
 4 computer gallery

3 1 to 2 in 3 against 4 for 5 in

4 1 Hamlet was written by William Shakespeare.
 2 America was discovered by Christopher Columbus.
 3 The Shark Tale theme song is sung by Christina Aguilera.
 4 Star Wars was directed by George Lucas.
 5 The robot is programmed to protect a young boy.

5 1 They award Oscars every year.
 2 Peter Jackson directed King Kong.
 3 They hire film extras for battle scenes.
 4 An opera singer sings the theme tune.
 5 Munch painted The Scream in 1893.

6 1 d 2 c 3 e 4 a 5 b

Self-Check 7

1 1 avalanche 5 hurricane 9 wandering
 2 collapsed 6 massive 10 shocked
 3 relieved 7 rescue ⁸
 4 breathe swallowed

2 1 gasp 5 patrol 9 put out
 2 force 6 off 10 piece
 3 get 7 headline ⁸
 4 active rumbling

3 1 in 3 on 5 in 7 at
 2 in 4 on 6 on 8 for

4 1 went 5 broke
 2 was sleeping 6 Were they watching
 3 were driving 7 wasn't sleeping
 4 was swimming,
 was sunbathing 8 were waiting

5 1 Did you have
 2 you'll never guess
 3 Oh dear 4 Did anyone
 5 can imagine

Self-Check 8

1 1 go off 5 share
 2 suffer 6 improve
 3 bully 7 physical
 4 prevent 8 overweight

2 1 fizzy 5 dairy
 2 helping 6 kill
 3 feel 7 shape
 4 counsellor 8 sugary

3 1 in 2 from 3 on 4 with

4 1 saw 3 stops 5 would/'d join
 2 get 4 will miss
 5 1 wouldn't lie 3 will pass 5 found
 2 don't water 4 will go

6 1 might 3 have to 5 have to
 2 mustn't 4 mustn't

7 1 c 2 e 3 d 4 a 5 b

Self-Check 9

1 1 trade 5 influence 9 polka-dot
 2 Baggy 6 review 10 suit
 3 trainers 7 came
 4 open-minded 8 uniforms

2	CLOTHES	FOOTWEAR	ACCESSORIES
jacket	sandals	scarf	
hoodie	flat shoes	sunglasses	
trousers	trainers	tie	
skirt			

3 1 They said that they worked long hours.
 2 Early told Peter that he couldn't come to the party.
 3 He told me not to use his computer.
 4 She asked where her book was.
 5 She said that she was leaving that day.

4 1 in 2 on 3 of 4 on 5 in

5 1 That's the boy who is the new student in school.
 2 This is the shop where I bought this vase.
 3 That's the MP3 player which Bob bought yesterday.
 4 Kim was reading a book which was very interesting.
 5 I've got a new neighbour who is from Italy.

6 1 to come 3 no 5 somewhere
 2 all 4 anything

7 1 You look great 4 nicely
 2 You look good, too 5 she has great taste
 3 matches

