

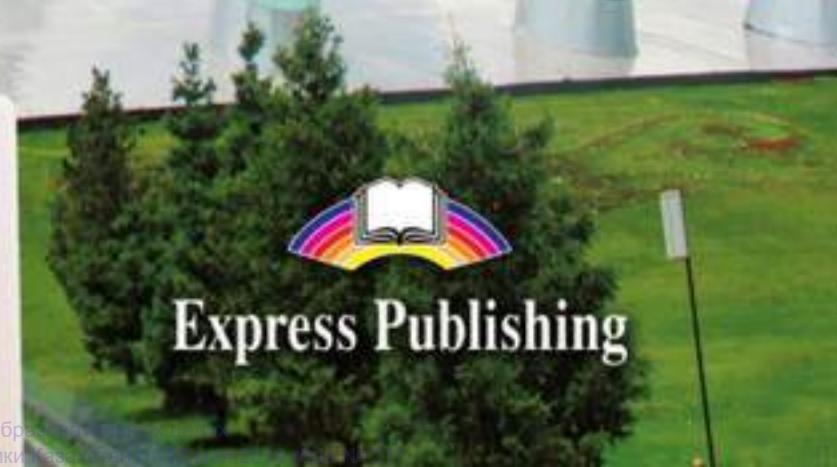
# EXCEL

Student's Book

FOR KAZAKHSTAN  
**GRADE 5**

Virginia Evans  
Jenny Dooley  
Bob Obee

Translations by:  
Natalya Mukhamedjianova



Express Publishing



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# Starter

- Asking about names



1



**Ask and answer, as in the example.**

- 1 Seule Yussupova  
*A: What's your name?  
 B: Seule.  
 A: And your surname?  
 B: Yussupova.  
 A: How do you spell it?  
 B: Y-U-double S-U-P-O-V-A.*

- 2 Steven Jones  
 3 George Andlers  
 4 Antonio Marques  
 5 Lillian Brown  
 6 Mario Rossetti  
 7 Ivan Petrou  
 8 Rosa Estebar

Count the  
candles



- Numbers

- 2 Listen and repeat. What are these numbers in your language?

|   |       |    |          |    |           |
|---|-------|----|----------|----|-----------|
| 1 | one   | 8  | eight    | 15 | fifteen   |
| 2 | two   | 9  | nine     | 16 | sixteen   |
| 3 | three | 10 | ten      | 17 | seventeen |
| 4 | four  | 11 | eleven   | 18 | eighteen  |
| 5 | five  | 12 | twelve   | 19 | nineteen  |
| 6 | six   | 13 | thirteen | 20 | twenty    |
| 7 | seven | 14 | fourteen |    |           |

- Asking about addresses & telephone numbers



**Ask and answer, as in the example.**

- 1 21 Dostyk Avenue – 26558278  
*A: What's your address?  
 B: 21 Dostyk Avenue.  
 A: How do you spell it?  
 B: D-O-S-T-Y-K.  
 A: What's your telephone number?  
 B: It's two-six-double five-eight-two-seven-eight.*

- 2 128 Bogenbai Batyr Street – 55243589  
 3 16 Abai Avenue – 22943318  
 4 97 Newton Street – 72398632  
 5 38 Melrose Street – 37725921

# Starter

## 4 Listen and repeat. What are these numbers in your language?

21 twenty-one

22 twenty-two

23 twenty-three

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 a/one hundred

1000 a/one thousand

## 5 Counting Chain: Count from 1 to 100.

One – Two – Three etc

- Asking about age

## 6 Ask and answer, as in the example.



Helen (17)



Darina (16)



Saule (14)



Marco (20)



Ulan (11)

A: What's your name?

B: My name's Helen.

A: How old are you?

B: I'm seventeen years old.

- a/an/the

- We use **a** before words that start with a consonant sound. **a book, a pencil**
- We use **an** before words that start with a vowel sound. **an apple, an eraser**
- We use **a/an** for something we mention for the first time. We use **the** for something we have already mentioned. **This is a book. The book is Anna's.**

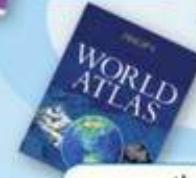
## 7 Fill in a or an.

..... notebook

..... eraser

..... schoolbag

..... book

..... pencil  
sharpener

..... atlas



..... ruler



..... pencil case

..... pencil



# Starter

## 8 Ask and answer, as in the example.

A: *What's this in English?*

B: *It's a pencil.*

A: *What's this ...?*

## 9 a) Listen and repeat. What are these words in your language?



### b) Write the colours of the objects in Ex. 7.

*This is a notebook. The notebook is purple.*

#### • Plurals

- Most nouns take **-s** in the plural. *a book – two books*
- Nouns ending in **-ch, -s, -ss, -sh, -x, -o** take **-es** in the plural. *watch – watches, bus – buses, class – classes, brush – brushes, box – boxes, tomato – tomatoes*

## 10 Read the theory and write the plurals.



1 one brush – two .....



2 one boy – two .....



3 one girl – two .....

4 one box – two .....

5 one flag – two .....

6 one tomato – two .....

7 one bus – two .....

8 one watch – three .....



#### • Days of the week

## 11 Listen and repeat. What are these words in your language? Which days are the weekend?

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Monday

## Starter

## • Greetings

12



Read the dialogues. Act out similar dialogues.



The British use the following to greet each other. Is it the same in your language?

1

Hi! / Hello!

2

Good morning!

3

Good afternoon!

4

Good evening!

5

Goodbye! / Bye!

6

Good night!



A

Dana: Good morning, Aidar.

Aidar: Hi, Dana.

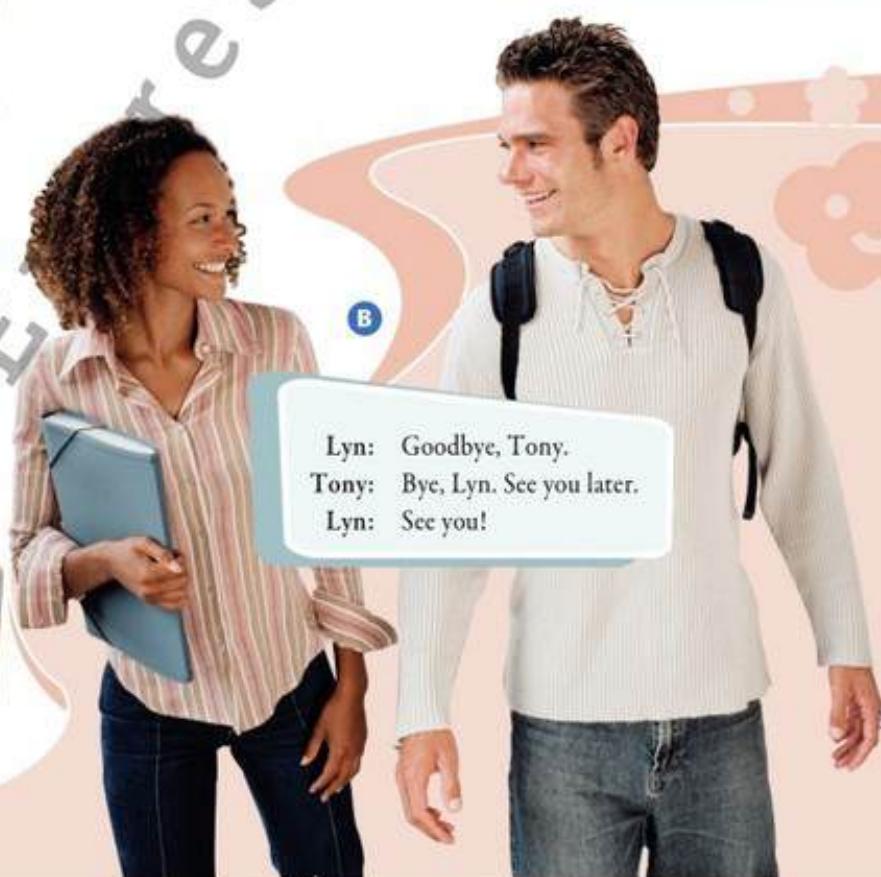
Dana: How are you?

Aidar: I'm fine, thanks. And you?

Dana: Not bad.

Aidar: Oh, I'm late! Bye!

Dana: Goodbye.



B

Lyn: Goodbye, Tony.

Tony: Bye, Lyn. See you later.

Lyn: See you!

# Starter

- Classroom language

**13** 5.1 Listen and repeat. Say these sentences in your language.



- Textbook language

**14** Find these in your book. What do they mean? Say them in your language.

Check these words

Pronunciation

Smile

Song

Speaking

Critical thinking

Learners' support

Study Skills

Workbook: 1a

CREATIVITY / PROJECTS

Listening

pairwork

VIDEO

Collaboration

groupwork

DIFFERENTIATED INSTRUCTION

Student's Book: Self-Check 1

ICT

ACROSS CULTURES

Writing

Reading

Vocabulary

Portfolio

FORMATIVE ASSESSMENT

VALUES

QUIZ

CHECK your progress

Across the Curriculum

Workbook: Presentation Skills

Student's Book: Language Review 1a

# MODULE 1

## ► What's in this module?

### Skills Focus:

- Reading & Listening for specific information & main ideas
- Speaking: describing buildings & rooms
- Writing an informal email describing your house & bedroom

### Themes:

- rooms, furniture & home appliances
- building design & pests
- Landmarks in Kazakhstan & other countries

### VALUES: Home

### Language Focus:

- ordinal numbers (1st – 100th)
- there is/there are • a/an – some/any
- prepositions of place
- the imperative

# Home & Away!

## Vocabulary

### • Rooms & Furniture

5.56 Listen and repeat.

- bedroom • bathroom • living room
- kitchen • hall

**Match the rooms to the pictures.**

2

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

Which words can go under these headings? Check with your partner.

- rooms • furniture • other

**Make sentences like these.**

*There is a washbasin in the bathroom.*

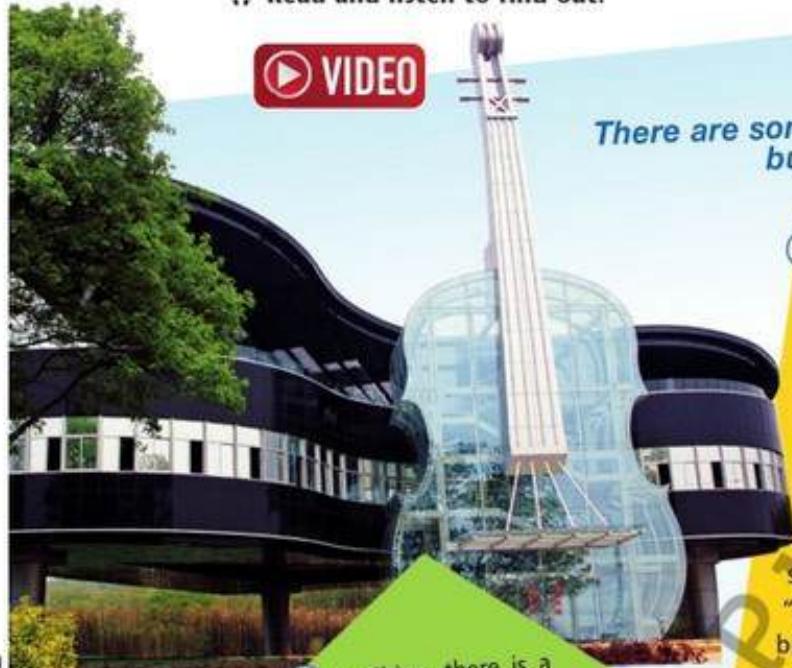
*There are cupboards in the kitchen.*



Find the page numbers for  
a building like a violin and  
a piano.  
bugs  
landmarks

## Reading 1a

- 1 5.54 Look at the pictures. What can you see?  
What do these buildings look like?  
Read and listen to find out.

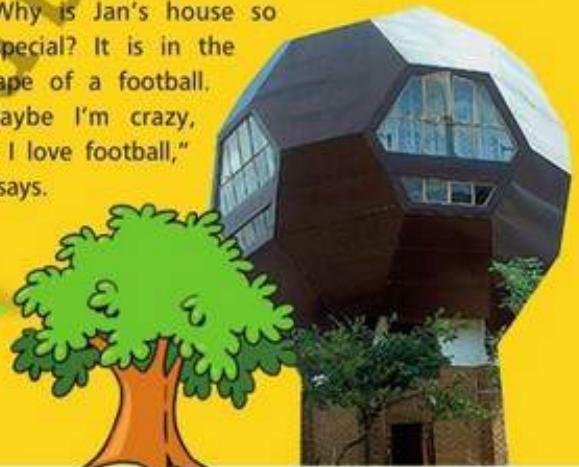


A In China, there is a great building for music fans. It is an office. It is in the shape of a piano with a violin in front of it. There is a lift inside the violin to take people up to the next floor. It has got a lot of windows but it hasn't got any bedrooms or kitchens.

## UNUSUAL Buildings

There are some very unusual buildings around the world.

B Jan Sonkie's house in Malawi, Africa, is a football fan's dream home. The four-storey house has got a bathroom, a kitchen, a bedroom and a living room. It has also got a great view from its windows. The outside is all metal and the inside is all wood, so the house is cool in the summer and warm in the winter. Why is Jan's house so special? It is in the shape of a football. "Maybe I'm crazy, but I love football," Jan says.



### Check these words

- unusual • building • fan
- office • shape • violin
- lift • floor • dream home
- four-storey • great view
- outside • metal • inside
- wood • cool • summer
- warm • winter • crazy

5.R1 Read the text and mark the sentences T (true), F (false) or DS (doesn't say).

- |   |   |
|---|---|
| <p>A 1 The piano house has got four rooms. ....</p> <p>2 There's a lift in the violin. ....</p> <p>3 It has got a living room. ....</p> | <p>B 4 Jan's house is in China. ....</p> <p>5 It has got four floors. ....</p> <p>6 It is an office. ....</p> |
|---|---|

5.W1 In three minutes, write two things you remember from each text. Tell your partner.

4 5.C9 In three minutes write a few sentences about your ideal house. Use the words in the list. Tell the class.

- the shape • big rooms • great view • garden • fireplace

# Vocabulary 1a



## • Furniture & Appliances

- 5** **5.56** Look at the picture.  
Listen and repeat. What are these words in your language?

- 6** **5.66** Look at the picture in Ex. 5 for a minute. Close your books. Group the words in the picture under these headings. Compare with your partner.

Bedroom

Living room

Bathroom

Kitchen

## Study Skills

### Grouping words

Grouping words under headings helps you to remember new vocabulary.

## Speaking

- 7** **5.51** Look at the rooms in the picture. What is there in each room? Tell the class.

*There's a wardrobe in the bedroom.*

## Writing

- 8** **5.W3** Draw your ideal bedroom. In three minutes write a few sentences about it. Compare your room with your partner's. What is similar/different? Tell the class.

My ideal bedroom has got ... . There's a ... in my bedroom. ...  
My bedroom is cool!

# Use of English 1b

- *there is/there are*

**1** Read the examples and complete the rules in your notebook.

|               | Singular                              | Plural                                  |                                    |
|---------------|---------------------------------------|---|------------------------------------|
| Affirmative   | <b>There is</b> a living room.        | <b>There are</b> two bedrooms upstairs. | • We use 1) ..... in the singular. |
| Negative      | <b>There isn't</b> a garden.          | <b>There aren't</b> any windows.        | • We use 2) ..... in the plural.   |
| Interrogative | <b>Is there</b> a kitchen downstairs? | <b>Are there</b> flowers in the garden? | • We use 3) ..... in questions.    |
| Short answers | Yes, there is.<br>No, there isn't.    | Yes, there are.<br>No, there aren't.    |                                    |

**2** S.UE11 Look at the picture. Complete the gaps in the sentences with the correct form of *there is/there are*.



- 1 A: *Is there* a bookcase in the living room?  
B: *Yes, there is.*
- 2 A: ..... any books in the bookcase?  
B: .....
- 3 A: ..... any cushions on the sofa?  
B: .....
- 4 A: ..... a carpet on the floor?  
B: .....
- 5 A: ..... any curtains in front of the windows?  
B: .....
- 6 A: ..... any chairs in the living room?  
B: .....

**3** S.UE11  Fill in *there is*, *there isn't*, *there are*, *there aren't* to make the sentences true for you. Tell your partner.

In my bedroom ...

- |                       |                        |
|-----------------------|------------------------|
| 1 ..... a bed.        | 5 ..... two windows.   |
| 2 ..... a carpet.     | 6 ..... a desk.        |
| 3 ..... three chairs. | 7 ..... two wardrobes. |
| 4 ..... a bookcase.   | 8 ..... two posters.   |

- *a/an – some/any*

**4** S.UE4 Read the examples and complete the rules. Are they the same in your language?

There's **a** sofa.

There's **an** armchair.

There are **some** chairs.

- We use 1) ..... in affirmative sentences.
- We use 2) ..... in negative sentences.
- We use 3) ..... in questions.

There aren't **any** paintings.

Are there **any** posters?

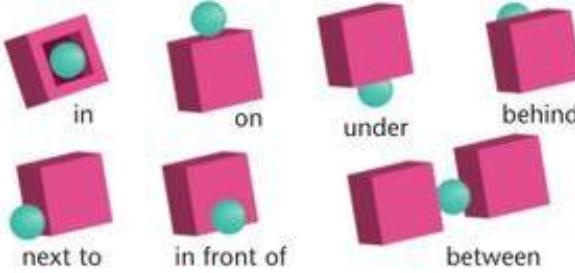
**5** Fill in *some* or *any*.

- 1 Are there ..... chairs in the kitchen?
- 2 Have you got ..... books in the bookcase?
- 3 There aren't ..... posters on the wall.
- 4 There are ..... cushions on the sofa.
- 5 There are ..... flowers in the vase.

# Use of English 1b

## • Prepositions of place

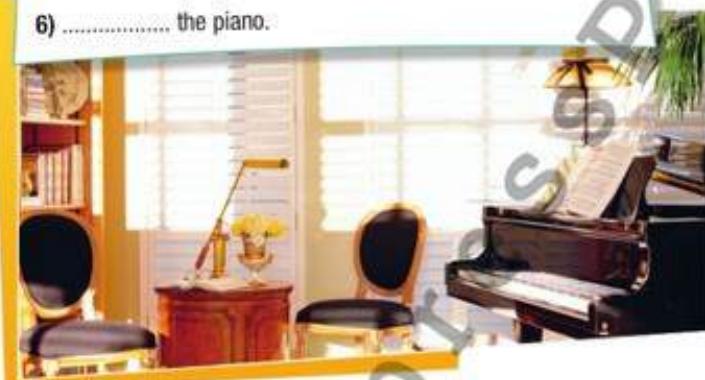
6 5.56 Where's the ball? Look and say.



The ball is in the box.

7 5.UE14 Look at the picture and fill in the correct prepositions.

There's a table 1) ..... the two chairs. There's a lamp 2) ..... the table. There's a chair 3) ..... the bookcase. There are some books 4) ..... the bookcase. There's a lamp 5) ..... the piano. There's a plant 6) ..... the piano.



## Vocabulary

### • Ordinal numbers

8 5.52 5.54 Listen and repeat. Which floor are the people on?

Tony (8th) Jane & Steve (7th)  
Sue & Helen (6th) Gina (3rd)  
Jane & Paul (1st)

A: Which floor is Tony on?  
B: He's on the eighth floor.

|                   |                      |
|-------------------|----------------------|
| 1st = first       | 17th = seventeenth   |
| 2nd = second      | 18th = eighteenth    |
| 3rd = third       | 19th = nineteenth    |
| 4th = fourth      | 20th = twentieth     |
| 5th = fifth       | 21st = twenty-first  |
| 6th = sixth       | 22nd = twenty-second |
| 7th = seventh     | 23rd = twenty-third  |
| 8th = eighth      | 30th = thirtieth     |
| 9th = ninth       | 40th = fortieth      |
| 10th = tenth      | 50th = fiftieth      |
| 11th = eleventh   | 60th = sixtieth      |
| 12th = twelfth    | 70th = seventieth    |
| 13th = thirteenth | 80th = eightieth     |
| 14th = fourteenth | 90th = ninetieth     |
| 15th = fifteenth  | 100th = a hundredth  |
| 16th = sixteenth  |                      |

## Pronunciation /θ/, /ð/

9 5.56 Listen and repeat.

Think of more words with the same sounds.

/θ/: sixth, seventh, eighth, ninth, tenth

/ð/: the, this, those, there

## Speaking

### • Describing location

10 5.UE6 5.S2 5.S4 Look

at the picture. Ask and answer, as in the example.

- pillows • lamp • vase
- flowers • plant • slippers
- window • books
- bedside cabinet



A: Where are the pillows?

B: On the bed.

## Listening

11 5.16 Listen to James describing the room in Ex. 10. He makes two mistakes. What are they? Correct them.

Workbook: 1b & Use of English 1

MODULE 1

# Skills 1c



## Check these words

- alone • people • insects
- creepy crawlies • smell
- small • pieces • meals
- hiding place • empty
- spider • web • everything
- corner • castle • tidy

## Reading

1

S.17 Look at the pictures 1-10.

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

2

S.82 Read the title and the introduction. What is the text about?

Listen, read and check.

## VIDEO

# Are YOU home alone?

Every house is a home to people – and insects. Here are some of the creepy crawlies in the rooms with you!

There's a nice smell coming from your kitchen. Dinner is ready. Take a look at the kitchen floor. Are there small pieces of food on it? These are great meals for ants. What's behind the fridge and the cooker? Small cockroaches in their hiding place.

Are you tired? Your bed is the best place to relax – together with those small black bedbugs! They are tired too. These aren't the only bugs in your bedroom. There are moths in the wardrobe between your new T-shirt and your favourite jeans.

Time for a bath? The bathroom is empty, isn't it? No, it isn't. Above the bath is a spider on its web. It has a great view of everything from that corner of the room.

That smell of wood in the living room is great. There are tables, chairs and a bookcase. There are also woodworms, and that's not good.

Your home is your castle. Keep it clean and tidy. Bugs don't live in clean places.



**Skills 1c**

**3** 5.R2 Read the text and mark the sentences T (true) or F (false).

- |  |   |
|--|---|
| 1 There are bugs in all houses. ....           | 4 You can find spiders in the bath. ....              |
| 2 You can find cockroaches in the cooker. .... | 5 You can find woodworm beetles in the bathroom. .... |
| 3 You can find moths in your bedroom. ....     | 6 Bugs live in dirty places. ....                     |

**Speaking**

**4** 5.S1  Tell your partner five new things you learnt from the text.

**Listening**

**5** 5.L9 Listen about an insect museum and complete the gaps in your notebook. Compare with your partner.

**Melbourne Museum, Australia**



Located Carlton **1**

Exhibition **2** Alive!

You can see – over **3** species of live insects  
– a great collection of **4**

Open daily from 10 am – **5** pm

Tickets – Adults **6** \$  
– Children: free entry

**DID you KNOW?**

- Some moths can taste food with their feet.
- Insects have six legs but spiders have eight legs.

**• The imperative**

**5.UE8** a) Read the table.

Affirmative Close the window. Let's go out.

Negative Don't open the door.

b) Use the verbs in the list in the affirmative or negative imperative to complete the sentences. touch take visit plan eat

- 1 *Don't touch* the exhibits.
- 2 ..... your visit ahead of time and avoid queues.
- 3 ..... photographs.
- 4 ..... inside the museum. You can go to the café.
- 5 ..... the museum shop and see a big selection of souvenirs.

**Writing**

**7** a) 5.W1  Collect facts about insects. Write five facts. Present your project to the class. You can use the key word **insects**.

b)   In groups create a quiz about insects. Share it with another group.

# Everyday English 1d

## Study

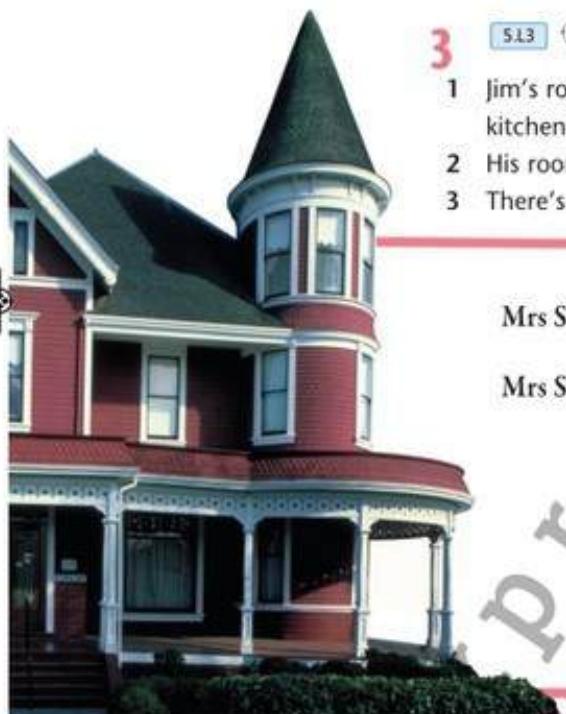
### Skills

#### Intonation in questions

The intonation goes up (↗) at the end of yes/no questions. It goes down (↘) at the end of wh-questions.

*Are you a student?*

*Who are you?*



#### • Talking about your room & your things

- 1 Read the first exchange in the dialogue. Is Bill: at school? at Jim's house? Who's Mrs Smith?

- 2 a) 5.56 These sentences are from a dialogue between two friends. What is the dialogue about?

Listen, read and check.

- Is Jim here? • Where's that? • Thanks. • Your room is great.
- Yes, it's really big. • Hey, whose guitar is this?
- You're very lucky. • You've got everything.

- b) Listen and repeat these sentences. Mind the intonation. Say the sentences in your language.

- 3 5.13 Listen and read. Mark the statements T (true) or F (false).

- |                                      |       |                                     |       |
|--------------------------------------|-------|-------------------------------------|-------|
| 1 Jim's room is next to the kitchen. | ..... | 4 There's a computer in Jim's room. | ..... |
| 2 His room is small.                 | ..... | 5 Jim is an only child.             | ..... |
| 3 There's a TV in Jim's room.        | ..... | 6 Bill has a room of his own.       | ..... |

Bill: Hello, Mrs Smith. Is Jim here?

Mrs Smith: Hi, Bill. Yes, he's in his room.

Bill: Where's that?

Mrs Smith: It's upstairs next to the bathroom.

Bill: Thanks. ... Hi, Jim! Wow! Your room is great.

Jim: Hi, Bill. Yes, it's really big.

Bill: Hey, you've got a TV in your room.

Jim: Yes, and a DVD player. And that's my computer.

Bill: Fantastic! Hey, whose guitar is this?

Jim: My brother's. He's in the school band.

Bill: You're very lucky. You've got everything in your room.

Jim: But you haven't got your brother in the same room!

#### Find parts of the dialogue which mean:

- |                                     |                     |
|-------------------------------------|---------------------|
| 1 Can I talk to Jim?                | 3 I like your room. |
| 2 Can you tell me how to get there? | 4 Yes, it's huge.   |
|                                     | 5 That's great!     |

- 5 5.56 Take roles and read the dialogue aloud. Mind the intonation.

- 6 5.57 Your friend is coming to visit you. Show him/her around your room. Act out a dialogue like the one in Ex. 3.

# Landmarks


**ACROSS CULTURES 1e**

The Eiffel Tower is in Paris, France. It is over 100 years old and it is 324 metres tall. There are the names of 72 famous Frenchmen in the metal of the tower. From the top of the Eiffel Tower you can see the whole of Paris below.



Baiterek is an observation tower in Astana, Kazakhstan. It is 105 metres tall. Its observation deck has got two levels. On the top level there is a handprint of the right hand of Nursultan Nazarbayev, the first President of the independent republic of Kazakhstan.



Buckingham Palace is in London, England. It is the home of the Queen of England. It is huge. It is 108 metres long and 24 metres high. There are 775 rooms in it.


**Check these words**

- tall ▪ metal
- observation deck
- president ▪ huge
- high

**Reading & Speaking**

**1** **S.C1** Look at the landmarks in the pictures. What do you know about them? What else would you like to learn? Write one question for each.  
Listen and read. Can you answer your questions?

**2** **S.R2** Answer the questions.

- 1 How old is the Eiffel Tower?
- 2 What is its height?
- 3 How tall is the Baiterek Tower?
- 4 What is there on the top level?
- 5 Where's Buckingham Palace?
- 6 How many rooms are there in Buckingham Palace?

**3** **S.C8** Write and/or say a sentence about each landmark in the photographs.

**Writing**

**4** **S.W2** Think of a special building or other landmark in your country. Collect information, then write a short paragraph about it. Write: name, location, special features.

**5** **S.C6** Create a poster of special buildings in your country.



## Across the Curriculum 1f

### Design & Technology



#### Check these words

- wheel • tourist attraction
- huge • top • city • steel
- glass • capsule • bottom
- castle • Queen • away

1

**5.R1** Which of these sentences are true about the London Eye? Decide in pairs.

- |                                       |  |
|---------------------------------------|--|
| 1 It is a bicycle wheel. ....         | 4 It is 32 metres from the top to the bottom. .... |
| 2 It is in London. ....               | 5 It has got 50 capsules. ....                     |
| 3 It is made of steel and glass. .... |  |

Listen, read and check.



## THE LONDON EYE



This is not a bicycle wheel! This is the London Eye, an amazing tourist attraction next to the River Thames in the capital of the UK. It is a huge wheel. From the top of the Eye, you can see all of the city of London.

The London Eye is made of steel and glass, with 32 room-like capsules. Each capsule has got big windows.

It is 135 metres from the top to the bottom. When you are at the top of the Eye, you can see Windsor Castle, one of the Queen's homes. Windsor Castle is 25 miles away!

2

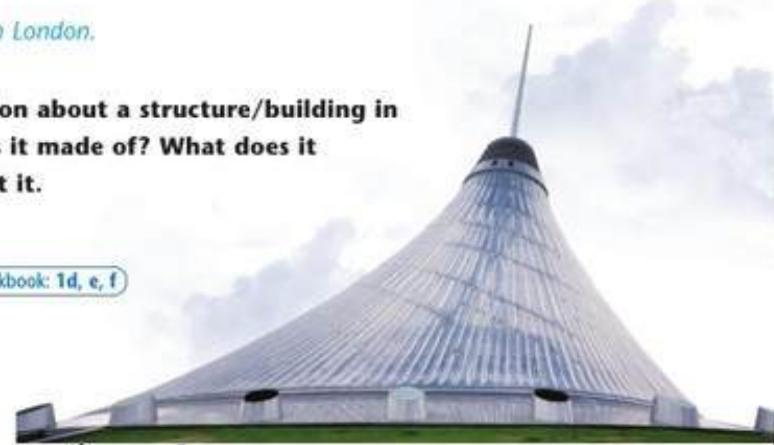
**5.W6** Read the text. Write sentences about the London Eye using these phrases:

- tourist attraction • city • huge wheel • steel and glass • capsule • big windows
- from top to bottom • Queen's homes

*The London Eye is a tourist attraction in London.*

3

**5.W7** Collect information about a structure/building in your country. Where is it? What is it made of? What does it look like? Write a short text about it.



# Writing 1g

## Check these words

- downstairs • garden
- kennel • huge
- singers • come
- visit • anytime



### • An email about your new house

**S.R2** Look at the email and read the first sentence in each paragraph. What is the email about? Read and check.

1

From: Saule  
To: Jessica  
Subject: Hi!

Hi Jess!

We have got a new house! It's great. It has got six rooms. The kitchen is downstairs. It has a big window and you can see the garden. In the garden there is a small kennel for Toby, my dog. Next to the kitchen is the dining room. My favourite room downstairs is the living room. It's huge and it has got a fireplace.

My bedroom is very big. Everything is blue in my room. I've got a bed, a desk, a chair, a wardrobe and a bookcase. There are posters of my favourite singers on the walls. I haven't got a TV in my bedroom but I've got a CD player and a computer.

Our new house is really great. Come and visit us anytime.

Have to go now. Bye!  
Saule

## Study

### Skills

#### Paragraphs

Always group your ideas into paragraphs. A new idea needs a new paragraph.

**S.R1** Read again. Which paragraph is: *a description of Saule's room?* *a description of the house?*

**S.S4** Answer the questions.

- 1 How many rooms are there in your flat/house?
- 2 How many floors are there?
- 3 What colour is your bedroom?
- 4 What is there in your bedroom?
- 5 Do you like it?

### Writing (an email about your house)

**S.W1** **S.W3** Use your answers in Ex. 3 to write the email to your English-speaking pen-friend about your house (60-100 words). Follow the plan.

**Para 1:** greet your friend, describe your house (number of rooms, location, extra features)

**Para 2:** describe your favourite room (colour, objects in it)

**Para 3:** ask your pen-friend about his/her house; closing remarks

# EDUTAINMENT • 1



## VALUES

### Home

1



#### Discuss the sayings.

Home, sweet home.

There's no place like home.

Home is where the heart is.

My home, my castle.

2

#### Do the quiz. Write T (true) or F (false).

## Quiz

- 1 Bugs live in clean houses. ....
- 2 Insects have three legs. ....
- 3 The Eiffel Tower is 324 metres tall. ....
- 4 Moths eat with their feet. ....
- 5 The Baiterek Tower is 110 meters tall. ....
- 6 The London Eye has got 30 capsules. ....
- 7 Spiders have eight legs. ....

3



#### Look at Module 1 and write a T/F quiz of your own.

MODULE 1

20

4

**Song:** Read the song and fill in the words from the list.

#### Listen and check.

- holiday • buildings • places
- breath • rest • sights



## Home is where the heart is

There are lots of lovely cities

Lots of places you can stay

You can see amazing 1) .....

They can take your 2) ..... away

This big world is full of wonders

And so many 3) ..... to see

But my home is still my favourite

It's the perfect place for me

*Home is where the heart is**It's always good to know**That home is waiting for you**No matter where you go*

You can visit different 4) .....

You can travel far away

You can have lots of adventures

And enjoy a 5) .....

But when you're tired of travelling

And it's time for you to 6) .....

Your home is always waiting

That's why home is always best



5

a) Why is home important to the singer?

b) Complete the sentence.

I like my home because .....

# MODULE 2

## Living things!

### ► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: greetings, introductions & asking personal questions
- Writing an informal email about your collection

#### Themes:

- living/non-living things
- parts of the body
- describing people • nationalities
- Flags of Kazakhstan, the UK & Wales

#### VALUES: National pride

#### Language Focus:

- have got
- possessive adjectives/pronouns
- plurals • this/these – that/those

### Vocabulary

#### • Living/Non-living things

- 1** S.L10 Listen and repeat. What are these words in your language?

- 2** Look at the pictures. Which are living things? Which are non-living things?

- 3** S.W7 Listen to Peter and complete the sentences.

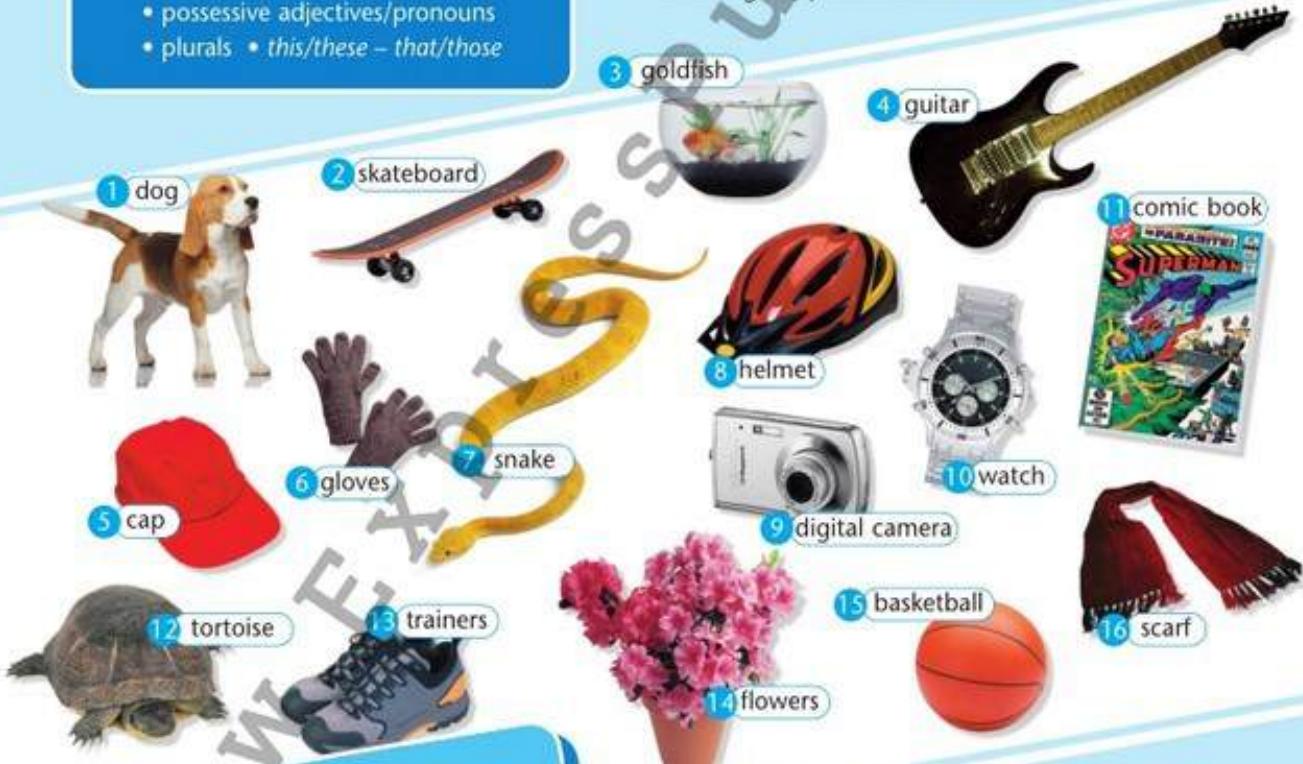
He has got ..... and .....

He hasn't got ..... or .....

- 4** S.W3 What have you got? Complete the sentences.

I've got (a) .....

I haven't got (a) .....



Find the page numbers for  
 • cartoon characters  
 • flags  
 • a blog



### Project

- 5** S.C6   Find images of living/non-living things. Prepare a poster.

## Reading 2a

1 S.R1 Who's the man in the picture? How are the names below related to him?

- Tony Stark • Stark Industries
- Pepper Potts • Iron Monger

2 Read and listen to find out.



### Amazing Iron Man



Tony Stark is an engineer in his father's business, Stark Industries in the USA. Pepper Potts is his loyal secretary. Tony has got a special metal suit. When he has it on, he is Iron Man. Iron Man can fly. He is strong and he can protect the world from bad people. Iron Monger is very bad. He is his enemy. Can Iron Man stop him? Can Pepper help Iron Man? Watch this brilliant film to find out.

#### Check these words

- engineer • business • loyal
- secretary • metal suit • fly
- strong • protect • world
- enemy • watch • brilliant
- find out

2 S.R2 Read the text again and answer the questions.

- 1 What is Tony's job?
- 2 Where is his job?
- 3 Who's Pepper Potts?
- 4 What has Tony got?
- 5 What can Iron Man do?
- 6 Who is his enemy?

S.W3



Write two things you remember from the text.

• Adjectives

4 Listen and repeat. What are these words in your language?

YOUNG  
OLD

LONG  
SHORT

TALL  
SHORT

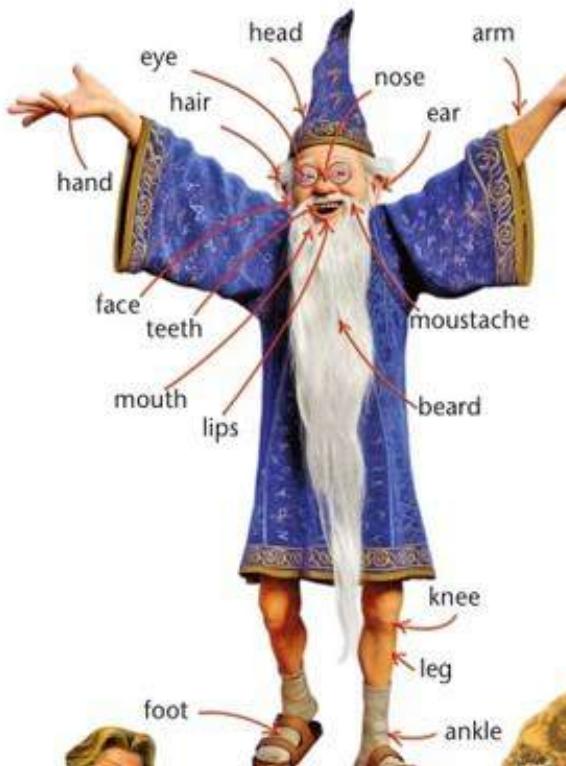
BIG  
SMALL

THIN  
RUMPY FAT

## Vocabulary 2a

### Parts of the body

- 5** Listen and repeat. What are these words in your language?



- 6** Which character does each sentence (a-e) match?

- a He's big and fat with green skin.
- b She's short and plump with long red hair.
- c She's tall and thin with very long fair hair.
- d He's old and thin, quite bald with a moustache and a long white beard.
- e He's young, tall and thin with short fair hair.

### Listening & Speaking

#### Describing appearance

- 7** Listen to John describing his favourite Shrek characters. Which two characters is he talking about?

- 8** Present Shrek III characters to the class.

Merlin is old and thin with ...

### Writing

- 9** Write about your favourite cartoon character. Find a picture to decorate your paragraph.

... (name) is from ... (name). ... is (tall/short) with ... hair and ... .



- 10** In groups create your own cartoon character. What does he/she look like?

### VIDEO



Merlin



Princess Fiona

# Use of English 2b

- *have got*

## 1 Read the table.

| Affirmative  | Negative  |
|--|---|
| I/You have got short hair.<br>He/She/It has got short hair.  | I/You haven't got long hair.<br>He/She/It hasn't got long hair.   |
| We/You/They have got short hair.   | We/You/They haven't got long hair.  |
| Interrogative  | Short Answers   |
| Have I/you got blue eyes?<br><br>Has he/she/it got blue eyes?<br><br>Have we/you/they got blue eyes? | Yes, I/you have./<br>No, I/you haven't.<br>Yes, he/she/it has./<br>No, he/she/it hasn't.<br>Yes, we/you/they have./<br>No, we/you/they haven't. |

## 2 Fill in: *have/has/ haven't/ hasn't got*.



- 1 Queen Amidala and Princess Leia *have got* long brown hair. They ..... blue eyes.
- 2 Luke ..... a beard. He ..... fair hair.
- 3 Jar Jar Binks ..... a big mouth. He ..... long ears, too.
- 4 Yoda ..... big ears. He ..... a big nose.



## 3 Use these phrases to make true sentences about the characters in Ex. 2.

- big/small eyes • thin/full lips
- small body/nose/eyes
- long/short hair

## • Talking about possessions

## 4 Complete the gaps and answer the questions.



guitar  
digital camera  
dog  
scarves

Dana  
Ulan  
goldfish  
basketball  
tortoise



skateboard  
trainers  
helmet  
snake

Ulan

- 1 Has Dana *got* a helmet? No, she *hasn't*.
- 2 ..... Ulan ..... a skateboard? .....
- 3 ..... Dana ..... a dog? .....
- 4 ..... Dana and Ulan ..... a goldfish? .....
- 5 ..... Dana and Ulan ..... scarves? .....

## 5

## Look at Ex. 4. Ask and answer questions to find out what your partner has.

A: *Have you got a bicycle?*  
B: Yes, I *have./No, I haven't.*

## Use of English 2b

- Possessive adjectives/pronouns

**6** Read the table. Say the possessive adjectives in your language.

|                       |      |       |     |      |     |      |       |        |
|-----------------------|------|-------|-----|------|-----|------|-------|--------|
| Personal pronouns     | I    | you   | he  | she  | it  | we   | you   | they   |
| Possessive adjectives | my   | your  | his | her  | its | our  | your  | their  |
| Possessive pronouns   | mine | yours | his | hers | —   | ours | yours | theirs |

**7** 5.UE3 Choose the correct word.

- She/Her and she/her brother have got a dog.
- He/His has got a scarf. It's he/his.
- I/My parents have got a car. It's their/theirs.
- They/Their haven't got a bicycle.
- We/Our cat is cute. It/Its tail is white.
- These gloves are my/mine.

- Plurals

**8** Read the rules. Are there similar rules in your language?

**noun + -s** one doll – two dolls

-s, -ss, -sh, -ch, -x, -o + -es bus – buses, class – classes, brush – brushes, watch – watches, box – boxes, tomato – tomatoes

**consonant + -y → -ies** lady – ladies

**BUT vowel + -y + -s** toy – toys

-f/-fe → -ves leaf – leaves, life – lives

### IRREGULAR PLURALS

|                  |             |               |
|------------------|-------------|---------------|
| child – children | man – men   | woman – women |
| tooth – teeth    | foot – feet | mouse – mice  |

**9** 5.UE1 Write the plurals.

|              |         |        |       |       |       |
|--------------|---------|--------|-------|-------|-------|
| day          | student | ear    | fox   | name  | foot  |
| flag – flags | cap     | eye    | match | ball  | child |
| scarf        | boy     | school | knife | glass |       |
|              |         |        | baby  |       |       |

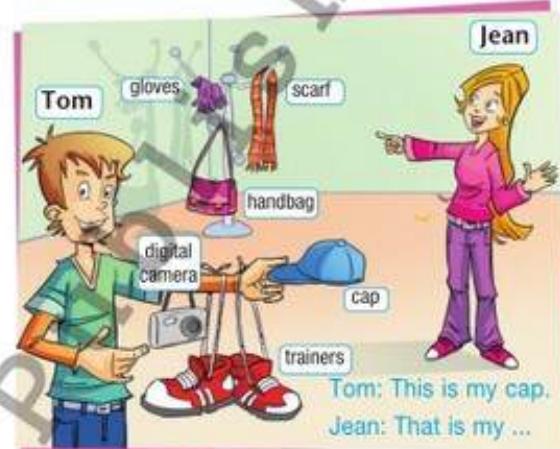
**10** 5.W1 Read the rules and the examples. Then write what Jean and Tom say.

We use **this/these** for things near us.

*This is my cap and these are my shoes.*

We use **that/those** for things far away from us.

*That is my bag and those are my sunglasses.*



**11** 5.S1 Point to things near/far from you. Your partner makes sentences using **this/these, that/those**.

A: (points to a book)

B: This is a book. (points to the window)

A: That is a window.

### Pronunciation /s/, /z/, /iz/

**12** 5.W2 Listen and tick (✓). Listen again and repeat.

|       | /s/ | /z/ | /iz/ |  | /s/ | /z/ | /iz/ |
|-------|-----|-----|------|--|-----|-----|------|
| books |     |     |      |  |     |     |      |
| shoes |     |     |      |  |     |     |      |
| bikes |     |     |      |  |     |     |      |
|       |     |     |      |  |     |     |      |
|       |     |     |      |  |     |     |      |
|       |     |     |      |  |     |     |      |

### Writing

**13** 5.W7 Write a few sentences about things you have/haven't got.

*I've got a guitar, a blue cap and red gloves.*

*I haven't got a bicycle.*

## Skills 2c



### Damir's blog

Hi everyone!

My friends are from my school and my football team,  
but my e-friends are from all over the world!

Login

Username

Password



Friends

Home

Gallery

Search

Paul is 11 years old.  
He's from London in  
the UK. He's tall with  
curly brown hair and  
brown eyes.



Paul

Michelle is from  
Canada. She is 11  
years old with long  
straight red hair  
and green eyes.



Michelle

Lauren is 10 years  
old and she's from  
Hong Kong. Her hair  
is straight and her  
eyes are brown.



Lauren

Jack is from the  
USA. He's 11 and  
he's got fair hair  
and blue eyes.



Jack

Paul, Michelle, Lauren and Jack are my  
e-friends. Who are your e-friend?

Check these words

\* school \* football team \* e-friend \* all over \* world

### Vocabulary

#### • Appearance

1 Listen and repeat.

HAIR: short, long, straight, curly,  
spiky, brown, red, black, fair

EYES: blue, green, brown, grey

NOSE: big, small

LIPS: full, thin

2 Look at the photos in the blog. Find a person with: straight black  
hair, short curly hair, short fair hair, long red hair.

### Reading

3 Look at Damir's blog. Who are the people in the photos?

4 Listen and read through to find out.

5.R2 Read again and answer the questions.

