

EXCEL

Student's Book

FOR KAZAKHSTAN

GRADE 8

Virginia Evans
Jenny Dooley
Bob Obee

Translations by:
Natalya Mukhamedjanova



Express Publishing

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6BW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

© Virginia Evans – Jenny Dooley – Bob Obee, 2018

Design and Illustration © Express Publishing, 2018

Colour Illustrations: Victor, Aggeliki & Kyr, Nathan, Jim Biggins © Express Publishing, 2018

Music Arrangements by Robin & Taz © Express Publishing, 2018

Music Compositions by Funky & Taz © Express Publishing, 2018

First published 2018

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-7490-0

Acknowledgements

Authors' Acknowledgements

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

Photograph Acknowledgements

Module 4: Sport, Health & Exercising Across Cultures 4c: Dmitry Balandin © Ahmet Okutali Anadolu Agency/Getty Images/Ideal Image on p. 49; Adam Pally © Ahmet Okutali Anadolu Agency/Getty Images/Ideal Image on p. 49;
Module 5: Reading for pleasure Module page: SHERLOCK HOLMES © Silver Screen Collection/Getty Images/Ideal Image on p. 53; THE WIZARD OF OZ © Getty Images/Ideal Image on p. 53; JAMES BOND © Bettmann/Getty Images/Ideal Image on p. 53; APOLLO 13 © Universal Pictures/Getty Images/Ideal Image on p. 53; **Module 9: The World of Work** Reading Pt. Pluto © cinstech.gr/www.infl.gr on p. 100; Living statue © mapeppr/www.infl.gr on p. 100

Special thanks to Shutterstock for images used in the book.

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

www.ExpressPublishing.kz

www.ExpressPublishing.kz

EXCEL

FOR KAZAKHSTAN

GRADE 8

Student's Book

Virginia Evans – Jenny Dooley – Bob Obee

Translations by: Natalya Mukamedjanova



Express Publishing

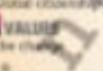
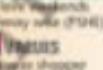
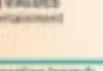
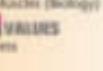
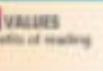
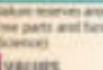
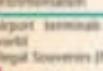
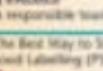
Contents

	Modules	Use of English	Vocabulary
1	Our World pp. 5-16	<ul style="list-style-type: none"> ▪ Infinitive/-ing forms ▪ Tenses of infinitive/-ing forms ▪ Forming adverbs from verbs ▪ Clauses of reason/result 	<ul style="list-style-type: none"> ▪ Global issues ▪ Habitats ▪ Natural disasters ▪ Phrasal verbs: look
2	Daily life & Shopping pp. 17-28	<ul style="list-style-type: none"> ▪ Present simple, present continuous, present perfect ▪ States vs. actions ▪ already/just/ever/never ▪ Present perfect continuous ▪ Suffixes to form adjectives (-ed, -er, -est) 	<ul style="list-style-type: none"> ▪ Daily routines & free time activities ▪ Eat, drink & chores ▪ Cleaning & shopping ▪ Phrasal verbs: look
3	Entertainment & the Media pp. 29-40	<ul style="list-style-type: none"> ▪ Past simple, past continuous ▪ Past tenses: used/advised ▪ Ing-ed participles ▪ Comparisons 	<ul style="list-style-type: none"> ▪ Entertainment ▪ Water experiences ▪ TV programmes ▪ TV & the Media ▪ Visual media: look
4	Sport, Health & Exercise pp. 41-52	<ul style="list-style-type: none"> ▪ will/be going to ▪ Present continuous (focus meaning) ▪ Conditionals ▪ Wishes ▪ Forming superlatives 	<ul style="list-style-type: none"> ▪ Physical activities ▪ Sport ▪ Phrasal verbs: put
5	Reading for pleasure pp. 53-62	<ul style="list-style-type: none"> ▪ Some... - or - every - no & compounds ▪ Blending/matching/decoding skills ▪ Matching 	<ul style="list-style-type: none"> ▪ Characters ▪ Phrasal verbs: go
6	The Natural World pp. 63-74	<ul style="list-style-type: none"> ▪ The past tense ▪ Comparative structures ▪ Suffixes to form adjectives (-er, -est, -er, -est) 	<ul style="list-style-type: none"> ▪ Flowers ▪ Endangered animals ▪ Phrasal verbs: hang
7	Travel & Transport pp. 75-86	<ul style="list-style-type: none"> ▪ Modals ▪ Forming negative adjectives beginning with un-, in-, ill- 	<ul style="list-style-type: none"> ▪ Signs relating to travel ▪ Lightness & means of transport ▪ Phrasal verbs: move
8	Food & Drink pp. 87-98	<ul style="list-style-type: none"> ▪ Countable/uncountable & quantities ▪ newest, plenty of, so large/small, amount/number ▪ Containers ▪ all, both, half ▪ Suffixes to form verbs (-ise, -ate, -en, -ify) 	<ul style="list-style-type: none"> ▪ Foods & drinks ▪ Cooking methods ▪ Phrasal verbs: treat
9	The World of Work pp. 99-110	<ul style="list-style-type: none"> ▪ Reported speech ▪ Reporting verbs ▪ Turning people nouns from verb/nouns 	<ul style="list-style-type: none"> ▪ Work & jobs ▪ Jobs ▪ Phrasal verbs: take

Language Review (pp. 111-119)
Self-Check (pp. 120-128)

Genre Boxes (pp. 129-147)

Word List (pp. 149-162)

Reading & Listening	Speaking & Functions	Writing	Across Cultures/ Across the Curriculum/Values
<ul style="list-style-type: none"> The Hippie: A golden moment (T/F/DS statements) Change the World through Engineering (multiple choice) Dialogue (note-taking) 	<ul style="list-style-type: none"> Presenting the hippie Applying to an environmental organisation Pronunciation: on sound 	<ul style="list-style-type: none"> An email about a film An essay suggesting solutions to a problem 	<ul style="list-style-type: none"> Unique structures Global citizenship (PME)  <p>VALUES Be the change</p>
<ul style="list-style-type: none"> Being 14 (matching headings to paragraphs, T/F statements) British Teens Survey (multiple matching) Dialogue (matching) 	<ul style="list-style-type: none"> Buying a present for a friend Interview in questions 	<ul style="list-style-type: none"> An interview for the school magazine A blog entry about teenagers A for-and-against essay 	<ul style="list-style-type: none"> 16-19 Weekends Family roles (PME)  <p>VALUES Be a better shopper</p>
<ul style="list-style-type: none"> Steve's Travel Blog (multiple matching, comprehension) BBC (T/F statements) Tv programmes (matching) 	<ul style="list-style-type: none"> Recommending places to visit Decide on a TV programme Expressing opinions Information (expressing feelings) 	<ul style="list-style-type: none"> A blog entry about a travel attraction A TV guide An email, writing a concert 	<ul style="list-style-type: none"> Festivals around the world Sound & hearing (Biology)  <p>VALUES Entertainment</p>
<ul style="list-style-type: none"> Jane's Sports Blog (multiple matching, comprehension) Teen & Exercise: The Surprising Benefits (gapped text) Dialogue (T/F/DS statements) 	<ul style="list-style-type: none"> Presenting a sport Asking for/giving advice Pronunciation: yes/no 	<ul style="list-style-type: none"> A short text about a sport An email giving advice A for-and-against essay 	<ul style="list-style-type: none"> Sporting legends Muscles (Biology)  <p>VALUES Fitness</p>
<ul style="list-style-type: none"> The Lost City (extract) To the Sea (extract) Kao-Zhobek The Massacre of Atahualpa 	<ul style="list-style-type: none"> Giving the summary of a story Presenting a character 	<ul style="list-style-type: none"> A short article about the mysterious lost city A comic strip of a story A summary of a story 	 <p>VALUES Benefits of reading</p>
<ul style="list-style-type: none"> The Red Panda (multiple choice) Places of Natural Beauty (T/F statements) Dialogue (multiple choice) 	<ul style="list-style-type: none"> Discussing natural landmarks/ endangered animals Suggesting agreeable/disagreeable pronouns Pronunciation: past tenses 	<ul style="list-style-type: none"> An article about a place of natural beauty 	<ul style="list-style-type: none"> Nature: treks around the world Tree parts and functions (Science)  <p>VALUES Environmentalism</p>
<ul style="list-style-type: none"> Become an Urban Explorer (multiple choice) Island Dwellers with a Difference (longer sentences, comprehension) Advert (gap fill) 	<ul style="list-style-type: none"> Suggesting a trip Catching a flight/pastor passport control Pronunciation: ss 	<ul style="list-style-type: none"> An email about a visit to a place A postcard An email about a trip 	<ul style="list-style-type: none"> Airport treks around the world Illegal Scooters (PME)  <p>VALUES Be a responsible tourist</p>
<ul style="list-style-type: none"> Healthy Food Calendar (matching headings to paragraphs) Food for thought (multiple choice) Monologue (gap fill) 	<ul style="list-style-type: none"> Promoting healthy eating Talking about eating/denying habits Ordering breakfast Pronunciation: ss 	<ul style="list-style-type: none"> A calendar for festivals An email making suggestions An email describing how to make your favourite food 	<ul style="list-style-type: none"> The Best Way to Start the Day Food Labelling (PME)  <p>VALUES Healthy eating habits</p>
<ul style="list-style-type: none"> Strange jobs/Unusual Jobs (multiple choice) Dream job (gap fill) Dialogue (note-taking) Dialogue (gap fill) 	<ul style="list-style-type: none"> Comparing jobs A job interview Interview in compound tenses 	<ul style="list-style-type: none"> A short text about an unusual job A short article about a person An opinion essay 	<ul style="list-style-type: none"> Off Work! Public holidays A Christmas Carol by Charles Dickens (Literacy)  <p>VALUES Working as a team</p>

Textbook language



Pronunciation



Listening

Student's Book Self Check 1



Online research ICT

Song



Vocabulary

Speaking

Writing

Reading

Portfolio

Critical thinking



Learners' support

Study Skills

EDUTAINMENT 1



Across the Curriculum

Workbooks

CHECK your progress

Workbooks Presentation Skills

Student's Book Language Boxes 1a

MODULE

1

Our World

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: applying to an environmental organization
- Writing: an essay suggesting solutions to a problem

Themes:

- global issues
- natural disasters
- Unique structures
- **VALUES:** Be the change
- **Language Focus:**

 - infinitive/-ing forms
 - tenses of infinitive/-ing forms
 - clauses of reason/result

- **Phrasal verbs:** give

Vocabulary

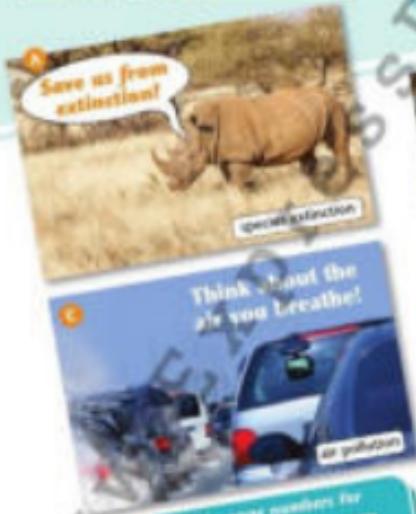
- Global issues

1 Look at the pictures.

2 Listen and repeat.

3 **SING SING** Use the ideas below as well as your own to suggest solutions to some of the problems in the pictures.

- walk instead of driving
- recycle
- protect wildlife habitats
- open more homeless shelters
- adopt an endangered animal
- provide free public housing
- use public transport

*Adopting an endangered animal helps fight
animal extinction.*

Find the page numbers for

- a Solar workshop
- an infographic
- a donation form



Reading 1a

1  Look at the pictures. Imagine you are on the steppe. What can you see? How do you feel? Tell the class.

2  Read the title of the text. Why is the steppe important to Kazakh people according to the author?
 Listen and read to find out.



The steppe: A golden treasure



Saiga antelope



pika

Imagine standing alone on an **open** plain under a clear blue sky. A grass ocean stretches for miles **beyond** the eye can see and there is not another person in sight. This is the stunning view of the most **recognisable** landscape of Kazakhstan – the steppe.

The Kazakh steppe **covers** about 804,500 square kilometres and makes up one third of the country. One of the most extreme environments in the world, this wild, **harsh** place **offers** no natural shelter from the strong winds and bitter cold that come from the north. Temperatures in the winter **dip** to a freezing -35°C while in the summer it can get as hot as 35°C.

Despite the difficult climate, the steppe is a treasure of agricultural products and natural resources. From meat, milk, grain and vegetables to the raw materials for industry such as coal, zinc and lead, it provides everything necessary for Kazakhstan's cities.

The steppe is also the **habitat** of a lot of different unique species of wildlife, from the steppe pika to the critically **endangered** Saiga antelope. The steppe **can** even bring fresh clean air that **clashes** away the **pollution** in the cities.

The steppe is the birthplace of Kazakh culture. The difficulties people faced throughout the years living on the steppe and adapting to its environment and temperatures shaped their deep respect for nature. But like a lot of places in the world, the steppe now faces the challenge of climate change. However, the importance of the steppe to their identity continues to inspire the Kazakhs to preserve it for future generations.

Check these words

- plain ► charming
- recognisable
- shelter ► harsh
- agriculture
- natural resources
- raw materials ► habitat
- wildlife
- critically endangered
- birthplace ► Saiga ► antelope
- shape ► respect
- challenge ► identity
- preserve ► pollution



Read the text again and decide if the sentences (1-8) are T (true), F (false) or D5 (doesn't say).

- 1 The steppe covers two-thirds of Kazakhstan.
- 2 Temperatures can get as low as -35° during winter on the steppe.
- 3 The steppe provides food for Kazakhstan's cities.
- 4 Only a few animals live on the steppe.
- 5 The steppe winds are hot.
- 6 Life on the steppe gave the Kazakh people a deep respect for nature.
- 7 Climate change isn't a problem in Kazakhstan.
- 8 The Kazakh government runs preservation programmes.

Vocabulary 1a

- 4** Explain the words in bold. You can use your dictionary (paper or digital).

- 5** Tell your partner three things that impressed you from the text.

• Habitats

- 6** Read the dictionary entry. Look at the pictures. Match the animals (1–5) to their habitats (A–E).

Habitat [n]: environmental area where a particular type of animal or plant normally lives.