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/ bear /beə/ beat /bi:t/ become /brkəm/ begin /bɪgɪn/ bite /ba:t/ blow /bləʊ/ break /breɪk/ bring /brɪŋ/ build /bɪld/ burn /bɜ:n/ burst /bɒst/ buy /ba:/	was /wəz/ bore /bɔ:/ beat /bi:t/ became /brkəm/ began /bɪgən/ bit /bi:t/ blew /blu:/ broke /brəuk/ brought /brɒt/ built /bɪlt/ burnt (burned) /bɜ:n(t) bɜ:nd/ burst /bɒst/ bought /bo:t/	been /bi:n/ born(e) /bɔ:n/ beaten /bɪtən/ become /brkəm/ begun /bɪgən/ bitten /bɪtən/ blown /blu:n/ broken /brəku:n/ brought /brɒt/ built /bɪlt/ burnt (burned) /bɜ:n(t) bɜ:nd/ burst /bɒst/ bought /bo:t/	leave /liv/ lend /lend/ let /let/ lie /laɪ/ light /laɪt/ lose /lu:z/	left /lef/ lent /lent/ let /let/ lain /laɪn/ lit /lɪt/ lost /lost/	left /lef/ lent /lent/ let /let/ lain /laɪn/ lit /lɪt/ lost /lost/
can /kæn/ catch /kætʃ/ choose /tʃu:z/ come /kʌm/ cost /kɒst/ cut /kʌt/	could /kud/ caught /kɔ:t/ chose /tʃu:z/ came /kεm/ cost /kɒst/ cut /kʌt/	(been able to /bɪn 'eɪbl tə)	make /meɪk/ mean /mi:n/ meet /mi:t/	made /meɪd/ meant /ment/ met /met/	made /meɪd/ meant /ment/ met /met/
deal /di:l/ dig /dɪg/ do /du: draw /drəʊ/ dream /drɪm/ drink /drɪnk/ drive /drəʊv/	dealt /delt/ dug /dʌg/ did /dɪd/ drew /drəʊ/ dreamt (dreamed) /drɛmt (drɪmd)/ drank /drænk/ drove /drəʊv/	dealt /delt/ dug /dʌg/ done /dən/ drawn /drəʊn/ dreamt (dreamed) /drɛmt (drɪmd)/ drunk /drænk/ driven /drəvn/	pay /peɪ/ put /put/ read /ri:d/ ride /raɪd/ ring /rɪŋ/ rise /raɪz/ run /rʌn/	paid /peɪd/ put /put/ read /red/ rode /rəd/ rang /ræŋ/ rose /rəʊz/ ran /ræn/	paid /peɪd/ put /put/ read /red/ ridden /rɪdn/ rung /rʌŋ/ risen /rɪzən/ run /ræn/
eat /eɪt/ fall /fəl/ feed /fi:d/ feel /fi:l/ fight /fɪft/ find /faɪnd/ fly /fla/ forbid /fɔ:bɪd/ forget /fɔ:ɡet/ forgive /fɔ:gɪv/ freeze /frɪz/	ate /eɪt/ fell /fəl/ fed /fi:d/ felt /fi:l/ fought /fɔ:t/ found /faʊnd/ flew /flu:/ forbade /fɔ:bəd/ forgot /fɔ:ɡt/ forgave /fɔ:gəv/ froze /frəʊz/	eaten /eɪtn/ fallen /fələn/ fed /fi:d/ felt /fi:l/ fought /fɔ:t/ found /faʊnd/ flown /flu:n/ forbidden /fɔ:bɪdn/ forgotten /fɔ:ɡɔ:tn/ forgiven /fɔ:gɪvn/ frozen /frəʊzn/	say /sei/ see /si: sell /sel/ send /send/ set /set/ sew /səʊ/ shake /ʃeɪk/ shine /ʃaɪn/ shoot /ʃu:t/ show /ʃəʊ/ shut /ʃʌt/ sing /sɪŋ/ sit /sɪt/ sleep /slɪp/ smell /smel/ speak /spɪk/ spell /spel/ spend /spend/ stand /stænd/ steal /sti:l/ stick /stɪk/ sting /stɪŋ/ swear /swɛ:/ sweep /swi:p/ swim /swɪm/	said /sed/ saw /səʊ/ sold /səʊld/ sent /sent/ set /set/ sewn /səʊn/ shaken /ʃeɪkən/ shone /ʃəʊn/ shot /ʃo:t/ shown /ʃəʊn/ shut /ʃʌt/ sang /sæŋ/ sat /sæt/ slept /slept/ smelt (smelled) /smelt (smeld)/ spoken /spəkən/ spelt (spelled) /spelt (speld)/ spent /spent/ stood /stʊd/ stole /stəl/ stuck /stʌk/ stung /stʌŋ/ swore /swɔ:/ swept /swept/ swam /swæm/	said /sed/ seen /sɪm/ sold /səʊld/ sent /sent/ set /set/ sewn /səʊn/ shaken /ʃeɪkən/ shone /ʃəʊn/ shot /ʃo:t/ shown /ʃəʊn/ shut /ʃʌt/ sung /sʌŋ/ sat /sæt/ slept /slept/ smelt (smelled) /smelt (smeld)/ spoken /spəkən/ spelt (spelled) /spelt (speld)/ spent /spent/ stood /stʊd/ stolen /stələn/ stuck /stʌk/ stung /stʌŋ/ sworn /swɔ:n/ swept /swept/ swum /swʌm/
hang /haŋ/ have /haev/ hear /ha:/ hide /haɪd/ hit /hi:t/ hold /həuld/ hurt /hɜ:t/	hung (hanged) /haŋ/ (haŋd)/ had /ha:d/ heard /ha:d/ hid /hid/ hit /hi:t/ held /həld/ hurt /hɜ:t/	hung (hanged) /haŋ/ (haŋd)/ had /ha:d/ heard /ha:d/ hidden /hɪdən/ hit /hi:t/ held /həld/ hurt /hɜ:t/	take /teɪk/ teach /ti:tʃ/ tear /teə/ tell /tel/ think /θɪŋk/ throw /θru:/	took /tu:k/ taught /tɔ:t/ tore /tɔ:/ told /tɔ:ld/ thought /θɔ:t/ threw /θru:/	taken /teɪkən/ taught /tɔ:t/ torn /tɔ:/ told /tɔ:ld/ thought /θɔ:t/ thrown /θru:n/
keep /ki:p/ know /nəu/ lay /le/ lead /li:d/ learn /lɜ:n/	kept /kept/ knew /ni:z/ laid /leid/ led /led/ learnt (learned) /lɜ:nt (lɜ:nd)/	kept /kept/ known /nəʊn/ laid /leid/ led /led/ learnt (learned) /lɜ:nt (lɜ:nd)/	wake /weɪk/ wear /wɛ: win /wɪn/ write /raɪt/	woke /wʊk/ wore /wɔ: won /wɒn/ wrote /raʊt/	woken /waukən/ worn /wɔ:n/ won /wɒn/ written /ri:nən/