- 1 What colour is Paul's hair?
- 2 Where is Lauren from?
- 3 Where is Michelle from?

- 4 How old is Jack?
- 5 What colour are Jack's eyes?

**Skills 2c****• Nationalities**

**5** Match the countries to the nationalities. Write in your notebook.

| Countries   |          |            |            |         |         |
|-------------|----------|------------|------------|---------|---------|
| the UK      | the USA  | Kazakhstan | Turkey     | France  | Russia  |
| Italy       | Portugal | Greece     | Mexico     | China   | Spain   |
| Kazakhstani | British  | American   | Italian    | Chinese | Turkish |
| Italian     | Chinese  | Turkish    | Portuguese | French  | Mexican |
| Greek       | Russian  | Spanish    |            |         |         |

5.L10 Listen and check. Say the words in your language.

**Listening**

**6** 5.L6 Listen and complete.  
What nationality is each person?



Name:  
Juanita Vasquez  
Age: 1) ..... years old  
Country: Mexico



Name: 2) ..... Davielli  
Age: 3) ..... years old  
Country: 4) .....



Name: 5) ..... Miller  
Age: 16 years old  
Country: 6) .....

**Speaking****• Giving personal details**

**7** 5.SUE9 Ask and answer.

- Marika
- Russia, Moscow
- 13

- Jane
- the USA, New York
- 12

- Ricardo
- Spain, Valencia
- 12

- Sergio
- Portugal, Lisbon
- 14

A: Hello! What's your name?

B: Ricardo.

A: Where are you from?

B: I'm from Spain.

A: You're Spanish, then.

B: Yes, I'm from Valencia.

A: How old are you?

B: I'm 12.

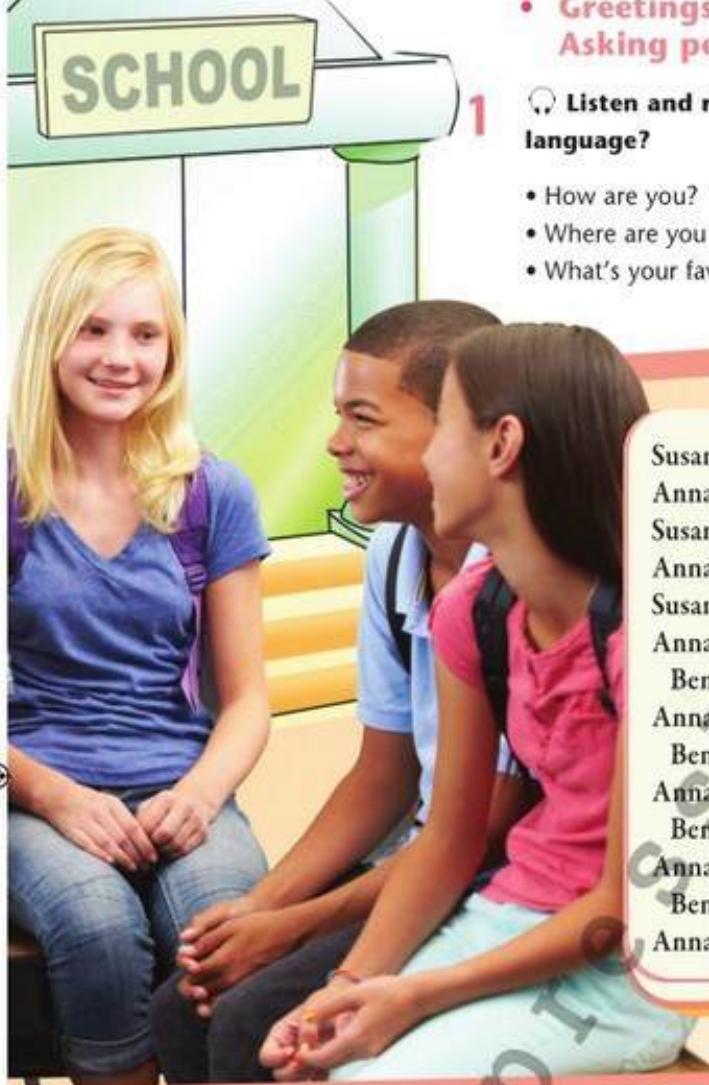
**Writing**

**8** a) 5.W3 Complete the sentences about yourself. Attach a photo of yourself if you wish.

b) Present yourself to the class.

Hi! My name's ... and I'm ... years old. I'm from ... . I'm .... My favourite subject is ... and my favourite sport is ....

## Everyday English 2d



- Greetings, Introductions & Asking personal questions

**1** Listen and repeat. What are these sentences in your language?

- How are you? • I'm fine, thanks. • This is Ben. • Nice to meet you.
- Where are you from? • How about you? • How old are you?
- What's your favourite subject?

Susan: Good morning, **Anna**!  
 Anna: Hi, **Susan**. How are you?  
 Susan: I'm fine, thanks. And you?  
 Anna: Not bad.  
 Susan: This is **Ben**. **He's** new to our school.  
 Anna: Hi, **Ben**! Nice to meet you.  
 Ben: Nice to meet you, too.  
 Anna: Where are you from, **Ben**?  
 Ben: I'm from **Glasgow**. I'm **Scottish**. How about you?  
 Anna: I'm from **London**. How old are you?  
 Ben: I'm **eleven**. And you?  
 Anna: I'm **twelve**. What's your favourite subject?  
 Ben: **English**.  
 Anna: Mine, too.

**2** 5.R2 Read the dialogue and mark statements 1-6 T (true) or F (false).

### Rhythm

Rhythm is the way a language sounds when you speak it correctly.

Paying attention to rhythm makes your English sound more natural.

- 1 Susan is new to the school. ....  
 2 Ben knows Anna well. ....  
 3 Ben is from Scotland. ....  
 4 Anna is from London. ....

- 5 Anna is thirteen. ....  
 6 Anna's favourite subject is English. ....

**3** Listen and read the dialogue.



Take roles and read the dialogue aloud. Mind the rhythm.

**4**

5.56 Work in groups of three. It's the first day at school. Change the words in colour to act out a dialogue like the one in Ex. 1.



## ACROSS CULTURES 2e

# Flags of the World



*Every country has got a flag. Here are some flags of the world with some interesting designs.*

This is the flag of Kazakhstan. In the centre of the flag, there is a golden sun with 32 beams and a golden steppe eagle underneath. It also has got a golden ornamental pattern down one side. It has got a sky-blue background.



The Union Jack is the flag of the United Kingdom. It is the flags of three patron saints: the red cross of Saint George of England, the white cross on a blue background for Saint Andrew of Scotland, and the red cross of Saint Patrick of Ireland.

The flag of Wales has a red dragon on it. The background is green and white. You can see this flag on government buildings in Wales.



## Check these words

- design • golden
- beam • patron saint
- steppe eagle
- ornamental pattern
- background
- government

### 1 Look at the flags. Which flag has got on it:

*a dragon? a golden sun? crosses? Which one is the Union Jack?*

Listen and read to find out.

### 2 5.86 Read the text and mark the sentences T (true) or F (false).

- 1 The flag of Kazakhstan has a golden eagle over the golden sun. ....
- 2 There is an ornamental design on two sides on the flag of Kazakhstan. ....
- 3 The flag of the UK is more than one flag. ....
- 4 The white cross on the Union Jack is for Saint Andrew. ....
- 5 The Welsh flag has a red eagle on it. ....
- 6 The flag of Wales is on all buildings in Wales. ....

## Project

3



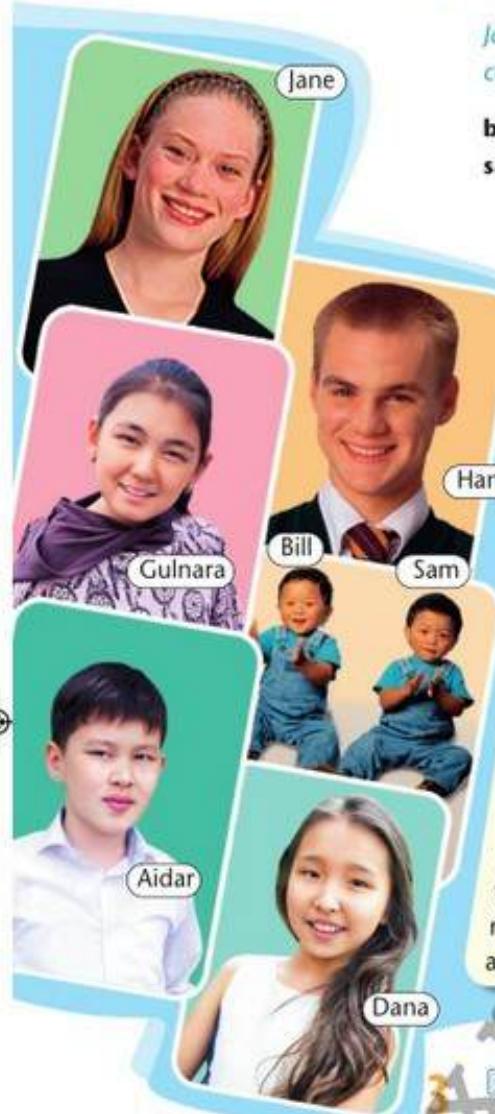
5.87 In groups, find other flags from around the world.

Make a poster with some information about them. Tell the class.



## Across the Curriculum 2f

### Science



1

- a) 5.51 Look at the pictures. What is the same and what is different about these people?

Jane has got the same hair colour as Hans. Gulgara has got a different hair colour from Jane.

- b) Have you got any brothers or sisters? In what ways are you the same/different?

2

- 5.86 Listen and read the text. Mark the sentences T (true), F (false) or DS (doesn't say).

- 1 Most people have dark hair. ....
- 2 All people have got common features. ....
- 3 People in the same family are alike. ....
- 4 Identical twins are not the same. ....

## Same or different

The world is a wonderful place and it is full of all types of people. Some have got fair hair and others have got dark hair. There are tall people and there are short people. However, we have all got two eyes and ears, a mouth and a nose. So we are all different but in some ways we are all the same. Sometimes, people in the same family are very alike. They have got the same colour hair or eyes. This is because they have got some genes from their grandparents and some genes from their parents. But they are also different. In fact, we are all unique and even identical twins are not exactly the same even though they are very alike. It really is amazing, isn't it?



### Check these words

- wonderful • full of
- However • alike • genes
- identical twins

- 5.83 Do a class survey. Complete the table about your classmates. Then make sentences, as in the example.

|   | Name   | Hair colour | Eye colour | Mother's hair colour | Father's hair colour | Mother's eye colour | Father's eye colour |
|---|--------|-------------|------------|----------------------|----------------------|---------------------|---------------------|
| 1 | Kairat | black       | brown      | black                | brown                | green               | brown               |
| 2 |        |             |            |                      |                      |                     |                     |
| 3 |        |             |            |                      |                      |                     |                     |
| 4 |        |             |            |                      |                      |                     |                     |
| 5 | You    |             |            |                      |                      |                     |                     |

Kairat has got black hair like his mother.

# Writing 2g

- An email about your collection

**1** Complete the text with words from the list.

• proud • shirts • collection

• Listen, read and check.

Check these words

- mad about • collection
- football shirts • team
- proud of • hobby



## Mad about Football

Hi,

My name's Sanzhar and I'm from Almaty, Kazakhstan. I'm 11 years old. My hobby is collecting football 1) ..... I've got a great 2) ..... of the shirts of all my favourite players in Kairat. My favourite one is Ermek Kuantayev's number 13. It's super.

I like football a lot and I'm very 3) ..... of my collection! What about you? Have you got a collection?

Write back soon.

Sanzhar



## Study

### Skills

#### Punctuation

We use a full stop (.) after affirmative & negative sentences.

*I'm Italian. I'm not French.*

We use a question mark (?) after interrogative sentences.

*Are you British?*

We use a comma (,) to separate a list of items. *I've got a cap, a mug and a bag.*

Sentences expressing strong feelings end with an exclamation mark (!). *I like it a lot!*

**2** 5.R1 Read the text and complete these sentences 1-4.

- 1 Sanzhar is ..... years old.
- 2 He is from .....
- 3 He's got a collection of .....
- 4 His favourite football shirt is .....

**3** 5.W8 5.W3 Punctuate these sentences.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1 Where is Saule from</li> <li>2 She's Kazakhstani</li> </ol> | <ol style="list-style-type: none"> <li>3 He hasn't got long hair</li> <li>4 He's got a camera a pen and a cap</li> </ol> |
|--|--|

## Writing (an email about your collection)

**4** 5.W8 5.W3 Answer the questions in the plan, then write a short email about your collection (40-50 words).

**Para 1:** What's your name? How old are you? What nationality are you? What is your collection? What's your favourite one?

**Para 2:** Are you proud of your collection? What about your pen-friend? Write back,  
(your first name)

# EDUTAINMENT 2

## VALUES

### National pride

- 1 5.C4 Look at the flag of Kazakhstan and read what the symbols on it mean.

- sky-blue background: unity
- sun & beams: wealth, life & energy
- eagle: power & freedom
- ornamental pattern: culture & traditions of people



What is the message of the flag of Kazakhstan? How is it a portrait of the country? Discuss.

- 2 Draw a flag for your class. What symbols are there? What is its message?

- 3 Do the quiz.

## quiz

- 1 What is on the USA flag?
- 2 What can Iron Man do?
- 3 Who's Iron Monger?
- 4 Is the Union Jack the flag of the UK?
- 5 What is in the centre of the Kazakh flag?
- 6 What is there on the flag of Wales?



Look at Module 2 and write a quiz of your own.

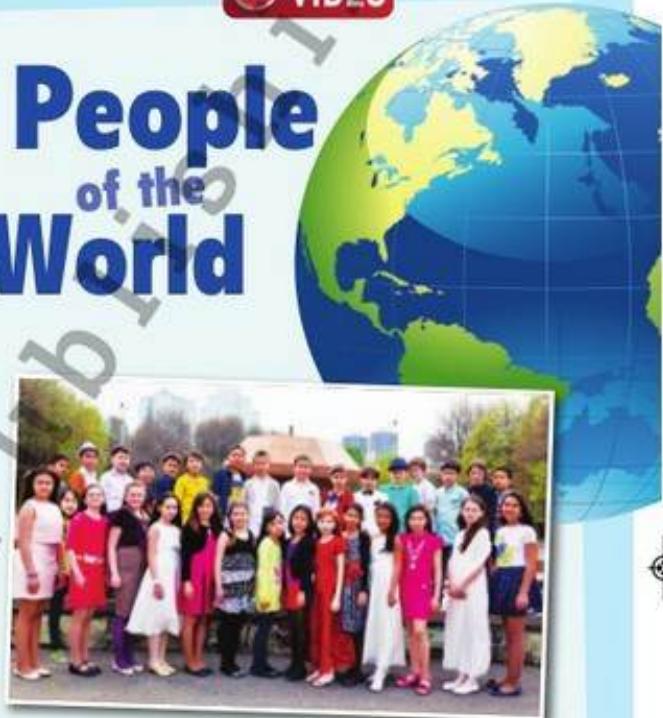
- 5 Song: Read the title of the song.

What is the song about?

6 Listen and complete.

## VIDEO

# People of the World



The world is full of different places,  
Different people, different faces.  
North and South and East and West –  
Where's the place you like best?

Tall, 1) ..... , fat or  
2) ..... ,  
Different colour hair, eyes and skin,  
Men, 3) ..... ,  
boys or 4) ..... –  
We are people of the same world.

- 6

5.C7



What is the song's main idea?

# MODULE 3

## Values

### ► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: telling the time, making arrangements
- Writing an informal email about your family

#### Themes:

- family members
- character adjectives
- qualities in a friend
- Celebrations in Kazakhstan & Canada

#### VALUES: True friends

#### Language Focus:

- possessive case
- present simple
- like, love, hate + -ing form



Find the page numbers for

- a poem
- a family tree
- clock faces
- a person's daily routine

### Vocabulary

#### • The family

- 1 5.55 Listen and repeat. What are these words in your language?

- granddad – grandma • dad – mum
- brother – sister • uncle – aunt
- niece – nephew • son – daughter
- father-in-law – mother-in-law
- husband – wife • cousin – cousin

- 2 5.56 Look at Sue's family tree. Use the words above to complete the sentences.

- 1 Mark is Sue's dad. He's her dad.
- 2 Claire is Sue's ..... She's .....
- 3 John is Mary and Mark's ..... He's .....
- 4 Ann is Sue's ..... She's .....
- 5 Helen is Sue's ..... She's .....
- 6 John is Sam's ..... He's .....
- 7 Ann is Sam and Mary's ..... She's .....
- 8 Steve is Mark's ..... He's .....

#### Possession:

- noun singular + 's Who's John? He's Sue's brother.
- plural noun + -s' Whose uncle is Mark? He's the girls' uncle.
- irregular plural noun + 's This is the men's house.
- We use who's to ask about a person.
- We use whose to ask about possession.

- 3 5.56 Ask and answer.

A: Who's Sam?

B: He's Helen's husband. Whose mum is Ann?

A: She's Sam and Mary's mum.

## Reading 3a

1

- a) 5.C9 Look at the picture. What do you know about the Flintstones? Is it an ordinary family? Why (not)?
- b) Listen and read to find out.



# FAMILY & FRIENDS

The Flintstones are popular cartoon characters. They live in Bedrock, a Stone Age town. They wear animal skins and they haven't got machines to do the housework - they've got animals! Let's meet the Flintstones and their friends.

### The Flintstones

Fred Flintstone is tall and he has got dark hair. He is noisy and funny and he likes eating. He has got a stone car. Fred likes bowling and golf. He can also play billiards.

Wilma Flintstone has got red hair and she is very modern. She is serious and she gets angry with Fred because he is a bit lazy. She likes housework and she cleans the house with an elephant vacuum cleaner! Her mother, Pearl Slaghoople, doesn't like Fred at all.

Pebbles Flintstone is their daughter. She has got red hair and she is very cute. Her hobby is baseball. She is very clever. She's got a pet dinosaur, Dino, who barks like a dog.

### Check these words

- wear • skins • machines • housework • dark
- noisy • funny • stone • bowling • golf • billiards
- serious • angry • a bit • lazy • vacuum cleaner
- cute • baseball • clever • pet • bark • fair • quiet
- silly • drums • polite • calm • club • strong

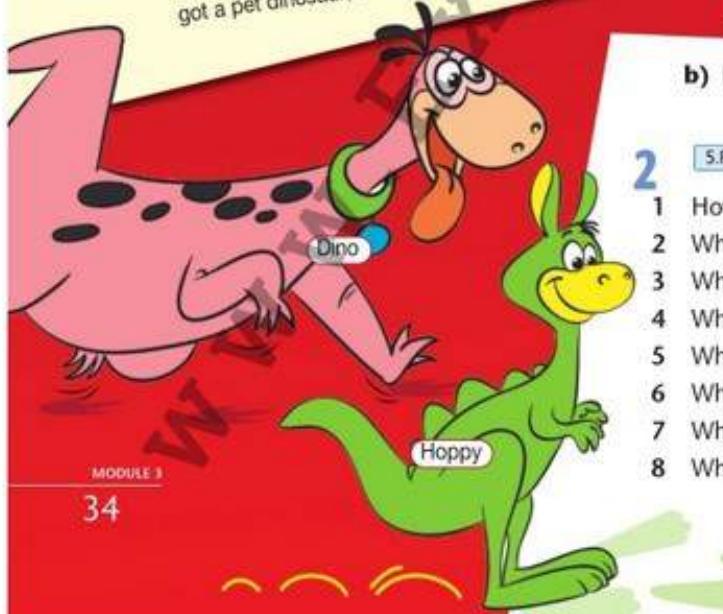


### The Rubbles

Barney Rubble, Fred's best friend, is short and he has got fair hair. He is quiet and a bit silly. He can play the piano and the drums.

Betty Rubble is Wilma's best friend. She is polite and calm and she likes helping people.

Bamm-Bamm is the Rubbles' son. He has got fair hair and he always carries a big club. He helps around the house. He is very, very strong and his best friend is Pebbles. They play games with Hoppy, his pet kangaroo.



### b) Name the people in the picture.

2

S.R2



### Read again and answer the questions.

- 1 How many members are there in the Flintstone family?
- 2 What are Fred's favourite sports?
- 3 What is Wilma like?
- 4 What is Pebbles' hobby?
- 5 Whose pet is Dino?
- 6 What can Barney do?
- 7 Who's Wilma's best friend?
- 8 Who's Bamm-Bamm?

## Vocabulary 3a

- 3** 5.56 Use the picture and the text to present the Flintstones and the Rubbles to the class.

- Character adjectives

- 4** 5.57 Listen and repeat. Find the opposites. Check with your partner.

### Study Skills

#### Opposites

Learn words in pairs of opposites. It helps you remember them.



funny

quiet

strong

clever

polite



rude

weak

noisy

silly

serious

- 5** Complete the sentences.

rude weak clever quiet ugly hardworking

- Fred isn't ..... He's very noisy.
- Wilma isn't lazy. She's .....
- Pebbles isn't ..... She's beautiful.
- Barney isn't ..... He's a bit silly.
- Bamm-Bamm isn't ..... He's very strong.
- Betty isn't ..... She's polite.

- 6** 5.C9 Use the adjectives to make sentences about your family and friends. Mime the adjective. Your partner finds the adjective.

A: My dad is very... (mimes 'funny')

B: Funny.

- 7** 5.UE3 Read the theory. Find examples in the text.

Adjectives go before nouns, but after the verb **to be**.

Jane's a polite girl. Jane's polite.

We can use **very** to give emphasis to the adjective. She's very polite.

- 8** 5.W3 Write in the correct order.

- very/is/Jane/funny
- boy/he/very/a/is/quiet
- they/noisy/are
- student/is/Matt/a/ clever
- are/Steve and Mary/serious/very

### Listening

- 9** 5.L8 Listen to Peter talking about his family. Who is each person below?

Becky Laura John Mark

Becky is Peter's mum.



5.58 Listen again. What is each person like? Say and/or write.

Becky is very clever.

### Speaking

- Describing character

- 10** 5.UES 5.S7 Write the names of your family members on a piece of paper. Swap papers. Find out about your partner's family.

A: Who's John?

B: He's my granddad.

A: What's he like?

B: He's very funny.

John  
Melissa  
Bob  
Fiona

### Project

- 11** 5.W1 5.W7 Draw your family tree. Write sentences about your family. Present it to the class.

Madiyar's my granddad. He's ... years old.

# Use of English 3b

- Present simple (affirmative)

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

## Affirmative

|                 |                 |
|-----------------|-----------------|
| I like fish.    | We like fish.   |
| You like fish.  | You like fish.  |
| He likes fish.  | They like fish. |
| She likes fish. |                 |
| It likes fish.  |                 |

## Use:

- repeated actions – *He plays tennis on Mondays.*
- permanent states – *He lives in Rome.*
- habits – *I have milk in the morning.*
- for timetables – *Lessons start at 8:15.*

## Spelling: 3rd person singular

- verb + s  
*I eat – he eats, I like – he likes*
- verb -ss/-sh/-ch/-x/-o + es  
*I go – he goes, I wash – she washes*
- verb ending in consonant + -y → -ies  
*I cry – he cries*
- BUT vowel + -y  
*I play – he plays*

**Time expressions:** every day, on Mondays, etc

**2** Write the 3rd person singular.

- I love – *he loves*
- I leave – .....
- I watch – .....
- I run – .....
- I say – .....
- I work – .....
- I go – .....
- I wash – .....

- Talking about daily routines

**3** **S.U.E1** Look at the pictures. What does Kevin do in the morning/afternoon/evening?



|              |                     |                  |
|--------------|---------------------|------------------|
| have dinner  | play computer games | do homework      |
| watch TV     | have breakfast      | go to the gym    |
| have lunch   | go to bed           | go to school     |
| get up early |                     | meet his friends |

**1** Kevin gets up early in the morning.

**4** What about you? Tell your partner.

*I get up early in the morning. I have breakfast ...*

## Pronunciation /s/, /z/, /iz/

**5** Copy the table in your notebook.

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

|       | /s/ | /z/ | /iz/ |         | /s/ | /z/ | /iz/ |
|-------|-----|-----|------|---------|-----|-----|------|
| lives |     |     |      | writes  |     |     |      |
| walks |     |     |      | teaches |     |     |      |
| goes  |     |     |      | relaxes |     |     |      |

# Use of English 3b

- Present simple  
(negative/interrogative)

**6** Read the table. How do we form the present simple negative/interrogative?

| Negative         |  |
|------------------|--|
| I/You            | <b>don't</b> like fish.                      |
| He/She/It        | <b>doesn't</b> like fish.                    |
| We/You/They      | <b>don't</b> like fish.                      |
| Interrogative    |  |
| Do I/you         | <b>like</b> fish?                            |
| Does he/she/it   | <b>like</b> fish?                            |
| Do we/you/they   | <b>like</b> fish?                            |
| Short answers    |  |
| Yes, I/you       | <b>do</b> ./No, I/you <b>don't</b> .         |
| Yes, he/she/it   | <b>does</b> ./No, he/she/it <b>doesn't</b> . |
| Yes, we/you/they | <b>do</b> ./No, we/you/they <b>don't</b> .   |

**7** Fill in: **don't or doesn't**.

- Anuar ..... like spiders.
- His brother ..... play tennis.
- His parents ..... speak French.
- His sister ..... get up early.
- His grandparents ..... play computer games.
- His sister ..... go to school.

**8** Fill in: **do, does, don't or doesn't**.

- ..... you like basketball?  
Yes, I .....
- ..... your parents work?  
Yes, they .....
- ..... Merdert sleep a lot?  
No, she .....
- ..... they sing well?  
No, they .....
- ..... he like jazz music?  
No, he .....

- Asking about your family

**9**

5.54 5.U3



Ask and answer.

- Does your mum work? Yes, she does.
- ..... you walk to school? .....
- ..... your dad like fish? .....
- ..... you live in a flat? .....
- ..... you play football? .....
- ..... you go to bed late? .....
- ..... your mum speak English? .....

- like, love, hate + -ing form

**10**

a) Say the sentences in your language.

- Jane loves swimming. ☺
- She likes playing tennis. ☺
- She doesn't like getting up early. ☹
- She hates singing. ☹

b) Use these ideas to complete the sentences.

- play computer games • watch TV • get up early
- go to the gym • tidy room • play baseball
- do housework • play golf • make dinner

- My best friend likes *playing computer games*.
- My best friend hates .....
- My uncle loves .....
- He doesn't like .....
- Our teacher likes .....
- Our teacher doesn't like .....
- I love .....
- I hate .....

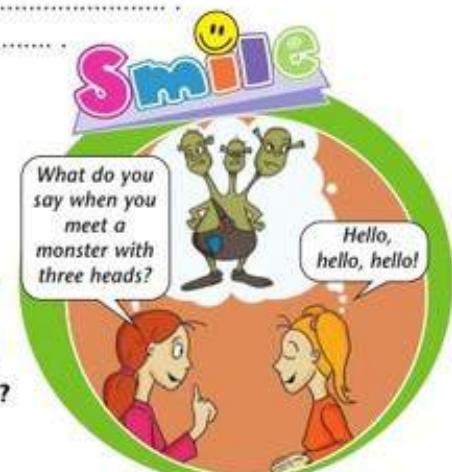
## Writing

**11**

S.W4 S.W7

Write a short text about your typical weekday. Read it to the class. Who in your class has got a similar daily routine?

I get up early and ...



## Skills 3c

### Vocabulary

- Qualities of a friend

1

5.55

Listen and repeat.



### Reading

2

5.83

Look at Inkar's blog entry. What are her best friends like?

Listen and read to find out.

▶ VIDEO

### Inkar's blog

# Friends forever



search text...

How many friends have you got? No, I don't mean the ones on Facebook, I mean real friends that you hang out with every day. My best friends are Madina and Diana. (Hi guys!) They're fun people and they think of exciting things for us to do. They're also kind. They listen to my problems and they are always there for me. What about you? Tell me about your friends and what you think makes a good friendship.

Inkar – 5 hours ago

2 comments

Great post, Inkar! My best friend is Amir. He's my next-door neighbour and we're in the same class at school. He's really friendly, so everybody likes him. The thing I like most about him is that he's honest and he always tells the truth. We sometimes argue, but it's OK because we always make up afterwards. That's what makes a good friendship – real friends disagree, but they still stay friends.

Nursultan – 3 hours ago

Hi, Inkar! Alina is my best friend and she's always ready to help me when I need it. In fact, she's the most helpful person I know! She's also a really loyal friend. She never gossips about me and keeps all my secrets. I think that's what makes a really good friendship. You can't be best friends with someone you don't trust!

Darya – 40 minutes ago



### Check these words

- real • hang out
- exciting • friendship
- same • everybody
- tell the truth • argue
- make up • afterwards
- still • stay friends
- gossip • keep a secret

3

5.86

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

- 1 Inkar has lots of friends on Facebook.
- 2 Inkar doesn't like to share her problems.
- 3 Amir lives on the same street as Nursultan.
- 4 Nursultan and Amir never argue.
- 5 Alina sometimes gossips about Darya.
- 6 Darya trusts Alina.

.....

.....

.....

.....

.....

.....

.....

**Skills 3c****Speaking**

## • Talking about friends

**4****5.5.5** Complete the sentences about your best friend. Say or write.

- 1 My best friend's name is .....
- 2 She/He is my best friend because .....
- 3 We like .....

**5****Tell the class about your best friend.****Listening****6****5.16** Listen to Arsen talking about what he and his friends like doing. Match the people to the activities.

- |                                   |                          |
|-----------------------------------|--------------------------|
| <input type="checkbox"/> 1 Arsen  | A playing computer games |
| <input type="checkbox"/> 2 Rakhim | B going to the gym       |
| <input type="checkbox"/> 3 Aigul  | C singing                |
| <input type="checkbox"/> 4 Gulya  | D watching TV            |
| <input type="checkbox"/> 5 Amir   | E swimming               |
|                                   | F playing tennis         |
|                                   | G taking photos          |
|                                   | H playing basketball     |

**Writing****7****5.14** Post your comment to Inkar's blog about your best friend (50 words).

Hi Inkar,  
My best friend is ... He/She  
... and .... He/She ....

**8****5.19** It's Friendship Day. Look at the example. Then, draw a card for your best friend.

# Everyday English 3d

## • Telling the time

**1** Use the table and the clock faces to ask each other the time.

### Asking

- What's the time, please?
- Have you got the time, please?
- What time is it, please?

### Telling

- It's five o'clock.
- It's half past two.
- It's ten past three.
- It's twenty to ten.



## • Making arrangements

**2** These sentences are from a dialogue between two friends. Say them in your language. What is the dialogue about?

- Are you free this afternoon? • What time does the court open?
- Is 4:30 OK with you? • Yes, that's fine. • See you there!

Listen and read to find out.

- Jenny: Hi, Helen!
- Helen: Hi, Jenny. Are you free this afternoon?
- Jenny: I think so. Why?
- Helen: Do you want to practise basketball with me?
- Jenny: Sure. What time does the court open?
- Helen: At half past three.
- Jenny: What time does it close?
- Helen: At seven o'clock.
- Jenny: Is 4:30 OK with you?
- Helen: Yes, that's fine. See you there!

**3** 5.6 Read the dialogue again and answer these questions.

Then read out the dialogue in pairs.

- |  |                                     |
|--|-------------------------------------|
| 1 What does Helen want to do?<br>2 When is the court open? (From ... to ...) | 3 What time do they decide to meet? |
|--|-------------------------------------|

**4** 5.7 Find phrases in the dialogue which mean:

- 1 Yes, that's OK    2 Probably.    3 When is it open?    4 Meet you there!

**5** 5.6 Your friend asks you to do one of these things. Change the words in blue in Ex. 2 to act out a similar dialogue.

- this evening/go swimming/pool open 6:00-9:00
- Saturday morning/go to Computer Club/computer room open 8:30-12:00



ACROSS CULTURES 3e

# Celebrations

Many countries have special days when everyone celebrates the special people in their lives. Let's take a look at how people celebrate these days around the world.

## Women's Day

Women's Day is on 8th March. In Kazakhstan, it's a national holiday and everyone has the day off work. On this day, Kazakhstani women. Men give flowers and other gifts to their mothers, sisters and wives. Children give gifts to their mothers and female teachers.



## Father's Day

Many countries celebrate Father's Day. Canadians celebrate Father's Day on the third Sunday in June. It is a day when children show their love and respect for their father. They usually give their dad a nice gift. Younger children usually write poems or draw a picture.

### Check these words

- special • celebrate
- let's take a look
- have the day off work
- gift • female
- respect • poem
- picture

### Reading & Listening

**1 5.1B** Read the title and the headings in the text. What is the text about?

Listen, read and check.

**2 5.6** Read the text and mark the sentences (1-4) T (true) or F (false). Say two things you remember from the text.

- 1 In Kazakhstan, people do not go to work on Women's Day. ....
- 2 On Women's Day, Kazakhstani only give gifts to their mothers in their family. ....
- 3 In Canada, people celebrate Father's Day on the first Sunday in July. ....
- 4 In Canada, some children draw pictures for their dads on Father's Day. ....

**3 5.5** Complete the sentences about you.

- 1 I love my mum because ....
- 2 My dad's very special to me because ....
- 3 I love my brother/sister because ....

**4 5.4** Collect information about another day in your country when you celebrate special people. Write a short paragraph about it. Present it to the class.



## Across the Curriculum 3f

Literature



Single-Parent Family



Extended Family



Nuclear Family

▶ VIDEO

# a family

Everybody has a family

Golly gee, a family

Everybody has a family

And they're not always the same

I have a mum and a dad

A sister and a brother and I'm glad

The girl who lives next door

Has a mum and no one more

The boy who lives up the street

Lives with his dad and his uncle Pete

Aunts, uncles and grandparents, too

Will sometimes live with you

You can see family every day

Some family members live far away

But whether near or apart

Family lives in your heart

KZ

### Check these words

- everybody • glad • lives
- no one more • street
- far away • whether
- near • apart • heart

### 1 a) Look at the pictures.

What type of family is yours?

### b) 5.R2 Listen to and read the poem. What type of family have these people got?

- the speaker
- the boy living up the street
- the girl next door to the speaker

### 2 5.55 Find the rhyming words (words that sound similar, like dad and glad) in the second verse of the poem. Which verse hasn't got any rhyming words?

### 3 5.W3 THINK! What does 'family' mean to the speaker? What about you? Complete the sentence.

My family is important to me because .....

# Writing 3g

## • An email about your best friend

### 1 Complete the text with words from the list.

- funny • name • free • class

#### 2 Listen, read and check.

**From:** Sezim  
**To:** Anna  
**Subject:** My best friend

Hi Anna,

I want to tell you about my best friend. Her 1) ..... is Sofia. She's 11 years old and we're in the same 2) ..... at school.

Sofia is very clever. She's also a very 3) ..... person. She always makes me laugh. In our 4) ..... time, we love watching films together. Comedies are our favourites. How about you? Have you got a best friend? Write back soon.

Best wishes,

Sezim



#### Check these words

- person • laugh
- free time • together
- comedies • favourites

### 2 5.R6 Read the email and answer the questions.

- 1 What is the email about?
- 2 Who is Sezim's best friend?
- 3 How does she know her?
- 4 What is Sezim's best friend like?
- 5 What do they like doing together?
- 6 What does Sezim ask Anna to do?

### 3 5.W3 Write the sentences in the correct order.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1 playing/likes/computer games/Kulai | 5 love/together/playing/we/basketball |
| 2 he/strong/also/very/is             | 6 early/Erbolat/getting up/hates      |
| 3 like/to the gym-going/we           | 7 15/is/she/old/years                 |
| 4 the piano/can/she/also/play        | 8 a/person/is/Dauren/quiet            |

## Study Skills

### Also

We use **also** to give more information about someone or something.

*Nurai is polite. She is also very kind.*

**Also** usually comes after the verb **to be** or a modal verb.

*Ulan is also very brave. Ulan can also sing well.*

## Writing (an email about your best friend)

### 4 5.S4 Answer the questions about your best friend.

- 1 What is his/her name?
- 2 How old is he/she?
- 3 How do you know him/her?
- 4 What is he/she like?
- 5 What do you like doing together?

### 5 5.W1 5.W2 5.W5 5.W8 Use your answers from Ex. 4 to write an email similar to the one in Ex. 1 (50-70 words).

**Para 1:** your best friend's name, age, how you know him/her

**Para 2:** what he/she is like, what you like doing together

# EDUTAINMENT 3

## VALUES

### True friends

1 Read Nurlan's poster.



#### True friends ...

are always there.  
do things together.  
help each other.  
keep their word.  
make you feel special.  
aren't jealous.  
don't tell lies.

2 S.C9 Complete the sentence.

To me, a true friend is someone that .....

3 S.C9 In groups create a recipe for friendship with the title *How to be a true friend*. You can use pictures or drawings. Display the poster to the class.

4 Do the quiz. Answer the questions.

## quiz

- 1 Who's Fred Flintstone's wife?
- 2 Can Barney Rubble play the piano?
- 3 What's the word for your mother's mother?
- 4 What is Pebbles Flintstone's pet?
- 5 What is a nuclear family?
- 6 When do Canadians celebrate Father's Day?
- 7 When is Women's Day in Kazakhstan?

Workbook: Presentation Skills 4

5 Look at Module 3 and write a questions and answers quiz of your own.

6 **Song:** Read the title of the song. Who might say this sentence? Why?

5.54 Listen and read. Is the singer a good friend? Why?

## VIDEO

I'm  
always  
here  
for you

Sometimes you have problems

Sometimes you feel sad

But friends can always help you

And stop you feeling bad

Have you got a problem?

You know what you should do

Talk to me, 'cause I'm your friend

I'm always here for you

You don't have to worry

'Cause everything's OK

A good friend is forever

And they'll never go away

# MODULE 4

## World of Work

### ► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: asking for/giving personal information (job interview)
- Writing a blog entry about your favourite singer

#### Themes:

- Jobs
- Job qualities
- Teen jobs in Kazakhstan & the UK
- VALUES: Working well

#### Language Focus:

- subject/object pronouns
- question words
- have to/don't have to

### Vocabulary

#### • Jobs

a) 5.1.10 Look at the jobs (A-H) in the pictures.

What are these jobs in your language?

Listen and repeat.

b) In pairs, match the sentences (1-8) to the pictures (A-H).

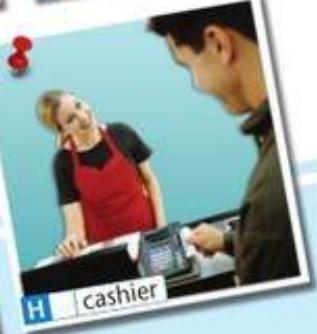
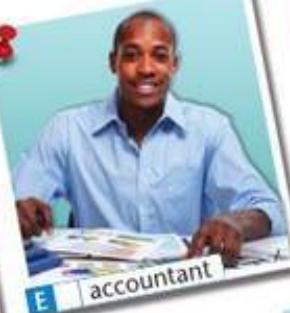
- 1 I look after sick people.
- 2 I play and pose for pictures with kids.
- 3 I protect people.
- 4 I take people's money and give them their change.
- 5 I make bread and cakes.
- 6 I check financial records.
- 7 I grow flowers and trees.
- 8 I take food to people's homes.

5.56 Who works: 9-5? shifts? long hours? part-time? full-time? Tell the class.

A doctor works full-time.



**B police officer**



Find the page numbers for

- fun jobs
- rules
- a job interview

## Reading 4a

1

5.17 Look at the pictures and the headings. What is each person's job?

.. Listen and read to find out.



### My **FUN** job

These people love their jobs because their work is fun and different. Every morning, they look forward to an exciting new day. What do they do? Let's find out!



#### Steven, basketball mascot

Do you like basketball? Then you can be a basketball mascot like me. I'm a mascot for the Temple University team. I entertain the fans at matches and other events. I wear a red owl costume and do silly things. I slide across the court, throw sweets to the fans and celebrate when my team scores. I have to be creative to think of different ideas to entertain the fans. And I have to do all this in silence – I can't speak a word. I love the work and it's well-paid, but it's tiring. Luckily, I only work part-time!

#### Check these words

- mascot • team • entertain • fan • match • event • owl costume
- silly • slide • court • throw • celebrate • score • idea • in silence
- tiring • luckily • waterslide tester • on holiday • check
- splashing water • well-paid • weather • freezing



#### Mark, waterslide tester

I go down fast waterslides all around the world, but not when I'm on holiday – it's my job! I visit water parks in places like Turkey, Egypt and Jamaica. I check that the slides are safe and exciting with lots of splashing water. I love my job. It's interesting, well-paid and I have lots of fun. But it's not always easy. I have to be careful, hardworking and brave. I go down slides in every kind of weather, even when the water's freezing!

2

SR6



Read the text again and complete the sentences.

- 1 Steven works as a .....
- 2 Steven wears .....
- 3 While at work Steven can't .....
- 4 Steven finds his job .....
- 5 Mark works as a .....
- 6 Mark visits .....
- 7 Mark's job isn't .....
- 8 Mark needs to be .....

b) 5.54



Which job would you like/not like to do? Why?

Tell your partner.

## Vocabulary 4a

### • Job qualities

3

5.56 Listen and repeat.



friendly



brave



enthusiastic



hardworking



fit



careful



polite



calm



patient



creative

4

- a) 5.C4 List the jobs on p. 45 under the headings: **indoors – outdoors**. Compare with your partner. Add more words to the list.

indoors **doctor**outdoors **theme park mascot**

- b) 5.W3 Which of the qualities in Ex. 3 are necessary for each one of the jobs in Ex. 1 on p. 45? Write sentences, as in the example.

*A doctor needs to be hardworking, calm and patient.*

5

Complete the sentences with: **mascot, team, scores, freezing, matches, well-paid, holiday, tiring**.

- 1 Ulan goes to football ..... every weekend.
  - 2 I don't think about work when I'm on .....
  - 3 Which basketball ..... do you like the best?
  - 4 Altynai has a ..... job. She earns £50,000 per year.
  - 5 Graham is a gardener and he works outside even when it's .....
  - 6 The ..... of Chelsea Football Club is Stamford the Lion.
- Fans enjoy celebrating when someone on their team ..... a goal.
- 7 Doctors are well-paid but their job can be .....

### Speaking

6

5.C7 Presentation Skills Read the text in Ex. 2 again and make notes for Steven under the headings: **name – job – where works – job description – qualities for the job – pros & cons**. Use your notes to present the job to the class.

### Writing

7

5.W3 Watch the . Then write a short text about working as a basketball mascot. Read your text to the class.

..... (job) need to be .....  
..... (qualities) ...  
They work ..... (working hours & place) ...  
They ..... (duties) ...  
..... Their job is .....  
..... but it is .....

# Use of English 4b

## • Subject/Object pronouns

- 1** a) Read the box. What are these words in your language?

|                  |    |     |            |    |     |      |
|------------------|----|-----|------------|----|-----|------|
| Subject pronouns | I  | you | he/she/it  | we | you | they |
| Object pronouns  | me | you | him/her/it | us | you | them |

- b) Find subject/object pronouns in the text.



- 2** Replace the words in bold with the correct pronoun.

- 1 Linda is 12 years old. She
- 2 Look at Tom and Lynn. Tom and Lynn are in Year 9. ....
- 3 How old are Kairat and Berik? ....
- 4 Jim and I are from London. ....
- 5 Look at Steve. Steve is from Mexico. ....

## • Question words

- 3** a) Read the box. Say the highlighted words in your language.

Who: asks about a person – Who's he? Nurlan.  
 What: asks about a thing – What's this? It's a book.  
 Where: asks about a place – Where's Ann from? Italy.  
 How old: asks about age – How old are you? 12.  
 When: asks about time – When's your birthday? In May.  
 What kind of: asks about description/type – What kind of job does your dad do? He's a doctor.

**b)** 5.U6 Complete the questions.

- 1 ".....'s she?" "Gulnara."
- 2 ".....'s she from?" "Kazakhstan."
- 3 "..... is she?" "10."
- 4 ".....'s her favourite subject?" "Art."
- 5 ".....'s her birthday?" "In July."
- 6 "..... cake do you like?" "Chocolate."

- 4** 5.U6 Read the answers. Write the questions.

- 1 What's your name?

My name's Ulan.

- 2 .....?

I'm 10 years old.

- 3 .....?

I'm from Kazakhstan.

- 4 .....?

My dad's name is Kairat.

- 5 .....?

Damir is my friend.

## Speaking

- 5** a) 5.54 Answer the questions about yourselves.

What's your name?

How old are you?

What's your dad's name?

What's his job?

A: What's your name?

B: My name's ...



- b) Ask these questions in your language.

## Writing

- 6** 5.W3 Write four sentences about yourself. Use the verb to be.

My name's Yana. Tamila is my friend. We are 10 years old. We are Kazakhstani.

## Use of English 4b

- **have to/don't have to (rules)**

**7** Read the table. Say the examples in your language.

### Affirmative

I/You/We/They **have to** wear uniform at work.  
He/She/It **has to** work at the weekend.

### Negative

I/You/We/They **don't have to** wear uniform at work.  
He/She/It **doesn't have to** work at the weekend.

### Interrogative

**Do** I/you/we/they **have to** wear uniform at work?  
**Does** he/she/it **have to** work at the weekend?

### Short answers

**Yes**, I/you/we/they **do**. / **No**, I/you/we/they **don't**.  
**Yes**, he/she/it **does**. / **No**, he/she/it **doesn't**.

### Use:

- We use **have/has to** to show obligation. *I have to wear a tie at work. She has to start work at 9:00 am.* (It's the rule.)
- We use **don't/doesn't have to** to show lack of necessity. *You don't have to finish the report today.* (It's not necessary.)

**8** Max and Amy have got new jobs. Look at what they **have/don't have to do**. Fill in: **have to**, **has to** or **doesn't have to**.

#### Max: baker

- get up early
- be friendly
- be creative
- work long hours
- be fit
- be friendly
- protect people
- work long hours

#### Amy: police officer

- 1 Max ..... get up early.
- 2 Amy ..... be fit.
- 3 Max and Amy ..... be friendly.
- 4 Max ..... protect people.
- 5 Amy ..... be creative.
- 6 Max and Amy ..... work long hours.

**9** Complete the exchanges as in the example.

- 1 A: *Does she **have to** start at 9:00 am?*  
B: Yes, she **does**.
- 2 A: ..... they ..... work on Saturdays?  
B: No, they .....
- 3 A: ..... you ..... speak English at work?  
B: Yes, I .....
- 4 A: ..... he ..... work shifts?  
B: No, he ..... He works 9-5.
- 5 A: ..... we ..... clean the office?  
B: No, we ..... There's a cleaner.

**10** Read the list of rules for a pizza delivery boy and then write what Mark **has to do** (✓) or **he doesn't have to do** (✗).



- be on time for work ✓
- have his own transport ✓
- be polite ✓
- wear a suit and tie ✗
- work 9-5 ✗

*Mark has to be on time for work.*

- .....  
.....
- .....  
.....
- .....  
.....
- .....  
.....
- .....  
.....

## Skills 4c

### Study Skills

#### Predicting content

The title and the first and last sentence in each paragraph help you predict the content of the text.

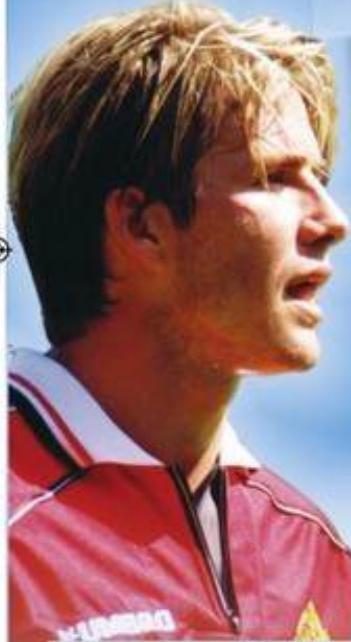
### Reading

- Look at the pictures. Who is the man in the pictures? What is he famous for?**

- 5.7 Read the title of the text and the first and the last sentence in each paragraph. What is the text about?  
Listen, read and check.**

#### Check these words

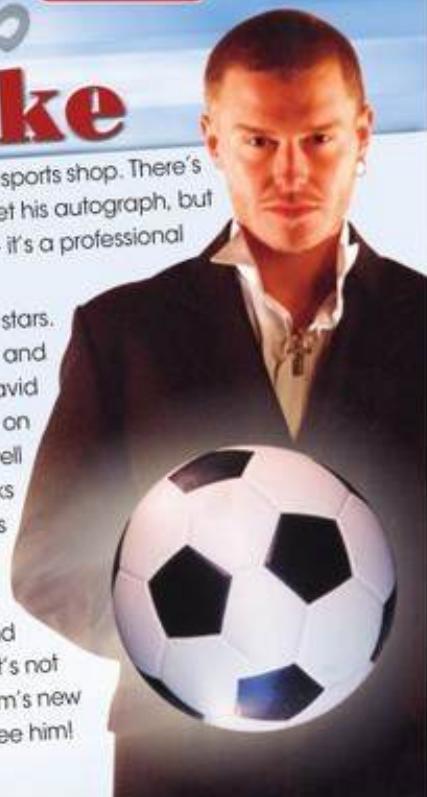
- excited • crowd • autograph
- professional • look-alike • make a living
- events • advertisements • double for
- TV commercials • appearances • success
- voice • similar • seem • keep fit • copy
- hairstyles • be worth it • fans



Imagine you see an excited crowd of people outside a new sports shop. There's someone inside the shop. It's David Beckham! You run to get his autograph, but you can't. That's because it's not the real David Beckham - it's a professional look-alike.