- 7** Complete the phrases: Use natural, stunning, rare, climate, critically, future, strong, bitter.

- 1 _____ endangered
- 2 _____ generations
- 3 _____ materials
- 4 _____ views
- 5 _____ change
- 6 _____ danger
- 7 _____ enrich
- 8 _____ cold

- 8** Use them to say or write sentences based on the text.

Prepositions

- 9** Complete with: at, for, to, of, in. Check in your dictionary.

- 1 Animals have adapted _____ the difficult environments over the years.
- 2 The charity's aim is to create a better future _____ all mankind.
- 3 Kakadu's wetlands are the home _____ the saltwater crocodile.
- 4 We should all donate money to help fight diseases _____ developing countries.
- 5 A lot of animals are _____ risk of extinction.

Speaking

- 10** Read the text in Ex. 2 and make notes under the headings name – weather – wildlife – agricultural products – natural resources – environmental threats in your notebook. Use your notes to present the steppe to the class.

- 11** Collect information, then prepare a poster showing the plants and animals that live on the steppe. Display your poster to the class.

Use of English 1b

- Infinitive/-ing forms

1 **BASIC** Read the theory and say the examples in your language.

We use the (to)-infinitive:

- to express purpose. *I'm going to Africa to volunteer at an animal shelter*
- after the following verbs: **advise, agree, decide, claim, want, expect, continue, hope, offer, seem, promise, etc.** *They decided to adopt an endangered animal*
- after **would like/would love/would prefer** to express specific preference. *We would like to take part in the beach clean-up this weekend*
- after adjectives which describe willingness/unwillingness: **willing, eager, reluctant, etc.** *He is willing to donate some money to charity*

We use **infinitive without to** after **modal verbs** (can, may, should, etc). *We can help reduce air pollution*.

We use the **-ing form**:

- after **love, like, enjoy, prefer**: *I enjoy walking in nature*
- as a **noun**: *Recycling is good for the environment*
- after the verbs: **avoid, admit, try, consider, imagine, regret, suggest, etc.** *You should avoid driving all the time and take the bus*
- After the verbs **start, begin, finish and stop**. *David started working at the shelter*

2 **BASIC** Put the verbs in brackets in the correct form. Give reasons.

- A: I would (organise) a clean-up day.
B: Can I (join) you?
- A: I'd love (help) poor people in other countries.
B: You could (donate) money to a charity.
- A: We should all do something (protect) the environment.
B: Yes, people need to stop (cut) down so many trees.
- A: What can I do (reduce) air pollution?
B: You could try (walk) instead of driving to school.

- Tenses of infinitive/-ing forms

3 **BASIC** Read the table, then rewrite the sentences using the verbs in brackets in the correct form.

	Infinitive	Ing form
Present	(to) play	playing
Present continuous	(to) be playing	-
Perfect	(to) have played	having played
Perfect continuous	(to) have been playing	-

1 The **use** more and more homeless people. (**use**)

Homeless people seem to be more and more homeless people

2 Dilnaz works with children at the weekend. (**enjoy**)

3 She has been volunteering all summer. (**claim**)

4 Air pollution gets worse each year. (**tend**)

5 He is sorry he missed the neighbourhood clean-up day. (**regret**)

6 They are planting trees in the park. (**appear**)

4 **BASIC** **REVIEW** Think of your lifestyle. Complete the sentences so they are true about you.

- I avoid
- I stopped
- I must
- I've always wanted
- I'd love
- I enjoy

Use of English 1b

Word Formation (nouns from verbs)

- 5** **Read the theory. Then, complete each sentence with the noun derived from the word in bold.**

We can form nouns from verbs by using the following suffixes: **-ation** (process - generation), **-ion** (agent - suggestion), **-sion** (contact - conclusion), **-tion** (process - production).

- 1 Recycling your waste helps reduce (POLLUTE)
- 2 The WWF fights against the of the natural world. (DESTROY)
- 3 The town is raising money for the of the historic building. (CONSERVE)
- 4 The earthquake caused an in the city centre. (EXPLODE)
- 5 The organisation announced that there will be a in staff. (REDUCE)

Clauses of reason/result

- 6** **Read the theory and then choose the correct item.**

To express **reason** we use:

- **because** I took a taxi because it was raining.
Because it was raining, I took a taxi.
- **as/since** She couldn't pay the rent as/since she didn't have any money.
As/since she didn't have any money, she couldn't pay the rent.
- **now (that) + clause** Now (that) they moved to a new house, the house looks nice.
- **for = because (in formal written style)**
A clause of reason introduced with **for** always comes after the main clause. They bought a new computer **for** the old one was broken.

Note: When the main clause precedes the subordinate clause, we do not use a comma to separate the two clauses. When the subordinate clause precedes the main clause, we separate the two clauses with a comma.

- 1 Gulnara always recycles because/since she cares about the environment.
- 2 Kanat is homeless, now/for he lost his home in a flood.
- 3 As/For we have destroyed many natural habitats, many species have gone extinct.
- 4 The air in the town is much cleaner now/since that they have banned cars.

- 7** **Study the rules, then complete the gaps with *so*, *such* or *such a/an*.**

To express **result** we use:

- **so + adjective/adverb ... that** He is so busy that he doesn't have time to volunteer at the homeless shelter.
- **such a/an + adjective + singular countable noun ... that**
It's such a cold day that the lake hasn't frozen.
- **such + adjective + plural countable/uncountable nouns ... that**
The lake has such dirty water that no one wants to go swimming.

- 1 There was good documentary on TV last night that I stayed up until late.
- 2 There are many natural resources on the steppe that it can support a lot of industries.
- 3 There is heavy air pollution in some cities that people can't breathe properly.
- 4 Climate change is big problem that we should all work together to solve it.
- 5 It was hot that we decided to stay in.
- 6 Planting trees is great fun that Ulat volunteers every weekend.

Skills 1c

• Natural disasters

1 Listen and repeat.



drought



flood



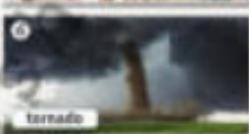
earthquake



tsunami



hurricane



tornado

Reading

 **Read the title of the text and look at the picture. What do you think the text is about?**

 Listen, read and check.



Change the World through Engineering

Dream Big and the ASCE Foundation

 "We hope to raise awareness so that we can grab those brilliant minds and show them that through engineering they can change the world."

Mercer Petilvan, Ph.D., P.E., MASCE
Civil Engineer

In 1999, a huge earthquake hit Turkey. Almost 18,000 people died and many more were injured when thousands of buildings collapsed. But this terrible event changed the life of 13-year-old Mercer Petilvan in a different way. She wanted to help prevent these terrible tragedies in the future, so she decided to become a civil engineer specialising in earthquake safety. Although her teachers said only men could be engineers, she worked hard and achieved her goal. Her inspirational story is just one of many in 'Dream Big', a film made by the American Society of Civil Engineers (ASCE).

What is 'Dream Big' about?

The ASCE Foundation released 'Dream Big' in 2017 and it's about the clever ways that civil engineers find solutions to problems people around the world face every day. We learn about the challenges that engineers face building some of the most amazing structures in the world, from the huge skyscrapers in Dubai to water cleaning projects in Africa. This fascinating film will inspire young people to consider a career in civil engineering to change the world.

LEARN & REUSE VOCABULARY

- aware + awareness
- collapse + prevent
- civil engineer
- specialize in sth
- achieve + inspirational
- structure + skyscraper
- career



Skills 1c

3 Read the text again. For questions 1–3, choose the correct answer A, B or C.

- 1 What was the result of the 1999 earthquake in Turkey?
A thousands of people died B hundreds of people were injured
C all buildings collapsed
- 2 Why did Menzer Pehlivan work hard?
A to become a civil engineer B because her teacher told her to
C to have her story in the film *Dream Big*
- 3 What is the purpose of the *Dream Big* film?
A to show the huge skyscrapers in Dubai
B to tell the stories of different people
C to show the importance of engineering in finding solutions to problems

Phrasal verbs (give)

Phrasal verbs

- give away = donate
- give back = return
- give in = submit/ hand in
- give out = hand out
- give off = emit (a smell, light, oxygen etc)

4 Read the box, then complete the sentences.

- 1 Can you please give these leaflets about raising money for the poor?
- 2 Muzhan, can you give the pencil you borrowed yesterday?
- 3 I gave my project last week.
- 4 Plants give lots of oxygen.
- 5 Farida is giving her old clothing to a charity shop.

Speaking

5 Ask and answer questions about the text in Ex. 2, in pairs.

- a) When did the ASCE Foundation release 'Dream Big'?
- b) In 2017.

Listening

6 Look at the form. You will hear a dialogue about donating money to the ASCE Foundation. Listen and fill in the missing information.

ASCE Donations	
1) (please tick ✓): One-off <input type="checkbox"/>	Regular <input type="checkbox"/>
2) \$ per month	
Method of Payment (please tick ✓)	
3) • Credit Card <input type="checkbox"/>	
• Cheque <input type="checkbox"/>	
• Cash <input type="checkbox"/>	
• Direct Debit (Bank Account) <input type="checkbox"/>	
Name: 4)	
Address: 5)	

Writing

7 Write a short email to your English pen-friend telling him/her about the *Dream Big* film. Explain what impressed you and suggest that he/she see it.

Everyday English 1d

• Applying to an environmental organisation

1

Listen and repeat.

- I'd like to find out about volunteering for your organisation.
- What equipment do I need? • How do I sign up? • Can you tell me about your next event? • That sounds great, I'd like to take part.

2

LISTEN The sentences in Ex. 1 are from the dialogue below. What do you think the dialogue is about? **... Listen and read to find out.**



- A: Good morning. Protect the Earth.
 B: Oh, hello. I'd like to find out about volunteering for your organisation.
 A: Oh great! We hold regular conservation days on Sundays. The work includes building habitats for wildlife and clearing footpaths for walkers.
 B: It sounds good. So if I become a volunteer, what should I expect?
 A: Well, it can be very hard work, but you don't need any experience. You should be physically fit though.
 B: What equipment do I need?
 A: We supply gloves and tools, but you need good boots and waterproof clothing.
 B: How do I sign up?
 A: You can register online or come to the office.
 B: Okay, can you tell me about your next event?
 A: Certainly. This Sunday our volunteers will be planting trees at Heywood Forest.
 B: That sounds great. I'd like to take part.
 A: Great. See you then.

Helping hands

Do you want to work with other people to make a difference?

Volunteer action days every Saturday:

- Collecting clothes
- Helping out at the homeless shelter

No skills required.

Bring: comfortable clothing and an apron.

Register online at www.helping-hands.com.

Don't miss this Saturday: come along and help for the summer!

3

a) Find similar sentences in the dialogue that mean:

Do I need to bring anything? – You have to be in good condition. – I'm interested in volunteering. – How can I register?

b) **LISTEN** Report the dialogue to the class.

4

LISTEN Read the advert. Act out a dialogue similar to the one in Ex. 2. Decide on the appropriate register (formal or informal).

5

* Pronunciation (oo sound)

Listen and repeat.

u: tough, boots, waterproof – blue, include, shape

Unique structures

8.2.1 Look at the pictures and read the titles of the texts. What is special about these buildings?



ACROSS CULTURES 1e



Other States: Washington

Situated in Astana, Khan Shatyry is a modern shopping and entertainment centre where a wide variety of shopping and leisure activities are found under one roof. It was designed by architect Norman Foster and it was opened in 2010. Today it's one of Kazakhstan's most popular attractions.

It imitates the tent structure of the yurt, providing a constant reminder to urban Kazakhs of their roots out on the steppe. But that's not all.

Shigeru Ban's design for the Japan pavilion at the Shanghai Expo 2010 is one of the world's most eco-friendly buildings. It has been provided with a sun-shade covering that helps to maintain a constant warm temperature inside whatever the weather. Its builder, [Shigeru Ban](#), also designed its distinctive shape to withstand high winds. It is a unique structure in [the kinds of sustainable architecture](#).



 check your signs

- insulate
 - see-through
 - covering • maintain
 - distinctive
 - withstand
 - remarkable
 - exhibition
 - sustainability
 - solar panel • install
 - pipe • produce
 - collect

3.1.1 Read the texts again and complete the sentences.

- Since 2010, Khan Shatyry is one of Kazakhstan's most popular landmarks.
 - Khan Shatyry tahaps imitates ...
 - Because of its characteristic shape Khan Shatyry is also known as ...
 - The Crystal gives visitors the chance to ...
 - The Crystal stores energy underground in ...



Work in pairs. Compare and contrast the two buildings in the texts. Use present simple, past simple and present perfect active and passive forms.

- A. Both buildings are eco-friendly.
B. That's true. The Khan Shatyry is in Astana, Kazakhstan, whereas the Crystal is in London, UK.

4     Collect information about another eco-friendly building in your country or in other countries and write a short text about it for the school English magazine. Present it to the class.



Across the Curriculum 1f)

ESL/EFL

- 1 **ELL** Look at the pictures and read the title. What does it mean to be a global citizen?

Listen, read and check.



Global citizenship



Being a citizen means much more than just living somewhere – it's all about being involved with your community and the people around you. But as the world becomes more and more interconnected, we can see how actions in one place affect people on the other side of the planet! For this reason, we must do our best not only for the people in our country, but for everyone around the world. So what can we do to become global citizens?

- Take actions to protect the environment. For example, recycle your waste or plant some trees in the local park.
- Raise money for charities that help people in need in other countries by giving food and medicine.
- Don't throw away things you don't want. Donate clothing, toys and appliances to charities.
- Volunteer with a local group to make a positive change in your community.



Check these words

- Be involved with
- Interconnected
- affect • raise
- charity • appliance

- 2 **ELL** Read the text again and decide if the sentences (1–4) are T (true), F (false) or DS (doesn't say).

- 1 Obligations affect people in our country.
- 2 Planting trees is a good way to help protect the environment.
- 3 There are hundreds of charities around the world.
- 4 You should donate clothes and toys to charities.

- 3 **ELL** **ELL** Use the pictures and the text to make a speech to your classmates about the importance of being a global citizen.

We need to be good citizens to make our community better for everyone!

- 4 **ELL** **ELL**
- Collect information, then prepare a poster on how to make a positive change to the world by being a global citizen. You can use the key words Global citizen.

Writing 1g



- A letter to the editor suggesting solutions to a problem

1 **Read and check.** Look at the letter. What problem does the letter address?

2 **Read the letter. Copy and complete the table with information from the letter.**

Dear Sir/Madam,

I am writing in response to an article in your paper about the huge amount of waste which people throw away every year all over the world. In my opinion, I encourage that this has on the environment is one of the most serious problems that our society faces today. I would like to give some suggestions on how to reduce the amount of waste we produce. Firstly, we could set up recycling schemes and encourage people to recycle their rubbish. This way, less rubbish would go to landfill sites.

Furthermore, we could make an effort to buy products with reusable packaging, such as glass and paper. As a result, we would produce more household waste and reduce how much rubbish we throw away.

All in all, I think that there are a number of ways that we can reduce the amount of waste we throw away. If we employed some of these suggestions, then the world we live in would be a cleaner and more pleasant. I hope my suggestions will be taken into consideration.

Yours faithfully,
Mary Adams

Suggestions:

Expected Results:

3 Replace the phrases in bold with alternatives from the Study Skills box.

4 **Work in pairs. Match the suggestions to the expected results, then talk about how people can reduce air pollution in cities.**

Suggestions	Expected Results
1 plant trees in local parks and forests	a fewer cars on streets – cleaner air
2 encourage people to use public transport or cycle	b trees absorb carbon dioxide – air becomes cleaner

One other solution is to ... This way,

Writing (a letter to the editor suggesting solutions to a problem)

Portfolio Use ideas from Ex. 4 to write a letter to the editor (100-150 words). In your letter, discuss the problem of air pollution suggesting ways to solve it.

- Para 1:** mission for writing; state your opinion (I am writing in response to ... in my opinion, the air in our cities is becoming more and more polluted.)
- Para 2-3:** your suggestions & expected results (Firstly, ... This way, ... Furthermore, ... As a result, ... ;
- Para 4:** summarize points; restate your opinion (All in all, I think ... I hope my suggestions will be taken into consideration.)

EDUTAINMENT 1

VALUES

Be the change

- 1 a) In pairs, discuss the following quotation.

Quotation:

Be the change you want to see in the world.

(Mahatma Gandhi)

- b) Look at the list of ways you can help to change the world. Which of these would you like to do in the future? Can you think of any other ways? Discuss with your partner.

- Set up a charity to help other people.
- Plant some trees in the countryside.
- Raise awareness about poverty.
- Give money to charity.
- Join an organisation that looks after animals.
- Cook for homeless people.

- c) Use the ideas in Ex. 3b to write a short paragraph expressing your opinion.

- 2 Do the quiz. Complete the sentences.

Quiz

- 1 Dream Big is a steppe by the _____.
- 2 The Sazan steppe is critically _____.
- 3 The earthquake in Turkey, in 1999, killed almost _____ people.
- 4 The Kazakh steppe makes up _____ of the country.
- 5 The Kazakhs live in _____.
- 6 Khan Shatyr opened in _____.
- 7 Polar bears live in a _____ habitat.
- 8 The shape of Khan Shatyr is the reason it is an whitland.

3

- Look at Module 1 and write a quiz of your own similar to the one in Ex. 2.

4

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

- Listen, read and check.
- show respect • care for nature
- look after nature • nature's power
- lightning strikes • roaring lion



VIDEO

Nature's POWER

Show respect for every creature
Care for nature's every feature

Nature will look after you
If you look after nature, too

Every sunset, every snowflake
Every storm and every earthquake
Every raindrop, every flower
Is a sign of nature's power

Every noisy roll of thunder
Shows the power we are under
Lightning strikes and hailstones fall
Nature's power controls it all

From roaring lion to purring cat
From cooing dove to squeaking bat
Nature gives life to them all
To every creature, great and small

5

- Why should we respect nature according to the singer?

MODULE**2****Daily life & Shopping****► What's in this module?****Skills Focus:**

- Reading & Listening for specific information and main ideas
- Speaking: buying a present for a friend
- Writing: a for-and-against essay

Themes:

- daily routines & free-time activities
- leisure activities & chores
- clothing & shopping
- free weekends

VALUES: Be a wise shopper**Language Focus:**

- present simple, present continuous, present perfect
- stative verbs
- already/just/yet/ever/never
- present perfect continuous

Phrasal verbs: look**Vocabulary**

- Daily routines & Free-time activities

1 Match the pictures (1-12) to the daily routines or free-time activities below:

- do homework/study
- help a sports club
- work
- hang out with friends
- do chores
- go shopping
- surf the Net
- watch TV
- eat out
- exercise
- play video games
- go to school

Picture 1: eat out**2 Which are daily routines? Which are free-time activities? Decide in pairs.****3 3.11 Use the phrases from Ex. 1 to describe your daily routine and free-time activities.****Ex. I go to school every weekday.****I go to my football match in the afternoon, etc.**

Reading 2a

BEING 16



What's it like being 16? Here at TEFL TRENDS we're trying to find out what it's like to be 16 all over the world. Here we're talking to Alya, a girl from Astana.



1) _____

When does school start and finish?

I go to school very early at 7:00 in the morning and eat breakfast there. My parents drive me there before they go to work. School finishes at 4:00 pm, but afterwards I go for additional computer and English lessons. Right now, I'm studying English because I have an English test tomorrow.

Do you get homework?

Yes, I do. After I finish my afterschool classes I have a short break, then I do my homework. I usually stop around 8 o'clock in the evening.

2) _____

Do you get any pocket money?

Every day my parents give me 200 tenge (1.80) to buy a small snack after school. However, if I want to buy something special like a book or a CD I have to ask them for extra money.

What do you do in your leisure time?

I love playing volleyball with my friends, but my favourite sport is ice hockey. It's a really popular sport here in Kazakhstan! I play ice hockey every Saturday with the local girls' team. When I want to relax, I listen to music. My favourite singer is Ed Sheeran.

3) _____

Where do you live?

I live in Astana, in a three-bedroom flat with my parents, my sister, my grandmother and our cat. Like most flats in Astana, our flat is very modern.

Do you have to do chores in the house?

I have to help my mother clean the house and when I don't have homework I do the laundry. I also cook dinner a few days a week when my parents are working late.

4) _____

What do you like/hate about being 16?

I've got a nice family and a lot of good friends. The only problem is that I have so much schoolwork to do at the moment.

What do you worry about?

I worry about getting good grades in my exams and getting into a good university.

CHECK YOUR WORDS

- additional
- leisure time
- local
- chores
- laundry
- grade

1 Look at the pictures and the title of the text. Where is Alya from? Think of three questions you would like to ask her.

Listen to see if the text answers your questions.

2 Read the interview and label the four sections with a heading below.

- Home & chores
- School life
- Hopes & fears
- Free time

Vocabulary 2a

3 Read the interview and decide if the sentences below are T (true) or F (false).

- 1 Allya has extra English classes after school.
- 2 She gets 700 tenge every day to spend on books and CDs.
- 3 Allya is part of a local sports team.
- 4 Her mum cooks dinner every day of the week.
- 5 Allya is worried about not having many friends.

4 Compare Allya's lifestyle to yours. Use adjectives and adverbs.

- Leisure activities & Chores
- a) Look at the pictures. List the activities under the correct headings.

Leisure activities	Chores
dust the furniture	sweep the floor
wash clothes	
vacuum the carpet	do push-ups
do laundry	
play ping pong	
do archery	
play chess	
go dancing	
go to the beach	

Likes	Dislikes
• I (just) love it.	• I can't stand it.
• I'm keen on/very keen about ...	• I hate it.
• I don't really like it.	• Not really. I prefer ...

5 Use the activities in Ex. 5a and your ideas to discuss, as in the example.

- A How often do you do archery?
B I never do archery. I don't really like it. / I usually do archery on the weekends. I love it.

Prepositions

6 Complete with: about, in, on, at.
With: Check in your dictionary.

- 1 Berk is crazy football and watches his favourite team play every week.
- 2 My brother is a great athlete and is good every sport.
- 3 I'm really interested computers and technology.
- 4 Nurislam is very keen rock music and plays the guitar in a band.
- 5 Abek is bored doing the same things every weekend.

Speaking

7 Work in pairs. Use the questions in the interview in Ex. 1 to interview your partner. Record yourselves. Present your interview to the class.

Writing

8 Use your partner's answers to write an interview similar to Allya's for the school magazine (100–160 words). Use the headings in Ex. 2.

Use of English 2b

- Present simple, Present continuous, Present perfect

1 **EXERCISE** Identify the verb forms. Match the tenses to their meanings.

- He's having a dance class right now.
 - She drinks two glasses of milk every day.
 - He's getting married next week.
 - She is studying for her exams these days.
 - I've only been here since March.
 - She works as a teacher.
 - She has read Oliver Twist.
 - Water boils at 100°C.
- A a permanent state
 B an action happening around the time of speaking
 C an action happening now
 D a habit or routine
 E a fixed future arrangement
 F an action which started in the past and continues to the present
 G a general truth or law of nature
 H an action that has happened at an unspecified time

• Stative verbs

2 **EXERCISE** Read the theory box. Explain the meaning of both sentences in each pair (1 & 2). Make sentences of your own.

Stative verbs describe a state rather than an action (We live, have, look, understand, need, like, remember, know, suppose). They do not usually have continuous forms. Some stative verbs can have continuous forms, but they differ in meaning.
 1 *I think he's using his telephone.* (= I believe)
 2 *I'm thinking about going to the gym.* (= I'm considering)

- a looks unhappy.
 b Angel is looking for her necklace.
- a Sara's silk scarf feels very soft.
 b Sara is feeling unwell today.

3 **EXERCISE** Put the verbs in brackets into the correct tense. Give reasons.

- She always (take) the bus to school.
- Jane (seem) to be very happy today.
- They (not/come) with us to the cinema this evening.
- Alimzhan (not/finish) that novel yet.
- Jeff (think) about going abroad on holiday this year.
- We (never/eat) Mexican food before.

4 **EXERCISE** Read the example. Which tense do we use for: timetables? future arrangements? Use the notes to act out short exchanges.



- What time does the film start?
- It starts at 9:00, so we are meeting at 8:00.

• already/just/yet/ever/never

5 **EXERCISE** Choose the correct word.

- I've yet/already had lunch.
- She hasn't done her homework just/yet.
- We've just/ever had dinner.
- Have you ever/yet played the guitar?
- He has yet/never been to Paris.

Use of English 2b

• Present perfect continuous

- 6** **Read the theory. How do we form the present perfect continuous?**

Form: subject + have/had + been + verb -ing

Affirmative	Negative
I/You/We/They have/'ve been running	I/You/We/They have not/haven't been running
He/She/It has/'s been running	He/She/It has not/haven't been running
Interrogative	Short answers
Has I/you/we/they been running?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it been running?	Yes, he/she/it has. No, he/she/it hasn't.

We use the **present perfect continuous**:

- to put emphasis on the duration of an action which started in the past and continues up to the present.
(They have been planting trees for three hours.)
- for actions which started and finished in the past and lasted for some time with a visible result in the present.
He is tired because he has been studying all day.

Time words/phrases used with the present perfect continuous: since, for, how long, all day/week, etc.

- 7** **Read the sentences and answer the questions.**

She **has been working for** ~~since~~ **a long time.**
She **has been working in** ~~the same company~~ **since 1992.**

- How do we use for/since?
- Which question does the sentence answer?

- 8** **Put the verbs in brackets into the present perfect continuous.**

- Susan **has worked** (work) all night!
- They **have learned** (learn) English for six years.
- You look really tired. What **have you done**?
- Olga **has shopped** (shop) since this morning.

- 9** **Put the verbs in brackets into the present simple/continuous or present perfect simple/continuous.**

- A: (you/see) Mark recently?
B: No, I (not/talk) to her since Monday.
- A: Why (you/taste) the cheese?
B: It (smell) strange.
- A: Where (you/go)?
B: Shopping (you/need) anything?
- A: You (look) tired.
B: Yes, I (work) since 9 o'clock this morning.
- A: Where (Tony/live)?
B: In London – but at the moment he (stay) in Bath.
- A: How long (you/wait) for the train?
B: I (be) here since 10 o'clock.

• Word Formation

- 10** **Read the theory, then form adjectives from the words in bold to complete the sentences.**

Forming adjectives

We use these suffixes to form adjectives:

-ous (danger → dangerous), -ive (error → sensitive),
-y (health → healthy), -ful (care → careful)

- Indra likes to wear clothes made by (FAME) designers.
- What a (BEAUTY) day! Let's go for a walk!
- You need to tidy up your room, it's very (MESS).
- There are many (IMPRESS) malls in Astana.

Skills 2c



REVIEW resources

- culturale • express
- grab • loose
- long-sleeved
- short-sleeved • hoodie
- baggy • nerd • geek
- whiz kid • average
- design • slogan • atom
- big deal • gadget

Vocabulary

1 a) In a minute, write as many words as you can think of to complete the mind map. Compare with your partner.



b) **LISTEN** What type of clothes do you like wearing: sports clothes, designer labels, casual, second-hand, formal? What do you usually wear at school? at home? to play sports? Tell your partner.

I prefer casual clothes.

I usually wear a T-shirt, jeans and trainers at school.

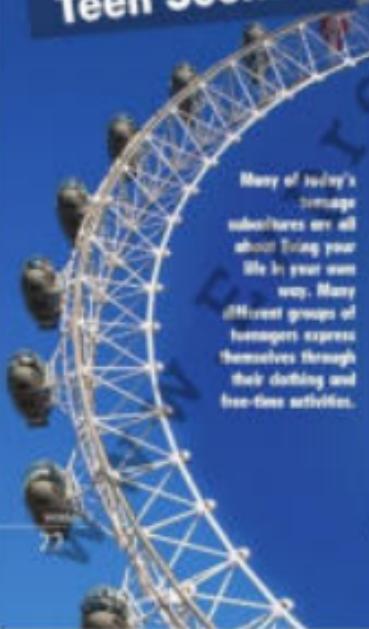
Reading

2 a) Look at the pictures. Who's wearing (A or B): baggy jeans and a hoodie? trainers? a T-shirt and a cap? glasses?

b) **LISTEN** What do you think these teenagers like? Think about: music – clothes – free-time activities.

c) Listen and read to find out.

British Teen Scenes



Many of today's teenagers are all about living your life in your own way. Many different groups of teenagers express themselves through their clothing and free-time activities.