Professional look-alikes are people who look like famous stars. They make a living from appearing at parties, events and sometimes in advertisements. Andy Harmer is David Beckham's best look-alike. He doubles for David Beckham on TV commercials and films. He can also play football well and he makes appearances with the real David! He looks so much like the famous footballer that he is a success wherever he goes. But he doesn't just look like Beckham - his voice is similar to David's too.

As David Beckham's look-alike, he travels the world and meets lots of David's fans. Andy likes what he does, but it's not as easy as it seems. He has to keep fit and copy Beckham's new hairstyles all the time. But it's all worth it when the fans see him!



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

- 1 David Beckham doesn't give autographs. ....
- 2 Andy Harmer is a professional footballer. ....
- 3 You can see Andy on television. ....
- 4 Andy and David sometimes appear together. ....
- 5 Andy doesn't talk like David Beckham. ....
- 6 David Beckham has fans all over the world. ....

**Skills 4c****4 Complete the sentences with similar, keep, copy, crowd, make.**

- There is a ..... of people in the street.
- What does your father do to ..... a living?
- His looks are ..... to Robert Downey Jr's.
- Amir likes to ..... fit in his free time.
- Andy has to ..... the way Beckham looks.

**Speaking****5****Interview Andy Harmer. Use the text for ideas.***A: Andy what do you do?**B: I'm a professional look-alike ...***Talking about people's jobs****6****a) 5.L10 Listen and repeat. What are these jobs in your language?****b) 5.S6 What does each person do at work?****Use the phrases to write or say sentences.**

- do people's hair
- look after sick animals
- take photographs
- repair cars
- fly planes
- look after sick people
- play football
- type letters
- teach children

*A hairdresser does people's hair.***7****5.S2 Find out what your partner's parents do for a living.**

- A: What does your mum do?*  
*B: She's a ... What does your dad do?*  
*A: He's ...*

**Listening****8****5.L9 Listen to Bob talking about his family members and match them to their jobs.**

| People                          | Jobs           |
|---------------------------------|----------------|
| 1 <input type="checkbox"/> Dad  | A vet          |
| 2 <input type="checkbox"/> Mum  | B mechanic     |
| 3 <input type="checkbox"/> Tony | C nurse        |
| 4 <input type="checkbox"/> Joan | D secretary    |
| 5 <input type="checkbox"/> Mary | E photographer |
| 6 <input type="checkbox"/> John | F pilot        |
|                                 | G teacher      |
|                                 | H footballer   |

**Writing****9****5.W3 Complete the email below to your English-speaking pen-friend about your family.**

|          |           |
|----------|-----------|
| From:    | ...       |
| To:      | Pete      |
| Subject: | My family |

Dear Pete,

There are ... members in my family. My dad's very .... He's ... years old and he works as .... My mum ... years old and she's very .... My brother .... He's ... old. My sister .... She's .... What about your family? Write back soon!

...

# Everyday English 4d

**A**
**Smith's Store,  
Preston**

Friendly, Hardworking,  
Enthusiastic Part-time  
Cashier Wanted  
Weekends only  
Ask inside the shop

- Asking for/Giving personal information  
(a job interview)

**1** **S.67** Look at the job adverts (A, B). What are the jobs? What qualities do you need to do these jobs?

**2** **S.68** Look at the dialogue. Which of the jobs in the adverts is it about? Read through and check.

**B**
**Lilac House,  
Westbridge**

Are you fit, careful and hardworking?  
**Work as our  
Gardener!**  
Saturday mornings  
Call Martin Robinson  
on (01202) 384661

A: Hello, welcome to our store. Please have a seat.

B: Thank you.

A: What's your full name?

B: Lucy Stevens.

A: 1) ..... do you do, Lucy?

B: I'm at school.

A: 2) ..... old are you?

B: I'm 16.

A: 3) ..... do you live?

B: At 26 Dale Road.

A: 4) ..... s your phone number?

B: 07938592748.

A: 5) ..... qualities do you have for this job?

B: I'm friendly, hardworking and enthusiastic.

A: You have to work on Saturdays and Sundays. Is that OK?

B: Yes, that's fine.

A: 6) ..... can you start?

B: This Saturday.

A: OK. Come in at 9:30 in the morning.



**3** **S.69** Read the dialogue again. Fill in the gaps with: how, what (x3), where, when.

**4** **Listen and check.**

**5** **Take roles and read the dialogue aloud in pairs.**

**6** **Now look at the other job advert. Act out a dialogue for this job, similar to the one in Ex. 2.**

## Pronunciation /eɪ/, /æ/

**7** **Listen and repeat.**

• /eɪ/: name, age, same

• /æ/: am, that, thanks



- 1** Write as many part-time jobs as you can think of. Compare your list with your partner's.

*babysitter, dog walker, etc.*

- 2** **5.17** Read the title and look at the pictures.

What do you think the blog is about?

Listen and read to find out.



- save money • wait
- law • a day • school
- days • school holidays
- light work • permission

### Daisy's blog

## All in a day's work

Hi everyone. My sister wants to get a part-time job to save some money, but she has to wait until next year. In the UK the law says that teens can have a part-time job when they're 13. Then, we can work for two hours a day on school days, five hours on Saturdays and two on Sundays. We can also work more hours during the school holidays. What about you? Tell me when you can start work in your country.

Posted by: Daisy\_G, 07.3. 15:21

### 1 comment

Hello Daisy! My name is Marat and I'm from Kazakhstan. Here, we have to be 14 before we can have a part-time job. At that age, we can only work for five hours a day and do light work. We also have to get permission from our parents before we can start a job.

Posted by: Marat\_K, 08.3. 18:14

- 3** **5.85** Read the text and mark sentences 1-4 T (true) or F (false).

Correct the false sentences.

In the UK, ...

- 1 children under 13 can't do part-time work. ....  
2 teenagers over 13 can't work at the weekend. ....

In Kazakhstan, ...

- 3 14-year-olds can work all day. ....  
4 14-year-olds can do any kind of work. ....

Complete the sentences with work or job.

- 1 Akhat has a ..... in Astana.  
2 Jack doesn't like hard ..... .  
3 Max doesn't have a ..... . He's out of ..... .  
4 Damira is very hardworking – she has a full-time .....

- 5** **5.87** In groups, do some research online about popular part-time jobs in your country. Find information about one of these jobs and present it to the class. You can use this website: [www.kazakstaneducation-info/Education-Funding/Part-Time-Jobs/index.html](http://www.kazakstaneducation-info/Education-Funding/Part-Time-Jobs/index.html)

## Study

### Skills

#### Easily confused words (work – job)

**work** is an uncountable noun (it does not take **a/an** or have a plural).

*Work is good for us.* ✓  
*A work is good for us.* X

**job** is a countable noun (it takes **a/an** and has a plural).

*I have a good job.* ✓  
*I have a good work.* X



## Across the Curriculum 4f

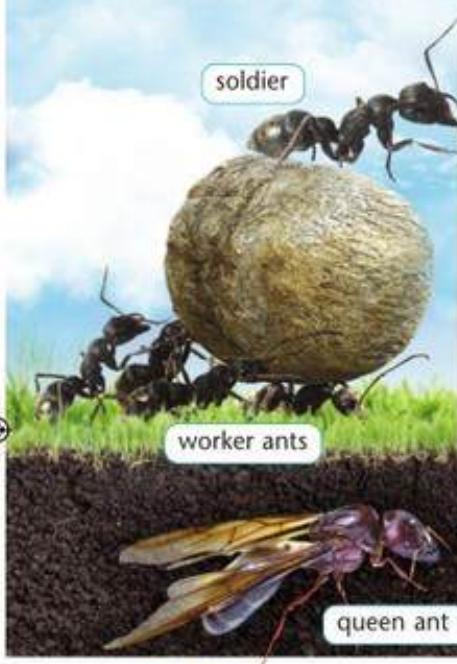
Science

### Amazing Ants

soldier

worker ants

queen ant



#### DID you KNOW?

Ants can carry 20 times their own weight!

- 5.17** Read again and replace the words in bold with: **queen ant, worker ant, soldier ant, drone.**

- Some ant colonies don't have **these**. ....
- They leave the nest when the weather is good. ....
- There are many of **these** in each colony. ....
- They are the biggest kind of ant in many colonies. ....

- 5.18**  Write down three facts from the text that you find interesting. Tell the class.

- 5.19**   In groups collect more information about ants and prepare a short T/F quiz about them. Swap quizzes with another group and do the quiz.

# Writing 4g

- A blog entry about your favourite singer



1

S.85 Look at the text. What is it:  
an email? a blog? What is it about?

Listen, read and check.

Naulan's blog



Check these words

voice • music • different  
language • film

## Who's your favourite singer?

My favourite singer is Aykin Tolepbergen. He's Kazakhstani and he's got a great voice. He sings pop music. My favourite song is *Only You*.

Aykin can sing in different languages: Kazakh and English. He lives with his parents. He has a brother and a sister. Their names are Aydyn and Gaukhar.

Aykin likes Jennifer Lopez's music. He also likes her films. Aykin is a big star in Kazakhstan.

Do you know him?

[Post your comment](#)

2

S.86 Read the email and answer the questions.

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1 Where is Aykin Tolepbergen from? | 4 Has he got any brothers or sisters? |
| 2 What does he sing?               | 5 Whose music does he like?           |
| 3 Who does he live with?           |                                       |

3

S.W3 Write the sentences in the correct order.

- |                             |                              |
|-----------------------------|------------------------------|
| 1 American/is/jenny         | 5 he/got/pet/has/a?          |
| 2 football/she/like/doesn't | 6 they/are/Chinese?          |
| 3 do/the guitar/they/play?  | 7 like/he/vegetables/doesn't |
| 4 he/play/the/can't/piano   | 8 teacher/her/is/a/mum       |

4

S.54 Collect information about your favourite singer. Answer the questions.

- |                                |   |
|--------------------------------|---|
| 1 Who's your favourite singer? | 4 Has he/she got any brothers or sisters? |
| 2 Where's he/she from?         | 5 Has he/she got any pets?                |
| 3 What can he/she do?          | 6 What's your favourite song?             |

5

S.W6 S.W7 S.W8 Use your answers from Ex. 4 to write a blog entry similar to the one in Ex. 1 (50-70 words).

**Para 1:** your favourite singer, nationality, your favourite song

**Para 2:** what he/she can do, number of members in his/her family, what he/she likes

# EDUTAINMENT 4

## VALUES

### Working well

- 1 a) **S.C4** Read the list below. Which are important when you have a job? Which are not important? List them in order of importance (1 = most important, 10 = least important). Compare with your partner.

- be on time • be fit • have fun • dress well
- be polite • work hard • say thank you
- work quickly • help others • be quiet

- b)  In groups, choose five phrases from the list in Ex. 1a and make a poster with the title **How to work well**. Find pictures to illustrate your poster. Display the poster in your classroom.

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

- 1 A waterslide tester is not well paid.  
.....
- 2 Temple University has a red owl as a mascot.  
.....
- 3 A basketball mascot has to be creative.  
.....
- 4 David Beckham's look-alike can't play football.  
.....
- 5 13-year olds in Kazakhstan can do part-time work.  
.....
- 6 Worker ants are all males.  
.....
- 7 Every ant colony has soldier ants.  
.....

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

- 4 **Song:** What is your daily routine like? Is it the same as the singer?

Listen and read to find out.

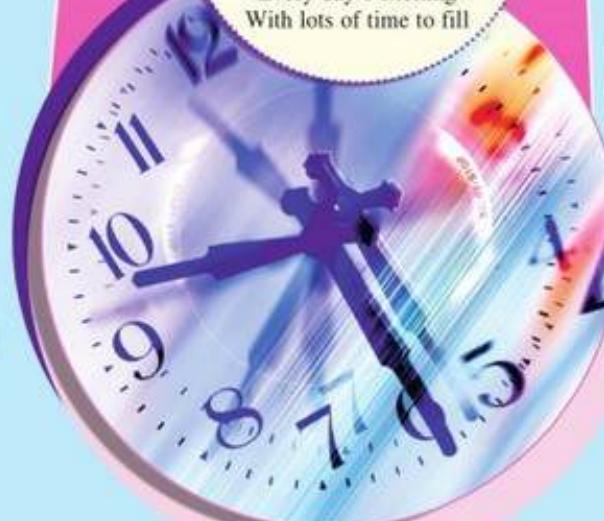
### VIDEO

I get up in the morning  
Can't wait to start my day  
Every day's a new day  
With time to work and play  
I'm busy in the mornings  
And in the evenings, too  
The weekdays are just crazy  
There's always lots to do

*Tick tock, tick tock  
I'm busy round the clock  
Tick tock, tick tock  
I never, never stop*

I go to school on weekdays  
I have fun at weekends  
I ride my bike, I skateboard  
And hang out with my friends  
I'm happy when I'm busy  
I don't want to stay still  
Every day's exciting  
With lots of time to fill

## Tick Tock



# MODULE 5

## Creativity

### ► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: describing a past event
- Writing an informal email about an event you attended

#### Themes:

- mythical creatures • types of films
- famous people
- musical instruments & types of music
- Famous people in Kazakhstan, Northern Ireland & Spain

#### VALUES: Appreciate art

#### Language Focus:

- was/were • had • could
- past simple (regular/irregular verbs)
- there was/there were

### Vocabulary

#### • Mythical creatures

1

5.10 Look at the pictures.

Listen and repeat. What are these creatures in your language?

2

5.56 Listen, repeat and point to: a thick mane, a single eye, a horn, a long tail, sharp claws, a beak, big wings, sharp teeth, long feathers.

3

5.51 Which of the creatures looks like: a horse? a huge snake? a giant? an eagle?



Find the page numbers for

- musical instruments
- a Kazakhstani author
- a painter
- an email


4

5.51 5.UE1 5.UE3 Describe the creatures.

A unicorn looks like a horse. It has got a horn, a thick mane and a long tail.

## Reading 5a



J.K. Rowling, the creator of Harry Potter, uses a lot of weird and wonderful creatures from mythology. How different are they from the mythical creatures? In the Harry Potter books:

**Centaurs** live in forests. They are very intelligent. They study the stars and the planets and sometimes see the future. Most centaurs stay far away from people, but one of them, Firenze, saves Harry's life. He even becomes a teacher at Harry's school.

The **Phoenix** is a beautiful bird. Harry's headmaster has a pet phoenix called Fawkes. Tears from its eyes save Harry's life after a poisonous monster bites him. Harry is shocked when Fawkes suddenly bursts into flames one day. Of course, Fawkes is born again from the ashes.

**Chimeras** live near volcanoes. They are very dangerous and very difficult to kill.

1

**Look at the pictures. Which of the creatures: is half human and half horse? has got a human head? has got three heads? has got a long tail and a sharp beak?**

2

**S.R1 Read the title and the introduction to the text. Who's Harry Potter? How are these creatures related to him?**

**2 Listen and read to find out.**



### Check these words

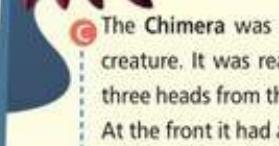
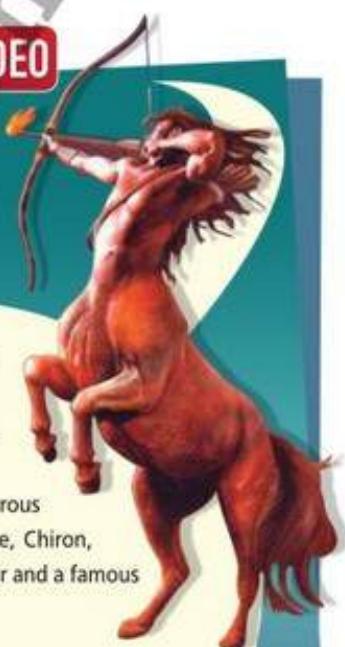
- weird • mythology
- mythical creature • forest
- intelligent • tear • poisonous
- monster • volcano • medicine
- burst • ashes • heal • wound
- bite • breathe • fire



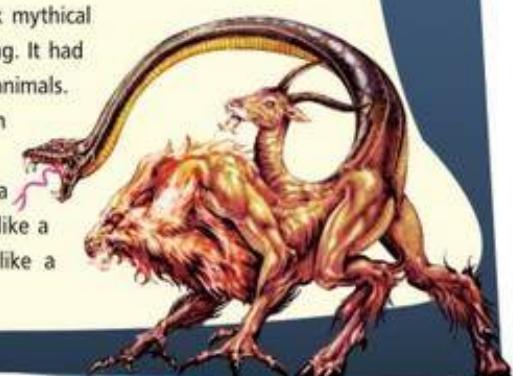
# Mythical Creatures



A Centaurs were half human and half horse. They were from the mountains and forests of central Greece. They were wild, dangerous beasts – except for one, Chiron, who was an astronomer and a famous teacher of medicine.



B The Phoenix was a beautiful red or purple bird with a long golden tail. It was from India and Egypt. It could burst into flames and could be born again from the ashes. Its tears could heal someone's wounds.



## Vocabulary 5a

**3** 5.86 Read the text and mark the sentences *T* (true) or *F* (false).

- 1 Centaurs had two heads. ....
- 2 Centaurs could see the future. ....
- 3 Centaurs' homes were in the mountains and forests. ....
- 4 The Phoenix was an ugly bird. ....
- 5 The Phoenix could heal someone's wounds with its tears. ....
- 6 The Chimera had three lion heads. ....
- 7 The Chimera was very scary. ....
- 8 The Chimera could breathe fire. ....

**4** THINK! How are the creatures in mythology similar to or different from the same creatures in the Harry Potter books? Tell the class.

**5** 5.51 5.57 Look at the pictures, choose a creature and write a few sentences about it. Make two mistakes. Read it to your partner, who corrects you.

- Types of films

**6** 5.51 5.57 Match the titles to the types of films. Make sentences.

- |                    |             |                   |
|--------------------|-------------|-------------------|
| a action           | e horror    | i detective       |
| b animated cartoon | f musical   | j western         |
| c comedy           | g adventure | k science-fiction |
| d historical       | h romance   | l fantasy         |

'The Dragon' is a fantasy film.



### Speaking

- Agreeing/  
Disagreeing

**7** 5.83 In pairs talk about types of films, as in the examples.

- A: Do you like action films?  
B: Yes, I love them.  
A: So do I. They're exciting.  
B: How about musicals?  
A: I don't like musicals.  
B: Neither do I. They're boring.  
• A: I don't like horror films.  
B: Really? I do.  
• A: I like westerns.  
B: Really? I don't.

- Adjectives

**8** 5.54 Use the words to talk about the films in Ex. 6.



- A: 'The Dragon' was on TV last night.  
B: Really? What was it like?  
A: It was exciting.

### Writing

**9** 5.51 5.84 Prepare a short presentation of other mythical creatures. You can use the key phrase: mythical creatures.

# Use of English 5b

- *was/were*

## 1 Read the table and complete the gaps.

| Affirmative            | Negative                                    |
|------------------------|---|
| I <b>was</b> late.     | I <b>was not/wasn't</b> late.               |
| You <b>were</b> late.  | You <b>were not/weren't</b> late.           |
| He <b>was</b> late.    | He <b>was not/wasn't</b> late.              |
| She <b>was</b> late.   | She <b>was not/wasn't</b> late.             |
| It 1) ..... late.      | It <b>was not/wasn't</b> late.              |
| We <b>were</b> late.   | We <b>were not/weren't</b> late.            |
| You 2) ..... late.     | You <b>were not/3)</b> ..... late.          |
| They <b>were</b> late. | They <b>were not/weren't</b> late.          |
| Interrogative          | Short Answers                               |
| Was I late?            | Yes, I <b>was./No, I wasn't.</b>            |
| Were you late?         | Yes, you <b>were./No, you weren't.</b>      |
| Was he late?           | Yes, he <b>was./No, he 6)</b> .....         |
| 4) ..... she late?     | Yes, she <b>was./No, she wasn't.</b>        |
| Was it late?           | Yes, it <b>was./No, it wasn't.</b>          |
| Were we late?          | Yes, we <b>were./No, we 7)</b> .....        |
| Were you late?         | Yes, you <b>8) ..... ./No, you weren't.</b> |
| 5) ..... they late?    | Yes, they <b>were./No, they weren't.</b>    |

## 2 Complete with: was or were.

- Thanar ..... at the cinema last Sunday.
- Helen and Damir ..... at school yesterday.
- Seruk ..... at work yesterday.
- We ..... at home last night.
- She ..... very sad yesterday.

## 3 Write sentences, as in the example.

Use *wasn't* or *weren't*.

- Sauran/not be/at home/last Sunday  
*Sauran wasn't at home last Sunday.*
- They/not be/in Rome/last month
- Milena/not be/at the party
- I/not be/at the gym/yesterday
- You/not be/at Jane's house

## 4 Complete with: was or were. Then answer the questions.

|     | Juliya  | Peter   | Zhankanger |
|-----|---------|---------|------------|
| MON | home    | gym     | gym        |
| TUE | cinema  | park    | school     |
| WED | theatre | cinema  | theatre    |
| THU | zoo     | library | zoo        |

- Was Juliya at the zoo last Monday?  
*No, she wasn't.*
- ..... Peter and Zhankanger at the gym last Monday? .....
- ..... Zhankanger at the park last Thursday? .....
- ..... Juliya at the theatre on Wednesday? .....
- ..... Zhankanger and Juliya at the zoo on Thursday? .....
- ..... Peter at the park on Thursday? .....
- ..... Juliya and Zhankanger at the theatre on Wednesday? .....

## • Talking about the past

### 5

5.53

5.54



Find out about your partner.

|                                  |                                       |
|----------------------------------|---------------------------------------|
| yesterday morning<br>last Monday | last Saturday morning<br>two days ago |
| at the park                      | at the theatre                        |
| at the cinema                    | at the zoo                            |
| at the gym                       | at the beach                          |
| at home                          | at school                             |

A: Were you at the park yesterday morning?

B: Yes, I was./No, I wasn't.

## Pronunciation (strong & weak forms)

### 6

- Read the table, then listen and repeat. Which sentences contain: strong forms? weak forms?

|              |               |   |
|--------------|---------------|---|
| weak forms   | /wɔ:/, /wɒr/  | • John was at school yesterday.   |
| strong forms | /wəz/, /wɜːz/ | • Was the film good?<br>• The books were on the floor.<br>• Were they at the gym? |

- Find more examples of weak forms in the exercises on this page.

# Use of English 5b

- **had**

- 7** Read the table. How do we form the negative/interrogative form of had?

|               |  |
|---------------|--|
| Affirmative   | I/you/he/she/it/we/you/ they<br><b>had</b> ...                                       |
| Negative      | I/you/he/she/it/we/you/they<br><b>didn't have</b> ...                                |
| Interrogative | <b>Did</b> I/you/he/she/it/we/you/they <b>have</b> ...?                              |
| Short Answers | <b>Yes</b> , I/you/he etc. <b>did</b> .<br><b>No</b> , I/you/he etc. <b>didn't</b> . |

- 8** The picture shows a kitchen from Victorian times in England. Complete the sentences with had/didn't have.



*In the 1800s people ...*

- 1 ..... vacuum cleaners.
- 2 ..... cookers.
- 3 ..... fridges.
- 4 ..... fireplaces.
- 5 ..... electricity.
- 6 ..... televisions.
- 7 ..... computers.
- 8 ..... wooden tables.

**9**

- 5.54 What did/didn't your partner have at the age of five? Use the phrases to find out.

- long/short hair • a dog • a guitar • a DVD player
- a digital camera • a computer • a bike
- a skateboard • your own room • a mobile phone

A: *Did you have long hair at the age of five?*

B: *Yes, I did./No, I didn't.*

- **could**

- 10** Read the table.

|               |  |
|---------------|--|
| Affirmative   | I/you/he/she/it/we/you/they <b>could</b> ...   |
| Negative      | I/you/he/she/it/we/you/they <b>couldn't</b> ...  |
| Interrogative | <b>Could</b> I/you/he/she/it/we/you/they ...?  |
| Short Answers | <b>Yes</b> , I/you/he etc <b>could</b> .<br><b>No</b> , I/you/he etc <b>couldn't</b> . |

- 11** Complete with: could or couldn't.

- 1 Ravan ..... read at the age of six. (X)
- 2 Laura and Ravan ..... write at the age of six. (X)
- 3 Laura ..... draw at the age of six. (✓)
- 4 Laura ..... swim at the age of six. (X)
- 5 Ravan ..... count at the age of six. (✓)

- Talking about past abilities

- 12** 5.54 What could/couldn't your partner do at the age of seven? Use the phrases to find out.

- speak English • read • swim • ride a bicycle
- draw • cook • play football • dive • dance

A: *Could you speak English at the age of seven?*

B: *Yes, I could./No, I couldn't.*

**13**

5.W4 5.W7

- Complete the sentences about yourself. Tell your partner.

When I was seven years old, I had ... . I didn't have ... . I could ... . I couldn't ... . My favourite toy was ... . My favourite food was ... . My favourite things were ... .

# Reading 5c

## THE Samruk



### Reading

- 1** **S.9** What do you know about the Samruk? What else would you like to know about it? Think of three questions.  
**S.10** Listen and read the text. Can you answer your questions?

#### Check these words

- magic • long ago • travel
- steppe • nest • branch • spring
- golden egg • appear • contain
- happiness • wish • summer
- hatch • winter • disappear
- dragon • underworld • beneath
- swallow • crawl • legend • foot

The Samruk was a magic bird. She lived in Kazakhstan long ago. Every year, she travelled to the Tree of Life out on the steppe. The Samruk had a nest high in the branches of the tree. In spring, a golden egg appeared in the nest. Some people say the egg contained the happiness and wishes of all the people in the world. All summer, the bird stayed in the tree, but the egg didn't hatch. Then, in winter, the Samruk disappeared, leaving her egg in the nest.

A huge dragon lived in the underworld beneath the tree. He watched the Samruk leave and then he climbed up the trunk of the tree to the Samruk's nest. He swallowed the golden egg and crawled back down to the underworld.

The next spring, the Samruk returned to the Tree of Life again and another golden egg appeared. The same thing happened year after year.

According to legend, Baiterek is the Tree of Life. Every year the Samruk lays an egg on it, the Sun. Ajdahar, a dragon that lives at the foot of the Tree of Life swallows it. The Samruk's story tells us that, just as day follows night and spring follows winter, good times follow difficult times in our lives.

- 2** **S.11** **S.12** **S.16** Read the text again and mark the sentences

T (true), F (false) or DS (doesn't say).

- 1 The Tree of Life was far away from the Samruk's home. ....
- 2 The Samruk had a golden nest. ....
- 3 The Samruk was sad because her egg didn't hatch. ....
- 4 The dragon wanted to eat the egg. ....

- 3** **S.51** **S.58** Match the words in the two columns. Use the phrases to say or write a summary of the text.

- |                            |                        |                        |
|----------------------------|------------------------|------------------------|
| <input type="checkbox"/> 1 | she travelled to       | a appeared on the tree |
| <input type="checkbox"/> 2 | a golden egg appeared  | b in winter            |
| <input type="checkbox"/> 3 | the egg                | c in the nest          |
| <input type="checkbox"/> 4 | the Samruk disappeared | d the golden egg       |
| <input type="checkbox"/> 5 | a dragon climbed       | e the Tree of Life     |
| <input type="checkbox"/> 6 | the dragon swallowed   | f didn't hatch         |
| <input type="checkbox"/> 7 | the Samruk returned    | g up the tree          |
| <input type="checkbox"/> 8 | another golden egg     | h next summer          |

The Samruk was a magic bird from Kazakhstan. Every year, she travelled to the Tree of Life.

# Vocabulary 5c

## Study Skills

### Reading years

In English, we read the years as two sets of two digit numbers.

**1561** = fifteen sixty-one

**1807** = eighteen oh seven

**1972** = nineteen seventy-two

**BUT**

**2009** = two thousand and nine

## Speaking

4

5.53

5.54



Look at the pictures.

Ask and answer as in the example.



Anna Pavlova  
(1881-1931)  
Russian ballerina

Diego Velazquez  
(1599-1660)  
Spanish painter

3

2



James Joyce  
(1882-1941) Irish writer

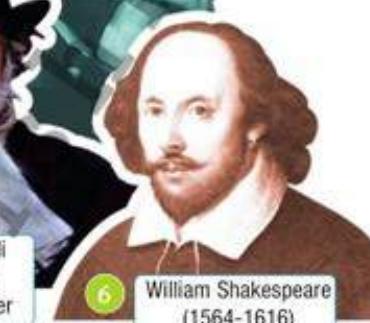
4



Giuseppe Verdi  
(1813-1901)  
Italian composer



Agatha Christie  
(1890-1976)  
British writer



William Shakespeare  
(1564-1616)  
British playwright

A: What was Anna Pavlova?

B: A famous Russian ballerina.

A: When was she born?

B: In 1881.

A: When did she die?

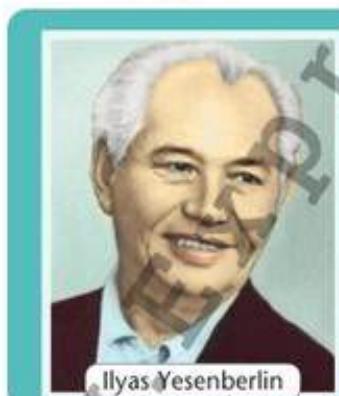
B: In 1931.

## Listening & Writing

5

5.18

Listen and complete the fact file in your notebook.



Ilyas Yesenberlin

Born in Atbasar, Akmola, on 10th January 1

Worked as: a builder and a 2

Was interested in: the history of 3

Famous for: *The Nomads* (three books about the history and heroes of the 4 )

Died on 5th 5 1983

6

5.W4

5.W6

5.W7

Complete the paragraph with information from Ex. 5. Read it to the class.

Ilyas Yesenberlin was born in ... . He worked as ... . He was interested in .... He is famous for ... . He died on ... .

Student's Book: Language Review 5c

Workbook: 5c

MODULE 5

# Use of English 5d

- Past simple (affirmative) – regular verbs

**1** Read the table and complete the rule.  
Say the example in your language.

## Affirmative

I **played** tennis yesterday.  
You **played** tennis yesterday.  
He **played** tennis yesterday.  
She **played** tennis yesterday.  
It **played** tennis yesterday.  
We **played** tennis yesterday.  
You **played** tennis yesterday.  
They **played** tennis yesterday.

**Form:** verb + .....

We use the past simple for actions which happened at a certain time in the past.

*He watched TV last night.* (When? Last night.)

## Spelling:

- verbs ending in -e + -ed *like - liked*
- verbs ending in consonant + -y → -ied  
*try - tried*
- verbs ending in vowel + -y + -ed *play - played*
- verbs ending in one stressed vowel between two consonants, double the last consonant + -ed *stop - stopped*
- verbs ending in -l, double the -l + -ed  
*travel - travelled*

**Time expressions:** yesterday afternoon/morning, last night/week/month, two days/weeks ago, etc.

**2** Put the verbs in brackets into the past simple.

Genghis Khan 1) **lived** (**live**) in northeast Asia 800 years ago. His people 2) ..... (**call**) him 'Genghis Khan' which means 'great king'. He 3) ..... (**start**) the Mongol Empire. He 4) ..... (**join**) many tribes together. He 5) ..... (**invade**) many parts of China and Central Asia. Some people 6) ..... (**hate**) him and some people 7) ..... (**like**) him. He 8) ..... (**die**) in 1227. His men 9) ..... (**bury**) him somewhere in Mongolia but no one knows where.



- Past simple (negative)

**3** Read the table and complete the rule.  
Say the example in your language.

## Negative

I **did not/didn't** play tennis yesterday.  
You **did not/didn't** play tennis yesterday.  
He **did not/didn't** play tennis yesterday.  
She **did not/didn't** play tennis yesterday.  
It **did not/didn't** play tennis yesterday.  
We **did not/didn't** play tennis yesterday.  
You **did not/didn't** play tennis yesterday.  
They **did not/didn't** play tennis yesterday.

**Form:** noun/pronoun + ..... + base form of the main verb  
*I didn't listen to music yesterday.*

**4** Read the text in Ex. 2 again and correct the false statements.

- Genghis Khan died in 1224.  
*He didn't die in 1224. He died in 1227.*
- Genghis Khan lived in Europe.
- He started the British Empire.
- He joined only two tribes together.
- He invaded many parts of Australia.
- His men buried him in Italy.

## Pronunciation /t/, /d/, /ɪd/

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

|         | /t/ | /d/ | /ɪd/ |
|---------|-----|-----|------|
| watched |     |     |      |
| wanted  |     |     |      |
| liked   |     |     |      |

|         | /t/ | /d/ | /ɪd/ |
|---------|-----|-----|------|
| played  |     |     |      |
| stopped |     |     |      |
| walked  |     |     |      |

Find all the past verb forms in the text in Ex. 2. How do we pronounce -ed in each?

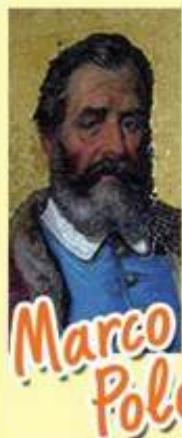
# Use of English 5d

- Past simple (interrogative)

## 6 Complete the table.

| Interrogative                      | Short answers                           |
|------------------------------------|---|
| Did I play tennis yesterday?       | Yes, I did./No, I didn't.               |
| Did you play tennis yesterday?     | Yes, you did./No, you 2) .....          |
| Did he play tennis yesterday?      | Yes, he 3) ..... / No, he didn't.       |
| Did she play tennis yesterday?     | Yes, she did./No, she didn't.           |
| 1) ..... it play tennis yesterday? | Yes, it did./No, it 4) .....            |
| Did we play tennis yesterday?      | Yes, we did./No, we didn't.             |
| Did you play tennis yesterday?     | Yes, you did./No, you 5) .....          |
| Did they play tennis yesterday?    | Yes, 6) ..... did./No, 7) ..... didn't. |

## 7 a) Put the verbs in brackets into the past simple.



Marco Polo 1) ..... (live) in Venice in the 13th century. He 2) ..... (travel) to Asia with his father and his uncle in 1271. They 3) ..... (visit) the court of Kublai Khan, the grandson of Genghis. They 4) ..... (stay) in Asia for 17 years. Marco Polo 5) ..... (explore) all of China and the Silk Road. He 6) ..... (return) to Venice in 1295. People 7) ..... (enjoy) the stories about his adventures. He 8) ..... (die) in 1324.



## b) 5.54 Put the words in the correct order to form questions based on the text. Answer them.

- 1 Marco Polo/live/Did/Venice/in?  
*Did Marco Polo live in Venice? Yes, he did.*
- 2 he/Asia /travel/his mother and father/Did/to/with?  
*Did his mother and father travel to Asia?*
- 3 the/Kublai Khan/court/of/they/Did/visit?  
*Did they visit the court of Kublai Khan?*
- 4 stay/they/Asia/17 years/Did/in/for?  
*Did they stay in Asia for 17 years?*
- 5 Marco Polo/Did/explore/China/all/of?  
*Did Marco Polo explore all of China?*
- 6 1295/he/Did/return/Venice/to/in?  
*When did he return to Venice?*
- 7 people/his/stories/enjoy/Did?  
*Did he enjoy his stories?*
- 8 he/Did/die/1326/in?  
*When did he die?*

## Speaking

### 8 5.54 What did your partner do yesterday afternoon? Use the phrases to find out.

- listen to music
- watch TV
- play computer games
- study English
- meet your friends
- cook dinner
- go to school

A: *Did you listen to music yesterday afternoon?*  
B: *No, I didn't.*

## Writing

### 9 5.51 In three minutes write three things you did yesterday and three things you didn't do yesterday. Find someone in the class who did exactly the same things as you.

**Smile**



## Skills 5e

### Reading & Listening

**1** **S.R2** What do you know about the island of Atlantis? How are these names related to Atlantis?

- Plato • Poseidon • the Mediterranean
- the Azores • Sardinia • Malta • Santorini

Listen and read to find out.



#### Check these words

- date back to • philosopher
- peaceful • create • protect
- temple • dedicated
- sailor • trader • field
- raise • rule • palace
- fountain • earthquake
- disappear • survive
- empire • sink • destroy

# The Lost Island of ATLANTIS



The myth of Atlantis dates back to 355 BC. In his book *Timaeus*, Plato, a Greek philosopher, wrote about an island in the Atlantic Ocean. Atlantis was a peaceful and rich country. Poseidon, the Greek god of the sea, created and protected it.

#### The Capital City

The capital city of Atlantis was amazing. In the centre, there was a temple dedicated to Poseidon. Inside the temple, stood a gold statue of Poseidon driving six horses.

#### The people

The people were very rich. They were mostly sailors and traders. They had large ships and sailed all around the world. Some people were farmers and worked in the fields. They also raised cows and sheep.

#### The kings

The kings who ruled the island lived in beautiful palaces. Their walls were covered in gold and silver. There were also lovely statues, paintings and fountains in the palaces.

#### The earthquake

People lived happily until one day, a terrible earthquake happened. The island disappeared into the ocean. Only a few people survived to tell the story of the great empire.

#### Did Atlantis exist?

There are many theories about where Atlantis was. It was either near the Azores, or in the Mediterranean Sea, near Sardinia, Crete, Malta or Santorini. It seems that the area between Santorini and Crete in Greece is the most probable. Many people believe Atlantis sank at the same time a great earthquake destroyed the island of Santorini.

**Skills 5e****2**

5.R3

5.R6

**Read the text and answer the questions.**

- 1 Who was Plato?
- 2 When did the myth of Atlantis start?
- 3 Who was Poseidon?
- 4 What did the capital city look like?
- 5 What was inside the temple?
- 6 What did the Atlanteans do?
- 7 Where did the kings live?
- 8 How did Atlantis disappear?
- 9 Where could Atlantis be?
- 10 Why is Santorini the most probable location of Atlantis?

**Study Skills****Asking comprehension questions**

To ask comprehension questions read the text and underline key words/phrases. This will help you prepare your questions.

**3****Speaking**

5.S4

**Ask and answer questions based on the text. Use these words and the past simple.**

- who • where • what • when • how

*A: Who was Plato?**B: A philosopher. Where was he from? etc***• Narrating past events****4**

5.S8

**Read the text again. Use the verbs below to write or give the class a summary of the text.***Poseidon, the Greek god of the sea, created and protected Atlantis.***• There was/there were****5****Read the note and say what the examples mean in your language.****Write more examples based on the text in Ex. 1.****6****5.W1 Write four things you remember from the text in five minutes. Then, tell your friend.****Writing****7**

5.C4

5.W1

**Imagine you lived in Atlantis. Decide who you are e.g. the king, a farmer, a sailor or a trader and write a diary entry (50 words) about what you did last Monday. Read your entry to the class.****5.C3 Who else in the class had a similar day to yours?****Student's Book: Language Review 5e****Workbook: Se & Presentation Skills 5****MODULE 5**

# Use of English 5f

- Past simple (irregular verbs)

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

|               |  |
|---------------|--|
| Affirmative   | I/you/he/she/it/we/you/they <b>went</b> to the cinema yesterday.                           |
| Negative      | I/you/he/she/it/we/you/they <b>didn't go</b> to the cinema yesterday.                      |
| Interrogative | <b>Did</b> I/you/he/she/it/we/you/they <b>go</b> to the cinema yesterday?                  |
| Short Answers | <b>Yes</b> , I/you/he/she etc <b>did</b> .<br><b>No</b> , I/you/he/she etc <b>didn't</b> . |

Irregular verbs have irregular past forms.

We **ate** pizza last night.

She **met** her friends yesterday.

**2** Match the verbs (1-17) to their past forms (a-q).

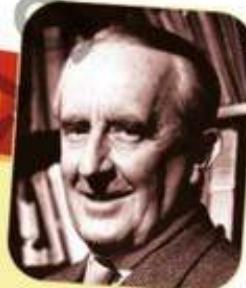
- |    |        |
|----|--------|
| 1  | eat    |
| 2  | make   |
| 3  | wear   |
| 4  | take   |
| 5  | do     |
| 6  | be     |
| 7  | go     |
| 8  | have   |
| 9  | meet   |
| 10 | come   |
| 11 | become |
| 12 | write  |
| 13 | buy    |
| 14 | sing   |
| 15 | drink  |
| 16 | begin  |
| 17 | fight  |

- |   |          |
|---|----------|
| a | wrote    |
| b | was/were |
| c | fought   |
| d | became   |
| e | went     |
| f | made     |
| g | had      |
| h | bought   |
| i | did      |
| j | wore     |
| k | ate      |
| l | took     |
| m | drank    |
| n | sang     |
| o | met      |
| p | came     |
| q | began    |

- 3** a) Read the biography and put the verbs into the *past simple*. Which are irregular?

## J.R.R. Tolkien

(1892-1973)



J.R.R. Tolkien **1** .....  
**(be)** born in South Africa but he **2** ..... **(go)** to school in Birmingham, England. Tolkien loved languages as a child. In his lifetime, Tolkien **3** .....  
**(create)** 15 new fantasy languages! Tolkien **4** ..... **(fight)** in World War I. In 1916, he **5** ..... **(marry)** Edith Bratt and they **6** ..... **(have)** four children. In 1925, he **7** ..... **(become)** a professor at Oxford University. Tolkien **8** .....  
**(begin)** writing *The Hobbit* in 1936. It **9** ..... **(make)** Tolkien very famous. Later, he **10** .....  
**(write)** *The Lord of the Rings*. It **11** ..... **(take)** him about ten years to write this book. Tolkien **12** .....  
**(die)** on 2nd September, 1973.



- b) Write questions and answer them, as in the example.

- Where/Tolkien/go to school?  
*Where did Tolkien go to school?*  
*He went to school in Birmingham, England.*
- How many fantasy languages/Tolkien/create?  
 3
- Which war/he/fight in?  
 4
- Who/he/marry?  
 5
- When/he/marry/her?  
 6
- How many children/they/have?  
 7
- When/Tolkien/become/professor?  
 8
- What/he/begin writing/in 1936?  
 9
- How long/he/take/to write 'The Lord of the Rings'?  
 10
- When/Tolkien/die?  
 11

# Use of English 5f

## 4 Put the verbs in brackets into the past simple.

Hi Helen!

How are you? I'm fine! I 1) ..... (go) to Sauran with my family last weekend. It's a beautiful ruined city. The Arabs 2) ..... (build) it hundreds of years ago!

We 3) ..... (spend) the whole morning there. We walked around the city and we 4) ..... (speak) to some archaeologists. They 5) ..... (know) lots of things about Sauran. They 6) ..... (tell) us that, in the 14th century, it was the capital of the White Horde!

At lunchtime, we 7) ..... (eat) a picnic outside in the sunshine. It was very quiet and peaceful. There weren't many people in Sauran, but we 8) ..... (see) eagles, horses, lizards and cute tortoises exploring the ancient city! We 9) ..... (have) a really great time!

10) .....  
(you/have) a nice birthday?

Write back soon,

Kamila



## 5 Read the text in Ex. 4 again and correct the false statements.

- 1 Kamila went to Sauran yesterday.  
*She didn't go yesterday. She went last weekend.*
- 2 The English built Sauran.
- 3 Kamila and her family spent the whole day there.
- 4 They spoke to some tour guides.
- 5 They ate their picnic inside.
- 6 They saw lots of people exploring the city.

## 6 Ask and answer, as in the example.

- 1 you/go to cinema/Saturday?  
*A: Did you go to the cinema on Saturday?*  
*B: Yes, I did./No, I didn't.*
- 2 your dad/read a book/last week?
- 3 you/listen to music/yesterday?
- 4 you/buy a DVD/last month?
- 5 your family/visit a castle/last year?

## 7

5.51 5.W1 Use the time expressions to write or say sentences about yourself, as in the example.

yesterday last night last Sunday

yesterday morning two years ago

*I went to the museum yesterday.*

### • Talking about the past

## 8

5.54 Use these verbs to find out what your partner did last weekend.

- watch • eat • study English
- go • read • drink • listen
- meet • buy • write

*A: Did you watch TV?*

*B: Yes, I did.*

## Writing

## 9

5.W4 5.W7 Write a short email to your English pen-friend about what you did last weekend.

Hi ...!

How ...? I ... with ... last weekend.

We .... the whole day there.

In the morning, we ... .

In the afternoon, we ... .

I ... very much.

It ... fun!

Write ...

...

# Everyday English 5g

- Describing a past event

**1** Listen and repeat.

- How are you today, Sam? • Much better, thanks.
- It's a pity you couldn't make it. • No, she wasn't. She was ill.
- Matt's costume was fantastic. • What was he? • I don't believe it!

**2** The sentences above are from a dialogue between two friends.  
What is the dialogue about?

Listen, read and check.

- Bob: How are you today, Sam?  
 Sam: Much better, thanks. How was Mark's party?  
 Bob: It was great. It's a pity you couldn't make it.  
 Sam: I know. So, who else was there?  
 Bob: Jane, Scott, Matt, you know all of Mark's classmates, and his cousins.  
 Sam: Was Lucy there?  
 Bob: No, she wasn't. She was ill.  
 Sam: Did you have a nice time?  
 Bob: Yes, we did. The music was great and the food was delicious. Matt's costume was fantastic.  
 Sam: Really? What was he?  
 Bob: He was a dragon.  
 Sam: I don't believe it! Could he move around?  
 Bob: No, he couldn't. But it was OK. He was the DJ!

**3** 5.R2 Read the dialogue. How was Bob's weekend?

**4** a) Find sentences in the dialogue which mean:

*How are you feeling today? – It was amazing. –*

*I'm sorry you weren't there. – Was it fun? – You must be kidding!*

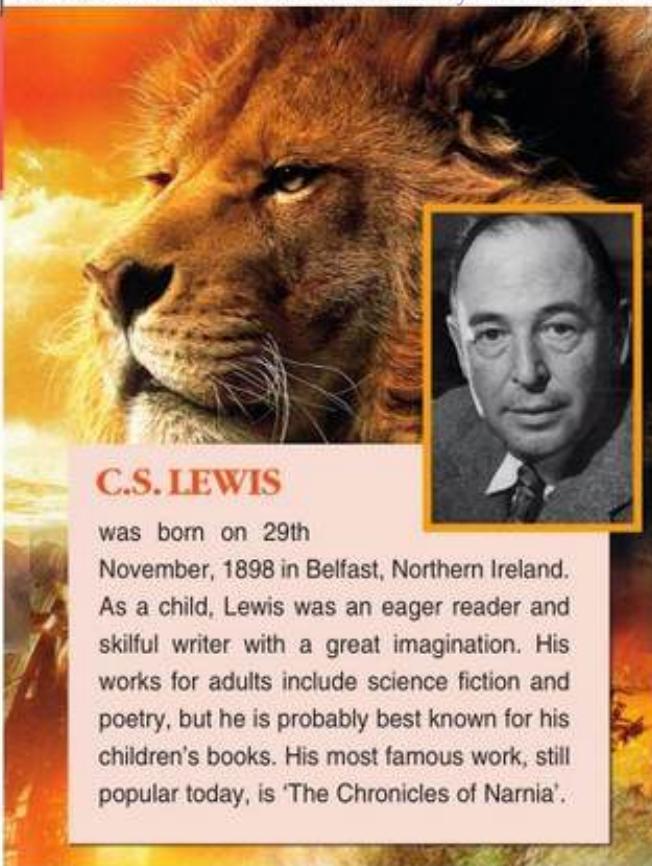
b) Say the sentences in Ex. 1 in your language.