The Skaters

As the title suggests, skaters spend as much time as possible on a skateboard! On Saturday after breakfast, they "skate you down the skateboard" to their friends, grab their boards and go. Even when they're not skating, they're talking about it or watching skateboarding videos online. They don't like designer clothes. Clothes have to be loose to let them skate comfortably: casual long-sleeved and short-sleeved T-shirts (sometimes both at the same time), hoodies, baggy jeans and trainers. They don't usually let their hair grow very long. Their music tends to be loud and fast – punk, hip-hop and sometimes metal. Besides skateboarding, they like hanging out with other skaters and playing computer games.

VIDEO



The Techies

Techies live and breathe computers, science and technology. They are the nerds and geeks of the old days, but they are more popular now because they can fix any problem their friends have with their computers and smartphones. These whiz-kids are as happy chatting online as in person – though most of their conversation is impossible for the average person to understand. Glasses are common, probably from all the time they spend staring at a screen. You won't see techies wearing formal clothing. Clothes are generally jeans and a T-shirt, perhaps with a cool science design or a funny slogan like 'Don't trust aliens – they make up everything!' Fashion is not a big deal for them, though, unless it's the latest gadget – that's a must-have!

3



Skills 2c

- 3** Read the texts again. Which teenagers, the Skaters (1) or the Techies (2) ...

- 1 can help others with certain problems?
- 2 dress as they do for practical reasons?
- 3 spend a lot of time in front of a screen?
- 4 spend a lot of time outdoors?

- 4** Find the words in bold in the texts that mean:

* easily * device * take sth quickly * genius

- 5** Which style is closest to yours? Explain.

Phrasal verbs

- look after = to take care of
- look for = to search
- look into = to investigate
- look out = to be careful
- look up = to search for information (in a book, online, etc.)

- 6** a) Read the box, then complete the sentences.

- 1 You should look for pickpockets when you're in big stores.
- 2 Paul looked the thief's address online.
- 3 Maria is looking a pair of boots.
- 4 He looked the bag while Anna went shopping.
- 5 Trisha made a complaint and the manager said she'd look the issue.

- b) Choose a phrasal verb and draw a picture to illustrate its meaning.

Listening

- 7** You are going to listen to Mary and Geoff talking about their favourite type of clothes. For each person (1-4) choose the type of clothes (A-E) they prefer. One type is extra.

PEOPLE

- | | |
|---|----------------|
| 1 | Geoff's sister |
| 2 | Mary |
| 3 | Geoff |
| 4 | Mary's brother |

TYPES OF CLOTHES

- | | |
|---|---------------------|
| A | sports clothes |
| B | designer labels |
| C | casual clothes |
| D | second-hand clothes |
| E | formal clothes |

Speaking & Writing

- 8** Watch the . Make notes under the headings in Ex. 2b. Use your notes to present the skaters and techies to the class.

- 9** Write a blog entry about teenagers in Kazakhstan. Describe their clothes and taste in music, as well as their leisure and entertainment preferences.

Everyday English 2d



Check these words

- in stock
- sold out
- size
- receipt

* Buying a present for a friend

a) Listen and repeat.

- How can I help you? • Is it still in stock? • It's a present for a friend.
- Do you know what size she is? • Can I pay by credit card?
- That's £35.99, please. • Thank you very much.

b) The sentences above are part of the dialogue below. What do you think the dialogue is about?

c) Listen, read and check.



UK prices

- £38.20 = ten pounds and twenty pence
- £1.02 = one pound and two pence
- £2 = two pounds
- 25p = twenty-five pence

UK clothing size

- 6: Extra small
- 8-10: Small
- 12-14: Medium
- 16-18: Large
- 20+: Extra large

Shop assistant: Hello! How can I help you?

Raygal: Hello. I'm looking ~~at~~ the yellow dress in the window. Is it still in stock?

Shop assistant: Yes, it is, but we've almost sold out. Is it for you?

Raygal: No, it's a present for a friend.

Shop assistant: OK. Do you know what size she is?

Raygal: She's about the same as me. She's a size 14.

Shop assistant: Let me take a quick look ... OK, you're in luck. This is the last size 14.

Raygal: I'll take it. Can I pay by credit card?

Shop assistant: Yes, that's no problem. That's £35.99, please.

Raygal: Here you are.

Shop assistant: Please enter your PIN number. Here's your card and receipt.

Raygal: Thank you very much. Goodbye.

Shop assistant: Goodbye.

2 Find sentences in the dialogue which mean: Yes, of course. – Do you need help? – What dress size does she wear? – There you go. – Are there any left?

Study SKILLS

- Intonation in questions
- Wh-questions (telling intonation) ▶ What time is it? ▶
- Yes/No questions (using intonation) ▶ Do you like it?



c) Listen to the dialogue again. Take roles and read it out.



d) Imagine you want to buy a present for one of your parents. In pairs, write or act out a dialogue similar to the one in Ex. 1b.

* Intonation in questions

e) Listen and repeat. Mind the intonation.

- | | |
|------------------------|--------------------------------|
| 1 Are they new? | 3 Where did you get them from? |
| 2 Were they expensive? | 4 Whereabouts is it exactly? |



I weekends



How do teenagers spend their free time? Where do they go? Teens Now met some teenagers. Let's see what they say.

NEW YORK

"I'm not really into mainstream fashion, so the East Village is [1] ... I hang out at the weekends. I just love the alternative things down there. It's such a cool area that you can always find [2] ... interesting, and different to buy. There are some fantastic coffee shops there, too. My favourite is off coffee, an Internet cafe. Some coffee shops are expensive, [3] ... we just spend time window-shopping! In Tompkins Square Park there's a basketball court and we play there sometimes."

Jane, 16

Check your answers

- mainstream fashion
- alternative shop
- cool
- window-shopping
- court
- chat
- waterside

1 Read the title of the text. In pairs, discuss why you love weekends.

a) I love weekends because I meet my friends and we go out together.

b) Me too. We usually go window-shopping or play basketball.

2 a) How do Jane and Nurlan spend their weekends? Read to find out.

b) Read the texts again and complete the missing words.

c) Listen and check.

3 Work in pairs. Write down four questions based on the text. Exchange papers and answer your partner's questions.

4 What do teenagers in your city/town do at the weekend? Where do they go? Who with? Tell the class, then write a short article. Illustrate your work with photos.



ACROSS CULTURES

ALMATY

"I love hanging [4] ... with my friends during the weekends. Every Saturday, my brother Rustem and I meet our friends at Almaty Central Park to walk around, chat. We're all crazy [5] ... water rides so if the weather is good and the sun is out we go on the waterslides. Then, we either go for a coffee [6] [7] or we go to the Dostyk Plaza mall to do some shopping."

Nurlan, 17





Across the Curriculum 2f

JSHL

1

- Q&A** What do you spend your money on? Do you have a savings plan and a budget? If you do, does this help you manage your money? If not, how can doing this help you manage your money?
 Listen, read and check.



Penny Wise

For many young people, managing money is not always as it may seem. Here are a few tips to help you get the most out of your money.

Set your budget!

It is very important to set a budget. Make a note of your weekly and monthly expenses. It can be quite surprising how the money you spend on little things, like sweets or drinks, can add up. Organise your expenses into categories, such as food and drink, clothes, transport, mobile phone costs or entertainment. Then, make a note of all pocket money or money from a part-time job that you get. Decide how much you can afford to spend for each category and see if there is anywhere you can cut back.

Save up!

Good money management is essential. Spend 80% of your money on your day-to-day expenses. Then, save 10% of your money for unexpected expenses, such as concert tickets or a new mobile phone. Leave the other 10% for long-term goals such as going on holiday or paying university fees.

Keep track!

It is very easy to spend more than you have. Keep track of what you spend from day to day. At the end of the week, check your spending and change your habits accordingly.

Be realistic!

If you want to buy something that costs more than 10% of your income, then you have to increase your savings and reduce your expenses!



Check my facts

- manage money
- set a budget
- expenses
- pocket money
- get back
- long-term goal
- keep track
- income
- savings
- reduce

2 Q&A Read the text again and answer the questions.

- How can you set a budget?
- Why is it important to set a budget?
- Why should we save money?
- Do you agree with the author's advice?
Why/Why not?

- 3 Q&A Q&A Q&A**  Make a list of everything you spend each week, and organise it into categories (e.g. food, transport, entertainment). Do you spend your money the right way? Discuss in pairs.



Online Shopping:

a modern convenience
or inconvenience?

Check these words

- convenient • purchase
- in a hurry • goods
- doorstep • pleasure
- aspect

► These days, online shopping is an everyday activity for many people. It is a quick and convenient way to purchase things and it is becoming more and more popular, but can it replace the real thing?

► Without a doubt, there are a number of advantages to shopping online. **Firstly**, you can buy everything you want, anytime, without leaving your house. This is especially convenient if you are in a hurry or if you live in an isolated area. **Secondly**, there is a wide variety of goods to choose from as almost all the high street shops have online stores. **Finally**, you don't have to carry any heavy bags or boxes home. They deliver everything in your doorstep, most of the items without extra cost.

Study

Skills

For-and-against essays

For-and-against essays discuss the pros and cons of a specific topic. They usually consist of:

- an introduction in which we present the topic and make a general remark;
- a main body in which we present the points for and against in separate paragraphs, supporting each point with relevant examples. Each paragraph starts with a topic sentence that summarises the main idea of the paragraph, and it is followed by supporting sentences that further explain the topic sentence;
- a conclusion which provides a balanced summary of the topic.

They are formal in style. We use these linking words:

- list/add points: first, secondly, To start with, etc.
- introduce examples/reasons: For instance, Therefore, As, Since, As a result, etc.
- show CONTRAST: On the other hand, However, Although + clause, Despite + ing form, etc.
- conclude: In conclusion, To sum up, All in all, Lastly, etc.

Writing 2g

► On the other hand, there are a number of disadvantages to shopping online. **To start with**, people worry about security because of their shopping. It is very easy to透露 personal information. Secondly, you can't examine, feel or try out products they arrive at your house, and sometimes they may be different from what you were expecting. Online shopping takes away all the pleasure people get from shopping.

► To sum up, there are both positive and negative aspects to online shopping. Although some people may not feel safe giving out personal information over the internet, online shopping is very easy and convenient, as it offers a variety of choices any time of the day.



A for-and-against essay

Task 1 Read the essay. What arguments does the writer present in favour of and against online shopping? How does he support each?

Task 2 Find the topic sentences, then suggest other appropriate ones.

Task 3 Replace the linking words in bold with other appropriate ones.

Listening for ideas

Task 4 Listen to two people discussing whether teenagers should have credit cards. List their arguments for and against, together with the reasons each suggests.

Writing (a for-and-against essay)

Task 5 Use the notes from Ex. 4 and your own ideas to write a for-and-against essay entitled 'Should teenagers have credit cards?' (120–180 words). Use the plan. Check your piece of writing and edit it.

Para 1: state the topic;

Para 2: state advantages with reasons and examples;

Para 3: state disadvantages with reasons and examples;

Para 4: conclusion.

EDUTAINMENT 2

VALUES

Be a wise shopper

- 1** When was the last time you went shopping? What did you buy? What do you buy on regular basis? Discuss.
- 2** a) What kind of shopper are you? Which of these sentences best describe you? Tick (/) the ones that are true for you. Can you think of any other reasons you buy/don't buy things?
- 1 I purchase things that I see online.
 - 2 I usually buy things that are on sale.
 - 3 I often buy second-hand products.
 - 4 I love buying designer labels.
 - 5 I try to buy products that are made from recycled materials.
 - 6 I avoid buying unnecessary things.
 - 7 I compare prices and then I buy what is on offer.

- b) Which of the sentences above describe a wise shopper? Why do you think it's important to shop wisely? Discuss.

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

QUIZ

- 1 Archery and dancing are leisure activities. _____
- 2 Techies like to wear hoodies. _____
- 3 Techies really have all the latest gadgets. _____
- 4 Skaters follow punk and hip hop music. _____
- 5 Tompkins Square Park is in Albany. _____
- 6 Organising your weekly and monthly expenses will help you set a budget. _____
- 7 Gamers don't like playing computer games. _____
- 8 Online shopping is a quick and convenient way to purchase things. _____



4

- Go through Module 2 and write a T-T quiz of your own similar to the one in Ex. 3.

5

- Song:** These words appear in the song: much for the stars, big houses, fast cars, best clothes, huge bank accounts, fame, diamond rings, family, friends, health. What is the song about?

□ Listen, read and check.



Money can't buy everything

Some people struggle
To much for the stars.
They want big houses
And they want fast cars.
They want the best clothes
And huge bank accounts.
Riches and wealth
In enormous amounts.

I don't need fortune
And I don't need fame
I don't need the world
To remember my name
I don't need riches
And I'll tell you why.
The first things in life
Are things money can't buy.



6

- What are the best things in life, according to the singer? What about you?

MODULE 3

Entertainment & the Media

What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: expressing opinions, recommending places to visit
- Writing: an email reviewing a concert

Themes:

- entertainment
- water experiences
- TV programmes
- Festivals around the world

VALUES: Entertainment

Language Focus:

- past simple, past continuous
- past habits (used to)
- comparatives

Phrasal verbs: stop

Vocabulary

- Entertainment

1 Look at the pictures (1-7).

Listen and repeat.

2 Which of the forms of activities

in the pictures do you like best? Why? Use the adjectives below.

- interesting • educational • informative • exciting
- entertaining • stimulating • enjoyable • engaging

I like playing online video games because they are exciting.

3 When was the last time you did one of these activities? What was it like? Tell the class.

The last time I played online video games was last week. It was fun.



play online video games



watch traditional dancing



go to a water park



take a photograph of a painting



attend a concert



go to the cinema



read a novel

Find the page numbers for:
 • a TV guide
 • a travel site
 • a newspaper

Reading 3a

1 **ASK** **ANSWER** Look at the places in the pictures. Which of these activities can you do in each place?

have a fun water experience, take a dip in a pool, slide down a waterslide, relax in a mineral spring, play on a sandy beach.

Listen and read to check your answers.