**5** Listen to the dialogue. Take roles and read it out. Mind the intonation.

**6** 5.S7 5.S3 Your friend, Saule, wants to find out how your weekend was. Act out your dialogue. You can use sentences in Ex. 1 and from the dialogue in Ex. 2.

## Study Skills

**Improving speaking skills**  
 Listen carefully to the intonation patterns of native speakers and try to copy them. This will improve your speaking skills.

**C.S. LEWIS**

was born on 29th November, 1898 in Belfast, Northern Ireland. As a child, Lewis was an eager reader and skilful writer with a great imagination. His works for adults include science fiction and poetry, but he is probably best known for his children's books. His most famous work, still popular today, is 'The Chronicles of Narnia'.



## ACROSS CULTURES 5h

**VIDEO**

**PABLO PICASSO**

is the twentieth century's most famous painter. He was born in 1881 in Malaga, Spain. Picasso's father was also a painter and by the time the young Pablo was 13, he was an excellent artist. Picasso is famous for his paintings, but he was also a sculptor and a poet. His most well-known painting is 'Guernica'.

**Check these words**

- eager • skilful
- adults • poetry
- sculptor • poet

**1**

5.W7 **Write as many professions as you can think of. Check with your partner.**

writer, teacher, ...

**DID you KNOW?**


ABILKHAN KASTEEV is Kazakhstan's most famous painter. He was born in 1904 in a small village in Kazakhstan. He studied art in his home country and in Moscow, Russia, too. Kasteev is famous for his beautiful paintings – he produced over 1,000 during his life! The main subject of his work was everyday life and the history of Kazakhstan.

**2**

5.L8 5.R3 **What do you know about the people in the pictures? Which country was each from? Who was a: painter? writer? Which were their most famous works?**

• Listen, read and check.

**3**

5.W6 **Use these words to write sentences about C.S. Lewis and Pablo Picasso.**

- eager reader • skilful writer • famous painter • great imagination
- science fiction and poetry • sculptor and poet • children's book
- well-known painting

**4**

5.W4 5.W6 **Think of a very famous artist in your country. In groups, collect information using his/her name as the key word. Write a short paragraph about him/her (50-60 words).**

**Think about:**

- where he/she was born • what he/she was good at
- why he/she is famous • what are his/her most famous works

5.S1 **Tell the class.**



# Across the Curriculum 5i

Music



1 5.L10 5.56 Listen and repeat. What are these words in your language?

2 Listen and match the types of music A-H to the musical instruments in the pictures.

A rock  
B jazz

C classical  
D ethnic

E folk  
F heavy metal

G disco  
H pop



1 piano

## Writing 5j

- An email about an event you attended



## New Message



Hi Ken,

I hope you're well. Guess where I went last weekend! I went to the Nauryz celebrations with my parents. My sister, Zarina, had the flu so she stayed at home in bed. She was so 1) .....

The weather was 2) ..... and there were so many people there. Everyone had a(n) 3) ..... time. It was amazing. Some great singers performed at the festival. My favourite was Makpal Zhunusova. She was 4) ..... There were also fairground rides, games and theatre plays in the streets. It was really like a big party. We got some special Nauryz soup in the city square. It was 5) .....

Anyway, we had a great time and it's a pity you didn't come. Write to me and let me know how you are.

Yours,  
Amir



## Check these words

- the flu • perform
- fairground ride • game
- theatre play • pity

## Study Skills

## Using adjectives

When you describe an event, try to use a variety of adjectives e.g. *beautiful, great* instead of **good**. This makes your description more interesting to the reader.

Adjectives go before a noun but after the verb **to be**. *It was a beautiful day. The day was beautiful.*

- Use these adjectives *excellent, perfect, delicious, upset, fantastic* to complete the email. Check with your partner.

- Replace the adjectives in bold with adjectives from the list.

• delicious • amazing • terrible • great • disappointing

- |                                |                                    |
|--------------------------------|------------------------------------|
| 1 It was a <b>bad</b> concert. | 4 The music was <b>nice</b> .      |
| 2 We had a <b>good</b> time.   | 5 The performance was <b>bad</b> . |
| 3 The food was <b>good</b> .   |                                    |

- Answer the questions and talk about an event you attended.

- |                              |                                |
|------------------------------|--------------------------------|
| 1 Where were you?            | 4 Was there any food or music? |
| 2 Who were you with?         | 5 Did you have a nice time?    |
| 3 What was the weather like? |                                |

## Writing (an email about an event you attended)

- 5.W4 5.W6 5.W7



- Write an email to your English pen-friend about an event you attended (60-80 words). Use your answers from Ex. 3 and the email in Ex. 1 as a model. Follow the plan.**

**Para 1:** opening remarks, where you went last weekend, who was with you

**Para 2:** describe the weather, food, music, activities

**Para 3:** how you liked it, closing remarks

# EDUTAINMENT 5



## VALUES

### Appreciate art

- 1** **S.C3** Which of the sentences are true about you?

I love painting because ...

- I draw what is in my heart.
- it relaxes me.
- I can express my feelings.
- it makes me feel proud.
- I can impress my friends.
- it's fun.
- it makes me happy.

Tell your partner.

- 2** **S.C9** Your teacher wants you to create a story with two special creatures. In groups think of what creatures you want to use. Draw pictures of each, then think what they can do. Decide on your story. Present the creatures and the story to the class.

**3**

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

## quiz

- 1 Centaurs were from Greece. ....
- 2 The Samruk was a bird. ....
- 3 Pablo Picasso was from Ireland. ....
- 4 The Chimera had two heads. ....
- 5 Abilkhan Kasteev is Kazakhstan's most famous writer. ....
- 6 The Phoenix was a wild bird. ....
- 7 Marco Polo lived in the 13th century. ....
- 8 Genghis Khan lived in northeast Africa. ....

**4**



Look at Module 5 and write a T/F quiz of your own similar to the one above.

**5**

**Song:** a) How can someone be a part of history? Read the song to find out.

b) Listen to the song and fill in the missing verbs.

- remember • changes • invent • paint • grow • fulfil
- ignore • find • take • come



## A PART OF HISTORY

The world around us 1) ..... fast  
And soon today will be the past  
But you can make your dreams 2) ..... true  
And make the world 3) ..... you

However hard you think it seems  
You know you can 4) ..... your dreams  
So be the best that you can be  
And write a part of history

Some can change the world through art  
They 5) ..... or write what's in their heart  
Scientists can change things, too  
They find or 6) ..... something new  
Great things 7) ..... from small ideas  
So 8) ..... a chance,  
9) ..... your fears  
Live your dreams and you might 10) .....  
You're leaving something great behind.



# MODULE 6

## Reading for Pleasure

### ► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas; for understanding main points in short stories
- Speaking: give a summary of a story; list main events; compare characters in stories
- Writing a summary; draw a story in twelve photos

#### Themes:

- fiction stories • non-fiction stories
- VALUES: Why we should read

#### Language Focus:

- using adjectives in stories • linking ideas

### Vocabulary

- Types of literature

#### 1 Look at the pictures.

„ Listen and repeat. Which types of literature are non-fiction? fiction?

Action and adventure is fiction.

#### 2 5.R4 Look at some books in the school library or at your house. Which are fiction? Which are non-fiction?



Find the page numbers for

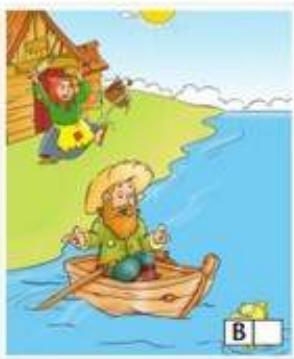
- fairies
- a biography
- two giants
- a map



# 6a The Fisherman and the Fish



A



B



C



D

- 1 5.C8 Who was Alexander Pushkin? Where was he from? Read the biography to find out.



Alexander Pushkin (6th June 1799 – 10th February 1837) was a Russian poet, novelist and playwright. His most famous works are the novel *Eugene Onegin* and the play *Boris Godunov*. Pushkin wrote *The Fisherman and the Fish* in 1833. It is a fairy tale in verse.

- 2 Look at the pictures. Which one shows:

a beautiful house?

1

a fisherman catching a fish?

2

dark sea and rain?

3

an angry woman with a bucket?

4

a queen and her servants?

5

a queen and the golden fish

as a servant?

6



E



F

### Check these words

poor • catch • let • wish • surprised • fool • shout  
• calm • swim away • grant a wish • rich • dark  
• land • stormy • cloud • sky • turn

### VIDEO

An old fisherman and his wife lived in a small house near the sea. They were very poor. One day, the fisherman caught a golden fish.

"Please let me go," said the fish, "and you can have anything you wish!" The fisherman was very surprised. The fish could speak!

"Dear little fish," said the old man, "I don't want anything!"

He let the fish go and walked home. He told his wife about the fish.

"You fool!" she shouted. "We need a new bucket! Go back and ask for a bucket!"

So the fisherman went back to the sea. It was calm. He called the golden fish and it swam up to him.

"What do you want, good man?" it asked.

"My wife wants a new bucket," said the fisherman.

"You can have your wish. Go home now," said the fish and swam away.

The fisherman went home and saw a new bucket, but his wife was still angry. She wanted a new house. So the fisherman went back to the sea and called the golden fish again. This time the sea was not so calm.

6a

**3** **5.R2** The pictures tell us a story.

Listen to and read the story and put them in the correct order.

**4** **5.R3** Read the story again and complete the sentences.

- 1 One day, the fisherman caught a golden fish but he .....
- 2 The golden fish offered the fisherman a wish, but the old man didn't .....  
.....
- 3 When the fisherman told his wife about the fish, she called him a .....
- 4 The fisherman's wife asked for a ..... with her second wish.
- 5 The fisherman's wife wished to be the Queen of the .....
- 6 At the end of the story, the fisherman and his wife only had .....

The fish granted his wish and the fisherman went back home. He saw a beautiful new house, but his wife was still angry. She wanted to be rich with a huge house. So the fisherman went back to find the fish. The sea was dark now and the sky was grey. The fish granted her wish, but still she wasn't happy. She wanted to be a queen with a palace and servants so she sent her husband back to find the fish. The fish granted her wish, but still she wasn't happy. She wanted to be the Queen of the Land and Sea, with the golden fish as her servant.

The fisherman went back to the sea and called the golden fish. The sea was stormy and there were clouds in the sky.

"I'm sorry, dear fish!" he cried. "Now my wife wants to be Queen of the Land and Sea, and she wants you to be her servant."

The fish didn't answer. It turned and swam away.

The fisherman went home. He couldn't see the palace or the servants. All he could see was his small house and his wife. She was poor again and in front of her was the old bucket.

5

**THINK!** Why does the sea change as the fisherman asks for more wishes?

**Study Skills****Adjectives**

Adjectives are words that describe people, places and things. They make a story more interesting. Read the examples. *an old man, a shiny bucket, a beautiful house*

6

Use the adjectives to complete the summary of *The Fisherman and the Fish*.

- rich • golden • small • huge • new • kind

The fisherman and his wife were poor and they lived in a 1) ..... house by the sea. One day, the fisherman caught a 2) ..... fish. The fish had the power to grant wishes, but the fisherman was a 3) ..... man and he let it go without asking for anything. The fisherman's wife was angry at this. She wanted many things. She wished for a 4) ..... bucket, to be a 5) ..... woman with a 6) ..... house and to be a queen. The fish granted all her wishes until she asked to be the Queen of the Land and Sea and for the fish to be her servant. The fish didn't grant this last wish. It left and didn't come back. The fisherman and his wife lost everything.

7

**5.C7** **5.C9** **THINK!** Imagine you met the golden fish. What would you wish for?

8

**5.C7** **THINK!** What is the message of the story? Explain your choice.

- Be happy with what you have got.
- Be careful what you wish for.

9

 In groups design a cover for the story. Who would be on it?

10

**5.C9**  **MIME THEATRE:** Work in groups. Three people take the roles and act out the story. The others mime what happens. Videotape yourselves.

Workbook 6a

MODULE 6

## 6b Robin Hood

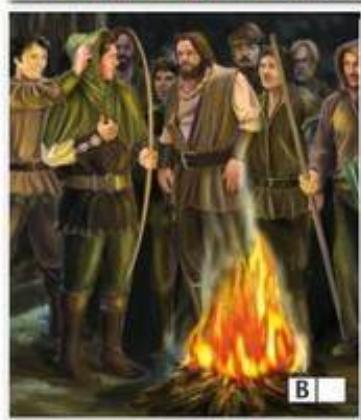


1

S.8 S.8 **What do you know about Robin Hood? Was he a real person? Read the background information to find out.**

Robin Hood is a famous character from an English legend. There are many different stories about him, but no one knows if he is real or not. In the stories, Robin lives in Sherwood Forest near the city of Nottingham. He becomes the leader of a group called the Merry Men. They fight against the king's brother, Prince John, and the evil Sheriff of Nottingham while the king is away at war. They steal money from the rich and give it to the poor.

Robin Hood is a hero to the people. He is clever, honest and loyal to the real king. He is also a brilliant archer.



2

**Look at the pictures. Which shows:**

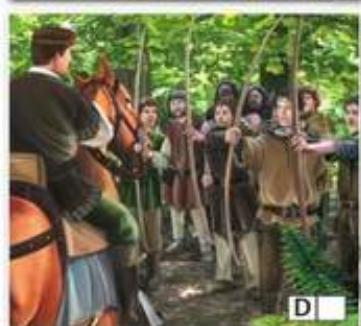
- a couple on their wedding day?
- a man ordering his guards to arrest another man?
- a man riding away on a horse?
- a group of men stopping a man on a horse?
- men gathered around a fire?
- a man with a green hood holding a bow and arrow



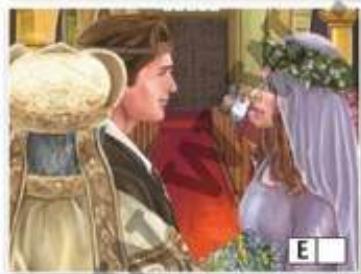
3

**Who are the people in the pictures?**

Listen and read to find out.



D



E

### Lord of the Greenwood

One summer morning, many years ago, Robert, Earl of Huntingdon and Marian were in a church. It was their wedding day. Just as they were about to be married, the door burst open. It was the Sheriff of Nottingham!

"Stop the wedding!" shouted the Sheriff. "You are an enemy of the King!"

"Me? King Richard's enemy?! Never!" answered Robert.

The Sheriff said that his friend, Prince John, was the new King while King Richard was away. He told Robert that he no longer owned his castle, his land or his title, and ordered the guards to arrest him.

But Robert was too fast. He escaped the guards and rode away on a horse into the forest. Soon after, a group of men stopped him.

"Get off the horse and give us your money!" one of them said.

Another man in the group, Will Scarlett, recognised Robert and told the others to stop. He explained that they were all outlaws who lived in the forest and that the Sheriff of Nottingham was their enemy.

"From today, I am an outlaw, too," said Robert. "Guy of Gisborne has got my title and my castle."

"You can join us," one of the men suggested. "Be our leader against Gisborne and the Sheriff!"

That evening, as the men gathered around the fire, Will Scarlett presented Robert with a bow and arrow and a green hood to wear.

"Thank you," said Robert. "Sherwood Forest is my castle now, and my name is ... Robin ... Robin Hood!"

The men all cheered loudly, "Robin Hood, Lord of the Greenwood!"

## 6b

**4**  **S.R2** Read again and put the pictures in the correct order.

**5**  **S.R5** Read again and complete the sentences.

- 1 Robert and Marian were in the church when .....
- 2 The Sheriff asked the guards .....
- 3 Robert got on a horse and .....
- 4 In the forest, Robert met .....
- 5 The men were all .....
- 6 Robert explained that he had no ..... any more.
- 7 Will Scarlett gave Robert .....
- 8 Robert changed his name to .....

**6** Complete the sentences. Use: gathered, escaped, presented, ordered, stopped.

- 1 The Sheriff ..... the guards to arrest Robert.
- 2 The Sheriff of Nottingham ..... the wedding.
- 3 Robert ..... into the forest.
- 4 The men ..... around a fire.
- 5 Will Scarlett ..... Robert with a bow and arrow.



 Check these words

- wedding day • marry • burst open
- sheriff • shout • enemy • king • prince
- no longer • own • castle • land • title
- order • guard • arrest • escape
- ride away • forest • get off • recognise
- explain • outlaw • join • leader • gather
- fire • present with • cheer • loudly

**7**  **S.R1** In pairs, find seven verbs in the text that mean said.

**8** a)  **S.R5** Put the events in the order they happened.

- a  The men asked Robert to be their leader.
- b  Robert changed his name to Robin Hood.
- c  Will Scarlett gave Robin Hood a bow and arrow and a green hood to wear.
- d  The Sheriff entered the church.
- e  Marian and Robert were in a church.
- f  Robert escaped the guards on a horse.
- g  The Sheriff told his men to arrest Robert.
- h  A group of men stopped Robert in the forest.

b)  Use the events to say or write a summary of the story.

**9** a) Complete the table using the words below.

- loyal to King Richard • lives in Nottingham Castle • honest
- lives in Sherwood Forest
- loyal to Prince John • evil

| Robin Hood | Sheriff of Nottingham |
|------------|-----------------------|
|            |                       |

b)  **S.C7** THINK! How are the two characters different? Tell your partner.

**10**  **S.C9** In groups decide on what happened afterwards.

**11**  **S.R4** Research the whole story or watch the  VIDEO. How close were your guesses?

 Workbook 6b

MODULE 6

## 6c The Pearl of Kazakhstan

### 1 What is a myth? What are myths about? Read the text to find out.

Cultures across the world have their own myths. These stories are about beliefs, historical events, mythical creatures or the world around us. In Kazakhstan, in the steppe that covers most of the country, there is the beautiful, green Burabay National Park. People have their own story about how this park came to be.

### 2 What is the Pearl of Kazakhstan? How did it come to be?

Listen and read to find out.



#### 'The Pearl of Kazakhstan'

The Creator made the world and he gave high mountains, clear lakes and green forests to all the countries. But, for some reason, he forgot about the Kazakh people. He left them only with the huge steppe that stretched across the country. It was beautiful, but the people were sad. Where were their mountains and lakes and forests? Where were their rivers and fish and wild animals?

Aldar-Kosse was a cheeky man, but very kind. He didn't like to see the Kazakh people so miserable. So he decided to go and see the Creator himself.

"Oh, wise Creator!" called Aldar-Kosse. "The Kazakh people are good. Why did you give them only the empty steppe? Can you please give us some mountains, too?"

So the Creator gave Kazakhstan the Karatau Mountains.

Aldar-Kosse watched carefully. He saw that the Creator took the mountains from a sack.

"That's where the Creator keeps all the treasures!" thought Aldar-Kosse.

Quietly, Aldar-Kosse crept up to the sack and made a hole in it. The rest of the treasures fell out – mountains, lakes, forests, rivers, and fish and wild animals, too. They landed in Kazakhstan, right in the middle of the empty steppe. The people were happy.

Even today, you can see all the treasures from the Creator's sack in one place – in Burabay National Park, 'The Pearl of Kazakhstan'.



#### Check these words

- world • for some reason • forget
- steppe • stretch • sad • cheeky
- kind • miserable • empty • sack
- treasure • creep up to • hole • land

## 6c

**3** 5.R5 5.R6 **Read the text and answer the questions.**

- 1 Why were the Kazakh people sad?
- 2 Why did Aldar-Kosse decide to help the Kazakh people?
- 3 What did Aldar-Kosse ask the Creator to give the Kazakh people?
- 4 Where did the Creator keep all the treasures?
- 5 How did Aldar-Kosse get the treasures out?

**4** **Complete the sentences. Use: stretched, watched, kept, made, landed, fell.**

- 1 Aldar-Kosse ..... the Creator carefully.
- 2 The steppe ..... across Kazakhstan.
- 3 Mountains, lakes, forests and rivers ..... out from the sack and ..... in Kazakhstan.
- 4 The Creator ..... all the treasures in a sack.
- 5 Aldar-Kosse ..... a hole in the Creator's sack.

**5** **Complete the graphic organiser below with the adjectives the writer uses in the story.**

**CHARACTERS**

|                   |       |
|-------------------|-------|
| Aldar-Kosse       | ..... |
| the Creator       | ..... |
| the Kazakh people | ..... |

**PLACES**

|               |       |
|---------------|-------|
| the steppe    | ..... |
| the mountains | ..... |
| the lakes     | ..... |

**6** **a) Match the words in bold in the text to their synonyms.**

- very big • naughty • glad • tall
- pretty • very clever • clean

**b) Use the synonyms from Ex. 6a to complete the summary of *The Pearl of Kazakhstan*.**

*The Creator made the world and he gave*

*1) ..... mountains, 2) ..... lakes and green forests to all the countries. But the Kazakh people only got the 3) ..... empty steppe. It was 4) ..... but the people were sad because they wanted mountains, lakes and forests, too. Aldar-Kosse, a kind but 5) ..... man, didn't want the Kazakh people to be miserable. He went to see the 6) ..... Creator and asked for some mountains. The Creator gave Kazakhstan the Karatau Mountains. Aldar-Kosse saw that the Creator took the mountains from a sack. Aldar-Kosse made a hole in it. Mountains, lakes, forests, rivers, fish and wild animals fell out. They landed in Kazakhstan, right in the middle of the empty steppe. The Kazakh people were 7) .....*

**7** S.C9  **In groups draw the story in twelve photos.**

**8** a) 5.R4 5.R5  **Choose a book from the school library. Read it, then write or give the class a summary of it.**

b) 5.C8  **What made you choose this book? Tell the class.**

## 6d The Two Giants

The dombra is a musical instrument and a national symbol of Kazakhstan. It has got a wooden body, a long neck and two strings. People use it to play traditional Kazakh music. The dombra is thousands of years old, but no one is sure exactly where it comes from. Kazakhs tell a myth about its creation.

- 1** **S.R1** Listen to the music extract. Which musical instrument is it from? What does it look like? Read the text to find out.

- 2** **S.R2** Read the title of the story and the first sentence in each paragraph. How is the story related to dombra?  
 Listen and read to find out.



### The Two Giants

Two giants lived in the Altai Mountains in Kazakhstan. They were brothers. The younger brother loved music and singing, so one day he made himself an instrument out of wood. He gave it a long neck and two strings. He played his new instrument all day and sang. It made him very happy.

The older brother didn't like music. He wanted to be famous. He decided to build an enormous stone bridge across the big river. It was a fast and dangerous river and no one could cross it.

"My bridge can make me famous," he thought. So he started to build.

It was hard work, but he was strong. He carried many heavy stones from the mountain to the river, but his younger brother didn't help him. He didn't want to be famous. He only wanted to play his instrument and sing.

The older brother became very angry.

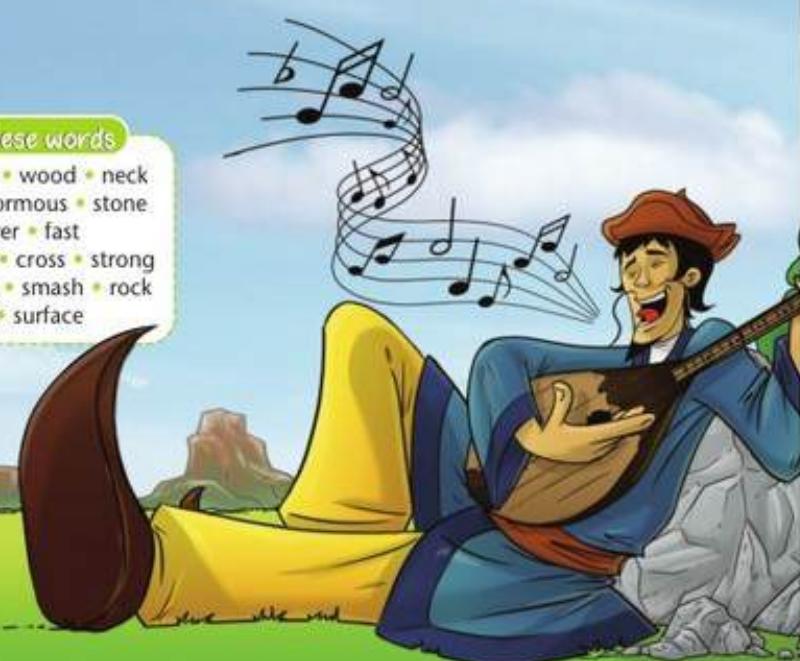
"You never help me!" he shouted. "You only play your silly music all day long!"

He snatched the instrument from his brother's hands and smashed it against a rock. He hit the rock so hard that you could see the instrument's shape on the surface. The beautiful instrument broke. The younger brother was so sad that he never played music or sang again.

Years passed, until one day, some people found the shape on the rock. They used it to make a musical instrument. They called it a 'dombra' and they used it to play the wonderful music of the steppe.

#### Check these words

- instrument • wood • neck
- string • enormous • stone
- bridge • river • fast
- dangerous • cross • strong
- carry • silly • smash • rock
- hit • shape • surface



## 6d

**3** 5.R3 **Read the text. Who, the younger brother (Y) or the older one (O):**

- 1 loved music? .....
- 2 was very strong? .....
- 3 wanted to be famous? .....
- 4 spent all day singing? .....
- 5 made a musical instrument? .....
- 6 wanted to build a bridge? .....

**4** 5.R5 **Complete the sentences.**

- 1 The giants were .....
- 2 They lived in .....
- 3 The younger brother's instrument made him .....
- 4 The older brother decided to build .....
- 5 He carried stones from .....
- 6 The older brother got angry with his brother because he .....
- 7 The older brother took the instrument and .....
- 8 Some people .....

**5** a) **Complete the sentences. Use: played, made, gave, carried, got, smashed.**

- 1 The older brother ..... the instrument against a rock.
- 2 The younger brother ..... music all day long.
- 3 The giant ..... stones from the mountain to the river.
- 4 The younger brother ..... an instrument out of wood.
- 5 He ..... the instrument from his brother's hands.
- 6 He ..... his new instrument two strings.

**6** **Read the text again. Which words does the writer use to describe: the bridge? the river? the stones? the instrument? the music of the steppe?**

**7** a) **Read the theory. Find examples in the text.**

Linkers join sentences and make stories easier to read.

We use **and** to join two sentences together.

We use **but** to introduce a different idea.

We use **because** to show the **reason** for something.

We use **so** to show the result of something.

Read the examples.

*I live in Kazakhstan and I enjoy dombra music.*

*I play the dombra but I don't know the myth about it.*

*He wants to buy a dombra because he wants to have lessons.*

*Dombra music makes me happy so I listen to it when I feel sad.*

**b)** **Join the sentences using the linkers in brackets.**

- 1 The younger brother loved his instrument. He played it all day. (**so**)
- 2 The older brother broke the instrument. He was angry. (**because**)
- 3 The older brother wanted to be famous. His younger brother didn't. (**but**)
- 4 The giants were brothers. They lived in the mountains. (**and**)

**8** 5.C4 **Write or give the class a summary of the story. Make four mistakes. The class corrects the mistakes.**

**9** 5.C9  **It's the annual art competition in your school. Draw a cover for the story.**

**10** 5.C9  **Imagine the story didn't end like this. Change the ending.**

# EDUTAINMENT 6



## VALUES

### Why we should read

1

- a) **Read the sentences. Which sentences give reasons why it is important to read fiction/non-fiction? Decide in pairs.**

- 1 Reading is fun.
- 2 Why should we read? We can watch films instead.
- 3 We don't need books. We can watch TV instead.
- 4 What I like most is that I can be part of the story.
- 5 I learn new words and can write better.
- 6 Films have better images and I can see what happens in action.
- 7 I like reading about other people's lives and their cultures.
- 8 A story is not just a story. It teaches us other things such as friendship, love, things we need in our lives.
- 9 I prefer to play computer games. They are full of action.
- 10 I like seeing how characters solve their problems. This helps me, too.



- b) **Complete the sentence.**

I like reading because .....



2

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

## quiz

- 1 Alexander Pushkin was a Russian poet. ....
- 2 *The Fisherman and the Fish* is a myth. ....
- 3 The Sheriff is the Earl of Huntingdon. ....
- 4 Robin Hood escaped to Sherwood Forest. ....
- 5 Aldar-Kosse gave Kazakhstan the Karatau Mountains. ....
- 6 Burabay National Park is the Pearl of Kazakhstan. ....
- 7 Two giants in the Altai Mountains were friends. ....
- 8 The dombra is a musical instrument. ....

3

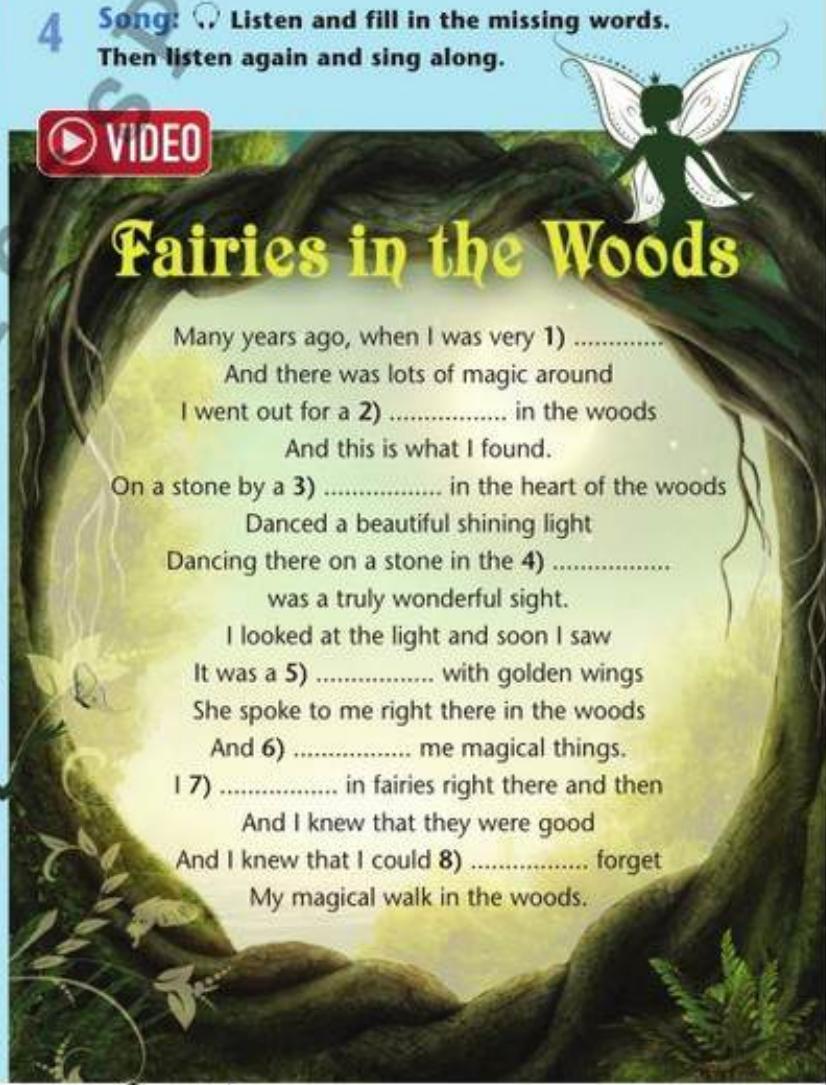
- Look at Module 6 and write a T/F quiz of your own similar to the one above.**

4

- Song:** Listen and fill in the missing words. Then listen again and sing along.

## VIDEO

### Fairies in the Woods



Many years ago, when I was very 1) .....

And there was lots of magic around  
I went out for a 2) ..... in the woods.

And this is what I found.

On a stone by a 3) ..... in the heart of the woods

Danced a beautiful shining light

Dancing there on a stone in the 4) .....

was a truly wonderful sight.

I looked at the light and soon I saw

It was a 5) ..... with golden wings

She spoke to me right there in the woods

And 6) ..... me magical things.

I 7) ..... in fairies right there and then

And I knew that they were good

And I knew that I could 8) ..... forget

My magical walk in the woods.

# MODULE 7

## Fantasy world!

### ► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: expressing fear
- Writing a film review

#### Themes:

- animals
- Mythical creatures in Australia & Kazakhstan
- **VALUES:** Why we should love animals

#### Language Focus:

- adverbs of frequency
- comparative/superlative adjectives
- adverbs of manner • adverbs of degree
- questions with *how*

### Vocabulary

- Animals

**1** In a minute write down as many animals as you can think of. Compare with your partner.  
e.g. horse, elephant, eagle

**2** 5.L10 5.S5 Look at the film poster.

Listen and repeat. What are these animals in your language?

**3** 5.C8 Can you think of other films with animals?



Find the page numbers for

- a film review
- a fact file about a bird
- a spider
- a rhyme

## Reading 7a

**1** What do you know about the animal in the picture? What would you like to know about it? Write three questions.

• Listen and see if you can answer them.

**2** 5.R2 5.R6 Read the text and answer the questions.



### Check these words

- ghost • high up • mountains • hide • forest • come out • tracks
- thick • fur • spots • tail • protect • prey • paws • wild • sheep
- goat • attack • jump • kill • endangered species • hope • survive

## The Ghost of the Mountains



A ghost lives high up in the mountains of central Asia. It hides in the forests and usually only comes out at night.

People rarely see it, but it leaves tracks in the snow. This isn't a real ghost. This is the snow leopard, a big cat that they call the 'ghost of the mountains'.

The snow leopard has thick fur with black spots on its head, body and long tail. Its fur protects it from the freezing cold. Its spots help it hide from its prey. It also has big paws to help it walk on the snow.

Snow leopards eat wild sheep and goats. When they attack other animals, they can easily jump up to 50 feet. They are very strong and can kill animals that are three times bigger than them. Luckily for us, they rarely attack humans.

Sadly, the snow leopard is an endangered species. There are now only 4,080 to 6,590 of them. In Kazakhstan, there are fewer than 200. Let's hope that the snow leopard survives and doesn't become a real ghost of the mountains.

### DID you KNOW?

Tai Lung, a snow leopard, is the villain of the film *Kung Fu Panda*.



- 1 Where do snow leopards live?
- 2 What do snow leopards look like?
- 3 What keeps snow leopards warm?
- 4 What do snow leopards eat?
- 5 How far can snow leopards jump?
- 6 How often do snow leopards attack humans?
- 7 How many snow leopards are there in Kazakhstan?

**3** 5.R1 Complete the sentences with words from the Check these words box.

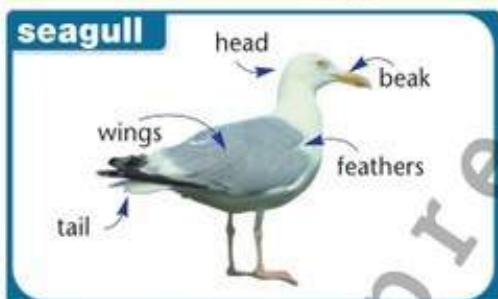
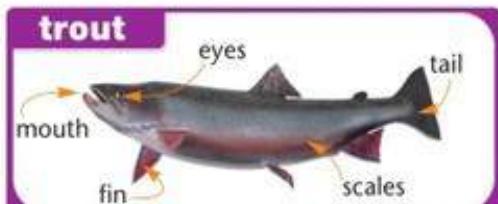
- 1 They call the snow leopard a ..... because few people see one.
- 2 A snow leopard's spots help it ..... from other animals.
- 3 There are lots of ..... animals in the mountains.
- 4 Endangered ..... need protecting.
- 5 I ..... I see a snow leopard one day.

## Vocabulary 7a

- 4 **5.W2** **THINK!** Write three facts you remember from the text. Tell your partner.

- Parts of animals

- 5 **5.1** Listen and repeat. What are these words in your language?



- Describing animals
- 6 a) **5.UE3** Use the adjectives to complete the descriptions.



### Speaking

- b) **5.57** Choose an animal. Your partner asks questions to find out which it is.

A: Has it got a long neck?  
B: No, it hasn't.  
A: Has it got ...?

### Listening

- 7 **5.16** Listen and complete the fact file about the bald eagle in your notebook.

Name: bald eagle  
Colour: brown or 1  
Has got a yellow 2  
and 3 claws  
Its 4 are around 2 m wide  
Flies up to 5 km/h  
Eats: 6  
Lives for: 7 years



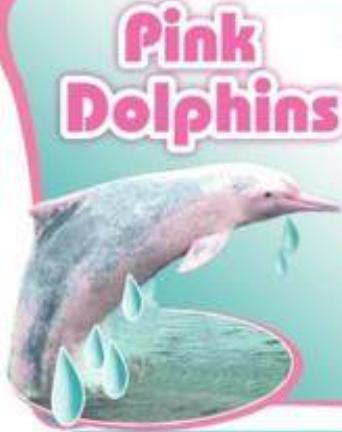
### Writing

- 8 **Portfolio** Write a short fact file about an animal you like. Use the fact file in Ex. 7 as a model. Read it to the class.

# Use of English 7b

- Adverbs of frequency

- 1** Read the sentences. Complete the rule with *after* or *before*. Say the adverbs in your language.



- They are **always** friendly to people.
- They **usually** eat crabs, small fish and turtles.
- They **often** hunt for food alone.
- They **sometimes** go very pink when they are surprised.
- They **never** have babies in the summer.

Adverbs of frequency usually go **1** ..... the main verb, but **2** ..... the verb **to be**.

- 2** Complete the sentences with adverbs of frequency.

- 1 I ..... walk to school.
- 2 My friend ..... watches TV in the afternoon.
- 3 My parents ..... go to the cinema.
- 4 I ..... meet my friends after school.
- 5 My mum ..... cooks dinner.
- 6 I ..... have a shower in the morning.

## Speaking

- Talking about habits

- 3** Work in pairs. Use *always*, *usually*, *often*, *sometimes* or *never* to make true sentences about yourself.

How often do you ...

- |                |                      |
|----------------|----------------------|
| • eat fish?    | • tidy your room?    |
| • go swimming? | • go to the theatre? |
| • watch TV?    | • get up early?      |
| • play tennis? | • go to bed late?    |

A: How often do you eat fish?

B: I never eat fish.

- 4** **S.W3** Use adverbs of frequency to write sentences about yourself.

- 1 get up at 7 in the morning
- 2 walk to school
- 3 watch TV in the evening
- 4 go to the cinema with my friends
- 5 go jogging in the evening

- 5** Complete the sentences using adverbs of frequency so that they are true for you.

- 1 On Mondays, I **always** watch my favourite TV programme in the evening.
- 2 At school, I .....
- 3 At weekends, I .....
- 4 In the afternoon, I .....
- 5 In the evening, I .....

## Prepositions of time

- 6** a) Read the examples.

- **at + time** (*at 2 o'clock*, *at noon/midnight/night*, *the weekend*)
- **in + months** (*in June*) **seasons** (*in the summer*), **times of day** (*in the morning/afternoon/evening*)
- **on + days** (*on Monday*), **dates** (*on August 2nd*)

- b) **S.UE14** Complete the sentences with *in*, *on*, *at*.

## Animal Trainer



Dylan is an animal trainer. He teaches animals to do tricks in Hollywood films. 1) ..... weekdays, he gets up 2) ..... 7 o'clock. He has breakfast, gets dressed and leaves for work. 3) ..... the morning, he feeds and cleans the animals. Then he trains them. The animals act in films 4) ..... the afternoon. Dylan is very hardworking. He often finishes work 5) ..... 8:30 6) ..... the evening. He goes back home, eats dinner and usually goes to bed 7) ..... 11 o'clock. Dylan also works 8) ..... the weekend, but 9) ..... Saturdays and Sundays, he finishes work 10) ..... noon. He has a very busy life, but Dylan always has a holiday 11) ..... August. He loves the beach 12) ..... the summer.

# Use of English 7b

- Comparative/Superlative adjectives

**7** Read the table. Are there similar structures in your language?

|                      | Adjective                                 | Comparative           | Superlative              |
|----------------------|---|-----------------------|--------------------------|
| Short adjectives     | long                                      | longer (than)         | the longest of/in        |
|                      | wide                                      | wider (than)          | the widest of/in         |
|                      | big                                       | bigger (than)         | the biggest of/in        |
|                      | heavy                                     | heavier (than)        | the heaviest of/in       |
| Longer adjectives    | beautiful                                 | more beautiful (than) | the most beautiful of/in |
| Irregular adjectives | good – better – best, bad – worse – worst |                       |                          |

**8** S.UE3 Put the adjectives in brackets into the comparative.

- Tigers are ..... (fast) than panthers.
- They live for ..... (many) years than panthers.
- Tigers are ..... (heavy) than panthers.
- A tiger's tail is ..... (long) than a panther's.
- A tiger is ..... (strong) than a panther.
- Tigers are ..... (powerful) than panthers.

**9** S.UE3 Put the adjectives in the superlative.

Did you know?

- The ..... (big) seabird is the Northern Royal Albatross.
- One of the ..... (heavy) birds of prey is the Andean Condor.
- The ostrich has got the ..... (large) eyes of any land animal.
- The ..... (strong) living bird is the North African Ostrich.
- One of the ..... (unusual) birds is the Secretary Bird. It has long legs but it can't run.
- The Arctic Tern is one of the ..... (aggressive) birds on Earth.

- Adverbs of degree

|                 |  |
|-----------------|--|
| not very (X)    | Ducks are <b>not very big</b> . (X)    |
| quite (✓)       | Sheep are <b>quite big</b> . (✓)       |
| very (✓✓)       | Horses are <b>very big</b> . (✓✓)      |
| extremely (✓✓✓) | Bears are <b>extremely big</b> . (✓✓✓) |

**10** Look at the table and form sentences.

1 Giraffes/long neck (✓✓✓)  
Giraffes have got an extremely long neck.

2 Rabbits/small body (✓)

3 Pigeons/long tail (X)

4 Goats/big horns (✓✓)

5 Elephants/big ears (✓✓✓)

**11** Use the adjectives **heavy, strong, fast, thin, dangerous** to compare these animals: bears, sheep, rabbits.

- Adverbs of manner

Adverbs of manner tell us how someone or something does something. *Koala bears move slowly.* (How do they move? **Slowly**.)

**12** Put the words in the correct order.

- fly/eagles/quickly/very  
*Eagles fly very quickly.*
- can/birds/beautifully/sing
- slowly/tortoises/extremely/walk
- swim/taurus/well/can
- cheetahs/fast/very/run

# Skills 7c



## Reading & Speaking

1

a) Look at the pictures. Which shows: a lion? a mouse? a centaur? a minotaur? a wolf?

b) 5.1.7 5.8.2 What is special about them?

c) Listen and read to find out.

Check these words

- escape • mythical creature • setting
- best-selling • series • wise
- dangerous • loyal follower • furry
- brave • knight • fight • sword
- soldier • army • general • enemy
- frightening • bull • pick up

### Escape to NARNIA

Welcome to the magical world of Narnia, a land of mythical creatures and talking animals. Narnia is the setting of the best-selling series of fantasy books by C.S. Lewis. Some of the books, like *The Lion, the Witch and the Wardrobe*, are also very popular films. Many unusual creatures live in the land of Narnia. Let's meet some of them ...

Aslan, the great lion, is the creator and king of Narnia. He has magical powers and uses them for good. He is very wise and kind but can also be quite dangerous. One of Aslan's loyal followers is Reepicheep, the talking mouse. He may look small, furry and cute but he is a brave knight who can fight very well with a sword!

Narnia has some fascinating mythical creatures too. High in the sky, gryphons fly about. These magnificent creatures have the

body of a lion but the head and wings of an eagle. Gryphons are soldiers in Aslan's army along with centaurs. Centaurs are also strange creatures that are half-man and half-horse. They run quickly and are usually generals in Aslan's army because they are very clever.

Not all creatures in Narnia are good, though. Minotaurs are enemies of Aslan. They are quite frightening creatures with the body of a human but the head of a bull. Minotaurs are stronger than the other animals in Narnia. Another terrifying enemy of Aslan is the talking wolf, Maugrim. As the leader of the wolves in Narnia, Maugrim can be extremely dangerous.

Full of fascinating creatures, Narnia can be quite an adventurous place. Why not pick up one of C. S. Lewis' books and see for yourself!

2



5.8.6 Read the text and complete the sentences.

- 1 The writer of the Narnia is .....
- 2 The king of Narnia is .....
- 3 Reepicheep can .....
- 4 Gryphons can .....
- 5 Centaurs look like .....
- 6 Minotaurs are against .....

3

5.8.1 Make notes under the headings. Use your notes to present Narnia to the class.

What is Narnia?

Talking animals

Mythical creatures

**Skills 7c**

**4** Complete the sentences with: *wise, cruel, creatures, army, fight, enemies.*

- 1 Aslan's ..... has gryphons and centaurs.
- 2 Knights ..... with a sword.
- 3 Minotaurs are ..... of Aslan. They don't like him.
- 4 There are lots of mythical ..... in Narnia.
- 5 Aslan is a very ..... lion.
- 6 Maugrim isn't friendly. He's .....

• **Questions with *how***

**5** **S.UES** Read the examples in the box. Say them in your language. Use the words in bold in the box to complete the questions (1-5).

**How long** is a wolf? About 2 m long (with its tail).

**How fast** does it run? Up to 45 mph.

**How many** legs does it have? Four.

**How much** does it weigh?  
Up to 75 kg.

**How often** does it eat? When it is hungry.

1 ..... does a lion weigh?

About 200 kg.

2 ..... does it sleep? Up to 20 hours a day.

3 ..... does it run?  
Up to 50 mph.

4 ..... years does it live?  
10-14 years.

5 ..... is its tail? Up to 1 metre.



### Listening & Writing

**6** **a) 5.16** Listen and complete the fact file.

**Fact file**

Name: 1) ..... Banshee

Home: Pandora

Appearance: like dragons with big 2) .....  
a long tail and sharp 3) .....

Abilities: 4) ..... fast



**b) 5.W2** Now write a short paragraph about the animal.



**7** In groups, create another world with talking animals and mythical creatures. Think about: where it is – its name – what animals are there – what they can do. Create a poster of your world. Present it to the class.

# Everyday English 7d

## Expressing fear

- I'm afraid of ...
- Get it away from me!
- Are you sure it's safe?
- Oh my goodness!

## Calming down

- Don't be silly!
- Would you like to try?



## Expressing fear

- 1** **5.17** Look at these sentences from a dialogue between two friends. What is the dialogue about?  
 ↗ Listen and read to find out. Say the phrases in your language.
- Would you like to see my new pet? • What is it? • Oh my goodness!
  - What's wrong? • Don't be silly. • Would you like to try?

Frank: Hey, Sue! Would you like to see my new pet?  
 Sue: Sure. What is it?  
 Frank: Here, look. It's a baby wolf spider.  
 It's only three months old.  
 Sue: Oh my goodness! Get it away from me!  
 Frank: What's wrong?  
 Sue: I'm afraid of spiders.  
 Frank: Don't be silly. It's really cute.  
 Sue: Are you sure it's safe?  
 Frank: Of course. Look! It likes walking up my arm. Would you like to try?  
 Sue: Eh ... maybe another time ... OK? Bye now.



✓ Check these words  
 • pet • wolf spider  
 • afraid of • cute • safe

## 2 Read the dialogue again and answer the questions.

- |                        |                                     |
|------------------------|-------------------------------------|
| 1 What is Frank's pet? | 3 What does Frank think of his pet? |
| 2 How old is it?       | 4 Does Sue like it? Why (not)?      |

## 3 Find parts of the dialogue which mean:

- |                        |                              |
|------------------------|------------------------------|
| 1 Oh no!               | 3 I'm terrified of spiders.  |
| 2 What is the problem? | 4 How about giving it a try? |



## 4 Listen to the dialogue again, then take roles and read it out.

## 5 **5.57** Listen to the dialogue again, then take roles and read it out.

## Pronunciation /ɔ:/, /ə:/

6 Listen and repeat. Think of two more words with the same sounds.

/ɔ:/: morning, sport      /ə:/: garden, Mark

# Mythical Creatures



Bunyip

Australia's Bunyip is a creature from an Aboriginal myth. It lives near rivers and lakes and eats people. There are different descriptions of the Bunyip. Some people say it has a large body with scales and tusks like a walrus. Other people say it is like a big snake with a horse's mane. You can see the Bunyip on some Australian stamps.



AUSTRALIA



ACROSS CULTURES 7e

There are many myths about magical horses. In Kazakhstan, there is the myth of the Kanatty. It has the body of a horse and the wings of a bird. Kanatties are very big and strong. They can fly really fast. They are good friends to people and often help them. There are two golden Kanatties on the national emblem of Kazakhstan.



KAZAKHSTAN

B

Kanatty

## 1 What can the animals in the pictures do?

5.L7 Listen and read to find out.

## 2 5.R6 Read the texts and mark the sentences

T (true) or F (false). Correct the false sentences. Find words in the texts that are similar in your language.

- 1 The Bunyip eats fish. ....
- 2 The Bunyip has scales on its body. ....
- 3 The Bunyip is on some Australian money. ....

- 4 The Kanatty has the body of a bird. ....
- 5 Kanatties are small. ....
- 6 Kanatties are friendly. ....

## 3 5.W6 5.W3 5.W8 Complete the gaps. Use the phrases to say or write sentences about each mythical creature.

- A 1 lives near .....  
2 large body with .....  
3 ..... like a walrus  
4 big ..... with a horse's .....  
.....

- B 5 the body of a ..... and the ..... of a bird  
6 very big and .....  
7 can ..... fast  
8 are good friends .....

## 4 5.C8 In groups, find information and pictures about another mythical creature. Write a short text about it. Write: where it is from – what it looks like – what it can do. Present it to the class.

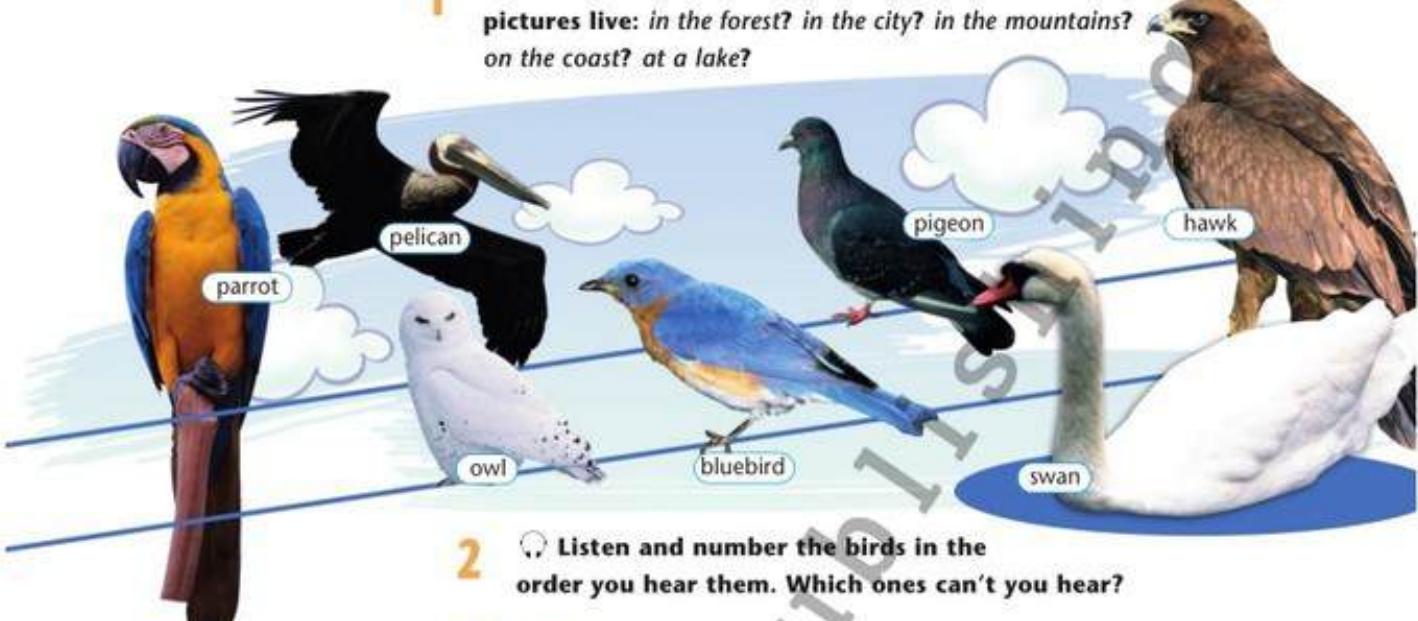


## Across the Curriculum 7f

Science

1

Listen and repeat. Which of the birds in the pictures live: in the forest? in the city? in the mountains? on the coast? at a lake?



2

Listen and number the birds in the order you hear them. Which ones can't you hear?

3

5.R6 Try to answer the questions.

Listen and read the text and check your answers.

- 1 How many types of birds are there in the world?
- 2 Where do they live?
- 3 What do they eat?
- 4 Why are birds important?



Check these words

- world • top
- gardens • come out
- during • insects
- including • nuts
- keep • under control
- spread • seeds



### Rhyme

The cuckoo is a  
lazy bird.  
She never builds  
a nest.  
She keeps herself  
busy  
By singing to the  
rest.

### It's a bird's life

There are about 10,000 types of birds in the world. Different types live in different places – in forests, at the top of mountains, in our gardens or near water. Some birds come out during the day, while others come out at night. Some can fly and others can't, and some, such as penguins, can even swim. Birds have wings, feathers and a beak. Many of them eat insects, but some eat small animals, including fish and other birds. Others eat plants, fruit and nuts. Birds are really important. They keep insects under control and help plants by spreading seeds around.

4



In two minutes, write three facts from the text you find interesting. Tell the class.

5



In pairs collect information, then prepare a short T/F quiz about birds. Present it to the class. You can use the key word **birds**.

## Writing 7g

## • A review of a film

- 1 **5.C4** In one minute, write down as many films with animals as possible. Check with your partner.
- 2 **a) 5.L7** What is *The Jungle Book* about?  
b) Listen and read to find out.

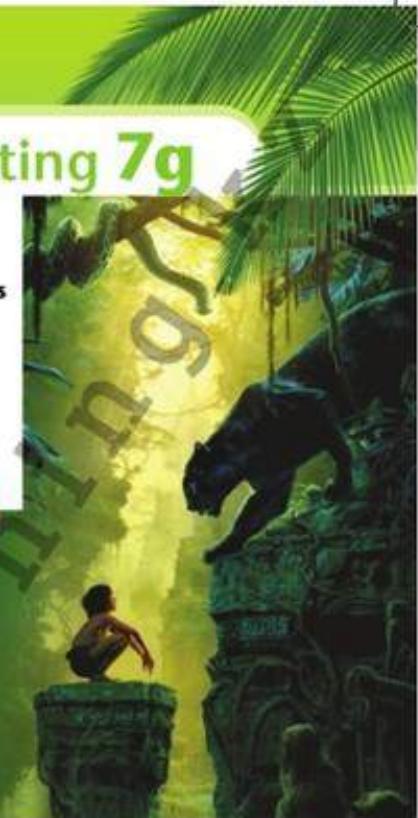


# Disney THE JUNGLE Book

*The Jungle Book* is an adventure film. The director is Jon Favreau. It features the voices of Bill Murray and Scarlett Johansson.

It is the story of a boy, Mowgli. He lives in the jungle with a family of wolves. An evil tiger, Shere Khan, wants to kill Mowgli. Baloo and Bagheera, a bear and a panther, decide to protect him.

*The Jungle Book* is a great film. It's really exciting and it's very funny. Don't miss it!



### Check these words

- jungle • director
- feature • evil • protect

**b) 5.R2 5.R6 Answer the questions.**

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 1 What is the name of the film? | 4 Who are the characters in the film? |
| 2 Who is the director?          | 5 What is the film like?              |
| 3 Which actors are in the film? |                                       |

**3 5.W3 Put the words in the correct order. Mind the punctuation.**

- |                          |                            |
|--------------------------|----------------------------|
| 1 fantastic/is/this/film | 4 is/of/a/fox/it/the/story |
| 2 pets/about/is/it       | 5 funny/very/it/a/film/is  |
| 3 miss/don't/it          |                            |

**4** In groups, think about a fantasy film with animals. Choose one and answer the questions.

- |                                    |  |
|------------------------------------|--|
| 1 What is the name of the film?    | 5 What animals are in the film and what are their names? |
| 2 Who is the director of the film? | 6 What do you think about the film?                      |
| 3 Which actors are in the film?    |  |
| 4 What is the story of the film?   |  |

**Writing (a review of a film)**
**5 5.W6 5.W8 Write a short review about a fantasy film with animals (50-70 words). Use your answers from Ex. 4. Use appropriate linkers. Follow the plan.**

**Para 1:** name of film, director, actors in the film

**Para 2:** story (what happens, who the main characters are)

**Para 3:** recommendation

# EDUTAINMENT 7

## VALUES

### Why we should love animals

1

S.C7 In pairs discuss the quotation.

#### Quotation

An animal's eyes have the power to speak a great language.

(Martin Buber)

2

a) S.C4 Use the words/phrases below to tell your partner why we should love animals.

- wonderful • beautiful • loyal • special
- unique • best friends • help each other
- show respect • full of love

I love animals because they are wonderful creatures.

b) In groups, design a poster with the title I love animals. Find pictures to illustrate your poster. Display the poster in your classroom.

3

Do the quiz. Write T (true) or F (false).

## Quiz

- 1 Snow leopards often attack humans. ....
- 2 Kazakhstan has lots of snow leopards. ....
- 3 There are five Narnia books. ....
- 4 The King of Narnia is an animal. ....
- 5 A gryphon has the body of a horse. ....
- 6 Kanatties do not like people. ....
- 7 Bunyips live in the mountains. ....

4



Look at Module 7 and write a T/F quiz of your own.

5

**Song:** In one minute, write down as many animals as you can think of.

Listen and read the song. Which of them are in it? Which are in the pictures?



## Animals

You can go to China  
And see tigers in the sun  
Tigers are great hunters  
They can jump and they can run  
While you are in China  
You can see a panda, too  
They live in bamboo forests  
And they only eat bamboo

Everywhere you travel  
There are animals to see  
In every different country  
On the land or in the sea  
There are lots of species  
Some are big and some are small  
But they are all amazing  
And I want to see them all

You can go to Africa  
To see some chimpanzees  
You can see huge rhinos  
And giraffes as tall as trees

Travel to Australia  
And meet a kangaroo  
Or see a scary spider  
And a cute koala too



# MODULE 8

## Sports

### ► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: making arrangements
- Writing an article about your favourite sport

#### Themes:

- sports • sports equipment
- Sports in Kazakhstan & the UK
- VALUES: What do sports teach us?

#### Language Focus:

- a/an – some/any
- (how) much/(how) many – a lot of
- the -ing form • the – zero article
- can • must/mustn't

# PLAY



Find the page numbers for  
sports equipment  
• a sports advert  
• instructions

### Vocabulary

#### • Sports/Activities

- 1 5.L10 Listen and repeat. Which of these words are similar in your language?

- 2 5.S1 How often

do you do these sports? Tell your partner. Use adverbs of frequency.



I sometimes play football.

# GO



## Reading 8a



The Glasgow School of Sport isn't like other schools. It is Scotland's first school for sports.



### What is a sport school?

At a sport school there are school subjects like Maths, English, Science and Geography, but every day the students also do sports. At the Glasgow School there is badminton, hockey, swimming, athletics or gymnastics to choose from, so it's never boring!

### How many students are there?

There are 1,100 students at the school and a lot of them are very good athletes. Every year they win competitions for their school and for Scotland.

### What's next?

Many students from the Glasgow School become athletes. They take part in important competitions like the Commonwealth Games and the Youth Olympics. Student Michael Jamieson got a silver medal for swimming the 200 metres at the London 2012 Olympics!

### Study Skills

#### Predicting content

The title, the subheadings and the pictures in a text help you predict its content.



#### Check these words

- like • choose
- never • boring
- many • good
- win competitions
- silver medal

- 1** Read the title and the subheadings, and look at the picture. What is the text about?

5.R1

.. Listen, read and check.

- 2** a) 5.R6 Read again and answer the questions.

- 1 Where is the Glasgow School of Sport?
- 2 What subjects are there at the school?
- 3 What sports can students do?
- 4 How many students are there in the school?
- 5 What happens every year?
- 6 What do many students do when they finish school?
- 7 Which competitions do students take part in?
- 8 Who has got a silver medal for swimming?

- b) Find four school subjects and five sports in the text. Which sport can you see in the picture?

- 3** 5.S1 Write three things you remember about the Glasgow School of Sport. Tell the class.

- 4** 5.S4 Answer the questions.

- 1 Are there sport schools in your country?
- 2 What is your favourite sport?
- 3 What are your favourite school subjects?

# Vocabulary 8a

5 **5.C3** Would you like to attend this school? Why/Why not? Tell your partner.

## Vocabulary

6 Do, play or go? Read the theory box, then in pairs complete the gaps.

We use:

- play with ball sports or competitive games. *play football*
- go with activities ending in -ing. *go skiing*
- do with all other sports and recreational activities. *do gymnastics*



1 ..... karate



2 ..... baseball



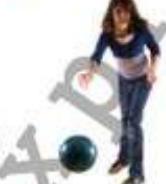
3 ..... ice skating



4 ..... golf



5 ..... wrestling



6 ..... bowling

## Speaking

7 **5.C3 5.UE3** In pairs discuss which of the sports in Ex. 6 you like/don't like. Use these adjectives:

|   |   |
|---|---|
| ✓ | • fun • fast • exciting • relaxing        |
| ✗ | • dangerous • boring • tiring • difficult |

A: I like going ice-skating. It's fun.

B: Really? I think it is difficult. I prefer playing golf. It's relaxing.

## Sports & Equipment

8 **5.S1 5.UE1** Look at the pictures. Which equipment do we need to play each sport? Tell your partner.



play football



go skiing



play tennis



play basketball



play cricket

We need a ball and trainers to play football.

## Writing

9 **5.W4 5.C6** Complete the paragraph about your favourite sport. Read it to the class.

My favourite sport is ... . You need ... to play ... . It's ... .

# Use of English 8b

- **a/an – some/any**

## 1 Read the theory. Say the examples in your language.

- We use **a/an** with countable singular nouns (nouns we can count) to refer to someone for the first time. *He's an athlete.*
- We use **some** in the affirmative with countable nouns in the plural and with uncountable nouns (nouns we cannot count).  
*There are some balls. There is some equipment.*
- We use **any** in the negative and interrogative with countable nouns in the plural and with uncountable nouns.  
*There aren't any tennis balls. Is there any water?*

## 2 S.UE4 Fill in **a** or **an**.

- 1 Have you got ..... tennis racquet?
- 2 We play rugby with ..... oval ball.
- 3 Jack got ..... medal for swimming.
- 4 Lisa is ..... athlete.
- 5 You need ..... bat to play cricket.

## 3 S.UE4 Fill in **some** or **any**.



- This is a school sports cupboard. There are 1) ..... tennis racquets but there aren't 2) ..... cricket bats. There isn't 3) ..... equipment for ice hockey but there are 4) ..... balls for basketball. There are 5) ..... footballs but there aren't 6) ..... rugby balls.

- **(how) much/(how) many – a lot of**

## 4 Read the examples and complete the rules. Use **how much**, **how many**, **a lot of**. Say the examples in your language.

*How much time have we got before the competition?*

*There isn't much time.*

*How many tickets are there for the match? There aren't many tickets.*

*How much water do athletes drink? They drink a lot of water.*

*How many students are there at the sports school?*

*There are a lot of students.*

- We use 1) ..... with countable nouns.
- We use 2) ..... with uncountable nouns.
- We use 3) ..... with countable and uncountable nouns.

## 5 Complete the sentences with **(how) much** or **(how) many**.

- 1 "How much money do the tickets cost?" "Not much."
- 2 "..... racquets are in the bag?" "Not ......"
- 3 "..... extra players do we need?" "Not ......"
- 4 "..... cricket bats are there?" "Not ......"
- 5 "..... milk do you drink every day?" "Not ......"

- **the -ing form**

## 6 S.UE10 Read the theory.

We use the **-ing** form as a noun.

*Cycling is my favourite sport.*

# Use of English 8b

## 7 Choose the correct item.

- 1 Swim/Swimming is a great way to get fit.
- 2 Lucy can dance/dancing very well.
- 3 Dive/Diving in the sea is really exciting.
- 4 Climb/Climbing can be dangerous.
- 5 Evan can't sail/sailing, but he's very good at skiing.
- 6 Can you play/playing volleyball?

## • the – zero article

## 8 Read the theory box.

We use **the** with countable and uncountable nouns when we mention the noun for **a second time or the noun is already known**. *I have a dog. The dog's name is Spike. He likes running in the park.*

We don't use an article (**zero article**) with nouns in the plural and uncountable nouns. *I have cats. They drink milk.*

### The or —

We **use the** with: names of families (*the Smiths*) – nouns that are unique (*the Eiffel Tower*) – rivers (*the Seine*) – nationalities (*the Spanish*) (We refer to all the people in Spain.) – musical instruments (*the guitar*).

We **don't use the** with: first names (*Ulan*) – towns/cities (*Astana*) – countries (*Russia*) (**BUT:** *the UK, the USA*), continents (*Asia*) – meals (*dinner*).

## 9 SUE4 Fill in: a/an, the or zero article.

- 1 My dad works in ..... office, but he plays ..... rugby at the weekend.
- 2 ..... FC Kairat is one of the most famous football teams in ..... Almaty, ..... Kazakhstan.
- 3 He wants to swim across ..... Ural River. It flows through ..... Russia and ..... Kazakhstan.
- 4 I'm going to ..... football match in ..... UK. My country is playing against ..... English football team.

## • can (ability)

## 10 Read the grammar box.

| Affirmative                                   | Negative   |
|---|--|
| I/you/he/she/it/we/you/ they <b>can</b> sing. | I/you/he/she/it/we/you/they <b>cannot/can't</b> sing.  |
| Interrogative                                 | Short answers  |
| <b>Can</b> I/you/he/she/it/we/you/they sing?  | <b>Yes</b> , I/you/he/she/it/we/you/they <b>can</b> .  |
|   | <b>No</b> , I/you/he/she/it/we/you/they <b>can't</b> . |

## 11 Ask and answer as in the example.



A: Can you ride a bike?

B: Yes, I can. Can you dance?

A: No, I can't.

Workbook: 8b & Use of English 8

MODULE 8

## Skills 8c

### Sports in Kazakhstan

1 5.51 Do you play sport? Which sport is your favourite?

#### Reading

- 2 Look at the pictures in the text. Which sports do they show? Do you play any of these sports? Tell your partner.
- 3 Which sport makes Kazakhstan most famous in the world?  
5.51 Listen to and read the text to find out.



Kazakhstan has got many traditional sports. Most of these are games that involve riding horses, such *balga* and *kokpar*. Kazakhstan is also famous for its great athletes in modern sports, too. Check out our top three sports in Kazakhstan.



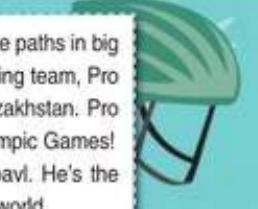
#### Cycling

Have you got a bike? Lots of people in Kazakhstan do. In fact, there are special bike paths in big cities such as Almaty. Cycling is a popular sport and Kazakhstan has a special racing team, Pro Astana. They wear blue and yellow cycling clothes, the colours of the flag of Kazakhstan. Pro Astana cyclists win lots of medals, including a gold medal at the London 2012 Olympic Games! **One to watch:** Keep your eye on Oleg Zemlyakov, a young cyclist from Petropavl. He's the winner of the 2016 Le Tour de Filipinas, a big event with cyclists from all over the world.



#### Boxing

This is the sport that makes Kazakhstan famous all over the world. The country always wins medals for boxing at every Olympic Games. Their national team is the Astana Arlans and their sign is a wolf. **One to watch:** People from Astana to Los Angeles, California know Gennady Golovkin's name. He is a great boxer and never loses a fight. That's why people call him 'the Knock-Out King'!



#### Football

The most popular sport in Kazakhstan is football. Lots of people watch games between the teams in the Kazakhstan Premier League. Some of these teams even compete with famous European teams in the UEFA Champions League.

**One to watch:** Born in 1993, Bauyrzhan Islamkhan is a young football player. He is the captain of Kairat, a team that plays in the Kazakhstan Premier League! Bauyrzhan also plays for the national team of Kazakhstan. He is a great footballer.



#### Check these words

- games • involve • athlete
- check out • cycling • in fact
- bike path • racing team
- win • gold medal
- keep your eye on • winner
- event • boxing
- national team • sign • wolf
- compete with • captain

4



5.66 Read the text and complete the sentences (1-3). Then, answer the questions (4-5).

- 1 Oleg Zemlyakov is from .....
- 2 The Astana Arlans' sign is .....
- 3 The captain of the football team Kairat is .....
- 4 Why do Pro Astana wear blue and yellow clothes?
- 5 Why do people call Gennady Golovkin 'the Knock-Out King'?

**Skills 8c**

**5** **5.C2** **5.57**  **How do these people make Kazakhstan proud of them? Tell the class.**

- Oleg Zemlyakov • Gennady Golovkin • Bauyrzhan Islamkhan

**Listening**

**6** **a)** **Look at the gaps (1-5) in the advert. What words do you think are missing: names? nouns? or numbers?**

**Check with your partner.**

**b)** **You are going to listen to a radio advertisement. Look at the advert. What is the advertisement about?**

**c)** **5.18**  **Listen and write the correct answers in your notebook.**

**Speaking**

**7** **5.C6** **5.52** **5.54** **5.56**  **Find out about your partner's favourite sports activities. Tell the class.**

**A:** *How often do you go swimming?*

**B:** *I sometimes go swimming. How often do you go swimming?*

**A:** *I go swimming every day. How often do you play football? etc*

|                    | Every day | Often | Sometimes | Never |
|--------------------|-----------|-------|-----------|-------|
| 1 go swimming?     |           |       |           |       |
| 2 play football?   |           |       |           |       |
| 3 go cycling?      |           |       |           |       |
| 4 play tennis?     |           |       |           |       |
| 5 do gymnastics?   |           |       |           |       |
| 6 play volleyball? |           |       |           |       |
| 7 do boxing?       |           |       |           |       |
| 8 play badminton?  |           |       |           |       |

**Writing**

**8** **5.W4** **5.W6**  **Complete the email to your English-speaking pen-friend (60-80 words).**

Dear Tony,

I like a lot of different sports. I watch ... and ... on TV. At school, I play ... and ... . In the afternoon, I have ... lessons. I often play/go ... with my friends at the weekend. I sometimes play/go ..., but I don't like .... What about you?

...

# Everyday English 8d

## • Making arrangements

**1** The following sentences appear in a dialogue. What is the dialogue about?

- Have you got any plans for Sunday? • Do you want to come with me?
- When is it? • It starts at 5:30. • See you then!

**2** Listen, read and check. Which syllables are stressed?

**3** **5.85** Read the dialogue. Where do they want to go? What time are they going to meet?



Hollie: Have you got any plans for **Sunday**?  
 Daniel: I've got a **tennis lesson** at 10 o'clock in the morning. Why?  
 Hollie: There's a **football match** at the **Astana Arena**. Do you want to come with me?  
 Daniel: When is it?  
 Hollie: It starts at **5:30**.  
 Daniel: OK! I can meet you at the train station at 4 o'clock.  
 Hollie: See you then!

**4** **5.57** Find sentences in the dialogue which mean:

- |   |                                       |
|---|---------------------------------------|
| 1 Would you like to come too?<br>2 What time is it? | 3 What plans have you got for Sunday? |
|---|---------------------------------------|

**5** **5.UE14** Say the sentences in Ex. 1 in your language.

**6** **5.56** **5.UE15** You are talking with your friend.  
**Student A:** You've got a **gymnastics class** on Saturday morning.  
**Student B:** Use the advert to invite Student A to a sports event.  
 Change the words in blue in Ex. 3 to act out a similar dialogue.  
 Mind the intonation.





ACROSS CULTURES 8e



# Sports days



## The Championships, Wimbledon

Every summer, a famous tennis competition takes place at Wimbledon, London, UK. Amazing players come from all over the world, and very famous ones play their matches on Centre Court. It's fun to go to Wimbledon. Apart from the exciting tennis matches, you can visit coffee shops and restaurants, or buy a takeaway picnic. People drink around 350,000 cups of tea and coffee at Wimbledon!



## Kazakhstan President Cup

The President Cup takes place every year in June at the Astana Arena, Kazakhstan. It is a special football tournament for teenagers under 17 years old. Teams from many different countries take part, from China to Serbia and Spain. It's a great event to visit if you want to spot the football stars of the future!

### Check these words

- competition
- take place
- match
- coffee shops
- takeaway picnic
- tournament • spot

**1** **S.R1** Look at the pictures and read the title and the headings. What do you know about these events? What else would you like to know about them? Think of three questions.

• Listen, read and see if you can answer them.

**2** **S.R6** Read again and answer the questions.

- 1 Where is Wimbledon?
- 2 Who plays their matches on Centre Court?
- 3 Where can you buy food and drink at Wimbledon?

- 4 When does the President Cup take place?
- 5 How old are the players in the President Cup?

**3** **5.W4** Think of a sports event in your country.

- When is it? • Where is it? • Who takes part? • Why is it fun?

Write a short text about it. Present it to the class.

### Pronunciation /ʌ/, /ʊ/

**4** **•** Listen and repeat.

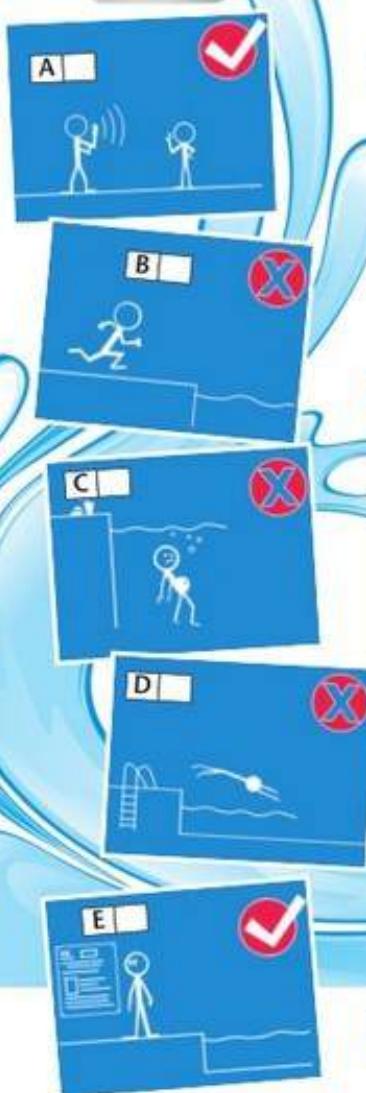
/ʌ/: fun, cup, summer, culture

/ʊ/: future, you, blue



## Across the Curriculum 8f

PSHE



### Reading

- 1** **S.13** Which of the following sentences are true about swimming? Decide in pairs.

- 1 You can run around the swimming pool.
- 2 It's a good idea to eat before you go swimming.
- 3 The lifeguards can help you.
- 4 You can dive anywhere you like.
- 5 It's important to read the signs at the pool.

Listen, read and check.

- 2** **S.16** Read the text. Match the instructions (1-5) to the pictures (A-E).

## Safe Splashing



Swimming is a great way to exercise, but it can be dangerous. Stay safe at the pool by following these simple rules.

- 1 Don't play or run around the pool. You can slip and fall on the wet ground.
- 2 Don't eat before swimming. You can get pains in your stomach and it's difficult to swim.
- 3 Find the lifeguards. You can call them and they can help you.
- 4 Look for NO DIVING signs. Never dive in these places – it's very dangerous.
- 5 Always read the signs around the pool before you start swimming. They are there to keep you safe.

Enjoy your swim!

### Check these words

- way • exercise • dangerous • stay safe
- pool • rule • slip • fall • wet ground
- pain • stomach • lifeguard • dive

- 3** Use the words and must/mustn't to write complete sentences.

- 1 field of play/be/between 90 and 120 meters long  
*The field of play must be between 90 and 120 metres long.*
- 2 you/not use/your hands/when playing football
- 3 each team/have/eleven players
- 4 the ball/go into/the opponent's goal/to score
- 5 players/not fight/with other players

### Speaking & Writing

- 4** **S.UE8** List the information in the text under the headings **Dos – Don'ts**.

- 5.51** Use must/mustn't to tell the class.

- 5** **S.W1** **S.UEB** **S.R4** What are some rules for playing basketball? Collect information. Write sentences or tell the class. Use the imperative or must/mustn't.

# Writing 8g

- An article about your favourite sport

**1** These words appear in the text. What is the article about?

snow      sport      lessons      fun      resort      goggles

**2** 5.W6 What is Raisa's favourite sport? Read the article to find out.



## My favourite sport

by Raisa

I do lots of exercise. I visit the gym, play football and have boxing lessons. I enjoy all these activities, but my favourite sport is skiing.

I only go skiing in winter when there is lots of snow. I go to Shymbulak ski resort near Almaty with my family. You can have lessons there, try jumps or even go night skiing. I have lessons every day and I'm quite good. I've got my own goggles, helmet and clothes, but I borrow skis from the resort.

I love skiing because it's fast and fun. There's always something new to learn, and the views are beautiful.



Check these words

- gym • resort
- jump • go night
- skiing • fast • view

**3** 5.W6 5.UE16 Join the sentences. Use: and, or, but.

- 1 Sanjar goes cycling ..... he plays ice hockey.
- 2 I can swim, ..... my best friend can't.
- 3 We can go to the beach ..... play volleyball.
- 4 My sister is good at gymnastics, ..... I'm not.
- 5 Do you want to play football ..... tennis? You choose.
- 6 I've got my swimming costume ..... my towel. Let's go!

**4** 5.S1 Answer the questions.

- 1 What's your favourite sport?
- 2 When and where do you do it?
- 3 What do you do?
- 4 What equipment do you need?
- 5 Why do you enjoy it?

## Writing (an article about your favourite sport)

**5** 5.W1 5.W4 5.W6 An international magazine is asking its readers to send in articles about their favourite sports. Use your answers in Ex. 4 to write your article (60-80 words). Follow the plan.

**Para 1:** introduce the topic (*I enjoy exercise and my favourite sport is ...*)

**Para 2:** write about when and where you do it, what you do, what equipment you need

**Para 3:** why you enjoy it

# EDUTAINMENT 8

## VALUES

### What do sports teach us?

1

S.C3 **What can sports teach us about life? Read what various people say. Do you agree or not? Tell your partner.**

- 1 "They're good for our health, body and mind."
- 2 "There is no success without hard work."
- 3 "Doing sports I learnt not to give up hope."
- 4 "We need to try hard to succeed."
- 5 "Working in teams taught me how to work with others."
- 6 "You can't be on top forever. I sometimes lose but I learn from this and become better."
- 7 "To me sports are fun!"
- 8 "I learnt to obey and follow rules."

2

**Complete the sentence.**

I love sports because .....  
.....

3

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

1

- Michael Jamieson got a silver medal for hockey. ....
- You need a bat to play cricket. ....
- A Pro Astana cyclist won a gold medal at the London 2012 Olympic Games. ....
- Gennady Golovkin is a great cyclist. ....
- Kairat plays in the Kazakhstan Premier League. ....
- The President Cup takes place in July in Kazakhstan. ....

4



**Look at Module 8 and write a *T/F* quiz of your own.**

5

**Song:** Name six sports. Which ones are there in the song?

Listen and read to find out.

## I love Sports

**VIDEO**

### I love Sports

I've got a racquet  
I've got weights  
I've got trainers and  
I've got skates  
I've got a bow  
I've got a cue  
I've got flippers  
and a helmet, too

**bow**

**cue**

**VIDEO**

**VIDEO**

### Sports are great

I love them all  
Tennis, golf and basketball  
Football, snooker, archery  
Come and play  
Some sports with me

**weights**

**weights**

I like to play sports  
All day long  
They keep me fit  
They make me strong  
I'm in good shape  
And I feel fine  
Because I play sports  
All the time

**3 .....**

**3 .....**

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# MODULE 9

# 9

## Holidays

### ► What's in this module?

#### Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: buying souvenirs
- Writing a postcard

#### Themes:

- seasons & months • the weather
- holiday activities
- Holidays in Kazakhstan
- Souvenirs around the world
- What our world has to offer
- VALUES: Travel

#### Language Focus:

- present continuous
- present continuous vs present simple



Find the page numbers for

- a weather chart
- postcards
- a poem
- souvenirs

### Vocabulary

#### • Seasons/Months

S.L10

S.S5

1 Listen and repeat. What are these words in your language? What month is your birthday in?

Winter

- December
- January
- February

Spring

- March
- April
- May

Summer

- June
- July
- August

Autumn

- September
- October
- November

My birthday is in .....

#### • Weather

2 Match the sentences (1-10) to the drawings (a-j).

Listen and check.

- 1  It's raining.  
2  It's snowing.  
3  It's foggy.  
4  It's hot.

- 5  It's (very) cold.  
6  It's cloudy.  
7  It's sunny.

- 8  It's warm.  
9  It's windy.  
10  It's freezing.



3 S.W7 Complete the sentences.

- 1 In my country it is **cold** in winter.
- 2 In spring it is .....
- 3 Summers are .....
- 4 In autumn it is usually .....

4 What's the weather like today?

It's .....

## Reading 9a



# In all weathers



**A** Sunday 27th December

Hi Molly,  
Greetings from Australia! We're having a fantastic time here. Today, it's hot and sunny and we are at the beach. I'm sunbathing and my sisters are making a sandcastle. Dad and Meruert are windsurfing. Some people are swimming and others are playing beach volleyball or sailing their boats. We all love it here!  
See you when we get back.  
Lena

**B**

Monday 6th April

Hi Will,  
We're having a wonderful time here at Shymbulak in the Zaili Alatau Mountains in Kazakhstan. It's a beautiful place and there is snow everywhere! It's freezing cold, but the sky is blue and the sun is shining. Assel and Sanzhar are skiing at the moment. My lesson is this afternoon, so I'm having a hot chocolate now. We're having lots of fun.

Talk to you soon.  
Berik

**C**

Saturday 11th July

Hi Barney,  
Hello from Thailand. The weather's strange here but we're having a wonderful time! It's warm and sunny today, but it's often cloudy and rainy. Saule and Nurlan are visiting the floating market, and Nurhan and I are having a snack. It's great. This is an amazing country. We love it.  
Take care.  
Ruslan

**2**

5.C8 5.L8 Listen, read and match the pictures to the postcards.

Which sentence best describes each picture? What is a floating market?

**3**

5.R2 5.R6 Read the texts again and answer the questions.

- |                          |  |
|--------------------------|--|
| 1 Where is Lena?         | 5 What is the weather like in Shymbulak today? |
| 2 What is Meruert doing? | 6 What is the weather like in Thailand?        |
| 3 What is Lena doing?    | 7 What are Assel and Sanzhar doing?            |
| 4 Where is Berik?        | 8 Is Ruslan happy with his holiday?            |

# Vocabulary 9a

- 4** **5.56** Copy and complete the table. Talk about each person to the class.

| Name   | Place    | Weather        | Activities      |
|--------|----------|----------------|-----------------|
| Ruslan | Thailand | warm/<br>sunny | have<br>a snack |

Ruslan's in Thailand. It's warm and sunny today. He's having a snack now with Nurzhan.

• Activities

- 5** **5.56** Fill in: go, play or do. What are these activities in your language? Which of them do you sometimes, usually, never do in summer/winter?



## Listening & Speaking

• Making suggestions

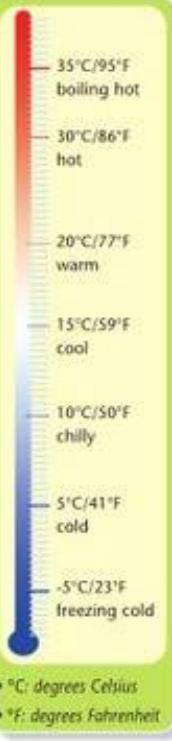
- 6** **5.C3** You are on holiday. Try to decide which of the activities in Ex. 5 to do. Ask and answer questions.

- |   |  |
|---|--|
| • A: Let's go skiing.<br>B: That's a good idea./ Great! | • A: Shall/Why don't we play computer games?<br>B: I'm sorry, I can't./I'm afraid I can't. |
|---|--|

• Talking about the weather

- 7** **5.L3** **5.S2** **5.S4** Look at today's international weather chart.

• Listen and complete. Then ask and answer questions, as in the example.



A: What's the weather like in Athens today?

B: It's warm and sunny.

A: What's the temperature in Athens today?

B: It's 25°C. It's warm.

## Writing

- 8** **5.W4** What's your favourite season? What is the weather like during that season? What do you usually do? Write a short paragraph. Present it to the class.

My favourite season is ... . The weather is ... . I usually go ... .

# Use of English 9b

## • Present continuous

### 1 Read the table. How do we form the present continuous?

#### Affirmative

I'm reading.

He/She/It's reading.

We/You/They're reading.

**Form:** subject pronoun/noun + am/are/is + main verb + -ing

We use the present continuous for actions happening now.

#### Spelling rules:

- Most verbs take **-ing** after the base form of the main verb.  
*eat → eating*
- Verbs ending in **consonant + -e** drop the **-e** and add **-ing**.  
*write → writing*
- Verbs ending in **one stressed vowel between two consonants** double the last consonant and take **-ing**.  
*stop → stopping*
- BUT** *open → opening*
- verbs ending in **-l** double the **-l + -ed** *travel - travelling*

**Time expressions:** now, at the moment

### 2 S.UE10 Form complete sentences. Use the present continuous.

- Dad/swim *Dad's swimming.*
- They/sunbathe
- Erbol/read a book
- Nurgul/take/photographs
- Mum/eat/an ice cream
- Aida and Azat/play football
- Nurlan/shop/for souvenirs
- I/make/a sandcastle

### 3 Read the table. Say the examples in your language.

#### Negative

I'm not reading.

He/She/It isn't reading.

We/You/They aren't reading.

**Form:** subject pronoun/noun + am/are/is + not + main verb + -ing – *I'm not watching TV now. He isn't swimming now.*

### 4 S.UE10 Write sentences, as in the example.

- Lyazzat is fishing. (X) (surf) (✓)  
*Lyazzat isn't fishing. She's surfing.*
- Nurgazy is eating. (X) (sunbathe) (✓)
- Kanat and Saule are sleeping. (X) (swim) (✓)
- Mum is watching TV. (X) (make a cake) (✓)
- Dad's reading his newspaper. (X) (cook) (✓)

### 5 S.UE10 Look at the picture. Write as in the example. Use the present continuous affirmative/negative.



- Zhando *isn't sleeping* (sleep). *He's swimming.*
- Zhenya ..... (run).
- The two boys ..... (swim).
- Aidos ..... (read) a book.
- Maira and Svetlana ..... (make) a sandcastle.

## Pronunciation /ɪŋ/

### 6 Listen and repeat.

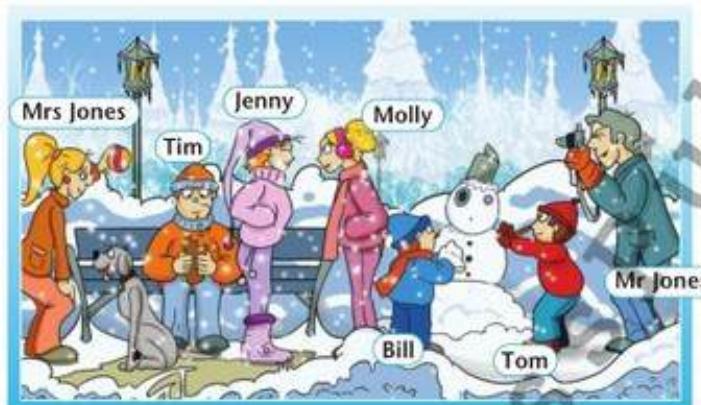
- reading
- watching
- going
- eating
- swimming
- playing
- making
- running

## Use of English 9b

**7** Read the table. How do we form the interrogative form of the present continuous?

| Interrogative            | Short answers                                 |
|--------------------------|---|
| Am I reading?            | Yes, I am./No, I'm not.                       |
| Is he/she/it reading?    | Yes, he/she/it is./No, he/she/it isn't.       |
| Are we/you/they reading? | Yes, we/you/they are./No, we/you/they aren't. |

**8** **5.UE10** Look at the picture. Write questions, then answer them.



1 Jenny/do/her homework?

*Is Jenny doing her homework? No, she isn't.*

2 Bill and Tom/make/a snowman?

3 Mr Jones/play/in the snow?

4 Mrs Jones/talk/to Bill?

5 Bill and Tom/eat/sandwiches?

6 Molly/take/photographs?

7 Tim/eat/a sandwich?

**9** **5.UE10 5.S4** Write the questions. Use the present continuous. Answer them about yourself.

1 you/watch TV/now?

*Are you watching TV now? No, I'm not.*

2 your teacher/talk/right now?

3 your parents/work/now?

4 you/have/an English lesson/now?

5 your friends/play/football/now?

6 you/wear/shorts/now?

- Present simple or Present continuous

**10** Read the theory. Say the examples in your language.

- We use the present simple for habits or routines.

*I watch TV in the evening.*

- We use the present continuous for actions happening now.

*We are having an English lesson at the moment.*

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

Greetings from Venice. It's Carnival time here and we 1) ..... (have) a great time. Italians 2) ..... (celebrate) Carnival every year in late February. The festival 3) ..... (last) 10 days and it 4) ..... (be) lots of fun. People 5) ..... (wear) lovely costumes, 6) ..... (dance) in the streets and 7) ..... (go) to parties. It's chilly today. Right now it 8) ..... (rain). Cathy and I 9) ..... (sit) in a café. We 10) ..... (wait) for the big parade to begin. A girl just behind us 11) ..... (sing) and her friend 12) ..... (play) the violin. Her voice 13) ..... (be) great. Have to go now. See you soon!

Erke

**12** **5.W3** What do you and your family usually do in the evening? What are you and the members of your family doing now? Write true sentences. Tell your partner.

Workbook: 9b & Use of English 9

MODULE 9

## Skills 9c

### Serik's blog



mountain



forest



deer

fox

lake

wild boar



#### Check these words

- in the north • popular
- rock climbing • keep my feet on the ground
- hike • camp • set up
- shore • take a dip • cool
- clear • later • refreshing
- scenery • wildlife
- treasure

1 5.L10 Look at the pictures.

5.S5 2 Listen and repeat. What are the words in your language?

### Reading

2 5.L8 5.R1 Where in Kazakhstan can you see all these things?

3 Listen and read to find out.



## Holidays in Kazakhstan

Hi, guys! This week we're visiting Burabai National Park in the north. What a beautiful place! There are 14 large lakes here, and lots of smaller ones, as well as forests and mountains. Mount Kokshetau is the highest, at 947 metres!

Burabai is a popular place for rock climbing, but I prefer to keep my feet on the ground! In the mornings we hike around the park and camp at night. Right now, we're setting up our tent on the shore of Lake Burabai, the biggest of all the lakes. It's a hot day today and I'm thinking about taking a dip in the cool, clear water later – it looks so refreshing!

Some people call Burabai National Park 'The Pearl of Kazakhstan' and they're not wrong. It's got amazing scenery and interesting wildlife, such as deer, foxes and wild boar. Burabai is definitely a treasure. I love it! So ... where should I go next? Tell me your ideas for places to go on holiday in Kazakhstan.

Posted by Serik – 10th July

### COMMENTS

3 5.R2 Read Serik's blog post again and answer the questions.

- 1 Where is Burabai National Park?
- 2 How many large lakes are there?
- 3 What is the name of the highest mountain?
- 4 Where is Serik setting up his tent?
- 5 What animals can you find in Burabai National Park?



4 Why do people call Burabai National Park 'The Pearl of Kazakhstan'? Tell the class.

**Skills 9c****Listening**

- 5** **S.1B** Aruzhan and her friend Emily are visiting Burabai National Park.

Listen to them and complete the sentences.

- 1 Aruzhan and her family usually go .....
- 2 Today the weather is .....
- 3 Aruzhan and Emily are by .....
- 4 Emily sees a .....

**Note!****Exclamations**

We use exclamations to express admiration, surprise, etc. They are formed by:

what a/an (+adjective) + singular countable noun

*What a hot day! What an amazing place!*

what (+ adjective) + plural/uncountable noun

*What high mountains! What interesting wildlife!*

- 6** **S.U6** Read the theory. Then, fill in: what (a/an).

- |                            |                           |
|----------------------------|---------------------------|
| 1 ..... friendly people!   | 4 ..... difficult hike!   |
| 2 ..... beautiful day!     | 5 ..... terrible weather! |
| 3 ..... interesting place! | 6 ..... huge park!        |

**Speaking**

- Expressing likes/dislikes

- 7** List the phrases under the headings.

**Positive****Negative****Neutral**

- I love it. • I like it. • I don't really like it. • It's great.
- It's horrible. • It's OK. • It's beautiful.

- Commenting on a place

- 8** **S.54** You are on holiday in Burabai National Park. Use the phrases in Ex. 7 to act out dialogues, as in the example.

A: Do you like the weather here?

B: No, I don't. It's horrible.

A: What do you think of the National Park?

B: I love it. It's beautiful.

**Writing**

- 9** **S.W4** Write a comment in reply to Serik's blog post (50 words). Tell him about another place to go on holiday in Kazakhstan. In your post:

- describe the place.
- write about the activities people can do there.
- tell Serik why you like it.

# Everyday English 9d

## • Buying souvenirs

1

a) 5.55 Listen and repeat. Which words are stressed?

- What can I do for you? • I want to buy a souvenir.
- What about this cap? • How much is it? • It's \$15.00. • Here you are.

b) The sentences above are from a dialogue at a shop. Who says each sentence: the shop assistant? or the customer?

Listen, read and check.

2

a) 5.86 Read again. What is Mary buying?

Shop assistant: Good afternoon. What can I do for you?

Mary: Good afternoon. I want to buy a souvenir.

Shop assistant: What about this cap?

Mary: It's very nice. How much is it?

Shop assistant: It's \$15.00.

Mary: Can I have one, please?

Shop assistant: Sure. That's \$15.00.

Mary: Here you are.

Shop assistant: Here's your change. Have a nice day.

b) Read the dialogue aloud. Mind the intonation.

3 Say the sentences in Ex. 1a in your language.

4 Find phrases in the dialogue which mean:

1 How can I help you?

2 How much does it cost?

3 How about this cap?

4 Of course.

5

5.56 You are at a souvenir shop in the USA. Change the words in colour to act out a dialogue like the one in Ex. 2a. You can use the souvenirs in the pictures.



## ACROSS CULTURES 9e

- 1 5.C8 Look at the souvenirs in the pictures. Which of these countries are they from?

- the USA • Greece • Kazakhstan • Mexico
- Spain • Turkey • Scotland • Russia • the UK
- India • Japan • Italy • China • Australia

2 Listen and read to find out.



## Souvenirs around the World

Here are some popular souvenirs you can buy around the world while on holiday.

### hat

This is a hat from Mexico. It is a sombrero. Sombreros are very common in Mexico.



### stuffed toy

This is a teddy bear. It has got a tartan scarf from Scotland. Tartan cloth is very popular in Scotland.



### mug

This is a mug. It has got the flag of the United States of America on it. The US flag has got stars and stripes.



### key ring

This is a key ring. It is Big Ben, the clock tower. You can see Big Ben in London.



### yurt box



This is a leather box like a yurt. It's from Kazakhstan.

- 2 5.R6 Read the text and answer questions.

- 1 Where can you see sombreros?
- 2 What are Matryoshka dolls?
- 3 Where's tartan cloth popular?
- 4 What has the US flag got on it?
- 5 Where's Big Ben?
- 6 What can you buy in Kazakhstan?

- 3 5.W3 Make sentences like these about the souvenirs.

*The sombrero is from Mexico. It's Mexican.*

### Project

- 4 5.W3 5.W7 Find/Draw a map of your country. Stick on pictures of souvenirs you can buy in various places. Write a few sentences about each. Display your poster to the class.