Check these words

- ✓ recommends
- ✓ attraction
- ✓ tropical climate
- ✓ escape
- ✓ waterslide
- ✓ mineral spring
- ✓ It's worth
- ✓ picturesque
- ✓ resort



VIDEO

Steve's Travel Blog



A Astana Beach Resort, Astana

Hi bloggers! My name is Steven and I'm from the United Kingdom. I'm coming to Kazakhstan soon with my family for a two-week holiday. We're definitely going to be the steppe and the beautiful mountains of Koksoy. I love swimming, so can anyone recommend any water attractions that we could visit while we're in Kazakhstan? Thank you for your help!

Steven_UK

B Steven's Kazakhstan is full of amazing things to see and do. Did you know that there's a beach here in Astana? It's not like any other beach, though. In the Khan Shatyry, a huge entertainment centre, there is an indoor beach! Although it's not as big as some beaches, it always has a warm tropical climate, even when it's -20°C outside! The white sand comes from the Maldives and the water in the pool is lovely and warm.

Saade_17

Posted 14/7 15:34

Hello there! If you come to the south of Kazakhstan, I know the perfect place to have fun is Almaty. It's the Aqua Park and it's in Almaty Central Park. During the summer, I go there every weekend with my family to escape the summer heat. Although it gets really cold here in the winter, in August it can get up to 35°C. When it gets this hot, it's really nice to cool down in the pool and go on the waterslides. There are twelve for adults and six for children. Don't miss it!

Ulan358

Posted 14/7 12:00



C Chandzha

Hi guys! Both these places are really cool, but if you want to go somewhere really different you should go to Chandzha. It's much smaller than Almaty or Astana, but it has more than 340 mineral springs. You have to travel much further to get there than the other places – it's a five-hour drive east of Almaty. It's worth it though, because on the way you see the picturesque Keltek Pass and the Charyn River. The resort I went to last summer had six different pools with naturally hot water. It's a perfect place to relax!

Asiya-c3

Posted 14/7 15:57

Vocabulary 3a

2 Read the texts again and answer the questions.

- What can someone find in the Khan Shatyr?
- What is special about the sand in the Khan Shatyr?
- What can visitors do at the Aqua Park?
- How many mineral springs are there in Chundzha?
- How far is Chundzha from Almaty?

3 Complete the collocations. Use mineral, aqua, entertainment, tropical, indoor, summer.

1 heat	4 park
2 centre	5 spring
3 climate	6 beach

4 Read the theory. Find 3 compound nouns and 2 compound adjectives in the blog on p. 30.

Compound nouns consist of two parts:

- noun + noun → fish tank
- ing + noun → doing room, washing machine
- adjective + noun → full moon, blackboard

Compound adjectives consist of two or more words, usually joined together with a hyphen.

- adjective/noun/number + noun → full-length, part-time work, 10-week holiday
- adjective/adverb/noun + past participle → middle-aged, well-known, satisfied raisins

Prepositions

5 Complete the sentences. Use for (x2), about, on (x2).

- They found a picturesque village their way to Almaty.
- We caught a flight to go holiday.
- Anu goes to work business, not pleasure.
- I must tell you my trip to Kazakhstan.
- Ali has travelled his own last month.
- You should try this waterslide yourself!

* Water experiences

- 6** Fill in: slide, dip, sunbathe, sandy, sailing.
- Nazhan loves playing on the beach while on holiday.
 - We all took a in the pool to cool down from the summer heat.
 - I want to down the waterslide when we get to the water park.
 - When the weather is good, it's nice to on the beach.
 - Dad bought a boat so we could go on the lake.

7 What makes each place in the blog special? Tell the class.

Speaking

- Recommending places to visit

8 Use the phrases to recommend the places in the texts in Ex. 1.

• You should go. • Don't miss it. • It was great.

- A: Have you been to ...?
 B: Yes, I went there last summer.
 A: Did you like it?
 B: It was great. The waterslides were amazing.
 You should go.

Writing

9 Write a blog entry about a water attraction in your country where visitors can have fun. Write: where it is, what people can do there.

Use of English 3b

• Past simple, Past continuous

- 1** Read the text. Identify the tenses (1-9). Which verb form(s) do we use for:

We 1) reached the hotel at 11.30 yesterday morning. The sun 2) was shining brightly at the time and we were really excited to be there, so we 3) dropped off our bags and 4) went straight to the water park. It was so nice! A lot of people 5) were swimming in the pool. My parents 6) were drinking juice and taking photos while we 7) were swimming. As I 8) was getting out of the pool, I 9) heard someone call my name.



- a actions that happened immediately one after the other in the past
- b an action that happened at a specific time in the past
- c an action which was in progress at a certain time in the past
- d an action that gives background information
- e two simultaneous actions in the past which were in progress
- f an action which was in progress when another action interrupted it

- 2** Put the verbs in brackets into the past simple or the past continuous.

- A: Where 1) (you/be) at 5 o'clock yesterday?
B: I 2) (watch) a theatre performance.
- A: When 3) (you/see) Aldar?
B: While I 4) (wait) for the bus.
- A: What 5) (Nurislam/do) earlier?

B: He 6) (buy) the theatre tickets and then he 7) (go) shopping.

- A: 8) (you/go) to the concert yesterday?
B: No, I 9) (drive) to the concert when I 10) (get) a flat tyre.

3 Use the time adverbs to make sentences about yourself and your friends.

- yesterday ▪ last month ▪ in 2015 ▪ when
- while ▪ last Saturday ▪ two days ago

My friend 1) to a water park yesterday.

• Past habits (used to/would)

- 4** a) Read the theory. In which sentences can you write would instead of used to?

Used and **would** can be used to talk about past habits and repeated past actions.

As I 1) ~~used~~, I ~~used to~~ **would** go to the seaside every year.
(Note: also I went)

Used to can also be used to talk about past states.
I **would** be here. But now I prefer sightseeing holidays.
(NOT: I ~~would~~ have -ed.)

BUT: I **went** to Alanya last week. (NOT: I ~~would~~ -go -ed)

b) Complete with used to and/or would.

- 1 I visit my aunt in the countryside every summer.
- 2 Nurşebek have long hair, but now he has short hair.
- 3 My brother love going to the cinema; now he prefers the theatre.
- 4 When we went on holiday I go swimming every day.
- 5 Damir play football with his friends in the park every afternoon.
- 6 Gürnaz go to the water park at weekends.

Use of English 3b

Speaking

- 5** Look at the pictures. Which types of activities did/didn't Salma use to do when she was twelve? What about you?



listen to the radio ✓



read newspapers ✓

Salma used to surf the Internet when she was twelve. She didn't use to ...

Word formation

- 6** Read the theory box. Then complete each sentence with the correct adjective from the words in brackets.

-ing participles describe what something/someone is like. *The film was exciting.* (How was it exciting.)
-ed participles describe a person's feelings. *They were excited by the performance.* (How did they feel? Excited.)

- 1 The trip to Chundanvala was very (TIRE).
- 2 The view from the hotel room was (AMAZE).
- 3 The singer wasn't very good and the concert was (DISAPPONT).
- 4 The plot had a complicated plot and Berk was (CONFUSE).
- 5 I was (EXCITE) about going to the water park.

Comparisons

- 7** Read the theory and choose the correct item.

Short adjectives/adverbs: adjective/adverb + -er + than

The Astana Opera is newer than the Almaty Opera House in Almaty.

Adjective: *bigger than* *smaller than*

Longer adjectives/adverbs: more/less + adjective/adverb + than

Shoe tickets are more expensive than cinema tickets. *Abdul reads more books than Celina.*

as ... as for two things that are the same

Norlan sings as beautifully as his brother Rostem.

not as ... as for two things that aren't the same

This computer isn't as interesting as the previous one I used. *Mark's jacket is a little bit + comparative: to express the degree of difference between two people, animals, things or places*

John's jacket was much more interesting than Celina's.

Irregular forms: good - better, bad - worse, much/many - more, little - less

- 1 Rock music has a fast rhythm and is much/more energetic than classical music.
- 2 Going to the theatre is less/a little popular than going to concerts.
- 3 The Royal Albert Hall in London isn't less/as big as the Barbican Concert Hall.
- 4 Norlan thinks that listening to live music is more/much better than listening to a CD.
- 5 Going sailing is as/much exciting as going windsurfing.
- 6 Using the Internet is quicker as/than reading a newspaper.
- 7 London is much/less bigger than Semey.

- 8** Think of two films you have seen recently. Compare them. Use the adjectives: interesting, funny, entertaining, complicated.

..... is funnier than.....
..... isn't as interesting as.....

Skills 3c

Vocabulary

- TV programmes

1 Listen and repeat.



TV & the Media

- documentary
- film → cartoon
- international news
- reality show
- political discussion
- comic strip → weather
- telescope
- talent show

2 Look at the TV & the Media box.

Which of the items in the box can you see on TV? Read in a newspaper? Which of them is your favourite?

Reading

3 What do you know about the BBC? What else would you like to learn about it? Think of two questions.

4 Listen and read the text. Does it answer your questions?



BBC

What is the BBC?

The BBC was founded in 1922, almost 100 years ago, and it is the oldest national broadcaster in the world. Since then it has become a trusted news source for people everywhere and a symbol of national identity for British people. Broadcasting on radio, television and online, it is also the largest broadcaster in the world. Nowadays, BBC programmes are shown all over the world.

Turned to buy television sets to watch the live broadcast of the coronation of Queen Elizabeth II. This event, unified the whole nation and made the BBC an even stronger part of the British national identity.

BBC programmes

The BBC is well-known for its news reports and its current affairs programming, which help people keep up with what is happening both in the UK and abroad. However, the BBC is not just about the news. It also produces an exciting range of drama, sitcoms and game shows as well as hundreds of educational documentaries, where viewers can learn about topics such as nature, music, sports and science.

Identifying the nation

The first BBC broadcasts were on the radio, but after World War II it started broadcasting on television. At the time, many people didn't think that television would ever become popular! But in 1953, thousands of families

SCIENCE WORDS

- found → broadcaster
- trusted → source
- identity → identity
- national → nationality
- news report
- current affairs

Skills 3c

DID you KNOW?

UP TO DATE The BBC World Service broadcast daily in the Kurdish language.

Phrasal verbs

- **keep up with** = move at the same speed! cope with changes
- **keep on** = continue
- **keep away** = prevent access to, hold back
- **keep off** = stay away; prevent from stepping/climbing on sth.

4 Read the text again and mark the sentences as **T (true)** or **F (false)**. Correct the false statements.

- 1 BBC broadcasts all over the world.
- 2 Everyone knew from the beginning that television would be really popular.
- 3 The BBC only produces current affair programmes.

5 **Why is the BBC a 'symbol of national identity for British people'?**

- **Phrasal verbs (keep)**

6 **Read the box, then complete the sentences.**

- 1 It is very important to keep children from unsale websites.
- 2 My sister kept watching the same film again and again.
- 3 With so many new forms of entertainment, it's hard to keep all of them.
- 4 Everyone must keep the stage during performances.

Listening

7 Listen and match the people (A-E) to their favourite TV programmes (A-H).

PEOPLE	TV PROGRAMMES
1	A cookery programme
2	B quiz show
3	C comedy
4	D documentary
5	E sports programme
	F sitcom
	G talent show
	H soap opera

Speaking & Writing

8 Work in pairs. Use the TV guide and the useful language box to decide what to watch tonight.

Channel 1	Channel 2
6:00 pm - news & weather	6:10 pm - Jamie's 15-minute meals (cookery programme)
6:30 pm - Amazing China (documentary)	6:40 pm - Coronation Street (soap opera)
7:30 pm - Friends (sitcom)	7:35 pm - Match of the Day (sports programme)

9 Create your own TV guide. Think about: name of channel, type of TV programme, times. Present it to the class.

Everyday English 3d

Expressing opinions

- 1** Listen and repeat. Which sentences: A. ask for an opinion? =
B. express a positive (/) opinion? C. express a negative (X) opinion?

Write the correct letter (A, B or C).

- What was it like? _____
- It was fantastic! _____
- The dancers were amazing! _____
- Did you enjoy it? _____
- Not really. _____
- It was nothing special. _____

- 2**    What did Jane and Aidar do on Saturday? Did they like it? Listen and read the dialogue to find out.

Aidar: Hi, Jane – it's Aidar! I tried calling you on Saturday night, but you didn't answer your phone.

Jane: Oh, hi Aidar! Yes, sorry! I forgot the ballet.

Aidar: Really? What was it like?

Jane: It was fantastic! The dancers were amazing! What did you do on Saturday?

Aidar: Oh, I just stayed home with my brother and we watched a film on TV.

Jane: Did you enjoy it?

Aidar: Not really. It was nothing special. Listen, do you want to go for a walk later?

Jane: Sure!

- 3** Find sentences in the dialogue which mean: Of course! – What did you think of it? – Did you have a good time? – It wasn't great.

- 4**    Imagine you saw a performance last Saturday and your partner is asking you about it. Use the sentences in Ex. 1 and the dialogue in Ex. 2 to write or act out your dialogue.

Intonation (expressing feelings)

- 5** Listen and repeat.

↗ Really? interest/surprise/enthusiasm	↘ Really? disbelief/doubtance
--	-------------------------------------

- b)   ** Now listen and tick (/) the adjective that best describes each speaker's feelings. You can use your dictionary. Listen again and repeat.

- 1 I don't believe it!
- 2 What's the problem?
- 3 Sure!
- 4 No way!

- | | | |
|----------------|----------------|--------------------------|
| a annoyed | b surprised | <input type="checkbox"/> |
| a interested | b annoyed | <input type="checkbox"/> |
| a enthusiastic | b disbelieving | <input type="checkbox"/> |
| a surprised | b annoyed | <input type="checkbox"/> |

festivals around the world



- 1** **REVIEW RECALL** Look at the pictures. What festivals do they show? What do you know about these festivals?
• Listen, read and check.



Shakespeare's Birthday

The famous playwright William Shakespeare was probably born on 23rd April, the same day that he died 52 years later in 1616. On this day each year, there is a parade to celebrate him in Stratford-upon-Avon, the town of Shakespeare's birth in the UK. A local teenager leads the parade and carries 'the quill', an old-fashioned writing instrument which symbolises how important Shakespeare was.

For British literature 'Behind the border' zone people in traditional costumes, marching bands and schoolchildren, everyone makes their way to Holy Trinity Church, where the mayor puts flowers on Shakespeare's grave. After the parade, there are concerts/competitions and dancing. People from far and wide come together to celebrate Shakespeare's life, work and legacy.

Festival of Nomadic Civilisation

For thousands of years, the Central Asian steppe has been home to horse-riding nomads. Although a lot of Kazakhs now live in cities, they haven't forgotten their rich culture. Every year in July, Astana is home to the Festival of Nomadic Civilisation, the only festival in the world celebrating traditional nomadic culture. Yurts are set around the Khan Shatyr shopping centre, creating a mini town 'village' where visitors can experience every aspect of steppe culture, from food and traditional crafts to music and dance performances. It's a truly amazing experience and a great introduction to the fascinating traditions of Kazakhstan!



- 2** **REVIEW RECALL** Read the texts again and answer the questions.

- Where was William Shakespeare born?
- What does the local teenager leading the parade carry?
- Who puts flowers on Shakespeare's grave?
- Where is the Festival of Nomadic Civilisation held?
- What can people see and do at the festival?
- What makes the festival of Nomadic Civilisation unique?

- 3** **REVIEW RECALL** Copy and complete the table in your notebook. Then, use the completed table to present the two festivals to the class.

	time of year	place	activities
Shakespeare's Birthday			
Festival of Nomadic Civilisation			

Shakespeare's Birthday is on ... It takes place ...

- 4** **STORY ESSAY** Think of another cultural festival in your country. In groups, collect information under the headings in Ex 3. Use your notes to write a short text for the school English magazine about it.



Across the Curriculum 3f)

Biology

Sound & hearing

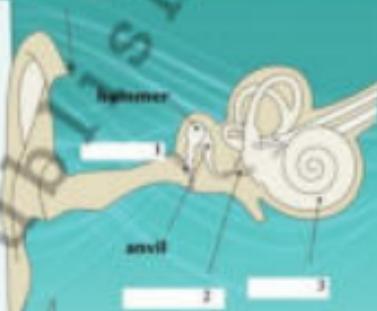


- 1** **(EAL) EAL** Read the following statements about sound. Which statement is not correct? **2** Listen, read and check.

- 1 Sound travels in waves.
- 2 Our ears and brain work together so that we can hear.
- 3 Sound travels through air, liquid and solid materials.
- 4 Cats, rabbits and horses don't hear as well as people.

What does this sound like?

We hear sounds all day long. There are sounds we enjoy, like music or people talking to us. There are also sounds we don't like, for example car horns or a dog barking. Sound actually travels in waves. Our ears and brain work together for us to hear them. The part of the ear that we see is the **outer ear**. This is where the sound waves are collected. We hear them when they go through the **ear canal** and hit our **ear drum**. When sound waves hit our eardrum, it vibrates and moves three little bones, the hammer, the anvil and the stirrup. These little bones bump against each other and help sound move along and enter the **cochlea**. This is a small **tube** which looks like a **snail shell**. Inside the cochlea is **liquid** and **nerves**. These nerves are really small, but very important. As the stirrup moves, it makes waves in the liquid of the cochlea. These cause the nerves to move as well. When this happens, the nerves create signals that the brain understands and we can hear!



DID you KNOW?

- Sound can travel through air, liquid and solid materials.
- Sound travels faster through water than air.
- Dogs, rabbits and horses hear better than us.



CHECKLIST WORDS

- horn • bark • wave
- brain • outer ear
- collect • ear canal • hit
- eardrum • vibrate
- bone • hammer • anvil
- stirrup • bump • snail
- cochlea • curled tube
- snail shell • liquid
- nerve • create

- 2** **(EAL) EAL** Read the text and put the sentences in the correct order
(1-5). Look up the words in bold in your dictionary.

- 1 Sound enters the cochlea.
- 2 The liquid in the cochlea moves the nerves.
- 3 Sound waves hit our eardrum.
- 4 The nerves send signals to our brain.
- 5 The little bones start moving.

- 3** Use words from the text to label the diagram. Write in your notebook.

- 4** **(EAL) EAL** **Portfolio** Look at the diagram above and tell the class how we hear. Record your monologue. Start like this.

Sound travels in waves ...

Writing 3g

• An email reviewing a concert

1 **SAVING** **MAIL** Look at the email. Who is writing it? Where did Nadira and Rustam go? Read to find out.

2 **MAIL** Read the email again and choose the correct words.

Listen and check.



Hi Natty,

Thanks for your email. It was great to hear from you. Guess what! I went to a concert last weekend and it was **1) amazing/amazed**!

I was in London. I went with my brother, Rustam. We both think Ed Sheeran has **really 2) interested/interesting** songs, so we were really **3) excited/excited** to see him perform live. We arrived on time, but we had to wait patiently while the support group played. They were **4) bored/boring** and we couldn't wait to see Ed Sheeran. It was well worth the wait, though. He played a mixture of old and new songs and gave a brilliant performance. The crowd was **really enthusiastic/enthusiastic** and everyone was singing along to all the songs. It was an electric atmosphere. After the concert, Rustam and I both bought T-shirts to remember the event. It was a wonderful evening – the music was **5) fine/fine** and Ed Sheeran was great. We were **6) exhausted/exhausting**, but we had a great time. Don't miss the chance to see him if he's performing a concert near you! Write back,
Nadira

Study Skills

Using a variety of adjectives makes your piece of writing more interesting to the reader.

3 What adjectives has the writer used to describe: the crowd? the atmosphere? the performance? the music? the singer?

4 **MAIL** Replace the adjectives in the sentences below with ones from the list. You can use your dictionary.

* talented * lively * catchy * excellent

The concert last night was **1) very good**. The band were **all 2) good musicians**. They had lots of energy, so it was a **very 3) nice performance** with lots of **4) good songs**.

Writing (an email reviewing a concert)



Check these out

- perform * patiently
- support group
- mixture * crowd
- electric atmosphere
- exhausted

MAIL You recently went to a concert. Write an email to your English-speaking pen-friend about it (100-160 words). Follow the plan and use the text in Ex. 2 as a model. Check your piece of writing and edit it.

All ... (friend's name)

Para 1: opening remarks; reason for writing

Para 2: description of the event

Para 3: feelings; recommendation; closing remarks

Write back,

(Your first name)

EDUTAINMENT 3

VALUES

Entertainment

- 1** Why is entertainment important? Use the list to tell the class. Can you think of more reasons?

Entertainment is important because it can:

- teach us about different cultures
- make us more sociable
- allow us to discover and express ourselves
- teach us about history
- make us more creative
- encourage us to appreciate art

- 2** Collect information and create a poster showing international days related to entertainment.

21st June – World Music Day

- 3** Imagine you are celebrating one of the international days of entertainment in Ex. 2. In groups, decide on how to celebrate it. Think about: place – time – decorations – events, etc. Prepare an advert for it. Present your idea to the class.

- 4** Do the quiz. Decide if the sentences are T (true) or F (false).

- 1 The BBC broadcasts only in the UK. _____
 2 Cats have a better sense of hearing than humans. _____
 3 Shakespeare died at the age of 52. _____
 4 Chernobyl is a three-hour drive from Athens. _____
 5 The BBC was founded in 1925. _____
 6 The Aquapark is in Astana. _____

- 5** Look at Module 3 and write a T/F quiz of your own similar to the one in Ex. 4.

- 6** Song: Read the song and complete the gaps with the words below.

Listen and check your answers.

- win • happy • right • mind • defeat
- free • day • kind • trouble • bright

Music ▶ VIDEO

When I'm feeling worried
and there's too much on my **T**)
I turn on my music
and I leave the world behind
I get lost in music
and I suddenly feel **Z**)
When I'm lost in music
I am where I want to be.

Music makes me **A**)
It can always make me smile
Music makes the **B**) **lighter**
so much better for a while
When your mind is heavy
and nothing's going **C**)
play your favourite music
and the world seems clear, clear and
D)

When I'm just too tired
to get through another **E**)
I put on a CD and I let the music play
All my **F**) leave me
when I hear a song begin
Nothing can **G**) me
I feel strong enough to **H**)

- 7** How does music make the singer feel? Does it work in the same way for you? Tell the class.

MODULE

4

Sport, Health & Exercise

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: asking for/giving advice
- Writing: a for-and-against essay

Themes:

- Physical activities
- Sport
- Sporting legends
- VALUES: Fitness

Language Focus:

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

Phrasal verbs: put

Vocabulary

- Physical activities

1

Look at the pictures.

① Listen and repeat.

2

Match the activities do you like doing? Which would you like to try? Why?



Read the key words for
 1 a cartoon strip
 2 a sports blog
 3 a for-and-against essay

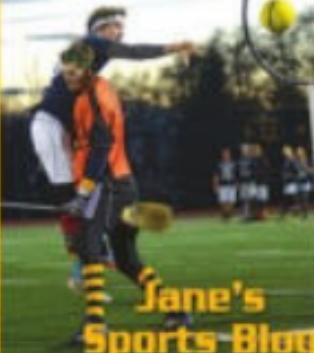
3 Which of the above are group activities? Which are individual activities?

Reading 4a



Check, think, act on

- broomstick • pitch
- keeper • hoop • score
- guard • athlete
- teamwork • chest
- serve • net • set up



Jane's Sports-Blog

Comment 8/09 12:07

Hi! Jane! Quidditch sounds like a lot of fun! I wish there were a team in my area. In Malaysia, we have a really exciting sport called Sepak Takraw. It's similar to volleyball, but you can only use your feet, knees, head and chest – so if you're good at football, you should try it! It's really popular across the whole of Southeast Asia and here in Malaysia it's our national sport. Each team has three players: the Takong, who plays up front, and two inside players called the 'left Winger' and the 'right insider'. Just like volleyball, one player serves, but then the Takong must kick the ball over the net. If the ball touches the ground on the other side of the net, then the team scores a point. You should try it as it's really fast and athletic. Next year, I'm going to join the school Sepak Takraw team. You should set up a team at your school!

Like

Shared

Study skills

Predicting content

Sometimes you might know something about the topic of the text. In these cases, you can use your knowledge to predict the answers to the questions. However, make sure your first answers are based on the content of the text only.

1 Look at the picture. What is Quidditch? How is Harry Potter related to it?

2 Listen and read to find out.

▶ HOME ▶ INFO ▶ VIDEO

VIDEO

Blog entry 8/09 12:47

Hi everyone! Do you remember the sport Quidditch from the Harry Potter books? Well now you play it in real life! There's a new Quidditch club at my school, and I joined last week. Of course we can't fly like Harry Potter, so we run around with our broomsticks between our legs. We play on a grass pitch and there are seven players on each team: a Seeker, 3 Chasers, 2 Beaters and a Keeper. The Chasers try to throw the ball through hoops at the end of the pitch to score goals. The Beaters try to stop them by throwing bats at them, and the Keeper guards the hoop. The Seeker – that's me – tries to catch the 'snitch', which is actually a golden ball inside a long sock. If one of the Seekers catches the snitch, then it's the end of the game. It sounds crazy and difficult, but it's great fun and really good exercise. The best thing, though, is that you don't have to be a talented athlete to play Quidditch! It's all about teamwork! Anyway, we're playing together, so I have to go and practice. Does anyone else play a strange sport like Quidditch? Leave a comment below.

Like

2 Read the texts again and match the sports to the sentences. Write Q for Quidditch and ST for Sepak Takraw.

Which sport:

- 1 is suitable for people who aren't athletic?
- 2 is similar to another sport?
- 3 first appeared in a novel?
- 4 doesn't allow you to use your hands?
- 5 is played with seven players?
- 6 is ideal for someone with football skills?



42

Vocabulary 4a

3 Answer the questions. Use ideas from the texts as well as your own.

- What's the difference between Quidditch in the Harry Potter book and in real life?
- What quality must a Quidditch player have?
- What sport is Sepak Takraw similar to?
- Why should someone try Sepak Takraw?

4 Match the words in bold to their synonyms.

- weird • became a member • gifted
- well-liked by many people • quick

5 Which of the sports in the texts do you want to try? Why? Tell your partner.

I want to try Quidditch because it's fun.

6 Match the words to form compound nouns. Make sentences using them.

- | | |
|----------------------------|--------|
| 1 <input type="checkbox"/> | team |
| 2 <input type="checkbox"/> | sports |
| 3 <input type="checkbox"/> | volley |
| 4 <input type="checkbox"/> | broom |

- | |
|----------|
| a person |
| b stick |
| c work |
| d ball |

• Sport

7 Complete with: kick, pass, hit, score, beat, catch. Check in your dictionaries.

- Basketball players have to be able to the ball to their teammates.
- It was a difficult match but they managed to the other team.
- In football, you have to the ball into the goal.
- Basketball players sometimes have to jump in the air to a point.
- You can hit a racket to a ball against a wall in squash.
- The keeper was able to the ball and stop the striker from scoring.

• Word formation

8 a) Complete the table with the names of the sportspeople.

Sport	Sportsperson
football	footballer, footballer
swimming	
ice-skating	
boxing	
basketball	
golf	

b) What do the sports in Ex. 8a take place? Complete the sentences with the words below. You can use your dictionary.

- race • ring • pitch • court • pool
- course

- Football matches are played on a
- We go swimming in a
- You can go ice-skating on a
- Boxing fights take place in a
- Basketball games are played on a
- In golf, you can play on a 9 or 18-hole

Speaking

9 In groups, choose a sport from your country. Make notes under the headings. Use your notes to present the sports to your class.

name of sport	number of players
place	rules
other information	

Writing

10 In pairs, invent a sport. Think of: name of sport – number of players – place – rules – other information. Present it to the class.

Use of English 4b

- will/be going to

1

Match the sentences (1–6) to what they express: a future plan, a prediction based on what we see, a prediction based on what we think/believe, certainty.

- Look at the player. He's going to score a goal.
- I'm going to join the school's sports club this year.
- I think they will win.
- I'm sure you'll lose those two pounds.

2

Complete with will or be going to and the verbs in brackets.

- Watch out! Nurlan (kick) the ball.
- Aidar believes that his brother (become) an Olympic swimmer when he grows up.
- Nazhan (play) football with his friends tomorrow.
- I think I (gain) weight if I don't exercise regularly.
- I'm sure Dilnazar (win) the tennis tournament if he practices every day.
- Be careful! You (lose) the game if you stay like that!
- I (go) swimming in the lake outside town tomorrow afternoon.
- I'm sure aerial gymnasts (be) relaxing.
- Look! Inna (score) a goal!
- I (watch) the rugby game with you tomorrow.
- Aibek (enter) the marathon this year.
- I'm sure he (come). He never misses football practice.