## Across the Curriculum 9f

### Literature



#### Check these words

- pitter patter
- blowing
- falling
- ground

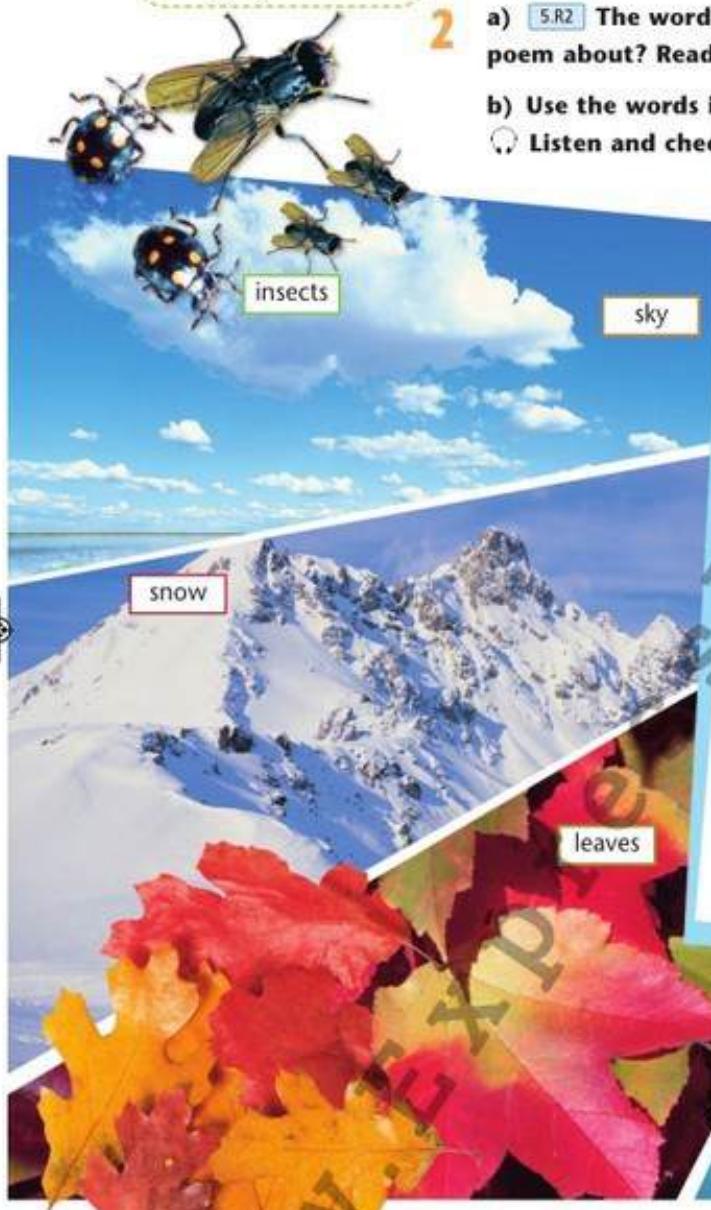
1 Listen to the music extract. What images come to mind? What is the weather like? How does it make you feel?



2 a) 5.R2 The words in the pictures are from the poem. What is the poem about? Read quickly to find out.

b) Use the words in the pictures to complete the gaps in the poem.

3 Listen and check.



## The Four Seasons

When spring is here

The 1) ..... is clear  
Then – pitter patter – here comes rain

When summer comes

The 2) ..... hum  
It's hot! Let's go and swim again!

It's autumn now

The 3) ..... turn brown  
The 4) ..... is blowing them around

Winter – hooray!

Let's go and play!

The 5) ..... is falling on the ground  
*(traditional)*

3 Find the words in the poem that rhyme.

### Project



4 5.C8 Draw a picture to go with the poem above.

Give your picture a title.

# Writing 9g

## Note!

### Present continuous with future meaning

We can use the present continuous to talk about a future fixed arrangement.

I'm meeting Ann tomorrow.

## Study Skills

### Writing postcards to friends

When you write a postcard, email or letter to a friend of yours, use short verb forms. (*I'm watching*). You can also omit subject pronouns (e.g. *See you soon*. NOT: *I'll see you soon*). These make your writing more friendly. We can write postcards in one paragraph.

### • A postcard

#### 1 5.R1 Look at the postcard and read the first sentence in it.

- 1 Who is writing the postcard?
- 2 Who is to read it?
- 3 Where is each person?

#### 2 Listen and read to find out.

Dear Auntie May and Uncle Joe,

Greetings from Capri, Italy. I'm staying at a hotel near the sea. We're having a fantastic time here. The weather's lovely. It's warm and the sun is shining. The hotel is great. It's got a huge swimming pool.

I'm sunbathing now with Alex and Dad. Mum and Connie are shopping for souvenirs at the moment.

Tomorrow we're going to Naples. I can't wait. We're all having lots of fun! See you soon.

Fred



Mr and Mrs J Morton  
67 Cherrywood Road  
Brighton  
England

#### 2 5.R6 5.UE10 Read the postcard and answer the questions. Then list all the present continuous forms. Which one has a future meaning?

- 1 What is the weather like in Capri?
- 2 Where are they staying?
- 3 Who else is with Fred?
- 4 What is Fred's dad doing now?
- 5 What is Fred's mum doing now?
- 6 How does Fred like it there?

#### 3 5.UE10 Rewrite the sentences. Put the verbs in their short forms or omit subject pronouns.

- 1 We are staying on the first floor.
- 2 We do not like it here.
- 3 The weather is lovely.
- 4 Mum is swimming now.
- 5 We get back in a week.
- 6 I miss you.

### Writing (a postcard)

#### 4 5.W4 5.W6 5.W7 Imagine you and your family are on a winter holiday. Send a postcard to your English-speaking pen-friend. Use the plan (60-70 words). Use upper and lower case letters accurately.

Greet your friend and say where you are. (*Greetings from ... . We're ... .*) Describe the place and the weather. (*The (hotel's) ... . The weather's ... .*) Talk about what you and your family are doing now; closing remarks (*Dad's ... . Mum's ... . My ... . I'm ... . See you soon.*)

# EDUTAINMENT 9

## VALUES

### Travel

1

S.C1 S.C3



**Why should we travel?** Discuss the ideas below with your partner. Can you think of more reasons?



- 1 It helps forget everyday problems.
- 2 It's a good way to relax and have fun.
- 3 It's a great way to make new friends.
- 4 You get to know the culture of other places and respect it.
- 5 You try new foods.
- 6 It creates memories for a lifetime.

2

S.C1



**As a class** prepare a video promoting your country to other countries. Decide on the places you will write about. Work in separate groups. Find videos or create your own, write the subtitles, record the subtitles, find music. Upload your video to the school website.

3

**Do the quiz. Answer the questions.**

## Quiz

- 1 How many seasons are there? Name them.
- 2 Name the months of the year.
- 3 What's the weather like in Kazakhstan in the summer?
- 4 Where is Shymbulak?
- 5 How high is Mount Kokshetau?
- 6 What animals can you see in Burabay National Park?



**Look at Module 9 and write a quiz of your own.**

5

**Song:** Read and complete the gaps with these words.

Listen and check.

- showers • bright • ground • sky
- bare • breeze



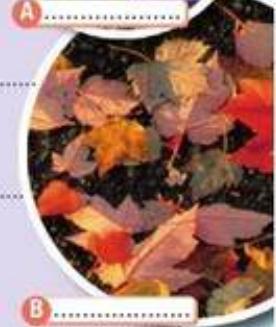
## Happy All Year Round



A

In spring I like to see  
The pretty little flowers  
I love the new green leaves  
I love the fresh spring 1)

In summer I feel great  
Because it's hot and dry  
I love to see the sun  
Shine in the summer 2)



B

I'm happy when it rains  
And when the sun shines  
3)

I'm happy when it snows  
And all the world is white  
I'm happy when the leaves  
Fall on the autumn 4)

I'm very glad to say  
I'm happy all year round



C

I love to go for walks  
And feel the autumn  
5)

I love to catch the leaves  
As they fall from the trees  
In winter it is cold  
And all the trees are

6)

But I think it looks great  
When snow is  
everywhere



D

**6 Label the pictures with phrases from the song.**

# Language Review 1

1a

## 1 Complete the sentences with:

- storey • shape • dream • lift
- view • warm • crazy

- 1 What is your ..... home like?
- 2 They've got a two- ..... house.
- 3 The ..... from the window is great.
- 4 His house is the ..... of a basketball.
- 5 He's ..... about football. He likes it a lot.
- 6 A ..... can take you up to the fifth floor.
- 7 Our house is ..... in the summer.

1c

## 2 Choose the correct word.

- 1 A house is also **house/home** to insects.
- 2 There's a spider in its **web/phone**.
- 3 These are his **tidy/favourite** jeans.
- 4 Cockroaches have their **living/hiding** place behind the fridge.
- 5 He's at home **only/alone**.
- 6 Keep your house clean and **empty/tidy**.
- 7 Ants and spiders are **creepy crawlies/bedbugs**.
- 8 There's a scorpion in the **place/corner** of the room.

## 3 Label the pictures.



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....

## 4 Replace the words in bold with their opposites.

- huge • famous • tall • long
- the whole

- 1 He's **unknown**. .....
- 2 You can see **part** of Paris from here. ....
- 3 The river is very **short**. .....
- 4 Their house is **small**. .....
- 5 Mark is quite **short**. .....

1f

## 5 Form collocations.

- |                            |           |
|----------------------------|-----------|
| <input type="checkbox"/> 1 | tourist   |
| <input type="checkbox"/> 2 | bicycle   |
| <input type="checkbox"/> 3 | room-like |
| <input type="checkbox"/> 4 | from top  |
| <input type="checkbox"/> 5 | miles     |

- |   |            |
|---|------------|
| a | capsules   |
| b | attraction |
| c | to bottom  |
| d | wheel      |
| e | away       |

Use the phrases in sentences of your own.

# Language Review 2

2a

## 1 Form collocations.

- |                                      |             |
|--------------------------------------|-------------|
| <input type="checkbox"/> 1 digital   | a book      |
| <input type="checkbox"/> 2 comic     | b things    |
| <input type="checkbox"/> 3 living    | c camera    |
| <input type="checkbox"/> 4 brilliant | d secretary |
| <input type="checkbox"/> 5 loyal     | e film      |
| <input type="checkbox"/> 6 father's  | f business  |
| <input type="checkbox"/> 7 metal     | g suit      |

## 2 Fill in the correct word.

- engineer • secretary • fly • strong
- protect • bad • enemy • watch

1 He's an ..... and she's a .....

2 Superman is very ..... and he can ..... .

3 Iron Monger is Iron Man's ..... .

..... They aren't friends.

4 ..... Shrek III. It's a great film.

5 Superman can ..... good ..... people from ..... people.

## 3 Match the opposites.

- |                                  |         |
|----------------------------------|---------|
| <input type="checkbox"/> 1 fat   | a tall  |
| <input type="checkbox"/> 2 short | b young |
| <input type="checkbox"/> 3 long  | c thin  |
| <input type="checkbox"/> 4 old   | d short |
| <input type="checkbox"/> 5 big   | e small |

## 4 Form collocations.

- |                                     |        |
|-------------------------------------|--------|
| <input type="checkbox"/> 1 full     | a eyes |
| <input type="checkbox"/> 2 green    | b hair |
| <input type="checkbox"/> 3 curly    | c lips |
| <input type="checkbox"/> 4 small    | d team |
| <input type="checkbox"/> 5 football | e nose |

## 5 Write the correct nationality.

- 1 Spain – .....
- 2 the USA – .....
- 3 Poland – .....
- 4 Greece – .....
- 5 Italy – .....
- 6 Russia – .....
- 7 China – .....
- 8 Turkey – .....
- 9 Portugal – .....
- 10 the UK – .....

## 6 Fill in the correct word.

- background • government • centre
- patron • designs

- 1 In the ..... of the flag there is a golden sun.
- 2 Some flags have interesting .....
- 3 The flag has a sky-blue .....
- 4 Saint George is the ..... saint of England.
- 5 You can see flags on ..... buildings.

# Language Review 3

3a

**1 Form collocations. Use five of them to complete the sentences below.**

- 1  cartoon
- 2  animal
- 3  do
- 4  get
- 5  vacuum
- 6  fair
- 7  best

- a the housework
- b angry with
- c skins
- d character
- e hair
- f friend
- g cleaner

- 1 She cleans the house with a .....
- 2 Jenny has got ..... and blue eyes.
- 3 Jackie is my ..... I like her a lot.
- 4 Scooby Doo is a popular .....
- 5 The Flintstones wear .....

3c

**2 Label the pictures.**

- helpful • kind • honest • loyal • friendly • fun



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

**3 Fill in the correct verb.**

- stay • tells • hangs out • trust
- gossips • make up

- 1 Peter often ..... with his friends and has a good time.
- 2 Alina and Julia sometimes argue, but they always ..... afterwards.
- 3 Amir is honest. He always ..... the truth.
- 4 Alen and Erkin often disagree, but they still ..... friends.
- 5 Laura never ..... about her friends and keeps their secrets.
- 6 You can ..... Arsen. He is good and honest.

3d

**4 Write the times.**



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....

3e

**5 Fill in the correct verb.**

- celebrate • write • show • take
- draw • give • have

- 1 Let's ..... a look in the shop.
- 2 The children ..... respect to their parents.
- 3 I usually ..... poems in birthday cards.
- 4 I ..... pictures for my friends.
- 5 We ..... Father's Day in June.
- 6 They ..... gifts to their mother.
- 7 On a national holiday, people ..... the day off work.

# Language Review 4

4a

**1 Fill in:** entertain, on holiday, scores, well-paid, event, throw, checks.

- 1 Every time their team ..... the fans start celebrating.
- 2 Dana is a doctor. It's a(n) ..... job.
- 3 Mascots ..... sweets to the fans to ..... them.
- 4 A waterslide tester ..... waterslides all around the world to see if they are safe.
- 5 Alikhan often goes ..... to Turkey.
- 6 The match between the two basketball teams is the main ..... of the week.

**2 Look at the pictures. Complete with the correct job quality.**



1 f \_\_\_\_\_



2 b \_\_\_\_\_



3 p \_\_\_\_\_



4 f \_\_\_\_\_



5 c \_\_\_\_\_



6 c \_\_\_\_\_

4c

**3 Complete the sentences: doubles, success, get, looks, professional, appearances, similar.**

- 1 I want to ..... an autograph from my favourite actor.
- 2 David Beckham is a(n) ..... football player.
- 3 Jane ..... like her mum.
- 4 Andy Harmer often ..... for David Beckham when David can't be there.
- 5 He makes ..... in TV commercials and films.
- 6 Wherever he goes, he's a(n) .....
- 7 There's a girl on the phone. Her voice is ..... to your friend's.

**4 Complete the crossword.**



Across

- 2 This person teaches children.
- 5 This person takes photographs.
- 6 This person repairs cars.
- 7 This person looks after sick people.
- 9 This person looks after sick animals.

Down

- 1 This person does people's hair.
- 3 This person plays football.
- 4 This person flies planes.
- 8 This person types letters.

4e

**5 Form collocations. Then complete the sentences below.**

- |                            |           |
|----------------------------|-----------|
| 1 <input type="checkbox"/> | save      |
| 2 <input type="checkbox"/> | school    |
| 3 <input type="checkbox"/> | get       |
| 4 <input type="checkbox"/> | part-time |
| 5 <input type="checkbox"/> | light     |

- |              |
|--------------|
| a job        |
| b permission |
| c some money |
| d work       |
| e holidays   |

- 1 In the UK, teens can have a ..... when they're 13.
- 2 We have to ..... from our parents to go on the trip.
- 3 In Kazakhstan, 14-year-olds can only work for 5 hours a day and do .....
- 4 Let's try to ..... for our holiday.
- 5 Do you know when the ..... start?

# Language Review 5

5a

**1 Choose the correct item.**

- 1 Centaurs were historic/mythical creatures.
- 2 Can you see/look the future?
- 3 The Phoenix can stay/save a person's life.
- 4 The house breathed/burst into flames.
- 5 Phoenix tears can heal/bite wounds.
- 6 She was sad. She had ashes/tears in her eyes.
- 7 Dragons could breathe/live fire from their mouths.

**2 What type of film does each picture show? Circle the correct word.**


1 western / action



2 horror / comedy



3 historical / detective



4 romance / adventure

5c

**3 Complete the sentences with: hatch, crawled, appeared, laid, nest, climbed, branches, swallowed, returned.**

- 1 The Samruk had a ..... high in the ..... of the Tree of Life.
- 2 In the spring, a golden egg ..... in the nest.
- 3 The bird stayed in the tree all summer, but the egg didn't .....
- 4 The dragon ..... up the tree, ..... the golden egg and ..... down to the underworld.
- 5 The Samruk ..... to the tree next spring and ..... another egg.

5e

**4 Choose the correct item.**

- 1 The myth dates from/back to the 3<sup>rd</sup> century BC.
- 2 Who wrote about/from the famous creatures?
- 3 The temple was dedicated for/to Poseidon.
- 4 Men worked for/in the fields.
- 5 There was a statue of/at Poseidon in the temple.
- 6 It disappeared from/into the ocean.
- 7 The two earthquakes happened in/at the same time.
- 8 The wall was covered from/in gold.

5h

**5 Label the pictures.**


5i

**6 Label the pictures.**


# Language Review 6

6a

## 1 Complete the sentences with:

- wish • turned • catch • surprised
- swim • granted • let • stormy

- 1 How many fish did you .....?
- 2 They held her for two hours and then they ..... her go.
- 3 He has everything. What more could he ..... for?
- 4 The sea was ..... and there were dark clouds in the sky.
- 5 The magic tree ..... the little boy's wish.
- 6 James ..... and walked away.
- 7 She was ..... to see him there.
- 8 The fish ..... away when you get close to them.

6b

## 2 Complete the sentences with:

- outlaw • leader • owns • wedding
- gathered • burst • guards • title
- shout • escape

- 1 Linda looked beautiful on her ..... day.
- 2 The firefighters ..... the door open and saved them.
- 3 You don't have to ..... I can hear you.
- 4 He ..... a small house by the sea.
- 5 There were two ..... outside the building.
- 6 Robin Hood was a(n) ..... who lived in Sherwood Forest and stole money from the rich to give it to the poor.
- 7 He jumped out of a window to .....
- 8 The present duke got the ..... from his father.
- 9 Robin Hood became the ..... of a group called The Merry Men.
- 10 In the evenings, the children ..... around the fireplace and sang songs.

6c

## 3 Complete the sentences with:

- hole • cheeky • landed • steppes
- crept • stretch

- 1 ..... are large areas of land with grass but few trees, especially in Russia, Asia and eastern Europe.
- 2 The Andes Mountains ..... over 7,000 km along the west coast of South America.
- 3 Don't be ..... to your father, Sam. You should show more respect to him.
- 4 Serik went back to his hotel and ..... up to his room.
- 5 The rabbit disappeared down a .....
- 6 Arman fell down the stairs and ..... on the floor.

6d

## 4 Complete the summary of *The Two Giants* with:

- carried • shape • cross • instrument
- surface • wood • enormous • smashed

Two brothers-giants lived in the Altai Mountains in Kazakhstan. The younger brother loved music, so he made a(n) 1) ..... out of 2) ..... and played it all day. The older brother wanted to be famous. He decided to build a(n) 3) ..... stone bridge across the dangerous river as no one could 4) ..... it. He 5) ..... many stones from the mountain to the river, but his younger brother didn't help him at all. The older brother became angry. He got the instrument from his brother's hands and 6) ..... it against a rock. The beautiful instrument broke and the music stopped, but on the 7) ..... of the stone the instrument's 8) ..... remained. Many years passed. One day, people found the shape on the rock. They made a musical instrument which they called a 'dombra' and the music of the steppe sounded again.

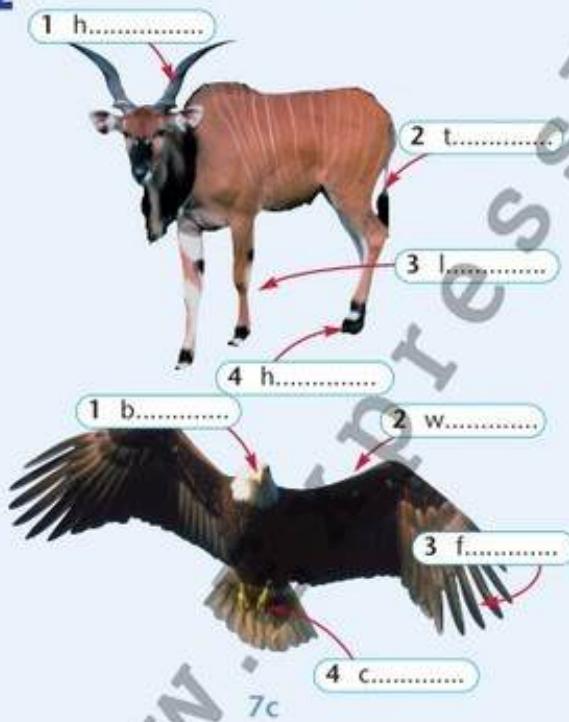
# Language Review 7

7a

## 1 Circle the correct word.

Snow leopards live high up in the 1) forests / mountains of central Asia. They usually 2) come out / live at night. They have 3) strong / thick fur which protects them from the freezing cold. Snow leopards have also got 4) spots / paws which help them hide from their 5) tracks / prey. They eat wild sheep and goats. They are strong and can 6) kill / hide animals that are three times bigger than them. Unfortunately, they are an endangered 7) ghost / species. In Kazakhstan there are less than 200, so we need to protect them in order to 8) attack / survive.

## 2 Label the parts of the body.



## 3 Fill in: brave, loyal, furry, best-selling, magical, fantasy.

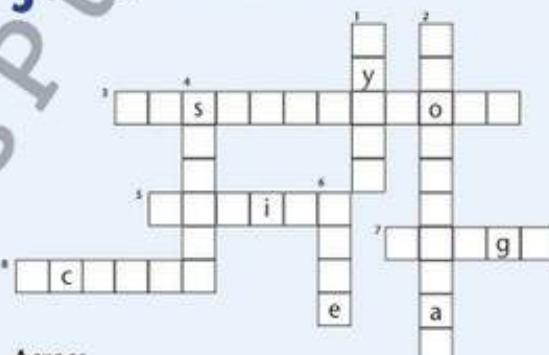
|                  |                |
|------------------|----------------|
| 1 ..... world    | 4 ..... animal |
| 2 ..... follower | 5 ..... knight |
| 3 ..... series   | 6 ..... books  |

## 4 Use the phrases in Ex.3 to complete the sentences.

- 1 A mouse is a small .....
- 2 The ..... saved the princess from the frightening creature.
- 3 A Game of Thrones by George R.R. Martin is one of the best ..... and most popular series ever.
- 4 In C.S. Lewis's Chronicles of Narnia series, Narnia is a ..... of mythical creatures and talking animals.
- 5 Reepicheep, the cute talking mouse, is a ..... of Aslan, the king of Narnia.
- 6 Lord of the Rings is among the ..... of fantasy books by J.R.R. Tolkien.

7e

## 5 Complete the crossword.



### Across

- 3 There are different ..... of the Bunyip, Australia's mythical creature.
- 5 A golden Kanatty is the national ..... of Kazakhstan.
- 7 The Kanatty has the ..... of a bird.
- 8 The Bunyip has a large body with ..... like a fish.

### Down

- 1 There are lots of ..... about magical horses around the world.
- 2 Australia's Bunyip is a creature from a(n) ..... myth.
- 4 Someone can see the Bunyip on Australian .....
- 6 The Bunyip is like a big snake with a horse's .....

# Language Review 8

8a

**1 Complete the text with the correct word.**

- I'm good at 1) ..... and 2) 
- ..... My friend is good at 3) 
- ....., but he isn't good at 4) 
- ..... Jane, my sister, is very good at 5)  and 6) 
- ....., but she isn't good at 7) 

**2 Circle the correct word.**

- 1 The Glasgow School of Sport is Scotland's **one / first** school for sports.
- 2 At a sport school, students **go / do** sports every day.
- 3 There **are** a lot of sports students can **choose / do** from.
- 4 It's very difficult to **win / play** a tennis competition.

**3 Fill in: medal, racquet, helmet, trainers, competition.**

- 1 Always wear your ..... when you play cricket.
- 2 He got a gold ..... in the 100 metres.
- 3 Inkar wants to take part in Kazakhstan National cycling ..... in June.
- 4 You need a ..... and a ball to play tennis.
- 5 He usually wears jeans and a pair of .....

8c

**4 Complete the sentences with: involves, winner, captain, compete, check out.**

- 1 Some Kazakhstan football teams ..... with famous teams in the UEFA Champions League.
- 2 Brazil is the only five-time ..... of the World Cup.
- 3 Mansour is the ..... of the hockey team at school.
- 4 The job ..... travelling all over the country.
- 5 Let's go to the mall to ..... the new sport shop.

8e

**5 Fill in: teams, event, takes, spot, part, tournament.**

Friday 10th June

Hi Paul,

Greetings from Kazakhstan! It's really wonderful here. Yesterday, I went to Astana Arena to watch the President Cup. It 1) ..... place every year in June. It's a special football 2) ..... for teenagers under 17 years old. 3) ..... from different countries take 4) ..... . It's a great sporting 5) ..... if you want to 6) ..... the future football stars. I took lots of photos! See you soon.

Alex

**6 Complete the words.**

Don't play around the pool. You can 1) 

s\_\_\_\_ and fall. Don't eat and swim. You can get

2)  p\_\_\_\_ in your stomach and you can't

swim. Read the 3)  s\_\_\_\_ around the

pool to keep safe. Don't 4)  d\_\_\_\_ in places

where you aren't allowed to. 5)  L\_\_\_\_\_

can help you if you are in danger.

# Language Review 9

9a

**1 Form collocations.**

- sail • hot • have • make • play
- freezing • cloudy • floating

|                          |                   |
|--------------------------|-------------------|
| 1 ..... and sunny        | 5 ..... cold      |
| 2 ..... a sandcastle     | 6 ..... fun       |
| 3 ..... a boat           | 7 ..... and rainy |
| 4 ..... beach volleyball | 8 ..... market    |

**2 Fill in: have, play, go, make.**

- 1 ..... windsurfing, swimming  
 2 ..... fun, a wonderful time, a snack  
 3 ..... computer games, basketball  
 4 ..... a sandcastle

**3 Complete the text with the correct word.**

My favourite season is 1)  summer. It's very 2)  ..... in my

country and people spend most mornings at the

beach. They go 3)  ..... or

4)  ..... their boats. I like

5)  ..... but my brother prefers

6)  ..... At weekends, we usually

go 7)  ..... Summers are fun.

9c

**4 Fill in: wildlife, popular, north, hike, setting up, camp, shore.**

Saturday, 3rd August

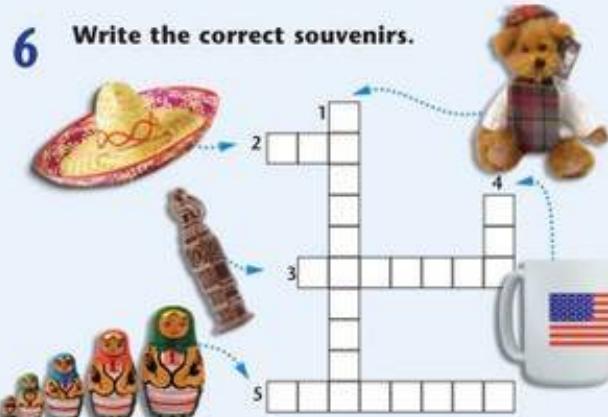
Hi Steve,  
 We're having a wonderful time here at Burabay National Park in the 1) ..... of Kazakhstan. The weather's lovely. It's hot and the sun is shining. Burabay is a 2) ..... place for rock climbing. In the mornings, we 3) ..... around the park and 4) ..... at night. At the moment, we're 5) ..... our tent on the 6) ..... of Lake Burabay. The park has got amazing scenery and interesting 7) ..... such as deer, foxes and wild boar. I really love the place!  
 Take care.  
 Pierre

9e

**5 Fill in the correct word.**

- tartan • stuffed • key • stars
- clock • teddy

- 1 He's got a ..... scarf.  
 2 This is a ..... bear.  
 3 The baby has got a ..... toy.  
 4 Big Ben is a famous ..... tower.  
 5 The US flag has got ..... and stripes.  
 6 This ..... ring has got a picture of the Eiffel Tower.

**6 Write the correct souvenirs.**

# Self-Check 1

- 1** Look at the picture. Complete with: *is, isn't, are, aren't*.



- 1 There ..... three chairs.
- 2 There ..... a table.
- 3 There ..... a carpet.
- 4 There ..... a lamp.
- 5 There ..... four glasses.
- 6 There ..... curtains.
- 7 There ..... any books.

(Points:  
7 X 3 = 21)

- 2** Choose the odd word out.

- 1 wardrobe – bed – sink – chair
- 2 fridge – book – table – cooker
- 3 sofa – washbasin – toilet – bath
- 4 armchair – sofa – chair – pillow
- 5 kitchen – bathroom – bedroom – carpet

(Points:  
5 X 4 = 20)

- 3** Write the ordinal numbers in words.

- |             |              |
|-------------|--------------|
| 1 4th ..... | 5 11th ..... |
| 2 3rd ..... | 6 20th ..... |
| 3 1st ..... | 7 16th ..... |
| 4 2nd ..... | 8 12th ..... |

(Points:  
8 X 2 = 16)

- 4** Complete with: *on (x2), under, in, in front of, behind*.



- 1 There are two armchairs ..... the room.
- 2 The carpet is ..... the table.
- 3 The books are ..... the table.
- 4 The table is ..... the sofa.
- 5 The cupboard is ..... the armchairs.
- 6 The painting is ..... the wall.

(Points:  
6 X 3 = 18)

- 5** Match the exchanges.

A

- 1  Which floor is your flat on?
- 2  What's your new flat like?
- 3  Where's the lamp?
- 4  Which is my bedroom?
- 5  Is there a TV in your room?

B

- a It's on the desk.
- b It's nice.
- c Yes, there is.
- d The 5th.
- e This one here.

(Points:  
5 X 5 = 25)

(My score: \_\_\_\_\_ / 100)

## CHECK your progress

## Competences

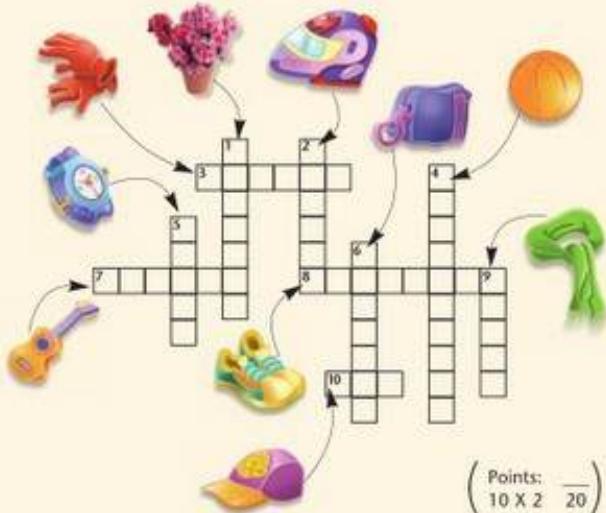
### Mark.

- talk & write about my house and my bedroom ★ ★ ★
- talk about furniture and appliances ★ ★ ★
- say where things are in a room ★ ★ ★
- talk and write about famous buildings ★ ★ ★
- write an email about my house & bedroom ★ ★ ★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Self-Check 2

### 1 Copy and do the crossword.



### 2 Write the opposites: small, short (x2), old, fat.

- |                 |                |
|-----------------|----------------|
| 1 young ≠ ..... | 4 big ≠ .....  |
| 2 long ≠ .....  | 5 thin ≠ ..... |
| 3 tall ≠ .....  |                |

( Points:  $5 \times 2 = 10$  )

### 3 Write the words.

- 1 He's got fair h \_\_\_\_\_ and a big n \_\_\_\_\_.
- 2 She's s \_\_\_\_\_ and p \_\_\_\_\_.
- 3 He's got small e \_\_\_\_\_ and blue e \_\_\_\_\_.

( Points:  $3 \times 2 = 6$  )

### 4 Write the nationalities.

- 1 France – .....
- 2 Japan – .....
- 3 Italy – .....
- 4 Greece – .....
- 5 Turkey – .....
- 6 Kazakhstan – .....

( Points:  $6 \times 2 = 12$  )

### 5 Choose the correct word.

- 1 That/This boy over there is John.
- 2 This/These books are Tony's.
- 3 This/These is our friend, Pete.
- 4 Those/This gloves are from my mum.
- 5 Is this your/you bicycle?
- 6 Where's my/I scarf?
- 7 We/Our have got a pet dog.
- 8 This watch is her/hers.

( Points:  $8 \times 2 = 16$  )

### 6 Write the plurals.

- |                 |                 |
|-----------------|-----------------|
| 1 child – ..... | 5 watch – ..... |
| 2 man – .....   | 6 boy – .....   |
| 3 box – .....   | 7 lady – .....  |
| 4 leaf – .....  | 8 tooth – ..... |

( Points:  $8 \times 2 = 16$  )

### 7 Choose the correct response.

- 1 A: Good morning, Paul.  
B: a Good morning, Ann. b And you?..
- 2 A: How are you?  
B: a I'm fine, thanks. b Thank you.
- 3 A: Goodbye, Tony.  
B: a How are you?  
b Goodbye, Sally. See you later.
- 4 A: See you later!  
B: a See you.  
b Fine, thanks.

( Points:  $5 \times 4 = 20$  )

( My score:  $\frac{_____}{100}$  )

### CHECK your progress

### Competences

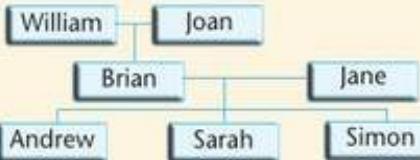
#### Mark.

- describe people/animals ★★★★
- talk & write about possessions ★★★★
- write about my favourite cartoon character ★★★★
- give personal details ★★★★
- write an email about my collection ★★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

# Self-Check 3

## 1 Complete the sentences.



- 1 Joan is Brian's .....
- 2 Sarah is Andrew's .....
- 3 William is Simon's .....
- 4 Joan is Sarah's .....
- 5 Simon is Andrew's .....

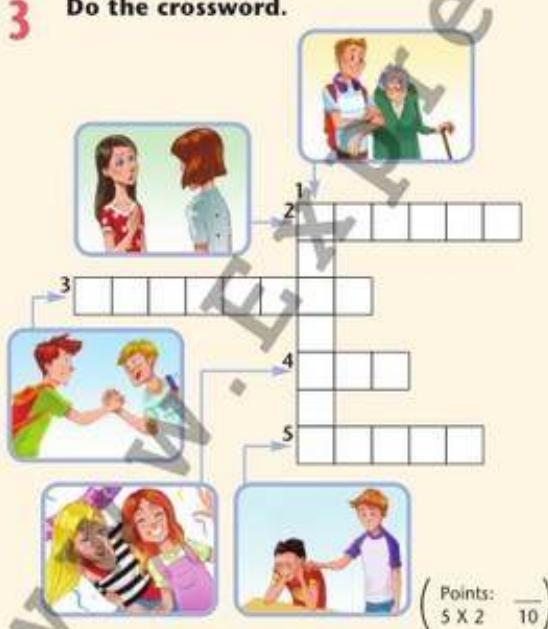
(Points:  $\frac{5 \times 4}{20}$ )

## 2 Complete with: clever, noisy, funny, serious, cute.

- 1 My brother shouts a lot. He's .....
- 2 Ann is the best student in her class. She's very .....
- 3 My baby sister is sweet and .....
- 4 He tells great jokes. He's very .....
- 5 Uncle John never laughs or smiles. He's very .....

(Points:  $\frac{5 \times 4}{20}$ )

## 3 Do the crossword.



(Points:  $\frac{5 \times 2}{10}$ )

## 4 Write questions and short answers, as in the example.

- 0 you / like / football? (X)

*Do you like football? No, I don't.*

- 1 she / walk / to school? (✓)

- 2 they / like / tennis? (✓)

- 3 they / live / in a flat? (X)

- 4 Ann / eat / meat? (X)

- 5 Bob / play / the guitar? (✓)

(Points:  $\frac{5 \times 2}{10}$ )

## 5 Put the verbs in brackets into the present simple.

- 1 She ..... (get) up at 7:00.
- 2 She ..... (not/watch) a DVD in the afternoon.
- 3 He ..... (have) a cup of tea in the evening.
- 4 He ..... (not/go) to bed at 10:00.
- 5 He ..... (work) on his computer in the afternoon.

(Points:  $\frac{5 \times 4}{20}$ )

## 6 Match the questions to the answers.

### A

- 1  What's her name?
- 2  Where's she from?
- 3  How old is she?
- 4  Has she got any brothers or sisters?
- 5  What's she like?

- a She's polite.
- b No, she hasn't.
- c Alice.
- d She's 13.
- e She's from China.

(Points:  $\frac{5 \times 4}{20}$ )

(My score:  $\frac{\text{_____}}{100}$ )

## CHECK your progress

## Competences

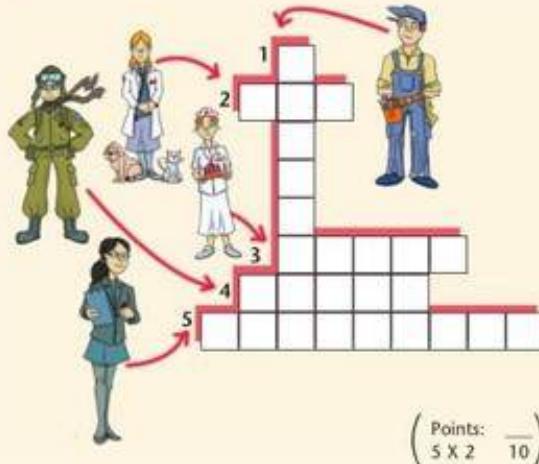
### Mark.

- talk and write about my family ★★★★
- describe people's character ★★★★
- talk about friends ★★★★
- write an email about my best friend ★★★★
- tell the time ★★★★
- make arrangements ★★★★
- write a text about my family ★★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Self-Check 4

### 1 Copy and complete the jobs.



### 2 Match the qualities to the jobs.

- polite • hardworking • patient • brave
- careful • creative



### 3 Choose the correct pronoun.

- 1 He/Him is my friend. Come and meet he/him.
- 2 Look at they/them. They/Them are students.
- 3 She/Her name's Ann. She/Her is new here.
- 4 I know he/him. He/Him is in my class.
- 5 I/Me am 12 years old. How old are they/ them?

(Points:  $5 \times 2 = 10$ )

### 4 Complete with: who, what, when, where, how old.

- 1 ".....'s your name?" "Tony."
- 2 ".....'s she?" "Jane."
- 3 ".....'s she?" "13."
- 4 ".....'s Anna from?" "Italy."
- 5 ".....'s his birthday?" "In May."

(Points:  $5 \times 4 = 20$ )

### 5 Make sentences using have to, has to, don't have to, doesn't have to.

- 1 I/be at the office/at 9:00. (✓)
- 2 We/wear a uniform/at school. (✗)
- 3 He/work on Saturdays. (✗)
- 4 He/speak English at work. (✓)

(Points:  $4 \times 4 = 16$ )

### 6 Match the questions to the answers.

- | A   | B                               |
|---|---------------------------------|
| <input type="checkbox"/> 1 Please have a seat.                      | a Sam Jones.                    |
| <input type="checkbox"/> 2 What's your full name?                   | b I'm friendly and hardworking. |
| <input type="checkbox"/> 3 What do you do?                          | c 15 Victoria Street.           |
| <input type="checkbox"/> 4 Where do you live?                       | d Thank you.                    |
| <input type="checkbox"/> 5 What qualities have you got for the job? | e I'm a student.                |

(Points:  $5 \times 4 = 20$ )

(My score:  $\frac{_____}{100}$ )

### CHECK your progress

### Competences

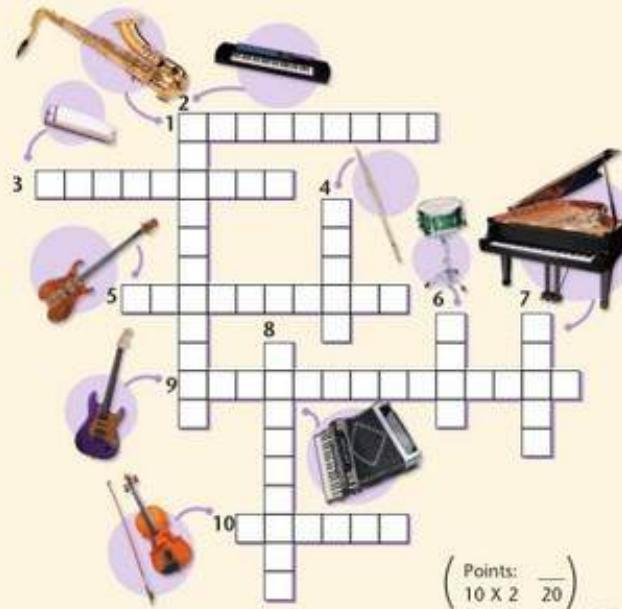
#### Mark.

- talk about people's jobs ★★★
- describe job qualities ★★★
- write a blog entry about my favourite singer ★★★
- ask wh- questions ★★
- ask for & give personal information ★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Self-Check 5

### 1 Copy and do the crossword.



### 2 Complete with: beasts, western, wounds, wings, horror, fire, boring, destroyed, performs, survived, palace, dates.

- The Phoenix had big ..... and could fly.
- We didn't have a nice time at the party. It was .....
- Nurai writes and ..... her own music.
- Centaurs were very dangerous .....
- An earthquake ..... Santorini.
- Dragons breathed ..... from their mouth.
- The Phoenix could heal a person's ..... with their tears.
- Mike likes ..... films with cowboys and Indians in them.
- The myth of Atlantis ..... back to 355 BC.
- I don't like ..... films. They scare me.
- The king lived in a beautiful .....
- Very few people ..... the earthquake.

(Points:  $12 \times 2 = 24$ )

### 3 Complete with: was, wasn't, were, weren't, could, couldn't, had, didn't have.

- "..... you ill?" "Yes, I ....."
- "..... they at home?" "No, they ....."
- "..... he at the park?" "No, he ....."
- "..... she at the gym?" "Yes, she ....."
- He ..... a dog when he was five, but he ..... a cat.
- I ..... speak French at the age of six, but I ..... speak Russian.

(Points:  $6 \times 3 = 18$ )

### 4 Put the verbs in brackets into the past simple.

- I ..... (watch) TV last night.
- He ..... (not/play) basketball.
- Dad ..... (make) a delicious pizza yesterday.
- They ..... (not/visit) us last weekend.
- He ..... (travel) to Spain last summer.
- We ..... (see) an excellent fantasy film on TV last night.

(Points:  $6 \times 3 = 18$ )

### 5 Match the sentences (1-5) to the responses (a-e).

- |                            |                                |
|----------------------------|--------------------------------|
| <input type="checkbox"/> 1 | How are you today?             |
| <input type="checkbox"/> 2 | It's a pity you couldn't come. |
| <input type="checkbox"/> 3 | Did you have a nice time?      |
| <input type="checkbox"/> 4 | Who else was there?            |
| <input type="checkbox"/> 5 | His costume was fantastic!     |

- a Yes, I did.
- b What was he?
- c Much better, thanks.
- d I know.
- e Everyone.

(Points:  $5 \times 4 = 20$ )

(My score: \_\_\_\_\_ / 100)

### CHECK your progress

### Competences

#### Mark.

- give a presentation on mythical creatures ★★★★
- talk about films ★★★★
- describe a past event ★★★★
- give a presentation on music ★★★★
- talk about the past ★★★★
- write about your weekend ★★★★
- write an email about an event you attended ★★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Self-Check 6

### 1 Write the words.

- 1 f \_ \_ \_ t \_
- 2 s \_ \_ \_ \_
- 3 h \_ \_ \_ \_
- 4 b \_ \_ \_ \_
- 5 a \_ \_ \_ & a \_ \_ \_



(Points:  $5 \times 2 = 10$ )

### 2 Complete with: grant, fool, poor, stormy, golden, sky, catch.

- 1 His father is a ..... man. He lives in a small house.
- 2 Don't be a .....! Listen to me carefully!
- 3 She has got two beautiful ..... fish in a fishbowl.
- 4 It's a beautiful day! The ..... is blue and the sun is shining.
- 5 We went fishing but we didn't ..... anything.
- 6 It's dangerous to go out in this ..... weather.
- 7 The fish didn't ..... the fisherman's wish.

(Points:  $7 \times 4 = 28$ )

### 3 Choose the correct word.

- 1 The Sheriff recognised/ordered the guards to arrest him.
- 2 The kids gathered/presented around the fire.
- 3 He was the outlaw/leader of the team.
- 4 He escaped/stopped from prison last year.
- 5 Temir owned/arrested a big castle.
- 6 Robert rode/suggested away on his horse.
- 7 It was their wedding/title day and they were very happy.
- 8 The door burst/cheered open and Sam ran into the room.
- 9 There was a big fire in the forest/guard.
- 10 He explained/shouted the rules of the game.

(Points:  $10 \times 2 = 20$ )

### 4 Complete with: cheeky, steppe, sacks, naughty, crept, treasure.

- 1 The king was a ..... man but he loved his men.
- 2 Kazakh ..... covers a large part of the country.
- 3 They put potatoes in large ..... and kept them in the cellar.
- 4 The dog ..... up quietly to his owner's bag.
- 5 The pirates found the ..... on the island.
- 6 Peter doesn't listen to his parents. He's a ..... boy.

(Points:  $6 \times 4 = 24$ )

### 5 Choose the correct word.

- 1 He was a(n) famous/enormous singer. Everybody knows him.
- 2 There is a big sack/rock on the mountain.
- 3 Mary wants to learn a musical instrument/symbol. She loves music.
- 4 Water covers most of the Earth's shape/surface.
- 5 We couldn't stay/cross the road. There were lots of cars.
- 6 He decided to build a stone/string bridge.
- 7 He snatched/hit the instrument from his brother's hands.
- 8 He gave/made his guitar two strings.
- 9 He built/smashed the instrument against a rock.

(Points:  $9 \times 2 = 18$ )

(My score:  $\frac{100}{100}$ )

### CHECK your progress

### Competences

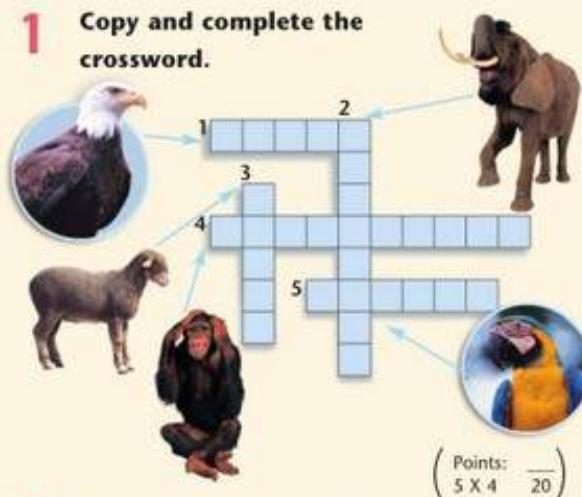
#### Mark.

- talk about different characters ★★★
- write the summary of a story ★★★
- write a story ★★★
- join sentences together ★★★
- talk about types of literature ★★★
- use adjectives in stories ★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

# Self-Check 7

## 1 Copy and complete the crossword.



## 2 Find the odd one out.

- 1 claws – scales – fin – tail
- 2 chicken – bear – cow – sheep
- 3 fur – wings – beak – feathers
- 4 duck – tail – ears – wings
- 5 swan – fox – pelican – hawk

(Points: 5 X 1 — 5)

## 3 Put the adjectives in brackets into the correct form: comparative or superlative.

- 1 John's ..... (short) than Bob.
- 2 Peter is ..... (good) student in his class.
- 3 He is ..... (fast) runner of all.
- 4 Bears are ..... (dangerous) animals of all.
- 5 He's ..... (heavy) than his brother.

(Points: 5 X 2 — 10)

## 4 Match the questions to the answers.

- |                            |                             |                      |
|----------------------------|-----------------------------|----------------------|
| <input type="checkbox"/> 1 | How long is a tiger's tail? | a Up to 200 kg.      |
| <input type="checkbox"/> 2 | How many legs does it have? | b Up to 35 mph.      |
| <input type="checkbox"/> 3 | How much does it weigh?     | c Four.              |
| <input type="checkbox"/> 4 | How fast does it run?       | d When it is hungry. |
| <input type="checkbox"/> 5 | How often does it eat?      | e About one metre.   |

(Points: 5 X 4 — 20)

## 5 Complete with: in, on, at.

- 1 Bats come out and fly ..... night.
- 2 The marine park opens every day ..... 9 am.
- 3 He feeds his pet ..... the evening.
- 4 Eagles don't hunt ..... night.
- 5 I go to the zoo ..... Sundays.