3

Daniya has decided to live a healthy life. What has she decided to do? In pairs, ask and answer as in the example.

- sleep eight hours a night (✓)
 - eat a balanced diet (✓)
 - eat junk food every three weeks (✗)
 - exercise regularly (✓)
 - drink fizzy drinks (✗)
 - drink eight glasses of water a day (✓)
- 4** Is she going to sleep eight hours a night?
Yes, she is. Do you think she will eat a balanced diet? etc.

- Present continuous
(future meaning)

4

Which sentences (1–5) describe an action happening now? a fixed arrangement in the near future? Give reasons.

- Karat is taking part in the finals this weekend.
- We are having a Zumba class now.
- We are watching the rugby game on TV this weekend.
- Gulnara is exercising at the gym now.
- Aibek is entering the badminton competition this summer.

5

Match the sentences.

- I think I'll
- This summer, I'm going
- In 10 years, I'll
- Tonight, I'm going
- Next Friday, I'm



Use of English 4b

• Conditionals

- 6** a)  Read the joke. What tenses are used after *if*? Use the table below to identify the types of conditionals.



Type	Conditional clause	Main Clause
0	If/When + present simple	present simple
1	If + present simple	will/won't (can't/hope) may/might/imperat- ive bare infinitive
2	If + past simple	would/wouldn't (might/ might) + bare infinitive

- b)  Which type refers to: a general truth or a situation that always happens? a situation that is likely to happen in the future? a situation that is unlikely to happen in the future?

- 7**  Work in pairs. How do these sentences differ in meaning?

- If you take care of your diet, you'll live a healthy life.
- Unless it stops raining, they won't be able to practise.
- When I go to the gym, I'll take you with me.

8

 Rewrite the sentences using *if* and unless.

- Train regularly or else you won't be ready in May.
If you don't train regularly, you won't be ready in May. Unless you train regularly, you won't be ready in May.
- Listen to the coach or you won't know what to do.
- We'd better hurry or we'll miss the start of the match.

9

 Complete the sentences. Which type of conditional is each one?

- If you (not/except) more, you (not/be) fit for the match.
- If she (not/be) scared of heights, she (go) bungee jumping.
- If I (be) you, I (avoid) cycling for a while.

• Wishes

10

 Read the theory. Then say or write sentences. Use *If only/I wish*.

With *If only / past simple*: to express a wish for the present. I don't have time to join the gym. If only I had time to join the gym. I wish I had time to join the gym.
Note: We can use *were* instead of *was* after *wish* and if only in all persons. I'm not tall enough to join the basketball team. I wish if only I were tall enough to join the basketball team.

- I am not fit. If only I wish / were fit.
- It's too cold.
- We don't have training today.
- I can't go to the match.

Skills 4c



CHECK YOUR WORDS

- benefit → change mood
- spotty face → pressure
- temptation → give up
- physical health → burn fat
- build muscle → lower
- diabetes → heart disease
- fight stress → endorphins
- epinephrine → boost
- concentration level
- brain cell



Reading

1 Read the title of the text. What do you think are some of the benefits of exercising for teens? Read through and find out.

2 Read the text again and complete the gaps (A-E) with the parts of sentences (1-7). There is one extra part that doesn't fit any gap. Then, explain the words in bold.

• Listen and check.

- 1 which make you feel calm and happy
- 2 so that you can keep a healthy weight
- 3 which is perfect when you need to study
- 4 with an evening in front of the TV
- 5 feeling too tired to go on exercising

Teens & Exercise



The Surprising Benefits

Everybody knows it's hard to be a teen. Suddenly, you're faced with all kinds of new problems: rapidly changing moods, a spotty face, worries about weight, regular exam exams and extra **pressures** at school. Coping with these changes is hard, and it is easy to give in to the temptation to escape it all. A) ... Yet, it seems like the solution to all these problems is to do just the opposite – get active and get some exercise! In fact, research has shown B) ...

The most obvious benefit of exercise is improving your physical health and your appearance. Whatever you are worried about concerning your appearance, exercise can help. Doing regular exercise will **burn fat** and build muscle C) ... Exercise can improve your skin, too. But, even more importantly, you will **lower** your risk of illnesses like diabetes and heart disease.

But an equally amazing benefit of exercise is the effect it has on your mood. Exercising is a great way to fight stress and relax. When you exercise, your body **releases** chemicals called endorphins D) ... This helps you be positive and makes all your problems seem smaller.

Finally, exercise can help with your schoolwork, too. Another chemical the body releases during exercise is called epinephrine. This improves your concentration levels, E) ... Regular exercise can even create new brain cells that improve your memory. And a workout can boost your creative powers for up to two hours afterwards.

So, how much exercise is enough to get these benefits? Well, the NHS, Britain's health service, advises teens F) ...

What kind of exercise you do, though, is totally up to you. If you're not keen on the gym or are hopeless at sports, you can do a martial art or start dance lessons, or just put on your walking shoes and go for a long walk. The important thing is to choose something that you enjoy so you keep doing it and don't give up. Then, you can put aside all of these annoying teen problems.



Skills 4c

Phrasal verbs

- put aside = ignore, forget
- put away = put into usual place
- put off = postpone
- put on = start wearing
- put up with = tolerate

• Phrasal verbs (put)

3 Read the definitions and then complete the sentences with the correct particle.

- 1 Please put these trainers – they're in the way.
- 2 Indra put her coat and left for work.
- 3 Nurazil and Ramazan decided to put their differences and work together.
- 4 I refuse to put such rude behaviour!
- 5 They had to put their trip till the end of the summer.

Study

SKILL

Phrasal verbs

Make sentences using the phrasal verbs you have learnt. This helps you remember them.

Prepositions

4 Complete with: on, of (x2), in, in

- 1 Berik isn't keen team sports, so he prefers to do athletics.
- 2 Exercising at a gym can be boring, but it's worth it the end.
- 3 Halima is hopeless bad sport, but she's a very good gymnast.
- 4 You'll be amazed the low membership fees at this gym!
- 5 Drinking energy drinks can really be harmful your health.

Listening

5 You will hear a dialogue. Decide which of the statements (T/F) are T (true), F (false) or DS (doesn't say).

- 1 Maggie hasn't gone to volleyball practice all week.
- 2 All of Howard's family are overweight.
- 3 Howard's Mum travelled to Spain as part of her job.
- 4 Howard thinks that Mediterranean dishes are quite tasteless.
- 5 It cost Howard's dad a lot of money to buy olive oil.
- 6 All of Howard's family have to help prepare the meal.
- 7 Maggie will meet Howard in the supermarket after school.

Speaking & Writing

6 How can the information in the text help you? Tell your partner.

7 Your English-speaking friend has put on some weight. Write an email advising him/her what to do. In your email:

- explain benefits of exercising
- suggest a sport to do giving reasons

Everyday English 4d

Asking for advice

- What do you think I should do?
- What would you do if you were me?
- (Do you have) any ideas?

Giving advice

- Have you thought about ...?
- Why don't you ...?
- How about ...?
- I think it would be best if you ...
- It might be a good idea to ...
- In my opinion, you'd better ...
- If I were in your shoes, I would ...

Responding to advice

- Do you really think that would work?
- I'm not sure that's such a good idea.
- I suppose you're right.
- Great idea!

Exercising in a gym

Benefits

- access to fitness equipment
- exercise advice from trainers



Drawbacks

- can be expensive
- can get overexerted & tired

Asking for/giving advice

1 Listen and repeat.

- I don't know what to do to keep fit. Any ideas?
- Have you thought about exercising at home?
- It's also easier to get an injury when you exercise without a trainer.
- You don't need any equipment to do aerobics or yoga.
- Thanks for the advice!

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

2 Listen, read and check.

3 Read the dialogue. What does Axel advise Kate to do? What prolonged costs of exercising at home do the speakers mention?

Axel: Hi Kate. Don't you usually go to the gym on Saturday morning?
Kate: I used to, but I can't afford it right now. I don't know what to do to keep fit. Any ideas?

Axel: Umm, well, have you thought about exercising at home? It doesn't cost anything and you save time.

Kate: Err, I'm not sure that's such a good idea. When you exercise at home, you don't have chance to use a variety of equipment. It's also easier to get an injury when you exercise without a trainer.

Axel: That's true, but you don't need any equipment to do aerobics or yoga. Why don't you buy a book about how to exercise safely by yourself?

Kate: I suppose you're right. Thanks for the advice!

Check understand

- afford = equipment
- injury = trainer

4 Find sentences in the dialogue which mean: What do you think I should do? – Have you considered exercising at home? – I don't think it's a good idea. – I don't have enough money at the moment.

5 Your English-speaking friend wants to lose some weight and asks you for advice. You think he/she should join a gym. Look at the ideas about exercising in a gym. Act out a similar dialogue to the one in Ex. 3. Use the phrases in the language box.

Pronunciation /ju:/, /u:/

6 Listen and repeat.

/ju:/ usually, student, music | /u:/ true, flu, rule



Sporting legends



Dmitriy Balandin



Kazakhstan's famous weightlifters, fencers and wrestlers have won many Olympic medals for their country. But in 2016, a young athlete came out of nowhere to win a gold medal in a completely different sport. Born in Almaty in 1995, Balandin won three gold medals in the breaststroke events at the 2014 Asian Games. However, when he arrived at the 2016 Rio Olympic Games, he wasn't one of the favourites for the 200-metre breaststroke and he almost didn't qualify for the final. Against all odds, the determined swimmer surprised everyone by winning the first ever gold medal in swimming for Kazakhstan! Since then, it was clear that Dmitry Balandin was one of the most talented swimmers to come out of Kazakhstan.

Adam Peaty



When Adam Peaty was a child he was terrified of water and would scream whenever he had to go in the bath! No one knew that this young boy from Staffordshire in England would grow up to be a record-breaking swimmer. But, that's exactly what happened in the Rio 2016 Olympic Games. When Peaty arrived at the Games, the competitive athlete had already won nine gold medals at various competitions around the world – all before the age of 21! When in Rio, he set a world record of 57.55 seconds in the heats for the 100-metre breaststroke, becoming one of the fastest swimmers in the world. Even more amazingly, in the final, he beat his own record and won the gold medal for Great Britain with the record time of 57.13 seconds!

Check your answers

- wrestler = countries
- medal = breaststroke
- qualify = determined
- terrified
- record-breaking
- competitive
- competition
- set a world record
- heat

1 Look at the title and the pictures. Can you guess in which sport these people won a medal? How do you think they felt?

2 What do you know about Dmitriy Balandin and Adam Peaty? What would you like to know? Write a few questions.

Listen, read and check if you can answer your questions.

3 Copy and complete the table with information from the text. Then present the two athletes to the class.

COUNTRY	SPORT	ACHIEVEMENTS
Dmitriy Balandin		
Adam Peaty		

4 What do you think the purpose of the texts is? to inform? to entertain? to persuade?

5 Collect information about another sporting legend in your country. Think about: **name** – **sport** – **achievements**. Use your notes to write a short text for the school English magazine.



Across the Curriculum 4f

Jump



Muscles

Except for thinking, everything we do depends on our **muscles**. Muscles allow us to sit, move, talk, write, read, breathe and even **digest** our food!

A muscle is a bundle of elastic tissue which becomes shorter and thicker when it **contracts** ... a signal from our **nerves** or **hormones**.

There are three kinds of muscle: **skeletal muscle**, **smooth muscle** and **cardiac muscle**.

Skeletal muscles are also called voluntary muscles, because we can control their movement when we want to. These muscles stay in size and strength, from the small muscles around our eyes to the large, strong muscles of our thighs. They're **attached** to the bones of our skeleton, and each muscle can move a part of the body in a certain direction. Even

simple actions, **B) ...** like lifting a ball or smiling, require several muscle groups to work together.

Smooth muscles are in most of the body's **internal organs**. For example, smooth muscles in our stomachs move food through our digestive system. **They** **contract** when the light is bright or dark. All smooth muscles contract and relax automatically, **C) ...** to breathing to think about it, and so they are called involuntary muscles.

The third group, **cardiac muscles**, are only in the walls of the heart. These muscles contract and relax automatically in a powerful, regular rhythm to pump blood **D) ...** our body. Our heart beats about 70 times a minute, every **T) ...** minute of our lives, without ever resting.

- | | | | |
|--------------|------------|-------------|-----------|
| 1 A) likes | B) strings | C) does | D) goes |
| 2 A) big | B) at | C) to | D) on |
| 3 A) like | B) so | C) same | D) each |
| 4 A) to | B) make | C) have | D) get |
| 5 A) without | B) except | C) in spite | D) beside |
| 6 A) across | B) between | C) around | D) over |
| 7 A) one | B) single | C) solitary | D) lone |

Check these words:

- muscle • depend (on sth)
- breath • digest • bundle
- elastic tissue • nerve
- hormone • pleatful
- smooth • cardiac
- involuntary • vary • thigh
- attach (sth to sth else)
- bone • require
- internal organ
- digestive system
- pupil • contract
- involuntary • pump blood
- beat

1 **SB1 SB2 SB3** What kind of muscles do we use when we move, twist, don't walk, run, lift weights? Read through to find out.

2 **SB1 SB2 SB3** Read the text and, for each gap, choose the correct word (A-D). Compare answers with your partner.

3 **SB1 SB2 SB3** Explain the words in bold. Then, in pair, ask and answer questions based on the text.

- What is a muscle?
- It's a bundle of ... etc.

4 **SB1 SB2 SB3** **W** Read and listen to the text. Make notes under the headings: **why we need muscles** - **what muscles are made of** - **what types of muscles there are** - **what each type can do**. Use your notes to give a short presentation about muscles to the class.

Writing 4g



Quick tips words

- shared • attend
- individual attention
- instructor • fitness level
- pace • get fit

* Writing a for-and-against essay

Task Read the title of the essay. Think of two reasons for and two reasons against exercising in groups. Read the essay and check if your ideas are mentioned.

Is exercising in groups the right choice?