(Points: 5 X 1 — 5)

## 6 Put the words in the correct order.

- 1 forests/wolves/live in/usually
- 2 can/very/run/tigers/quickly
- 3 meat/giraffes/eat/never
- 4 big/extremely/elephants/are
- 5 swim/horses/well/can

(Points: 5 X 4 — 20)

## 7 Use the sentences to complete the dialogue.

- I'm terrified of snakes. • Oh no!
- Get it away from me! • What is it?

Ken: Hi, Molly. I've got a new pet.

Molly: 1) .....

Ken: It's a snake.

Molly: 2) .....

Ken: What's the problem?

Molly: 3) .....

Ken: Don't be afraid! Here – you hold it.

Molly: 4) .....

(Points: 4 X 5 — 20)

(My score: — 100)

## CHECK your progress

## Competences

### Mark.

- talk/write about pets & animals ★★★★
- describe animals ★★★★
- talk/write about an animal from my country ★★★★
- express fear ★★★★
- talk/write about birds ★★★★
- talk about festivals related to animals ★★★★
- say how often things happen ★★★★
- ask how-questions ★★★★
- write an article about a pet ★★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Self-Check 8

### 1 Copy and complete the sports.



### 2 Complete with play, do, go.

- |                    |                  |
|--------------------|------------------|
| 1 ..... basketball | 4 ..... golf     |
| 2 ..... skiing     | 5 ..... swimming |
| 3 ..... karate     |                  |

(Points:  $5 \times 2 = 10$ )

### 3 Choose the odd word out.

- 1 bowling – cycling – judo – trainers
- 2 baseball – racquet – karate – wrestling
- 3 helmet – golf – gloves – boots
- 4 pole – skis – hoop – goggles
- 5 climb – bat – ride – spin

(Points:  $5 \times 2 = 10$ )

### 4 Choose the correct word.

- 1 There are **much**/**some** potatoes in the fridge.
- 2 Can you give me **some**/**an** egg, please?
- 3 Are there **any**/**some** tickets for the match?
- 4 How **much**/**many** money does it cost?
- 5 How **many**/**much** racquets are there in the bag?

(Points:  $5 \times 2 = 10$ )

### 5 Fill in: a/an, the or zero article.

- 1 There is ..... book. ..... book is blue.
- 2 ..... France is a beautiful country.
- 3 ..... Michael Jamieson became ..... athlete at the age of 12.
- 4 ..... Jones went to ..... football match.
- 5 I'm going to ..... UK to visit my family.

(Points:  $10 \times 2 = 20$ )

### 6 Choose the correct word.

- 1 **Swim/Swimming** is my favourite sport.
- 2 Peter can **play/playing** basketball.
- 3 I love **climb/climbing**.
- 4 **Fish/Fishing** is my dad's hobby.
- 5 Let's go **sail/sailing** in the summer!

(Points:  $5 \times 2 = 10$ )

### 7 Use the sentences to complete the dialogue.

- See you then! • When is it?
- Have you got any plans for Sunday?
- Do you want to come with me?

- Ken:** Hi Molly! 1) .....
- Molly:** Hi Ken! I have to go to a football match to see my brother. 2) .....
- Ken:** Yes! 3) .....
- Molly:** It starts at 9:00.
- Ken:** Great! I can meet you at the park!
- Molly:** OK! 4) .....

(Points:  $4 \times 5 = 20$ )

(My score:  $\frac{100}{100}$ )

### CHECK your progress

### Competences

#### Mark.

- talk about sports and equipment ★★★
- write an article about your favourite sport ★★★
- express ability ★★☆
- make arrangements ★★☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

# Self-Check 9

## 1 Complete with the correct words:

*friendly, blowing, sunny, floating,  
sandcastles, souvenirs, freezing, sailing,  
love, falling.*

- 1 It's hot and ..... today.
- 2 It's ..... cold today.
- 3 Dad is ..... his boat now.
- 4 There's a ..... market in Thailand.
- 5 I ..... it here. It's great.
- 6 People in Thailand are .....
- 7 Look! Snow is .....
- 8 The wind is .....
- 9 Children enjoy making ..... on the beach.
- 10 I like buying ..... from every country I visit.

(Points:  
10 X 2    20)

## 2 Find the odd word out.

- 1 cold – strange – warm – hot
- 2 hat – mug – pen – tower
- 3 June – August – July – December
- 4 snowing – cloudy – raining – warm
- 5 camping – tent – kitesurfing – skiing

(Points:  
5 X 4    20)

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

- 1 I ..... (not/want) to go out.  
I ..... (do) my homework now.
- 2 My brother ..... (play) football now. He always ..... (play) football on Sundays.
- 3 Rose ..... (talk) to a French tourist at the moment. She ..... (speak) French very well.
- 4 Tom usually ..... (walk) to school, but today he ..... (go) to school by bus.
- 5 Jane and Ann usually ..... (play) computer games in the evening, but tonight they ..... (watch) TV.

(Points:  
5 X 4    20)

## 4 Put the verbs in brackets into the present continuous.

- 1 My dad ..... (have) a coffee now.  
He ..... (not/ swim).
- 2 "What ..... (you/do), Sam?"  
"I ..... (read) a book."
- 3 The children ..... (not/eat) sandwiches. They ..... (do) their homework.
- 4 "..... (it/rain) now?"  
"No, it ..... (snow)."

(Points:  
4 X 5    20)

## 5 Complete the exchanges.

- Yes, but I prefer the one in blue.
- It's boiling hot.
- How much are they? • It's great.

- 1 A: What do you think of my sombrero?  
B: .....

- 2 A: What's the weather like today?  
B: .....

- 3 A: .....
- B: They are £20 each.

- 4 A: Do you like this T-shirt?  
B: .....

(Points:  
4 X 5    20)  
(My score:    100)

## CHECK your progress

## Competences

### Mark.

- talk/write about the seasons and the weather ★★★
- buy souvenirs ★★★
- describe actions happening now ★★★
- comment on a place ★★★
- write a postcard from a holiday resort ★★★
- express likes/dislikes ★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

## Word List

## Key to Phonetic Symbols

## Vowels and diphthongs

|    |                |
|----|----------------|
| ɑ: | calm, ah       |
| ɔ: | heart, far     |
| æ  | act, mass      |
| ai | drive, cry     |
| aɪ | fire, tyre     |
| au | out, down      |
| aʊ | flour, sour    |
| e  | met, lend, pen |
| eɪ | say, weight    |
| ea | fair, care     |
| i  | fit, win       |
| ɛ  | feed, me       |
| ɪ  | 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     |
| ŋ | handle, panel |
| m | mat, ram      |
| n | not, tin      |
| ɒ | hidden,       |
| p | written       |
| r | pay, lip      |
| s | 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 – Home &amp; Away

|   |                |                      |
|---|----------------|----------------------|
| bathroom /'bɑ:θrəm/ (n)                 | жұынатын болме | ванная комната       |
| bed /bed/ (n)                           | төсек          | кровать              |
| bedroom /'bedrəm/ (n)                   | жатын болме    | спальня              |
| bedside cabinet /'bedsaɪd keɪbɪnət/ (n) | түмба          | тумбочка             |
| ceiling /'selɪŋ/ (n)                    | тәбе           | потолок              |
| cooker /'ku:kə/ (n)                     | асүйдің пеші   | кухонная плита       |
| cupboard /'kʌbəd/ (n)                   | асүйдің шкафы  | кухонный шкаф        |
| door /dɔ:/ (n)                          | есік           | дверь                |
| fireplace /faɪəpleɪs/ (n)               | пеші           | камин                |
| floor /flɔ:/ (n)                        | еден           | пол                  |
| furniture /'fɜ:nɪtʃə/ (n)               | жиназ          | мебель               |
| hall /hɔ:l/ (n)                         | холл           | холл                 |
| kitchen /'kɪtʃɪn/ (n)                   | асүй           | кухня                |
| living room /'lɪvɪŋ ru:m/ (n)           | коңақ болме    | гостиная             |
| mirror /'mɪrə/ (n)                      | айна           | зеркало              |
| pillow /'pɪləʊ/ (n)                     | жастық         | подушка              |
| sink /sɪŋk/ (n)                         | қол жұтыш      | раковина             |
| sofa /'səʊfə/ (n)                       | диван          | диван                |
| stairs /steəz/ (n)                      | баспалдақ      | лестница             |
| toilet /'tɔ:lət/ (n)                    | деретхана      | туалет               |
| wall /wɔ:l/ (n)                         | қабырға        | стена                |
| window /'wɪndəʊ/ (n)                    | терезе         | окно                 |
| <b>1a</b>                               |                |                      |
| building /'bɪldɪŋ/ (n)                  | ғимарат        | здание               |
| crazy /'kreɪzɪ/ (adj)                   | акымақ         | безумный, помешанный |
| dream /drɪm/ (n)                        | арман          | мечта                |
| fan /fæn/ (n)                           | желдеткіш      | вентилятор           |
| four-storey /'fɔ:u: 'stɔ:rɪ/ (adj)      | төртқабатты    | четырехэтажный       |
| great /greɪt/ (adj)                     | ұлken          | большой              |

## Word List

| English   | Kazakh   | Russian  |
|---|--|--|
| home /haʊm/ (n)<br>inside /ɪn'saɪd/ (adv)<br>lift /lɪft/ (n)<br>metal /'metəl/ (n)<br>office /'ofɪs/ (n)<br>outside /aʊtsaɪd/ (adv)<br>poster /'pəʊstə/ (n)<br>shape /ʃeɪp/ (n)<br>summer /'sʌmə/ (n)<br>unusual /ʌn'ju:zjʊəl, -zəl/ (adj)<br>view /vju:/ (n)<br>violin /vaiə'lɪn/ (n)<br>warm /wɔ:m/ (adj)<br>winter /'wɪntə/ (n)<br>wood /wud/ (n)  | үй<br>ішінде<br>лифт<br>металл<br>кенсе<br>сыртында<br>постер<br>шілін<br>жаз<br>ерекше<br>түр, (табигат) көрініс<br>скрипка<br>жылы<br>қыс<br>агаш  | дом, жилище<br>внутри<br>лифт<br>металл<br>офис<br>снаружи<br>постер<br>форма<br>лето<br>необычный<br>вид, пейзаж<br>скрипка<br>тёплый<br>зима<br>дерево                     |
| <b>1c</b><br>alone /ə'ləʊn/ (adj)<br>castle /ka:səl/ (n)<br>corner /'kɔ:nə/ (n)<br>creepy-crawly \,kri:pɪ 'krə:lɪ/ (n)<br>empty /'emptɪ/ (adj)<br>everything /'evrɪθɪŋ/ (pron)<br>hiding place (phr)<br>insect /'ɪnsekt/ (n)<br>meal /mi:l/ (n)<br>people /pi:pəl/ (n)<br>piece /pis:/ (n)<br>small /smɔ:l/ (adj)<br>smell /smel/ (n)<br>spider /spɔ:də/ (n)<br>tidy /taidi/ (adj)<br>web /web/ (n) | жалғыз<br>қамал, бекініс<br>бүрш<br>жоргалайтын жәндік<br>бос<br>бәрі<br>құпия орын<br>жәндік<br>тамақ<br>адамдар<br>тілім<br>қішкентай<br>иіс<br>өрмекші<br>жинақы, ұбынты<br>өрмекшіңің торы | одинокий, одиночный<br>замок<br>угол<br>ползучая тварь<br>пусто<br>все<br>тайник<br>насекомое<br>еда<br>люди<br>кусок<br>маленький<br>запах<br>наук<br>аккуратный<br>паутина |
| <b>1e</b><br>hand /hænd/ (n)<br>high /haɪ/ (adj)<br>huge /hju:dʒ/ (adj)<br>independent /ɪndə'pendənt/ (adj)<br>level /'levəl/ (n)<br>metal /'metəl/ (n)<br>observation /əbza'veɪʃən/ (n)<br>president /pre'zɛdənt/ (n)<br>print /prɪnt/ (n)<br>republic /rɪ'publik/ (n)<br>tall /tɔ:l/ (adj)  | кол<br>жогары<br>орасан зор<br>тәуелсіз<br>деңгей<br>металл<br>байқау<br>президент<br>мер<br>республика<br>білік   | рука<br>высокий<br>огромный<br>независимый<br>уровень<br>металл<br>наблюдение<br>президент<br>печать<br>республика<br>высокий  |
| <b>1f</b><br>away /ə'weɪ/ (adv)<br>bottom /'bɒtəm/ (n)<br>capsule /'kæpsjʊl/ (n)<br>castle /'ka:səl/ (n)<br>city /'sɪti/ (n)<br>glass /glɑ:s/ (n)<br>huge /hju:dʒ/ (adj)  | алыс<br>төменгі жақ<br>капсула<br>қорган<br>қала<br>әйнек<br>орасан зор  | далеко<br>нижняя часть<br>капсула<br>замок<br>город<br>стекло<br>огромный  |

## Word List

| English  | Kazakh   | Russian  |
|--|--|--|
| Queen /kwɪn/ (n)<br>steel /sti:l/ (n)<br>top /tɒp/ (n)<br>tourist attraction (phr)<br>wheel /wi:l/ (n)   | ханишайым<br>болат, күрүш<br>үсті<br>туристер аралайтын көркіті<br>жерлер<br>донгелек  | королева<br>сталь<br>верхушка, вершина<br>туристическая<br>достопримечательность<br>колесо   |
| <b>1g</b><br>anytime /'enɪtaɪm/ (adv)<br>come /kʌm/ (v)<br>downstairs /daʊn'steəz/ (adv)<br>garden /'gɑ:dn/ (n)<br>huge /hju:dʒ/ (adj)<br>kennel /'kenl/ (n)<br>singer /'sɪŋə/ (n)<br>visit /'vɪzɪt/ (v)   | кез келген уақытта<br>келу<br>төменде<br>бакша<br>орасан зор<br>талымбак, иткүркे<br>әнші<br>барып тұру, келіп кету  | в любое время<br>приходить<br>внизу<br>сад<br>огромный<br>питомник, конура<br>певец<br>навещать, посещать  |
| <b>Module 2 – Living Things</b>  |  |  |
| basketball /'bɑ:sktbɔ:l/ (n)<br>cap /kæp/ (n)<br>comic book /'kɒmɪk bʊk/ (n)<br>digital camera /dɪdʒɪtl 'kæmərə/ (n)<br>dog /dɒg/ (n)<br>flower /'flaʊə/ (n)<br>glove /glʌv/ (n)<br>goldfish /'gəuldfiʃ/ (n)<br>guitar /'gɪtrə/ (n)<br>helmet /'helmɪt/ (n)<br>scarf /skɑ:f/ (n)<br>skateboard /'sketbɔ:d/ (n)<br>snake /'sneɪk/ (n)<br>tortoise /'tɔ:tɔ:s/ (n)<br>trainers /'treɪnəz/ (n) | баскетбол<br>кеңке<br>комикс<br>сандақ камера<br>ит<br>гүл<br>қолғап<br>алтын балық<br>гитара<br>дулыға<br>мойынорагын<br>скейтборд<br>жылан<br>тасбака<br>кроссовки | баскетбол<br>кеңке<br>комикс<br>цифровая камера<br>собака<br>цветок<br>перчатка<br>золотая рыбка<br>гитара<br>шлем<br>шарф<br>скейтборд<br>змея<br>черепаха<br>кроссовки |
| <b>2a</b><br>brilliant /'brɪljənt/ /'brɪ:lɪjsənt/ (adj)<br>business /'bɪznəs/ (n)<br>enemy /'enəmɪ/ (n)<br>engineer /'endʒɪnɪə/ (n)<br>find out /faɪnd 'aʊt/ (phr v)<br>fly /flaɪ/ (v)<br>loyal /'lɔ:əl/ (adj)<br>metal suit /'metəl su:t/ (n)<br>protect /prə'tekt/ (v)<br>secretary /'sekretəri/ (n)<br>strong /strɒŋ/ (adj)<br>watch /wɒtʃ/ (v)<br>world /wɜ:ld/ (n)                    | тамаша, жарқын<br>бизнес<br>жау, дүшпан<br>инженер<br>анықтау<br>ұшу<br>адал<br>металл қастом<br>қорғау<br>хатшы<br>кушті<br>керу, байқау<br>әлем                    | блестящий<br>бизнес<br>враг<br>инженер<br>выяснить<br>летать<br>лояльный<br>металлический костюм<br>защита<br>секретарь<br>сильный<br>смотреть, наблюдать<br>мир         |
| <b>2c</b><br>all over /'ɔ:l 'əʊvə/ (adv)<br>big /bɪg/ (adj)<br>black /blæk/ (adj)<br>blue /blu:/ (adj)   | барлық жерде<br>үлкен<br>қара<br>көк   | во всем<br>большой<br>черный<br>синий  |

## Word List

| English                              | Kazakh                  | Russian                       |
|--------------------------------------|-------------------------|-------------------------------|
| brown /braʊn/ (adj)                  | коңыр                   | коричневый                    |
| China /tʃaɪna/ (n)                   | Қытай                   | Китай                         |
| curly /'kɜːli/ (adj)                 | бұйра                   | кудрявый                      |
| e-friend /iː-frend/ (n)              | виртуалды дос           | виртуальный друг              |
| fair /feə/ (adj)                     | әділ                    | честный                       |
| football /'fʊtbɔːl/ (n)              | футбол                  | футбол                        |
| France /froʊns/ (n)                  | Франция                 | Франция                       |
| full /fʊl/ (adj)                     | толық                   | полный                        |
| Greece /griːs/ (n)                   | Греция                  | Греция                        |
| green /graɪn/ (adj)                  | жасыл                   | зеленый                       |
| grey /greɪ/ (adj)                    | сүр                     | серый                         |
| Italy /'ɪtəli/ (n)                   | Италия                  | Италия                        |
| Kazakhstan /kæzæk'stan/ (n)          | Қазақстан               | Казахстан                     |
| long /lɒŋ/ (adj)                     | ұзын                    | длинный                       |
| Mexico /meksɪkəʊ/ (n)                | Мексика                 | Мексика                       |
| Portugal /pɔːtɪgəl/ (???)            | Португалия              | Португалия                    |
| red /red/ (adj)                      | қызыл                   | красный                       |
| Russia /rʌsɪə/ (n)                   | Ресей                   | Россия                        |
| school /skuːl/ (n)                   | мектеп                  | школа                         |
| short /ʃɔːt/ (adj)                   | қысқа                   | короткий                      |
| small /smɔːl/ (adj)                  | кішкентай               | маленький                     |
| Spain /speɪn/ (n)                    | Испания                 | Испания                       |
| spiky /spaɪki/ (adj)                 | үшкір                   | остроконечный                 |
| straight /streɪt/ (adj)              | тік, тұра               | прямой                        |
| team /tiːm/ (n)                      | команда                 | команда                       |
| the UK /ðə juːkeɪ/ (n)               | Ұлыбритания             | Великобритания                |
| the USA /ðə juːes'eɪ/ (n)            | АҚШ                     | США                           |
| thin /θɪn/ (adj)                     | жіңішке                 | тонкий                        |
| Turkey /tɜːki/ (n)                   | Түркия                  | Турция                        |
| world /wɜːld/ (n)                    | әлем                    | мир                           |
| <b>2e</b>                            |                         |                               |
| background /baʊkgraʊnd/ (n)          | фон, шығу тегі          | фон, происхождение            |
| beam /biːm/ (n)                      | нұр, салыт              | луч                           |
| design /dɪzain/ (n)                  | дизайн                  | дизайн                        |
| eagle /'eɪgl/ (n)                    | қыран                   | орел                          |
| golden /'gəʊldən/ (adj)              | алтын                   | золотой                       |
| government /gəvərnəmənt/ (n)         | үкімет                  | правительство                 |
| ornamental /ɔːrnə'mentəl/ (adj)      | ою-орнаменті            | орнаментальный, декоративный  |
| patron saint /peɪtron 'seɪnt/ (n)    | әулие қамқоршы          | святой покровитель            |
| pattern /pætn/ (n)                   | үлгі, модель            | образец, модель               |
| steppe /stɛp/ (n)                    | дала                    | степь                         |
| symbol /sɪmbəl/ (n)                  | символ                  | символ                        |
| <b>2f</b>                            |                         |                               |
| alike \ə'lɑːkɪ/ (adj)                | бірдей, үқсас           | одинаковый, подобный, похожий |
| full of /fʊl əv/ (adj)               | толық, толы             | полный                        |
| gene /dʒen/ (n)                      | тек                     | ген                           |
| however /haʊevə/ (adv)               | алайда, дегенмен        | однако                        |
| identical twin /aɪden'tɪkl twɪn/ (n) | үқсас егіздер           | однояйцевые близнецы          |
| wonderful /wʌndəfəl/ (adj)           | тамаша, ғажан           | замечательный                 |
| <b>2g</b>                            |                         |                               |
| collection /kəlektʃən/ (n)           | төптама                 | коллекция                     |
| football shirt /fuːtbɔːl ʃɜːt/ (n)   | футболға арналған жейде | футбольная рубашка            |
| hobby /hobɪ/ (n)                     | ауес іс                 | хобби                         |

## Word List

| English  | Kazakh   | Russian   |
|--|--|---|
| mad about /mæd əbaʊt/ (adj)<br>proud of /praud əv/ (adj)<br>team /ti:m/ (n)  | екциз<br>мақтап ету<br>команда   | без ума<br>гордиться<br>команда   |
| <b>Fun time 2</b><br>culture /kʌltʃə/ (n)<br>energy /enədʒi/ (n)<br>feel bad (phr)<br>forever /fɔ:rəvə/ (adv)<br>freedom /frɪdəm/ (n)<br>go away /gəu ə'wei/ (phr v)<br>life /laif/ (n)<br>power /paʊə/ (n)<br>tradition /trə'dɪʃən/ (n)<br>unity /ju:niti/ (n)<br>wealth /welθ/ (n)<br>worry /wʌri/ (n)   | мәдениет<br>энергия<br>өзін жаман сезіну<br>мәңгілік, әрқашан<br>бостандық<br>кету<br>өмір<br>білік/күш<br>дастүр<br>бірлік, келісім<br>қазына, байлық<br>аландау                          | культура<br>энергия<br>плохо себя чувствовать<br>навсегда<br>свобода<br>уйти<br>жизнь<br>власть/сила<br>традиция<br>единство<br>богатство<br>беспокоиться                                 |
| <b>Module 3 – Values</b>   |  |   |
| aunt /aʊnt/ (n)<br>brother /'brʌðə/ (n)<br>cousin /'kʌzən/ (n)<br>dad /dæd/ (n)<br>daughter /'dɔ:tə/ (n)<br>father-in-law /'fɑ:ðər in lɔ:/ (n)<br>granddad /gra:nddæd/ (n)<br>grandma /gra:nmə:/ (n)<br>husband /haʊbənd/ (n)<br>mother-in-law /'mʌðər in lɔ:/ (n)<br>mum /mʌm/ (n)<br>nephew /nefju:/ (n)<br>niece /ni:s/ (n)<br>sister /sistə/ (n)<br>son /sʌn/ (n)<br>uncle /'ʌŋkəl/ (n)<br>wife /waif/ (n) | ана, апай, женце<br>ага<br>боле, жиен<br>әке<br>қызы<br>кайын ата<br>ата<br>әже<br>куйеуі<br>ене<br>ана<br>жиен (ұл)<br>жиен (қызы)<br>әпкес<br>ұл<br>немере ага<br>әйелі                  | тетя<br>брать<br>двоюродный брат<br>папа<br>дочь<br>свёкр<br>дедушка<br>бабушка<br>муж<br>свекровь<br>мама<br>племянник<br>племянница<br>сестра<br>сын<br>дядя<br>жена                    |
| <b>3a</b><br>a bit /ə bit/ (adv)<br>angry /æŋgri/ (adj)<br>bark /bɑ:k/ (v)<br>baseball /beisbɔ:l/ (n)<br>billiards /biljɔ:dz/ (n)<br>bowling /baʊlin/ (n)<br>calm /kæm/ (adj)<br>clever /klevə/ (adj)<br>club /klab/ (n)<br>cute /kjut/ (adj)<br>dark /dɑ:k/ (adj)<br>drum /drʌm/ (n)<br>fair /feə/ (adj)<br>funny /'fʌni/ (adj)<br>golf /gɔ:f/ (n)<br>housework /hauswɜ:k/ (n)<br>lazy /leizi/ (adj)          | аздал<br>ашулы<br>үру<br>бейсбол<br>бильярд<br>боулинг<br>сабырлы, байсалды<br>акылды<br>клуб<br>сүйкімді<br>қараңғы<br>барабан<br>аділ<br>күлкілі<br>гольф<br>үй ішіндегі жұмыс<br>жалқау | немного<br>сердитый<br>лаять<br>бейсбол<br>бильярд<br>боулинг<br>спокойный<br>умный<br>клуб<br>милый<br>темный<br>барабан<br>справедливый<br>смешно<br>гольф<br>работа по дому<br>ленивый |

## Word List

| English                             | Kazakh   | Russian  |
|-------------------------------------|--|--|
| machine /mə'ʃin/ (n)                | мәшине   | машина   |
| noisy /nɔɪzi/ (adj)                 | шумы   | шумный   |
| pet /pet/ (n)                       | үй жануары                                       | домашнее животное  |
| polite /pə'lait/ (adj)              | сыпайы   | вежливый   |
| quiet /'kwaɪət/ (adj)               | тыныш (адам)                                     | тихий  |
| serious /'siəriəs/ (adj)            | салмақты   | серъезный  |
| silly /'sili/ (adj)                 | акымақ   | глупый   |
| skin /skɪn/ (n)                     | тері   | кожа   |
| stone /stoʊn/ (n)                   | тас  | камень   |
| strong /strɒŋ/ (adj)                | кушті  | сильный  |
| vacuum cleaner /vækjum 'kli:nə/ (n) | шансорғыш  | пылесос  |
| wear /weə/ (v)                      | кию  | носить   |
| <b>3c</b>                           |  |  |
| afterwards /a:ftəwədz/ (adv)        | аяғында, соңында, кейин, содан соң, кейін, сосын | впоследствии, позднее, позже, после, потом               |
| argue /a:gju:/ (v)                  | таласу   | спорить  |
| everybody /evribodi/ (pron)         | әркім, барлық                                    | каждый, все  |
| exciting /'ek'saɪtɪŋ/ (adj)         | толқытатын                                       | волнительный   |
| friendly /'frendli/ (adj)           | достық (қатынас)                                 | дружественный  |
| friendship /'frendʃɪp/ (n)          | достық   | дружба   |
| fun /fʌn/ (n)                       | шаттық, ермек                                    | веселье, забава  |
| gossip /'gɒsɪp/ (n)                 | өсек   | сплетни  |
| hang out /ha:n̩ 'aʊt/ (phr v)       | сауық-сайран куру                                | тусоваться   |
| helpful /'hɛlpfəl/ (adj)            | пайдалы  | полезно  |
| honest /'ɒnɪst/ (adj)               | шынышыл  | честный  |
| keep a secret (phr)                 | сыр сақтау                                       | держать в секрете  |
| kind /kaɪnd/ (adj)                  | мейірімді  | добрый   |
| make up /meɪk 'ʌp/ (phr v)          | ойлан табу, ойдан шыгару                         | придумывать, выдумывать, сочинять                        |
| real /ri:əl/ (adj)                  | шын, нағыз                                       | реальный   |
| same /seɪm/ (adj)                   | бірдей   | одинаковый   |
| stay friends (phr)                  | дос болып қалу                                   | остаться друзьями  |
| still /stɪl/                        | алде, тагы                                       | ещё  |
| tell the truth (phr)                | шындығында                                       | честно говоря  |
| <b>3e</b>                           |  |  |
| celebrate /selə'bret/ (v)           | тойлау   | праздновать  |
| colleague /'kɔ:lɪg/ (n)             | әріптес  | коллега  |
| female /'fe:məl/ (n)                | әйел, қыз  | женщина, девушка   |
| gift /gɪft/ (n)                     | сыйымқ   | подарок  |
| have the day off work (phr)         | демалыс күнінің болуы                            | иметь выходной день                                      |
| let's take a look (phr)             | Қане, қарастырайық                               | Давайте рассмотрим.                                      |
| picture /'pɪktʃə/ (n)               | сурет  | картина  |
| poem /'poʊəm/ (n)                   | поэма  | поэма  |
| respect /rɪ'spekt/ (n)              | құрмет   | уважение   |
| special /'speʃəl/ (adj)             | арнайы   | специальный  |
| <b>3f</b>                           |  |  |
| apart /ə'pɔ:t/ (adv)                | жекеше, оқшau                                    | в стороне, отдельно, в отдалении, обособленно; в сторону |
| everybody /evribodi/ (pron)         | әркім  | каждый   |
| far away /fɑ:r ə'wei/ (adv)         | алыста   | далеко   |
| glad /gle:d/ (adj)                  | куанышты, риза, бақытты                          | рад, доволен, счастлив                                   |
| heart /hɑ:t/ (n)                    | жүрек  | сердце   |

## Word List

| English  | Kazakh  | Russian   |
|--|---|---|
| live /liv/ (v)<br>near /nɪə/ (adv)<br>no one more (phr)<br>street /stri:t/ (n)<br>whether /wɛðə/ (conj)  | өмір сүру<br>жаннында<br>біреуден аспау<br>көше<br>немесе   | жить<br>рядом<br>не более одного<br>улица<br>ли   |
| <b>3g</b><br>comedy /kɒmədɪ/ (n)<br>favourite /feɪvərɪt/ (adj)<br>free time /fri: 'taɪm/ (n)<br>laugh /lɑ:t/ (v)<br>person /pɜ:sən/ (n)<br>together /tə'geðə/ (adv)  | комедия<br>сүйкіті<br>бос уақыт<br>кулу<br>адам<br>бірге  | комедия<br>любимый<br>свободное время<br>смеяться<br>человек, личность<br>вместе  |
| <b>Fun time 3</b><br>feel special (phr)<br>jealous \ "dZel's\ (adj)<br>keep my word (phr)<br>tell lies (phr)   | өзін ерекшеле сөзінү<br>қызғаншак<br>сөзінде тұру<br>өтірік айтү  | чувствовать себя особенным<br>ревнивый<br>держать слово<br>врать  |
| <b>Module 4 – World of Work</b>  |   |   |
| change /tʃeɪndʒ/ (n)<br>financial records (phr)<br>grow /grəʊ/ (v)<br>look after /lʊk əftə/ (phr v)<br>pose /poʊz/ (v)<br>protect /prə'tekt/ (v)<br>sick /sɪk/ (adj)   | өзгеріс<br>жаржылық есептер<br>өсу<br>багу, күту<br>бір қалышта ұстасу<br>коргау<br>ауру  | изменение<br>финансовые отчеты<br>расти<br>ухаживать<br>позировать<br>защитить<br>больной   |
| <b>4a</b><br>brave /breɪv/ (adj)<br>calm /kɔ:m/ (adj)<br>careful /keəfəl/ (adj)<br>celebrate /sel'bret/ (v)<br>check /tʃek/ (v)<br>court /kɔ:t/ (n)<br>creative /kri'eɪtɪv/ (adj)<br>entertaining /entə'reɪnɪŋ/ (adj)<br>enthusiastic /ɪnθju:zi'æstɪk/ (adj)<br>event /evnt/ (n)<br>fan /fæn/ (n)<br>fit /fɪt/ (adj)<br>freezing /fri:zɪŋ/ (adj)<br>friendly /frendli/ (adj)<br>hardworking /ha:d'wɜ:kɪŋ/ (adj)<br>idea /a:dɪə/ (n)<br>in silence (phr)<br>luckily /lək'klɪ/ (adv)<br>mascot /mæskət, -kɔ:t/ (n)<br>match /mætʃ/ (n)<br>on holiday (phr)<br>owl costume (phr)<br>patient /peɪʃənt/ (n)<br>polite /pə'lait/ (adj) | батыр<br>сабырлы, байсалды<br>сақ<br>тойлау<br>тексеру<br>сот<br>шығармашыл<br>онын-сауық<br>оптимисті<br>окиға<br>жанкүйер<br>жарамды<br>мұздай<br>достық (катынас)<br>еңбеккүмар<br>идея<br>тыныштықта<br>бакыттына қарай<br>тұмар<br>матч<br>каникулда, демалыста<br>үкі кәстөмі<br>емделуші<br>сыпайы | храбрый<br>спокойный<br>осторожный<br>праздновать<br>проверить<br>суд<br>творческий<br>развлекательный<br>оптимистичный<br>событие<br>болельщик<br>подходят<br>замораживание<br>дружественный<br>трудолюбивый<br>идея<br>в тишине<br>к счастью<br>талисман<br>матч<br>в отпуске<br>костюм филина<br>пациент<br>вежливый |

## Word List

| English   | Kazakh  | Russian  |
|---|---|--|
| <b>score</b> /skɔ:/ (v)<br><b>silly</b> /sili/ (adj)<br><b>slide</b> /slaid/ (n)<br><b>splashing water</b> (phr)<br><b>team</b> /ti:m/ (n)<br><b>throw</b> /θrəʊ/ (v)<br><b>tiring</b> /tɪ'reɪŋ/ (adj)<br><b>waterslide tester</b> (phr)<br><b>weather</b> /'weðə/ (n)<br><b>well-paid</b> /wel 'peɪd/ (adj)  | (гол) соғу, (голдың саны), есеп, соғып кіргізу<br>акымақ<br>сырғанау<br>судың шашырауы<br>команда<br>лақтыру<br>шаршатын<br>су тексергіш<br>күн райы<br>жақсы төленетін   | забивать, (количество голов) счёт,<br>забрасывать<br>глупый<br>скольжение<br>брзиги воды<br>команда<br>бросить<br>утомительный<br>тестировщик воды<br>погода<br>хорошо оплачиваемый  |
| <b>4b</b><br><b>be on time</b> (phr)<br><b>fit</b> /fit/ (adj)  | уақытында болу<br>жарамды, жарайтын   | быть во время<br>подходящий, годный, пригодный;<br>соответствующий   |
| <b>own</b> /əʊn/ (pro)<br><b>polite</b> /'pələit/ (adj)<br><b>suit</b> /su:t, sju:t/ (n)<br><b>tie</b> /taɪ/ (n)<br><b>transport</b> /tra:nspɔ:t/ (n)<br><b>work long hours</b> (phr)   | жекеменшік<br>сыпайы<br>кастом<br>галстук<br>колік<br>ұзак уақыт жұмыс істеу  | собственный<br>вежливый<br>костюм<br>галстук<br>транспорт<br>работать долгие часы  |
| <b>4c</b><br><b>advertisement</b> /əd'veɪtɪsmənt/ (n)<br><b>appearance</b> /əp'reərəns/ (n)<br><b>autograph</b> /ə'tɔgrəf/ (n)<br><b>be worth it</b> (phr)<br><b>copy</b> /kɔpi/ (v)<br><b>crowd</b> /kraʊd/ (n)<br><b>double for</b> /dʌbl fɔ:/ (phr v)<br><b>event</b> /'event/ (n)<br><b>excited</b> /ɪks'aɪtid/ (adj)<br><b>fan</b> /fæn/ (n)<br><b>hairstyle</b> /heəstail/ (n)<br><b>keep fit</b> (phr)<br><b>look-alike</b> /lʊk ə'lai:k/ (n)<br><b>professional</b> /prəfe'sjənl/ (adj)<br><b>seem</b> /sim/ (v)<br><b>similar</b> /'simələ/ (adj)<br><b>success</b> /sək'ses/ (n)<br><b>TV commercial</b> /tɪ: 'vi: kəm'mɜ:ʃəl/ (n)<br><b>voice</b> /voɪs/ (n) | жарнама<br>сыртқы келбет<br>колтаңба<br>тұрарлықтай<br>коширме жасау<br>тобыр, топ<br>дубляж жасау<br>оқиға<br>толку, қобалжу<br>кептергіш<br>сәнделген шаш<br>нішінді сақтау<br>ұқсас болу<br>қасіби<br>... больш корину<br>ұқсас<br>табыс<br>теледидар жарнамасы<br>дауыс | реклама<br>внешность<br>автограф<br>стоить того<br>копировать<br>толпа<br>дублировать<br>событие<br>волнение<br>фен<br>прическа<br>поддерживать форму<br>быть похожим<br>профессиональный<br>казаться<br>подобный, похожий<br>успех<br>ТВ-реклама<br>голос |
| <b>4d</b><br><b>enthusiastic</b> /ɪnθjuəzi'æstɪk/ (adj)<br><b>have a seat</b> (phr)<br><b>store</b> /stɔ:/ (n)<br><b>welcome</b> /'welkəm/ (v)  | оптимистік<br>орынга отыру<br>дүкен<br>кош келдіңіз<br>(куана) қарсы алу  | оптимистично<br>присесть<br>магазин<br>приветствовать (кого-л.)<br>(радушно) принимать   |
| <b>What do you do?</b> (phr)  | Немен айналысадың?  | Чем ты занимаешься?  |
| <b>4e</b><br><b>day</b> /deɪ/ (n)<br><b>law</b> /laʊ/ (n)<br><b>light</b> /laɪt/ (adj)<br><b>permission</b> /pə'mɪʃən/ (n)  | күн<br>зак<br>жарық<br>рұқсат   | день<br>закон<br>свет<br>разрешение  |

## Word List

| English  | Kazakh  | Russian  |
|--|---|--|
| save money (phr)<br>school days /sku:l deɪz/ (pl n)<br>school holiday /sku:l 'holdeɪ/ (n)<br>wait /weɪt/ (v)<br>work /wɜ:k/ (n)  | акша үнемдеу<br>мектеп күндері<br>мектеп демалымсы<br>күту<br>жұмыс   | сэкономить деньги<br>школьные дни<br>школьный каникул<br>ждать<br>работа   |
| <b>4f</b><br>anywhere /'eniweər/ (adv)<br>attack /ætæk/ (v)<br>collect /kəlekt/ (v)<br>community /kəmju:niti/ (n)<br>dig /dɪg/ (v)<br>fly away (phr)<br>lay eggs (phr)<br>mate /meɪt/ (v)<br>nest /nest/ (n)<br>object /'ɒbjekɪt/ (n)<br>on its own (phr)<br>organised /'ɔ:gənaɪzd/ (adj)<br>protect /prə'tekt/ (v)<br>species /spi:sɪz/ (n)<br>survive /sə'veɪv/ (v)<br>thousand /θaʊzənd/ (num)<br>times /taɪmz/ (adv)<br>tunnel /tʌnl/ (n)<br>weight /weɪt/ (n)<br>wing /wɪŋ/ (n) | кез келген жерде<br>шабуылдау, шабуыл жасау<br>жинау<br>бірлестік, қауымдастық<br>казу<br>ұшып кету<br>жұмыртқа басу<br>косылу, бірігу<br>яя<br>нысан<br>өздігімен<br>үйимдастырылған<br>коргау<br>алуан түрлі<br>аман қалу<br>мың<br>рет<br>үшіртау<br>салмақ<br>қанат | в любом месте<br>атаковать, нападать, штурмовать<br>собрать<br>сообщество<br>копать<br>улететь<br>откладывать яйца<br>соединять<br>гнездо<br>объект<br>само по себе<br>организованный<br>защитить<br>разновидности<br>выжить<br>тысяча<br>раз<br>туннель<br>вес<br>крыло |
| <b>4g</b><br>different /dɪfə'rent/ (adj)<br>film /fɪlm/ (n)<br>language /længwɪdʒ/ (n)<br>music /mju:zɪk/ (n)<br>voice /vɔ:s/ (n)  | әртүрлі<br>фильм<br>тіл<br>музыка<br>даудыс   | разные<br>фильм<br>язык<br>музыка<br>голос   |
| <b>Module 5 – Creativity</b>   |   |  |
| beak /bi:k/ (n)<br>big /bɪg/ (adj)<br>claw /klaʊ/ (n)<br>cycllops /saɪklɔps/ (n)<br>dragon /drægən/ (n)<br>eye /aɪ/ (n)<br>feather /'feðə/ (n)<br>hippogriff /hi:pəgrɪf/ (n)<br>horn /hɔ:n/ (n)<br>long /lɔ:g/ (adj)<br>mane /men/ (n)<br>phoenix /fi:nɪks/ (n)<br>sharp /ʃɔ:p/ (adj)<br>single /'sɪŋgl/ (adj)   | тұмсық<br>үлкен<br>тырнақ<br>циклон (бір көзді дәү)<br>айдар<br>кез<br>қауырсын (құстың жұні)<br>гинногриф<br>мүйіз<br>ұзын<br>жал<br>феникс<br>өткір<br>жалғыз, жеке   | клюв<br>большой<br>коготь<br>циклон (одноглазый великан)<br>дракон<br>глаз<br>перо<br>гинногриф<br>рог<br>длинный<br>грива<br>феникс<br>острый<br>единственный, одиночный,<br>одинарный  |
| tail /teɪl/ (n)<br>thick /θɪk/ (adj)<br>tooth /tu:θ/ (n)   | құйрық<br>толық<br>тис  | хвост<br>толстый<br>зуб  |

## Word List

| English  | Kazakh  | Russian  |
|--|---|--|
| <b>unicorn</b> /ju:sikɔ:n/ (n)<br><b>wing</b> /wɪŋ/ (n)  | жалғыз мүйіз<br>қанат   | единорог<br>крыло  |
| <b>Sa</b><br><b>ash</b> /æʃ/ (n)<br><b>bite</b> /bait/ (v)<br><b>breathe fire</b> (phr)<br><b>burst</b> /bɜ:st/ (v)<br><b>forest</b> /'fɔ:rist/ (n)<br><b>heal</b> /hi:l/ (v)<br><b>intelligent</b> /ɪntelɪdʒənt/ (adj)<br><b>medicine</b> /medəsən/ (n)<br><b>monster</b> /'monsta:/ (n)<br><b>mythical creature</b> (phr)<br><b>mythology</b> /mɪθolədʒi/ (n)<br><b>poisonous</b> /paɪzənəs/ (adj)<br><b>tear</b> /tɪə/ (n)<br><b>volcano</b> /vɒlkənəʊ/ (n)<br><b>weird</b> /wɪəd/ (adj)<br><b>wound</b> /wʊnd/ (n)   | кул<br>тістеп алу, шагып алу<br>аузынан от шашу<br>жарылу, жырту<br>орман<br>емдең жазу<br>зиялы<br>медицина<br>құбыжық<br>мифтегі жаратылыш<br>мифология<br>ұлы<br>көз жасы<br>жанарттау<br>огаш<br>жаракат, зақым   | зола, пепел<br>кусить<br>дышать огнем<br>взрываться, разрывать; разорвать лес<br>зажечь<br>интелегентный<br>медицина<br>монстр<br>мифическое существо<br>мифология<br>ядовитый<br>слеза<br>вулкан<br>странный<br>рана, ранение |
| <b>Sc</b><br><b>appear</b> /ə:pɪə/ (v)<br><b>beneath</b> /bni:θ/ (prep)<br><b>branch</b> /brɔ:ntʃ/ (n)<br><b>contain</b> /kənten/ (v)<br><b>crawl</b> /krɔ:l/ (v)<br><b>disappear</b> /dɪsə:pɪə/ (v)<br><b>dragon</b> /drægən/ (n)<br><b>foot</b> /fʊt/ (n)<br><b>golden egg</b> (phr)<br><b>happiness</b> /ha:pɪnəs/ (n)<br><b>hatch</b> /hætʃ/ (v)<br><b>legend</b> /le:dʒənd/ (n)<br><b>long ago</b> (phr)<br><b>magic</b> /ma:dʒɪk/ (n)<br><b>nest</b> /nest/ (n)<br><b>spring</b> /sprɪŋ/ (n)<br><b>steppe</b> /ste:p/ (n)<br><b>summer</b> /'sʌmə/ (n)<br><b>swallow</b> /swɒlo:/ (v)<br><b>travel</b> /tra:vəl/ (v)<br><b>underworld</b> /'ʌndə wɜ:ld/ (n)<br><b>winter</b> /'wɪntə/ (n)<br><b>wish</b> /wɪʃ/ (n) | пайда болу<br>асты/астында<br>бұтак<br>қамту<br>еңбектеу, жоргалу<br>гайын болу<br>аїданар<br>аяқ<br>алтын жұмыртқа<br>бақыт<br>(балананды) басып шыгару<br>аңыз<br>ертеде<br>сикыр<br>ұя<br>көктем<br>дала<br>жаз<br>жұту<br>саяхаттау<br>қылмыс алемі<br>қыс<br>тілек | показываться, появляться под \ ниже ветвь содержит ползать исчезнуть дракон нога золотое яйцо счастье высиживать (цыплят) легенда давно магия гнездо весна степь лето проглотить путешествовать преступный мир зима желание    |
| <b>Se</b><br><b>create</b> /kri'eɪt/ (v)<br><b>date back to</b> (phr)<br><b>dedicate</b> /dɪ'deɪkeɪt/ (v)<br><b>destroy</b> /dɪ'strɔ:/ (v)<br><b>disappear</b> /dɪsə:pɪə/ (v)<br><br><b>earthquake</b> /ɜ:θkweɪk/ (n)<br><b>empire</b> /'emپریə/ (n)   | құру<br>мерзімі белгіленеді<br>арнау, багыштау<br>бұзу, қирапту<br>гайын болу, жогалу<br><br>жер сілкінісі<br>империя   | создать<br>датируются<br>посвящать<br>уничтожить<br>исчезать (из поля зрения), пропадать, теряться<br>землетрясение<br>империя   |

## Word List

| English  | Kazakh   | Russian   |
|--|--|---|
| field /fi:ld/ (n)<br>fountain /faʊntn/ (n)<br>palace /pæləs/ (n)<br>peaceful /pi:sfəl/ (adj)<br>philosopher /fɪləsəfə/ (n)<br>protect /prə:tekt/ (v)<br>raise /reɪz/ (v)<br>rule /ru:l/ (v)<br>sailor /seɪlə/ (n)<br>sink /sɪŋk/ (v)<br>survive /sə:vvaɪv/ (v)<br>temple /tempəl/ (n)<br>trader /treɪdə/ (n) | алқап<br>субурқақ<br>сарай<br>бейбіт<br>философ<br>қорғау<br>көтерү<br>басқару<br>кемеші<br>бату<br>тірі қалу<br>гибадатхана<br>саудагер   | поле<br>фонтан<br>дворец<br>мирный<br>философ<br>защитить<br>поднять<br>править<br>матрос<br>тонуть<br>выжить<br>храм<br>торговец                                 |
| <b>Sh</b><br>adult /ædvl̩t/ (n)<br>eager /ɪgər/ (adj)<br>poet /pu:tɪt/ (n)<br>poetry /pouɪtri/ (n)<br>sculptor /skalptɔ:/ (n)<br>skilful /skɪlfʊl/ (adj)   | ересек адам<br>аңсауышы, ынтызар<br>акыны<br>поэзия<br>мұсінші<br>икемді, етті   | взрослый<br>страстно желающий, жаждущий<br>поэт<br>поэзия<br>скульптор<br>умелый  |
| <b>Sj</b><br>bed /bed/ (n)<br>city square (phr)<br>fairground /feɪgraʊnd/ (n)<br>flu /flu:/ (n)<br>game /geim/ (n)<br>it's a pity (phr)<br>perform /pə:fɔ:m/ (v)<br>ride /raɪd/ (n)  | төсек<br>қалалық алаң<br>жарменкеге ариалтан алаң<br>тұмау<br>ойын<br>әкінішті<br>орныдау, істеу<br>серуендеу, сапар, (атпен,<br>мәшинемен, велосипедпен және<br>т.б.) жүру<br>әнші<br>коше<br>театр пьесасы | кровать<br>городская площадь<br>ярмарочная площадь<br>грипп<br>игра<br>жаль<br>выполнить<br>прогулка, поездка, езда (верхом, на<br>машине, на велосипеде и т. п.) |
| singer /sɪŋə/ (n)<br>street /stri:/ (n)<br>theatrical play (phr)   |  | певец<br>улица<br>театральная пьеса   |
| <b>Fun time 5</b><br>heart /ha:t/ (n)<br>impress /ɪm'pres/ (v)<br>proud /praud/ (adj)  | жарек<br>асер қалдыру<br>мақтан тұту, мақтану  | сердце<br>произвести впечатление<br>горжусь   |
| <b>Module 6 – Reading for Pleasure</b>   |  |   |
| action & adventure (phr)<br>articles in newspapers/magazines (phr)<br>biography /baɪogrəfi/ (n)<br>fable /feɪbəl/ (n)<br>fairy tale /feəri tə:l/ (n)<br>horror /hɔ:rə/ (n)<br>legend /leɡend/ (n)<br>mystery & suspense (phr)<br>science fiction /saɪəns fɪkʃən/ (n)   | әрекет және оқыс оқыға<br>газеттер мен журналдардагы<br>мақалалар<br>өмірбаян<br>мысал<br>ертегі<br>қорқыныш<br>аңыз<br>құпия және белгісіздік<br>ғылыми фантастика  | действия и приключения<br>статьи в газетах / журналах<br>биография<br>басня<br>сказка<br>ужас<br>легенда<br>тайна и неизвестность<br>научная фантастика           |

## Word List

| English                     | Kazakh                             | Russian                       |
|-----------------------------|------------------------------------|-------------------------------|
| <b>6a</b>                   |                                    |                               |
| calm /kælm/ (adj)           | салмақты, байсалды                 | спокойный                     |
| catch /kætʃ/ (v)            | ұстап алу                          | поймать                       |
| cloud /klaud/ (n)           | бұлт                               | облако                        |
| dark /dɔ:k/ (adj)           | қараңғы                            | тёмный                        |
| fool /fu:l/ (n)             | ақымақ                             | дурак                         |
| grant a wish (phr)          | тілек білдіру                      | предоставить желание          |
| land /lænd/ (n)             | жер                                | земля                         |
| let /let/ (v)               | руқсат ету                         | позволить                     |
| poor /pɔ:/ (adj)            | кедей                              | бедный                        |
| rich /rɪf/ (adj)            | бай                                | богатый                       |
| shout /ʃaʊt/ (v)            | айгайлау                           | кричать                       |
| sky /skai/ (n)              | аспан                              | небо                          |
| stormy /stɔ:mɪ/ (adj)       | тасқынды, дауылды                  | бурный, штормовой             |
| surprised /sə'praɪzd/ (adj) | күтпеген жерден, кенеттен          | неожиданный, внезапный        |
| swim away (phr)             | жүзіп кету                         | уливать                       |
| turn /tɜ:n/ (v)             | бұрылу, қайырылу                   | поворачиваться, повёртываться |
| wish /wɪʃ/ (n)              | тілек                              | желание                       |
| <b>6b</b>                   |                                    |                               |
| arrest /ə'rest/ (v)         | тұтқындау                          | арестовать                    |
| burst open (phr)            | сындыру, бузу                      | взломать                      |
| castle /ka:səl/ (n)         | қамал, бекініс                     | замок                         |
| cheer /tʃɪə/ (v)            | коңілдендіру, қайрат беру, жұбату, | веселить, ободрять, утешать;  |
|                             | жақсы коңіл-күй сыйлау             | создавать хорошее настроение  |
| enemy /enə'mi/ (n)          | дүшина                             | враг                          |
| escape /'eskeɪp/ (v)        | жүгіру                             | бежать                        |
| explain /ɪkspləin/ (v)      | түсіндіру                          | объяснять                     |
| fire /faɪə/ (n)             | от                                 | огонь                         |
| forest /'fɔ:rist/ (n)       | орман                              | лес                           |
| gather /gæðə/ (v)           | жинау                              | собрать                       |
| get off /get 'ɒf/ (phr v)   | шыгу                               | выйти                         |
| guard /gaʊd/ (n)            | кузетші                            | охранник                      |
| join /dʒɔ:n/ (v)            | қосындау                           | присоединиться к              |
| king /kɪŋ/ (n)              | король                             | король                        |
| land /lænd/ (n)             | жер                                | земля                         |
| leader /'li:də/ (n)         | кошбасшы                           | лидер                         |
| loudly /laudli/ (adv)       | қатты                              | громко                        |
| marry /ma:rɪ/ (v)           | үйлену                             | жениться                      |
| no longer (phr)             | ұзаққа созбау                      | больше не; не дольше          |
| order /'ɔ:deɪ/ (v)          | тапсырыс беру, бұйрық беру         | приказывать, командовать      |
| outlaw /autlɔ:/ (n)         | қылымыскер                         | преступник                    |
| own /əʊn/ (v)               | меншіктеу, ие болу                 | владеть, иметь, обладать      |
| present with (phr)          | сыйга тарту                        | дарить                        |
| prince /prɪns/ (n)          | ханзада                            | принц                         |
| recognise /rekəgnɪz/ (v)    | мойындау                           | признать                      |
| ride away (phr)             | сапарға шыгу                       | отъезжать                     |
| sheriff /'ʃerif/ (n)        | шериф                              | шериф                         |
| shout /ʃaʊt/ (v)            | айгайлау                           | кричать                       |
| title /taɪtl/ (n)           | титул, атақ                        | титул, звание                 |
| wedding day (phr)           | той күні                           | день свадьбы                  |
| <b>6c</b>                   |                                    |                               |
| cheeky /'tʃeki/ (adj)       | әделсіз, арсыз                     | нахальный                     |
| creep up to (phr)           | еңбектеп жету                      | подползать                    |
| empty /'empti/ (adj)        | бос                                | пусто                         |
| for some reason (phr)       | белгілі бір себеппен               | по какой-то причине           |

## Word List

| English  | Kazakh  | Russian   |
|--|---|---|
| forget /fə'get/ (v)<br>hole /həʊl/ (n)<br>kind /kaɪnd/ (adj)<br>land /laend/ (v)<br>miserable /'mɪzərəbl/ (adj)<br>sack /sæk/ (n)<br>sad /sæd/ (adj)<br>steppe /stepl/ (n)<br>stretch /stretʃ/ (n)<br>treasure /'treʒə/ (n)<br>world /wɜːld/ (n)   | ұмыту<br>тесік, жырық<br>мейірімді<br>отыргызу<br>аянышты, бақытсыз<br>қап<br>көнілсіз<br>дала<br>телім, (жердің) бөлігі<br>қазына<br>әлем  | забывать<br>дыра<br>добрый<br>высаживать<br>жалкий, несчастный<br>мешок<br>грустный<br>степь<br>участок, подоса, отрезок<br>сокровище<br>мир  |
| <b>6d</b><br>bridge /brɪdʒ/ (n)<br>cross /kros/ (v)<br>dangerous /deɪndʒərəs/ (adj)<br>enormous /ɪnərməs/ (adj)<br>fast /faست/ (v)<br>hit /hit/ (v)<br>instrument /ɪnstrə'mənt/ (n)<br>neck /nek/ (n)<br>river /rɪva/ (n)<br>rock /rok/ (n)<br>shape /ʃeɪp/ (n)<br>silly /sili/ (adj)<br>smash /smæʃ/ (v)<br>stone /stoʊn/ (n)<br>string /strɪŋ/ (n)<br>strong /strɔːŋ/ (adj)<br>surface /səfəs/ (n)<br>wood /wud/ (n) | көпір<br>қызылысу, қымсу<br>қауінті<br>орасан зор<br>ашыгу<br>ұру, согу<br>аспап<br>мойын<br>өзен<br>жазым<br>қалып, кейіп<br>акымақ<br>сындыру, қырату<br>тас<br>жіп, бау<br>мықты<br>үсті<br>агаш | мост<br>пересекаться, перекрещиваться<br>опасный<br>огромный<br>воздерживаться от пищи, голодать<br>ударять (по чему-л.), поражать<br>инструмент<br>шея<br>река<br>рок<br>форма<br>глупый<br>разбивать, разрушать, ломать<br>камень<br>верёвка, завязка, шнурок<br>сильный<br>поверхность<br>дерево |
| <b>Fun time 6</b><br>action /ækʃən/ (n)<br>culture /kʌltʃər/ (n)<br>fairy /feəri/ (n)<br>forget /fə'get/ (v)<br>friendship /frendʃɪp/ (n)<br>golden wings (phr)<br>in action (phr)<br>in the heart of (phr)<br>magic /maedʒik/ (n)<br>sight /saɪt/ (n)<br>solve problems (phr)<br>truly /truːli/ (adv)<br>woods /wodz/ (n)   | әрекет<br>мәдениет<br>шері<br>ұмыту<br>достық<br>алтын қанат<br>әрекетте<br>жүректе<br>сикыр<br>түр, корініс<br>мәселелерді шешу<br>шындығында, расында<br>агаш                                     | действие<br>культура<br>фея<br>забывать<br>дружба<br>золотые крылья<br>в действии<br>в сердце<br>магия<br>вид, зрелище<br>решать проблемы<br>действительно<br>дерево  |
| <b>Module 7 – Fantasy world!</b>   |   |   |
| animal /'ænɪml/ (n)<br>ape /eɪp/ (n)<br>bear /beər/ (n)<br>eagle /i:gəl/ (n)<br>elephant /eləfənt/ (n)   | жануар<br>маймыл<br>аю<br>қыран<br>піл  | животное<br>обезьяна<br>медведь<br>орел<br>слон   |

## Word List

| English   | Kazakh  | Russian  |
|---|---|--|
| horse /hɔ:s/ (n)<br>monkey /'mɔŋki/ (n)<br>panther /'peŋθə/ (n)<br>snake /sneɪk/ (n)<br>tiger /'taɪgə/ (n)<br>wolf /wʊlf/ (n)   | ат<br>маймыл<br>қабылан<br>жылан<br>жолбарыс<br>қасқыр  | лошадь<br>обезьяна<br>пантера<br>змея<br>тигр<br>волк  |
| <b>Ta</b><br>attack /ətæk/ (v)<br>come out /kʌm 'aʊt/ (phr v)<br>endangered species /ɪn'deindʒəd<br>'spi:z/ (pl n)<br>forest /'fɔ:st/ (n)<br>fur /fɜ:/ (n)<br>ghost /gəʊst/ (n)<br>goat /gəʊt/ (n)<br>hide /haɪd/ (v)<br>high up /haɪ ap/ (adv)<br>hope /həʊp/ (v)<br>jump /dʒʌmp/ (v)<br>kill /kil/ (v)<br>mountain /maʊntən/ (n)<br>paw /pɔ:/ (n)<br>prey /preɪ/ (n)<br>protect /prə'tekt/ (v)<br>sheep /ʃi:p/ (n)<br>spot /spot/ (n)<br>survive /sə'vev/ (v)<br>tail /teɪl/ (n)<br>thick /θɪk/ (adj)<br>tracks /træks/ (pl n)<br>wild /waɪld/ (adj)  | шабуылдау<br>шыгу<br>жоғалып кету қауіпінде<br><br>орман<br>тері<br>елес<br>ешкі<br>жасыру<br>жогары<br>үміттену<br>секіру<br>өлтіру<br>тау<br>табан<br>олжа<br>корғау<br>қой<br>дақ<br>тірі қалу<br>құйрық<br>толық<br>іздер<br>жабайы   | атаковать<br>выйти<br>находящихся под<br>угрозой исчезновения видов /<br>лес<br>мех<br>призрак<br>коха<br>скрыть<br>высоко<br>надеяться<br>прыгать<br>убить<br>гора<br>лапа<br>добыча<br>защитить<br>овца<br>пятно<br>выжить<br>хвост<br>толстый<br>следы<br>дикий |
| <b>Tc</b><br>army /'ɑ:mɪ/ (n)<br>best-selling /best 'selɪŋ/ (adj)<br>brave /brev/ (adj)<br>bull /bul/ (n)<br>creature /kri:tʃə/ (n)<br>dangerous /deindʒərəs/ (adj)<br>enemy /'enəmi/ (n)<br>escape /'eskeɪp/ (v)<br>fight /faɪt/ (v)<br>follower /fələʊər/ (n)<br>frightening /fraitnɪŋ/ (adj)<br>furry /'fɜ:ri/ (adj)<br>general /dʒenərəl/ (n)<br>knight /naɪt/ (n)<br>loyal /'lɔɪəl/ (adj)<br>mythical /mɪθɪkəl/ (adj)<br>pick up /pɪk 'ap/ (phr v)<br>series /'siəriz/ (pl n)<br>setting /setɪŋ/ (n)<br>soldier /'saʊldʒə/ (n)<br>sword /sɔ:d/ (n) | әскер<br>бестселлер<br>батыл<br>бұқа<br>жаратылыс<br>қауінті<br>дүшиң<br>жұтіру<br>күресу<br>ізбасар, жақтас<br>қорқытуши<br>мамық, ұтпа<br>генерал<br>сері<br>адал, сенімді<br>мифтік<br>алып кету<br>серия<br>орнату<br>саrbаз<br>қылыш | армия<br>бестселлер<br>храбрый<br>бык<br>существо<br>опасный<br>враг<br>бежать<br>бороться<br>последователь, сторонник<br>пугающий<br>пушистый<br>генерал<br>рыцарь<br>лояльный, верный<br>мифический<br>забрать<br>серия<br>установка<br>солдат<br>меч            |

## Word List

| English                         | Kazakh                              | Russian   |
|---------------------------------|-------------------------------------|---|
| wise /waɪz/ (adj)               | дана, есті, ақылды                  | благородный   |
| <b>7d</b>                       |                                     |   |
| afraid /ə'freɪd/ (adj)          | қорықан                             | испуганный  |
| cute /kju:t/ (adj)              | сүйкімді                            | милый   |
| pet /pet/ (n)                   | үй жануары                          | домашнее животное   |
| safe /seɪf/ (adj)               | қауіпсіз                            | безопасный  |
| wolf spider /wʊlf 'spɔ:də/ (n)  | бүйе                                | тарантул; паук-волки.   |
| <b>7e</b>                       |                                     |   |
| Aboriginal /æbə'rɪndʒənl/ (adj) | аборигендік                         | аборигенский  |
| description /dɪ'skrɪpʃən/ (n)   | сипаттау                            | описание  |
| emblem /'embləm/ (n)            | эмблема                             | эмблема   |
| golden /'gəuldən/ (adj)         | алтын                               | золотой   |
| mane /men/ (n)                  | жал                                 | грива   |
| myth /mɪθ/ (n)                  | миф                                 | миф   |
| national /næʃənl/ (adj)         | ұлттық                              | национальный  |
| stamp /stæmp/ (n)               | марка                               | марка   |
| tusk /tʌsk/ (n)                 | азу тіс, сойдақ тіс                 | клык, бивень (слона, моржа)   |
| walrus /'wɔ:lrəs/ (n)           | сойдақ тістілер                     | морж  |
| <b>7f</b>                       |                                     |   |
| bluebird /blu:bɜ:d/ (n)         | әнші күс                            | певчая птица  |
| hawk /ha:k/ (n)                 | ақ түйгіні                          | ястреб  |
| owl /aʊl/ (n)                   | үкі                                 | сова  |
| parrot /pærət/ (n)              | тотықұс                             | попугай   |
| pelican /'pelɪkən/ (n)          | бірқазан                            | пеликан   |
| pigeon /'pɪdʒən/ (n)            | кеңтер                              | голубь  |
| swan /swən/ (n)                 | ақку                                | лебедь  |
| come out /kʌm 'aʊt/ (phr v)     | шымгу                               | выйти   |
| during /du'ɔ:gɪŋ/ (prep)        | уақытында                           | во время  |
| garden /'ga:dən/ (n)            | бакша                               | сад   |
| include /ɪn'klud/ (v)           | қосады                              | включают  |
| insect /'ɪnsekt/ (n)            | жандік                              | насекомое   |
| keep /ki:p/ (v)                 | ұстау, қалдыру                      | держать   |
| nut /nʌt/ (n)                   | жансақ                              | орех  |
| seed /si:d/ (n)                 | дән, ұрық                           | семя  |
| spread /spred/ (v)              | таратылу                            | распространяться  |
| top /tri: top/ (n)              | жогары                              | сверху  |
| under control (phr)             | бакылауда болу                      | под контролем   |
| world /wɜ:ld/ (n)               | әлем                                | мир   |
| <b>7g</b>                       |                                     |   |
| evil /'i:vəl/ (adj)             | ашулы                               | злой  |
| feature /fi:tʃə/ (v)            | ерекшелік, белгі, қасиет, ортақ түр | особенность, характерная черта, деталь, признак, свойство, свойства, особенности, общий вид |
| jungle /dʒʌndʒəl/ (n)           | ну орман                            | джунгли   |
| protect /prə'tek:t/ (v)         | коргау                              | защитить  |
| <b>Fun time 7</b>               |                                     |   |
| loyal /'lɔ:əl/ (adj)            | адал, сенімді                       | лояльный, верный  |
| power /paʊə/ (n)                | күш                                 | власть  |
| respect /ri'spekt/ (n)          | курмет                              | уважение  |
| species /spi:ʃi:z/ (n)          | түр                                 | вид   |
| unique /ju:nɪk/ (adj)           | бірегей                             | универсальный   |

## Word List

| English   | Kazakh  | Russian   |
|---|---|---|
| <b>Module 8 – Sports</b>  |   |   |
| activity /æk'tivəti/ (n)<br>badminton /bædmɪntən/ (n)<br>basketball /bɑskɪtbɔl/ (n)<br>cricket /krikt/ (n)<br>cycling /saɪklɪŋ/ (n)<br>football /'fʊtbɔl/ (n)<br>hockey /hɔki/ (n)<br>rugby /rʌgbɪ/ (n)<br>sport /spɔ:t/ (n)<br>swimming /swɪmmɪŋ/ (n)<br>tennis /tɛnɪs/ (n)<br>water polo /wɔ:tə 'pɔ:ləʊ/ (n)  | іс-арекет<br>бадминтон<br>баскетбол<br>крикет<br>велосипед тебу<br>футбол<br>хоккей<br>регби<br>спорт<br>жүзү<br>тенис<br>судагы поло   | деятельность<br>бадминтон<br>баскетбол<br>крикет<br>езды на велосипеде<br>футбол<br>хоккей<br>регби<br>спорт<br>плавание<br>теннис<br>водное поло   |
| <b>8a</b><br>boring /bɔ:rɪŋ/ (adj)<br>choose /tʃu:z/ (v)<br>competition /kɒmpə'tɪʃən/ (n)<br>good /gud/ (adj)<br>like /laik/ (prep)<br>many /meni/ (pron)<br>medal /'medl/ (n)<br>never /'nevər/ (adv)<br>silver /'sɪlvə/ (adj)<br>win /wɪn/ (v)  | көнілсіз, қызықсыз<br>таңдау<br>сайыс, жарыс<br>жақсы<br>ұқсас<br>көп<br>медаль<br>ешқашан<br>куміс<br>жену   | скучный<br>выбрать<br>конкурс<br>хорошо<br>подобный, похожий, сходный<br>много<br>медаль<br>никогда<br>серебро<br>выиграть  |
| <b>8c</b><br>athlete /æθlɪt/ (n)<br>bike path /baɪk pæθ/ (n)<br>boxing /bɔksɪŋ/ (n)<br>captain /kæptɪn/ (n)<br>check out /tʃek 'aut/ (phr v)<br>compete /kəm'pi:t/ (v)<br>cycling /saɪklɪŋ/ (n)<br>event /'evn̩t/ (n)<br>game /geim/ (n)<br>gold medal /gəuld 'medl/ (n)<br>in fact (phr)<br>involve /ɪn'velv/ (v)<br><br>keep your eye (phr)<br>national /næʃənl/ (adj)<br>racing /reɪsɪŋ/ (n)<br>sign /saɪn/ (n)<br>team /ti:m/ (n)<br>win /wɪn/ (v)<br>winner /'wɪnə/ (n)<br>wolf /wʊlf/ (n) | спортсмен, жеңіл атлет<br>велосипед жолы<br>бокс<br>капитан<br>тексеру<br>жарысу<br>велосипед тебу<br>оңға<br>ойнын<br>алтын медаль<br>шындығында<br>еліктіру, қызықтыру,<br>қатыстыру<br>көз алмай қарау<br>ұлттық<br>жылдамдықта жарысу<br>белгі<br>команда<br>жену<br>женімпаз<br>қасқыр | спортсмен, легкоатлет<br>велосипедная дорожка<br>бокс<br>капитан<br>проверить<br>конкурировать<br>езды на велосипеде<br>событие<br>игра<br>золотая медаль<br>на самом деле<br>привлекать, вовлекать, втягивать<br><br>пристально смотреть<br>национальный<br>состязание в скорости<br>знак<br>команда<br>выиграть<br>победитель<br>волк |
| <b>8e</b><br>coffee shop /'kofi ,ʃɒp/ (n)<br>competition /kɒmpə'tɪʃən/ (n)<br>match /ma:tʃ/ (n)<br>picnic /'pɪknɪk/ (n)<br>spot /spot/ (v)  | кофе дүкені<br>жарыс<br>матч<br>кокке шыгу<br>кору, байқау, тану, анықтау   | кофейный магазин<br>конкурс<br>матч<br>пикник<br>увидеть, заметить, узнать, определить  |

## Word List

| English  | Kazakh   | Russian   |
|--|--|---|
| take away /teɪk ə'weɪ/ (phr v)<br>take place (phr)<br>tournament /tʊərnəmənt/ (n)  | алып кету<br>орын алу<br>турнир  | забрать<br>иметь место<br>турнир  |
| <b>8f</b><br>dangerous /deɪndʒərəs/ (adj)<br>dive /daɪv/ (v)<br>exercise /eksəsaɪz/ (v)<br>fall /fɔ:l/ (v)<br>ground /graʊnd/ (n)<br>lifeguard /laɪfgaʊd/ (n)<br>pain /peɪn/ (n)<br>pool /pu:l/ (n)<br>rule /ru:l/ (n)<br>slip /slɪp/ (v)<br>stay safe (phr)<br>stomach /stʌmək/ (n)<br>way /weɪ/ (n)<br>wet /wet/ (adj) | қауіпті<br>сұнғу<br>жаттықтыру<br>кулау<br>жер, қабат<br>құтқарушы<br>ауыру<br>бассейн<br>ереке<br>сырганау, тайны кету<br>қауіпсіз жерде калу<br>асқазан<br>жол<br>сулы | опасный<br>нырять<br>упражнять<br>падать<br>земля<br>спасатель<br>боль<br>бассейн<br>правило<br>скольжения, проскользнуть<br>оставаться в безопасности<br>желудок<br>путь<br>мокрый |
| <b>8g</b><br>fast /fa:st/ (adj)<br>go /gəʊ/ (v)<br>gym /dʒɪm/ (n)<br>jump /dʒʌmp/ (n)<br>night /naɪt/ (n)<br>resort /rɪzə:t/ (n)<br>skiing /ski:n/ (n)<br>view /vju:/ (n)  | жылдам<br>бару<br>тренажер залы<br>секіру<br>түн<br>шіппажай<br>шанды спорты<br>көзқарас, ой-пікір   | быстрый<br>идти<br>тренажерный зал<br>прыгать<br>ночь<br>курорт<br>лыжный спорт<br>точка зрения, мнение, взгляд   |
| <b>Fun time 8</b><br>be on the top (phr)<br>body /bodi/ (n)<br>forever /fɔ:r'e'ver/ (adv)<br>give up /gɪv 'ʌp/ (phr v)<br>health /helθ/ (n)<br>hope /haʊp/ (n)<br>lose /lu:z/ (v)<br>mind /maɪnd/ (n)<br>obey rules (phr)<br>succeed /sək'sid/ (v)<br>success /sək'ses/ (n)  | ... шыңында болу<br>дene<br>мәңгілік, әрқашан<br>бас тарту, берілу<br>дессаулық<br>үміт<br>жогалту<br>акыл, ес<br>ережені сақтау<br>табыска жету<br>табыс                | быть на вершине<br>тело<br>навсегда<br>отказаться, сдаваться<br>здоровье<br>надежда<br>потерять<br>ум<br>соблюдать правила<br>добиться успеха<br>успех                              |
| <b>Module 9 – Holidays</b>   |  |   |
| cloudy /klaudi/ (adj)<br>cold /kəuld/ (adj)<br>foggy /fɒgi/ (adj)<br>freezing /fri:ziŋ/ (adj)<br>hot /hɒt/ (adj)<br>It's raining (phr)<br>It's snowing (phr)<br>sunny /sʌni/ (adj)<br>warm /wɔ:m/ (adj)<br>weather /weðə/ (n)<br>windy /wɪndi/ (adj)   | бұлтты<br>сұық<br>тұманды<br>аязды<br>ыстық<br>жаңбыр жауып түр<br>қар жауып түр<br>күн ашиқ<br>жылды<br>күнрайы<br>желді  | облачный<br>холодный<br>туманный<br>замораживающий, охлаждающий<br>жаркий<br>идет дождь<br>снег идет<br>солнечный<br>теплый<br>погода<br>ветренный                                  |

## Word List

| English  | Kazakh  | Russian   |
|--|---|---|
| <b>9a</b>  |   |   |
| beach volleyball /bi:tʃ 'volibɔ:l/ (n)<br>floating market (phr)<br>freezing cold (phr)<br>get back /gei 'bæk/ (phr v)<br>hot chocolate /hot 'tʃoklət/ (n)<br>others /ʌðəz/ (pro)<br>play /pleɪ/ (v)<br>sandcastle /sændkə'səl/ (n)<br>skiing /ski:n/ (n)<br>snack /snæk/ (n)<br>sun is shining (phr)<br>sunbathing /sʌnb'eθɪŋ/ (n)<br>swimming /swimɪŋ/ (n)  | жагажай волейболы<br>судың үстінде қалықтау<br>аязы<br>көрі қайту, оралу<br>ыстық шоколад<br>басқалар<br>ойнау<br>күмнан жасалған қорған<br>шаңғы<br>жәңіл тіскебасар<br>күн жарқыран тұр<br>(кунғе) қызыдырыну<br>жүзү | пляжный волейбол<br>плавающая по поверхности воды<br>морозный<br>возвращаться<br>горячий шоколад<br>другие<br>играть<br>песочный замок<br>лыжи<br>легкая закуска<br>солнце светит<br>загорать<br>плавание   |
| <b>9c</b>  |   |   |
| camp /kæmp/ (v)<br>clear /klɪə/ (adj)<br>cool /ku:l/ (adj)<br>hike /haɪk/ (v)<br>in the north (phr)<br>keep my feet on the ground (phr)<br>later /'leɪər/ (adv)<br>popular /pɒpjʊlər/ (adj)<br>refreshing /ri'freʃɪŋ/ (adj)<br>rock climbing /rɒk 'klaɪmɪŋ/ (n)<br>scenery /'sɛnəri/ (n)<br>set up /set 'ʌp/ (phr v)<br>shore /ʃɔ:/ (n)<br>take a dip (phr)<br>treasure /'treʒə/ (n)<br>wildlife /waɪldlaɪf/ (n) | лагерге орналасу<br>ашық, бұлтсыз<br>салқын<br>жаяу жүру<br>солтүстікте<br>акылга салу<br>кеширек<br>танимал<br>серіткіш<br>жартаска<br>пейзаж<br>орнату<br>жиек<br>шомылу<br>қазына<br>жабайы табигат                  | располагаться лагерем<br>светлый, ясный, безоблачный<br>прохладный<br>ходить пешком<br>на севере<br>мыслить разумно<br>позже<br>популярный<br>освежающий<br>скалолазание<br>пейзаж<br>установить<br>берег<br>искупаться<br>сокровище<br>дикая природа |
| <b>9e</b>  |   |   |
| common /'kɒmən/ (adj)<br>inside /'ɪnsaɪd/ (adv)<br>other /'ʌðə/ (pro)<br>popular /pɒpjʊlər/ (adj)<br>set /set/ (n)<br>star /stɑ:/ (n)<br>stripe /straɪp/ (n)<br>tower /taʊə/ (n)<br>yurt house /jɜ:t haʊs/ (n)   | жалпы, жаппай<br>ішінде<br>басқа<br>танимал<br>жинау, қабылдау<br>әкүлдүз<br>жолақ<br>мунара<br>киң үй  | общий, всеобщий<br>внутри<br>другой<br>популярный<br>набор<br>звезда<br>полоса<br>башня<br>юрта   |
| <b>9f</b>  |   |   |
| blow /bləʊ/ (v)<br>fall /fɔ:l/ (v)<br>ground /graʊnd/ (n)<br>pitter patter /'pɪtər 'pætə/ (adv)  | ұрлеу<br>қулау<br>жер<br>жаңылтпаш  | дуть<br>падать<br>земля<br>скороговорка   |
| <b>Fun time 9</b>  |   |   |
| create /kri'eɪt/ (v)<br>forget /fə'get/ (v)<br>lifetime /laɪftaɪm/ (n)<br>memory /meməri/ (n)<br>promote /prə'mo:t/ (v)  | құру<br>ұмыту<br>өмір бойы<br>ес, жады<br>ілгері жылжыту  | создать<br>забывать<br>целая жизнь<br>память<br>продвигать  |

## American English – British English Guide

| American English   | British English  | American English   | British English   |
|--|--|--|---|
| <b>A</b><br>account<br>airplane<br>anyplace/anywhere<br>apartment  | bill/account<br>aeroplane<br>anywhere<br>flat  | <b>P</b><br>pants/trousers<br>pantyhose/nylons<br>parking lot<br>pavement<br>pedestrian crossing<br>(potato) chips<br>public school<br>purse | trousers<br>tights<br>car park<br>road surface<br>zebra crossing<br>crisps<br>state school<br>handbag |
| <b>B</b><br>bathrobe<br>bathtub<br>bill<br>billion=thousand million<br>busy (phone)                                | dressing gown<br>bath<br>banknote<br>billion=million million<br>engaged (phone)  | <b>R</b><br>railroad<br>rest room  | railway<br>toilet/deskroom  |
| <b>C</b><br>cab<br>call/phone<br>can<br>candy<br>check<br>closet<br>connect (telephone)<br>cookie<br>corn<br>crazy | taxi<br>ring up/phone<br>tin<br>sweets<br>bill (restaurant)<br>wardrobe<br>put through<br>biscuit<br>sweetcorn, maize<br>mad | <b>S</b><br>sales clerk/sales girl<br>schedule<br>shorts (underwear)<br>sidewalk<br>stand in line<br>store, shop<br>subway                   | shop assistant<br>timetable<br>pants<br>pavement<br>queue<br>shop<br>underground                      |
| <b>D</b><br>desk clerk<br>dessert<br>downtown<br>drapes<br>drugstore/pharmacy<br>duplex                            | receptionist<br>pudding/dessert/sweet<br>(city) centre<br>curtains<br>chemist's (shop)<br>semi-detached                      | <b>T</b><br>truck<br>two weeks   | lorry, van<br>fortnight/two weeks   |
| <b>E</b><br>eggplant<br>elevator   | aubergine<br>lift  | <b>V</b><br>vacation<br>vacuum (v.)<br>vacuum cleaner<br>vest  | holiday(s)<br>hoover<br>hoover<br>waistcoat   |
| <b>F</b><br>fall<br>faucet<br>first floor, second floor, etc<br>flashlight<br>French fries<br>front desk (hotel)   | autumn<br>tap<br>ground floor, first floor, etc<br>torch<br>chips<br>reception   | <b>W</b><br>with or without (milk/cream in coffee)   | black or white  |
| <b>G</b><br>garbage/trash<br>garbage can<br>gas<br>gas station<br>grade  | rubbish<br>dustbin/bin<br>petrol<br>petrol station/garage<br>class/year  | <b>Y</b><br>yard   | garden  |
| <b>I</b><br>intermission<br>intersection   | interval<br>crossroads   | <b>Z</b><br>(pronounced, "zee")<br>zero<br>zip code  | (pronounced, "zed")<br>nought<br>postcode   |
| <b>J</b><br>janitor  | caretaker/porter   |  |   |
| <b>K</b><br>kerosene   | paraffin   |  |   |
| <b>L</b><br>lawyer/attorney<br>line<br>lost and found  | solicitor<br>queue<br>lost property  |  |   |
| <b>M</b><br>mail<br>make a reservation<br>motorcycle<br>movie<br>movie house/theater                               | post<br>book<br>motorbike/motorcycle<br>film<br>cinema   |  |   |
| <b>N</b><br>news-stand   | newsagent  |  |   |
| <b>O</b><br>office (doctor's/dentist's)<br>one-way (ticket)<br>overalls  | surgery<br>single (ticket)<br>dungarees  |  |   |

**Use of English**He just went out./  
He has just gone out.

He has just gone out.

Hello, is this Steve?

Hello, is that Steve?

Do you have a car?/  
Have you got a car?

Have you got a car?

**Spelling**

|               |             |
|---------------|-------------|
| aluminum      | aluminium   |
| analyze       | analyse     |
| center        | centre      |
| check         | cheque      |
| color         | colour      |
| honor         | honour      |
| jewelry       | jewellery   |
| practice(n,v) | practice(n) |
| program       | practise(v) |
| realize       | programme   |
| tire          | realise     |
| trave(l)er    | tyre        |
|               | traveller   |

**Expressions with prepositions and particles**different from/than  
live on X street  
on a team  
on the weekend  
Monday through Fridaydifferent from/to  
live in X street  
in a team  
at the weekend  
Monday to Friday

**Self-Check Key****Self-Check 1**

|         |        |               |             |          |
|---------|--------|---------------|-------------|----------|
| 1 1     | are    | 3 isn't       | 5 are       | 7 aren't |
| 2 is    |        | 4 isn't       | 6 are       |          |
| 2 1     | sink   | 3 sofa        | 5 carpet    |          |
| 2 book  |        | 4 pillow      |             |          |
| 3 1     | fourth | 4 second      | 7 sixteenth |          |
| 2 third |        | 5 eleventh    | 8 twelfth   |          |
| 3 first |        | 6 twentieth   |             |          |
| 4 1     | in     | 3 on          | 5 behind    |          |
| 2 under |        | 4 in front of | 6 on        |          |
| 5 1     | d      | 2 b           | 3 a         | 4 e      |
|         |        |               |             | 5 c      |

**Self-Check 4**

|  |                                     |               |             |
|--|-------------------------------------|---------------|-------------|
| 1 1  | mechanic                            | 3 nurse       | 5 secretary |
| 2 vet  |                                     | 4 pilot       |             |
| 2 1  | polite                              | 3 hardworking | 5 careful   |
| 2 brave                                      |                                     | 4 creative    | 6 patient   |
| 3 1  | He, him                             | 3 Her, She    | 5 I, they   |
| 2 them, They                                 |                                     | 4 him, He     |             |
| 4 1  | What                                | 3 How old     | 5 When      |
| 2 Who  |                                     | 4 Where       |             |
| 5 1  | I have to be at the office at 9:00. |               |             |
| 2 We don't have to wear a uniform at school. |                                     |               |             |
| 3 He doesn't have to work on Saturdays.      |                                     |               |             |
| 4 He has to speak English at work.           |                                     |               |             |

**Self-Check 2**

|              |            |                |               |
|--------------|------------|----------------|---------------|
| 1 1          | flowers    | 5 watch        | 8 trainers    |
| 2 helmet     |            | 6 handbag      | 9 scarf       |
| 3 gloves     |            | 7 guitar       | 10 cap        |
| 4 basketball |            |                |               |
| 2 1          | old        | 2 short        | 3 short       |
| 2            |            |                | 4 small       |
| 5 fat        |            |                |               |
| 3 1          | hair, nose | 2 short, plump | 3 ears, eyes  |
| 4 1          | French     | 3 Italian      | 5 Turkish     |
| 2 Japanese   |            | 4 Greek        | 6 Kazakhstani |
| 5 1          | That       | 3 This         | 5 your        |
| 2 These      |            | 4 Those        | 6 my          |
| 5 We         |            | 7 hers         |               |
| 6 1          | children   | 3 boxes        | 5 watches     |
| 2 men        |            | 4 leaves       | 6 boys        |
| 7 ladies     |            | 8 teeth        |               |
| 7 1          | a          | 2 a            | 3 b           |
|              |            |                | 4 a           |

**Self-Check 5**

|                 |           |                |                    |
|-----------------|-----------|----------------|--------------------|
| 1 1             | saxophone | 5 bass guitar  | 8 accordion        |
| 2 synthesiser   |           | 6 drum         | 9 electric guitar  |
| 3 harmonica     |           | 7 piano        | 10 violin          |
| 4 flute         |           |                |                    |
| 2 1             | wings     | 5 destroyed    | 9 dates            |
| 2 boring        |           | 6 fire         | 10 horror          |
| 3 performs      |           | 7 wounds       | 11 palace          |
| 4 beasts        |           | 8 western      | 12 survived        |
| 3 1             | Were, was |                | 4 Was, was         |
| 2 Were, weren't |           |                | 5 had, didn't have |
| 3 Was, wasn't   |           |                | 6 could, couldn't  |
| 4 1             | watched   | 3 made         | 5 travelled        |
| 2 didn't play   |           | 4 didn't visit | 6 saw              |

**Self-Check 3**

|                 |   |              |           |
|-----------------|---|--------------|-----------|
| 1 1             | mum                                     | 3 granddad   | 5 brother |
| 2 sister        |   | 4 grandma    |           |
| 2 1             | noisy                                   | 3 cute       | 5 serious |
| 2 clever        |   | 4 funny      |           |
| 3 1             | helpful                                 | 3 friendly   | 5 loyal   |
| 2 honest        |   | 4 fun        |           |
| 4 1             | Does she walk to school? Yes, she does. |              |           |
| 2               | Do they like tennis? Yes, they do.      |              |           |
| 3               | Do they live in a flat? No, they don't. |              |           |
| 4               | Does Ann eat meat? No, she doesn't.     |              |           |
| 5               | Does Bob play the guitar? Yes, he does. |              |           |
| 5 1             | gets                                    | 3 has        | 5 works   |
| 2 doesn't watch |   | 4 doesn't go |           |
| 6 1             | c                                       | 2 e          | 3 d       |
|                 |   |              | 4 b       |
|                 |   |              | 5 a       |

**Self-Check 6**

|                   |            |                      |
|-------------------|------------|----------------------|
| 1 1               | fairy tale | 3 biography          |
| 2 science-fiction |            | 4 action & adventure |
| 3 horror          |            |                      |
| 2 1               | poor       | 4 sky                |
| 2 fool            |            | 5 catch              |
| 3 golden          |            | 6 stormy             |
| 2 1               | ordered    | 5 owned              |
| 2 gathered        |            | 6 rode               |
| 3 leader          |            | 7 wedding            |
| 4 escaped         |            | 8 burst              |
| 4 1               | cheeky     | 3 sacks              |
| 2 steppe          |            | 4 crept              |
| 5 1               | famous     | 4 surface            |
| 2 rock            |            | 5 cross              |
| 3 instrument      |            | 6 stone              |
| 5                 | snatched   | 7 gave               |
|                   |            | 8 smashed            |

**Self-Check Key****Self-Check 7**

- 1 1 eagle      3 sheep      5 parrot  
 2 elephant      4 chimpanzee
- 2 1 claws      2 bear      3 fur      4 duck      5 fox
- 3 1 shorter      4 the most dangerous  
 2 the best      5 heavier  
 3 the fastest
- 4 1 e      2 c      3 a      4 b      5 d
- 5 1 at      2 at      3 in      4 at      5 on
- 6 1 Wolves usually live in forests.  
 2 Tigers can run very quickly.  
 3 Giraffes never eat meat.  
 4 Elephants are extremely big.  
 5 Horses can swim well.
- 7 1 What is it?  
 2 Oh no!
- 3 I'm terrified of snakes.  
 4 Get it away from me!

**Self-Check 9**

- 1 1 sunny      5 love      9 sandcastles  
 2 freezing      6 friendly      10 souvenirs  
 3 sailing      7 falling  
 4 floating
- 2 1 strange      3 December      5 tent  
 2 tower      4 warm
- 3 1 don't want, am doing      4 walks, is going  
 2 is playing, plays      5 play, are watching  
 3 is talking, speaks
- 4 1 is having, isn't swimming      4 Is it raining, is snowing  
 2 are you doing, am reading  
 3 aren't eating, are doing  
 4 It's boiling hot.
- 5 1 It's great.  
 2 How much are they?  
 3 Yes, but I prefer the one in blue.

**Self-Check 8**

- 1 1 gymnastics      3 athletics      5 hockey  
 2 badminton      4 swimming
- 2 1 play      2 go      3 do      4 play      5 go
- 3 1 trainers      2 racquet      3 golf      4 hoop      5 bat
- 4 1 some      3 any      5 many  
 2 an      4 much
- 5 1 a, The      3 -, an      5 the  
 2 -      4 The, a
- 6 1 Swimming      3 climbing      5 sailing  
 2 play      4 Fishing
- 7 1 Have you got any plans for Sunday?  
 2 Do you want to come with me?  
 3 When is it?  
 4 See you then!

# Irregular Verbs

| Infinitive  | Past  | Infinitive   | Past  |
|---|---|--|---|
| be /bi:/<br>beat /bit/<br>become /bɪkəm/<br>begin /bɪgɪn/<br>bite /baɪt/<br>blow /bləʊ/<br>break /breɪk/<br>bring /brɪŋ/<br>build /bɪld/<br>burn /bɜːn/<br>buy /baɪ/<br><br>can /kaen/<br>catch /kætʃ/<br>choose /tʃuːz/<br>come /kʌm/<br>cost /kɒst/<br>cut /kʌt/<br><br>dig /dɪg/<br>do /du:/<br>draw /drɔː/<br>dream /driːm/<br>drink /drɪŋk/<br>drive /drɪv/<br><br>eat /eɪt/<br><br>fall /fɔːl/<br>feed /fiːd/<br>feel /fiːl/<br>fight /faɪt/<br>find /faɪnd/<br>fly /flaɪ/<br>forget /fɔːɡet/<br>forgive /fɔːɡiv/<br>freeze /frɪz/<br><br>get /get/<br>give /gɪv/<br>go /gəʊ/<br>grow /grəʊ/<br><br>hang /haŋ/<br>have /haev/<br>hear /haɪ/<br>hide /haɪd/<br>hit /hɪt/<br>hold /haʊld/<br>hurt /hɜːt/<br><br>keep /kɪp/<br>know /nəʊ/<br><br>lay /leɪ/<br>lead /liːd/<br>learn /laːn/<br>leave /liːv/<br>lend /lɛnd/ | was /wəz/<br>beat /bit/<br>became /bɪkeɪm/<br>began /bɪgən/<br>bit /bɪt/<br>blew /bluː/<br>broke /brʊk/<br>brought /brɔːt/<br>built /bɪlt/<br>burnt (burned) /brɔːnt (brənd)/<br>bought /bɒt/<br><br>could /kʊd/<br>caught /kɔːt/<br>chose /tʃoːz/<br>came /kʌm/<br>cost /kɒst/<br>cut /kʌt/<br><br>dug /dʌg/<br>did /dɪd/<br>drew /drʊ/<br>dreamt (dreamed) /dremt (drɪmd)/<br>drank /dræŋk/<br>drove /drəʊv/<br><br>ate /eɪt/<br><br>fell /fɔːl/<br>fed /fɛd/<br>felt /fɛlt/<br>fought /faɪt/<br>found /faʊnd/<br>flew /fluː/<br>forgot /fɔːɡet/<br>forgave /fɔːɡev/<br>froze /frɔːz/<br><br>got /got/<br>gave /geɪv/<br>went /wɛnt/<br>grew /gruː/<br><br>hung (hanged) /haŋ (haŋd)/<br>had /hæd/<br>heard /hərd/<br>hid /hɪd/<br>hit /hɪt/<br>held /hɛld/<br>hurt /hɜːt/<br><br>kept /kɛpt/<br>knew /njuː/<br><br>laid /leɪd/<br>led /led/<br>learnt (learned) /lənt (lənd)/<br>left /lef/<br>lent /lɛnt/ | let /let/<br>lie /laɪ/<br>lie /laɪ/<br>light /laɪt/<br>lose /luːz/<br><br>make /meɪk/<br>mean /miːn/<br>meet /miːt/<br><br>pay /peɪ/<br>put /pu/<br><br>read /riːd/<br>ride /raɪd/<br>ring /raɪŋ/<br>rise /raɪz/<br>run /ruːn/<br><br>say /seɪ/<br>see /siː/<br>sell /sel/<br>send /sɛnd/<br>set /set/<br>sew /suː/<br>shake /ʃeɪk/<br>shine /ʃaɪn/<br>shoot /ʃut/<br>show /ʃoʊ/<br>shut /ʃʊt/<br>sing /sɪŋ/<br>sit /sɪt/<br>sleep /slɪp/<br>smell /smel/<br>speak /spɪk/<br>spell /spel/<br>spend /spend/<br>stand /staend/<br>steal /stiːl/<br>stick /stɪk/<br>sting /stɪŋ/<br>swear /swear/<br>sweep /swiːp/<br>swim /swɪm/<br><br>take /teɪk/<br>teach /tɛtʃ/<br>tear /teə/<br>tell /tel/<br>think /θɪŋk/<br>throw /θ्रəu/<br><br>understand /ʌndə'staend/<br><br>wake /weɪk/<br>wear /weɪ/<br>win /wɪn/<br>write /raɪt/ | let /let/<br>lay /laɪ/<br>laid /leɪd/<br>lit /lɪt/<br>lost /lɒst/<br><br>made /meɪd/<br>meant /men̄t/<br>met /met/<br><br>paid /peɪd/<br>put /put/<br><br>read /red/<br>rote /roʊd/<br>rang /reŋ/<br>rose /roʊz/<br>ran /reŋ/<br><br>said /sed/<br>saw /soʊ/<br>sold /sɔːld/<br>sent /sent/<br>set /set/<br>sewed /soʊd/<br>shook /ʃɔk/<br>shone /ʃoʊ/<br>shot /ʃoʊ/<br>showed /ʃoʊd/<br>shut /ʃʊt/<br>sang /sæŋ/<br>sat /set/<br>slept /slep/<br>smelt (smelled) /smelt (smeld)/<br>spoke /spɔk/<br>spelt (spelled) /spelt (speld)/<br>spent /spɛnt/<br>stood /stuːd/<br>stole /stoʊl/<br>stuck /stɪk/<br>stung /stʌŋ/<br>swore /swɔː/<br>swept /swepd/<br>swam /swæm/<br><br>took /tuk/<br>taught /tɔːt/<br>tore /tɔː/<br>told /tɔːld/<br>thought /θɔːt/<br>threw /θ्रəu/<br><br>understood /ʌndə'stuːd/<br><br>woke /wɔːk/<br>wore /woː/<br>won /wɔːn/<br>wrote /raʊt/ |

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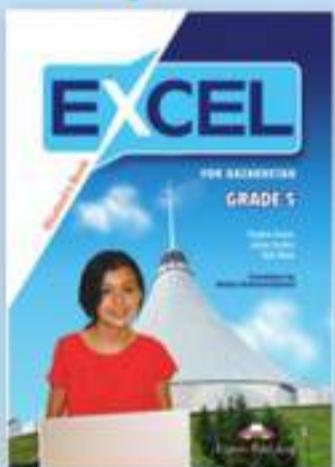
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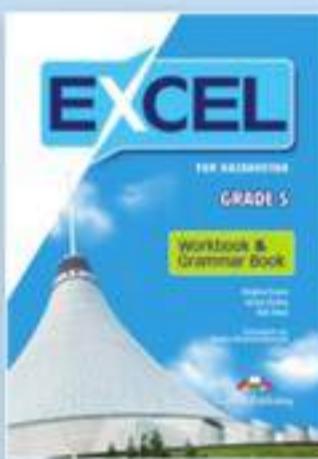
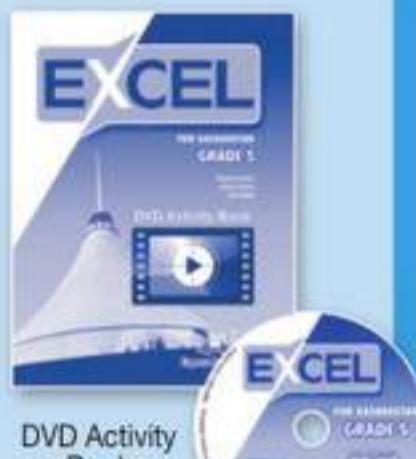
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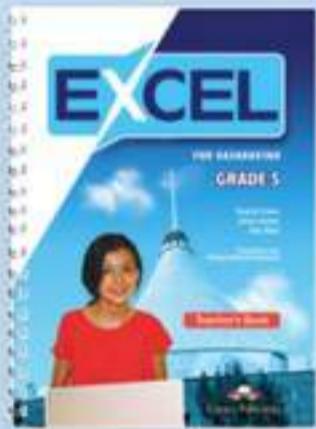


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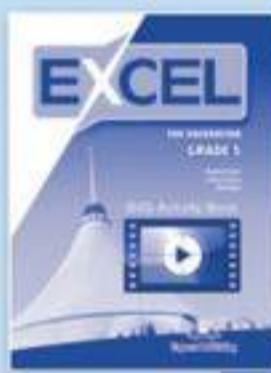
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