- A lot of people nowadays are deciding to join an exercising class. It seems like a great idea, but what are the advantages and disadvantages of exercising with other people?
- There are several advantages of exercising in a group. To begin with, it's a great way to meet new people. This is because it gives you the opportunity to take part in shared activities like Zumba. Also, it can motivate you to go after exercise. For example, your new friends will encourage you to attend classes.
- On the other hand, there are certain disadvantages. Firstly, you get less individual attention from the instructor. As a result, there is a higher chance of injury. Secondly, there are people at different fitness levels. Consequently, not everyone may be able to follow the class pace.
- On the whole, there are both pros and cons to exercising in groups. Although you may get less individual attention and people may be at different levels, I believe that exercise classes are a fun way to get fit and a great way to meet new people.

2 Which paragraph contains: the writer's opinion? a presentation of the topic?

3 Replace the underlined linking words/phrases in the text with synonyms from the Study Skills box.

4 **Task** Match the arguments for-and-against exercising at a gym (1-4) to their justifications/examples (A-D). Decide which of the arguments are pros and which are cons.

Arguments

- 1 access to lots of fitness equipment
- 2 can be expensive
- 3 advice from instructors
- 4 boring at times

Justification/Examples

- A save money and exercise different parts of your body
- B learn the proper use of equipment and get better results
- C you have to pay membership even if you don't go
- D repetition of the same movement many times

Use the Ideas From

Ex. 4 to write an essay about the advantages and disadvantages of exercising at a gym (140-180 words). Follow the plan. Use appropriate linkers.

- Para 1: present the topic
- Para 2: advantages and reasons
- Para 3: disadvantages and reasons
- Para 4: summarise the topic, state your opinion

Study Skills

Linking words

Link your ideas. This helps the reader follow your piece of writing. To list points: firstly, first, to start/begin with, secondly, furthermore, moreover, in addition, lastly

To introduce justifications/examples: for example/instance, consequently, such as a result, like, this way, in particular

To contrast: on the other hand, however, nevertheless, though, although,

To conclude: all in all, in the end, all things considered, in conclusion

EDUTAINMENT 4

VALUES

Fitness

- 1 a) Read the statements below. Tick (/) the ones that are true for you.

Exercising:

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 helps me sleep better | <input type="checkbox"/> | 5 helps me stay healthy | <input type="checkbox"/> |
| 2 helps me reduce stress | <input type="checkbox"/> | 6 improves my self-image | <input type="checkbox"/> |
| 3 improves my concentration | <input type="checkbox"/> | 7 increases my energy | <input type="checkbox"/> |
| 4 gives me the opportunity to meet new people | <input type="checkbox"/> | 8 helps me maintain a healthy body weight | <input type="checkbox"/> |

- b) Why do people need to exercise? Tell the class.

- c) It's Sports Day at your school. In groups, design the schedule for the day. Think about:
- How will the day begin? (anthem, parade of athletes, etc)
 - What sports will there be? (races, football, cricket, etc)
 - What time will each event be?
 - Will there be a break?
 - What will the awards for the winners be? (gold, silver and bronze medals, trophies, etc)

Present your Sports Day to the class.

- 2 Do the quiz. Decide if the sentences are T (true) or F (false).

- quiz
- 1 Endorphins are chemicals that our body releases while we sleep.
 - 2 Dmitry Balandin won the first ever gold medal in wrestling for Kazakhstan.
 - 3 It takes different groups of muscles working together for a person to smile.
 - 4 Sepak Takraw is played with seven players.
 - 5 Cardiac muscles can only be found in the heart.
 - 6 The endorphines released while we exercise can improve our skin.
 - 7 The 'snitch' is a tennis ball inside a long sock.
 - 8 Adam Peaty has achieved a record time at backstroke of 57.13 seconds.

3

Go through Module 4 and write a 6-7 quiz of your own.

4

Song: Look at the pictures and read the title of the song. What do you think the song is about?

Listen to and read the song to find out.



Be the Best

Treat your body with respect

And it will look after you

When you live a healthy life

There is nothing you can't do

The greatest thing that you can do
Is make sure you live healthy
Look after yourself every day
Be the best that you can be

Exercise, watch what you eat,
And get plenty of sleep at night.
Your body has to last a lifetime
So you need to treat it right.

Give yourself what you deserve
Stay in shape and you'll go far
By working out and keeping fit
You can be a superstar



5

Do you have a healthy lifestyle? Tell the class.

MODULE 5

Reading for pleasure

► What's in this module?

Skills Focus:

- Reading & Listening for specific information, detail and main ideas, recognise the attitude or opinion of the writer
- Speaking: express an opinion, give a summary of a story, list main events
- Writing: a summary of a story, draw a story in 15 frames

Themes:

- novels & stories
- VALUES: Benefits of reading

Language Focus:

- some – any – every – no & compounds
- many/more/much, few/less/fewer, less ... than

Phrasal verbs: go

► Characters

1 Look at the pictures. What do you know about these characters?

2 Read the famous lines from the film adaptations in the pictures. Match them to the characters in the pictures. Who said:

- 1 "Elementary, my dear Watson."
- 2 "My precious."
- 3 "There's no place like home."
- 4 "Houston, we have a problem."
- 5 "The name is Bond. James Bond."

3 Listen to the plotlines (1-5) and match them to the pictures (A-E). Check your answers to Ex. 2. Were your guesses correct?



Send the page numbers for:
 • a story calendar
 • a whole book
 • a film

4

Which story would you like to

read? Why?

5a Twenty Thousand Leagues Under the Sea



Jules Gabriel Verne (1828–1905) was born in Nantes, France. As a young man, he studied law in Paris, but then he decided to become a writer. He published his first novel *Five Weeks in a Balloon* in 1863, and *Journey to the Centre of the Earth* in 1864. Other famous novels include *Twenty Thousand Leagues Under the Sea* (1870) and *Around the World in Eighty Days* (1873). Verne liked writing adventure stories and was very imaginative. He wrote about inventions like submarines, telephones and space travel. This was in the 1800s when such things didn't yet exist. For this reason he is known as the father of science fiction.

- 1** **R111 R111** Why do you think people call Jules Verne the father of science fiction? Read the biography to find out.

- 2** Look at the pictures (A–E). Which shows:

- 1 a man looking out of an underwater window?
- 2 a man falling into the sea?
- 3 two men getting onto a large ship?
- 4 some divers discovering a giant oyster with a huge pearl?
- 5 men standing on a submarine?



- 3** **R111 R111** Listen to an adaptation of the beginning of the story *Twenty Thousand Leagues Under the Sea* and put the pictures in the correct order.

- 4** **R111 R111** What do you know about the lost city of Atlantis? What did Professor Aronnax see while he was studying the ocean floor?
... Listen and read the extract to find out.

- 5** **R111 R111** Read the extract again and complete the sentences.

- 1 Captain Nemo took us north, through the Indian Ocean to the
- 2 We sailed through the Mediterranean Sea and entered
- 3 There were stone houses and ancient
- 4 Atlantis did exist, but only Captain Nemo

- 6** **R111 R111** Fill in: since, so or such.

- 1 He turned on the outside lights it was dark outside.
- 2 It was a bright light that they could see the ocean floor.
- 3 The buildings were old that it looked like an ancient city.
- 4 They could reach land easily they were close to Europe.

THE LOST CITY



Captain Nemo look us north, through the Indian Ocean to the Red Sea. As we got closer to Egypt, I went upstairs to the glass room at the top of the ship. It was dark outside. We were a long way under the sea. Captain Nemo turned on the subsea lights.

"I don't understand, Captain. There is no evil here. We cannot go through the land."

"But we can go under it. Watch!"

We moved down below the country of Egypt. Suddenly, I saw a large hole in the rock.

"A tunnel?"

"That's right, Professor. And we are going through."

The Nautilus shook as we went through the small tunnel. It looked like an old cave. Then water surrounded the ship, and there was no more land.

When Conseil and Ned woke up, I told them that we were in the Mediterranean Sea.

"But how?"

"We came now! Now's our chance. When we go up again, we're going to escape. We're close to Europe, and we can take the small boat to get to land. Do you agree?" said Ned.

I could not think only of myself. Conseil loved the sea, but I did not think he wanted to live his life there. Ned Land could not escape without our help.

"I agree. Only tell me when you are ready."

But the Nautilus did not go near the surface of the water again for some time. In fact, we went further down.

We sailed through the Mediterranean Sea and entered the deep mysterious Atlantic Ocean. The ocean became dark, and we continued to go further and further down. Captain Nemo came into the moon as I studied the ocean floor.

"I have a little surprise for you, Professor."

As he said this, a bright light appeared from behind the mountain of rocks in front of us.

"What is it?"

"Just watch!"

We came closer to the light, and I could see trees in the ocean floor.

"That's not possible!"

The Nautilus moved up over the meadow, and I saw that the light came from an old underwater village. There was no fire, but the hot lava still produced light.

The light showed us parts of the ancient floor. There were stone houses and ancient temples collapsed. I did not understand how such things could be there.

"It looks like a city from thousands of years ago."

"It is. It's the lost city of Atlantis."

I looked up at Captain Nemo. He never took his eyes off the window. I looked down again. So it was true, I thought. Atlantis did exist, but only Captain Nemo knew for sure.

WORDS YOU NEED

- land • hole • tunnel • cave • surround
- surface • appear • possible • lava
- produce • ocean floor • stone house
- temple • exist

This is a controlled vocabulary list.

5a

7 **EASY** Complete the sentences. Use: entered, escape, surrounded, moved, produced, appeared.

- 1 The professor and his friends wanted to from the Nautilus using a small boat.
- 2 Suddenly, a light near the ancient lost city.
- 3 Deep in the ocean, dark water the ship on every side.
- 4 The Nautilus farther and further down under the sea.
- 5 They the tunnel and passed underneath the land.
- 6 The lava from the volcano fire that lit up the ancient city.

Study Skills

A narrative can be written in the first or third person. In a first-person narrative, the story is told by one of the characters in the story. A third-person narrative is told by a person who is not part of the story.

8 **EASY** What type of narrative is the extract – 1st or 3rd person? Who narrates the story in Ex. 4?

9 **EASY EASY EASY** What do you think happens next in the story? Do you think the three men will manage to escape? How? Discuss in groups.

10 **EASY** Research the whole story or watch the . How close were your guesses?

11 **EASY** Imagine you are a journalist. Collect information about Atlantis and write a short article about the legend of the mysterious lost city. Think about:

- where it was • who lived there
- what people did • how it disappeared

5b Moby-Dick



Herman
Melville
(1819–1891)
was an
American
writer born

in New York City. In 1839, Melville worked as a cabin boy on the merchant ship *St. Lawrence*, and in 1841 he sailed on the whaler *Albatross*. Melville's long voyages inspired many of his stories. His best-known novel of the sea, *Moby-Dick*, or *The Whale*, is the story of a whaling ship and its captain and their journey around the world in pursuit of Moby-Dick, the great whale. Although the novel was first published in 1851, it was only recognized as a masterpiece thirty years after his death.



CHECK YOUR WORDS

- explore • boredom
- trapped anger • skipping
- edge • reflect • passenger
- crew • obey • order • harsh
- wholesome • pure • school
- merchant • deliberate
- fate has it in store for sb
- distant • forbidden • coast

1 a) What is the animal in the picture? What do you know about it? Can you name any more marine mammals?

b) What do you know about whaling? Why are whales hunted?

2 Read the author's biography. How do you think Melville's own experiences helped him write *Moby-Dick*?

3 Ishmael is the person who narrates the story of *Moby-Dick*. Why did he decide to go whaling? ... Listen and read to find out.



To the Sea

Call me Ishmael. A few years ago when I had no money and was bored of life on the land, I decided to explore the sea. It is my way of fighting my sadness, boredom and trapped anger. It's a way of calming myself down and putting some order in my life. There is nothing surprising about this, I think everyone has felt the same desire to go to sea at least once in their life.

Think about Manhattan for example. This island is full of businesses and shipping and every road takes you to the ocean. Look at how the waves wash the sea walls and the winds call the people who go down to the water's edge. Look at the crowds there. People escape from the prisons of their homes and offices and come to the edge of the water. They stare at the ocean as if it were a mirror, and dream about the sea. Some of them stand so close to the water you think they are going to drift off. Wherever you go in the world, the sea reflects the desire for change and adventure of anyone who looks into it.

When I decided to sea, I do not mean that I go as a passenger on a ship. You need money to be a passenger, and I want to be paid. I go as a member of the crew. I don't mind obeying orders and working in the harsh weather. That is when I feel alive. I always go to sea as a sailor because of the wholesome exercise and the fresh air.

I usually went to sea on merchant ships, but this time everything was different. This time I decided to go on a whaling ship. I can't explain why exactly. I think it was a deliberate choice. But perhaps it was what fate had in store for me all along.

More than anything, it was the idea of the great whale himself. I was excited by the mystery of whales and the cold and distant seas where they live.

I love sailing forbidden seas and landing on dangerous coasts. I dreamed of whales; whole schools of whales swam through my mind. And among them all there was the great white whale, Moby-Dick.

5b

- 4** a) **EASY** Read the extract. Decide if the statements (1-5) are T (true) or F (false).

- 1 Ishmael felt sad when he was on land. _____
- 2 The island of Manhattan is famous for its shipping. _____
- 3 The sea made Ishmael feel sad. _____
- 4 Ishmael doesn't like obeying orders. _____
- 5 Ishmael decided to work on a whaling ship. _____

b) Match the words in bold in the extract to their definitions. Then, find synonyms for the highlighted words. You can use your dictionary (paper or digital).

- a strong wish • intentional
- not able to escape
- to travel to discover new places
- to show something • destiny
- the natural movement of air • healthy

- 5** **REVIEW** Do you think Ishmael is running away from his problems by going to sea? Why (not)? Give reasons.

• **Phrasal verbs: go**

- 6** Read the box and complete the sentences.

go over = examine (check); go off = ring (of an alarm)
go by = to pass; go on = happen

- 1 The captain went _____ the map to find out where they needed to go.
- 2 My alarm goes _____ at 7 o'clock every morning.
- 3 On the journey, the ship went _____ a lot of strange islands.
- 4 The sailors tried to see what was going _____ in the water.

- 7** **EASY** Fill in: like or as.

- 1 He went to go to sea a sailor, not a passenger.
- 2 She sailed the boat a professional.
- 3 She works an engineer on a ship.
- 4 He became a captain his father.

- 8** **MEDIUM** Put the verbs in brackets into the correct active or passive form.

- 1 Ishmael always (get) bored if he stays at home.
- 2 John asked his brother if he ever (want) to go to sea.
- 3 We (walk) closer to the water's edge to admire the view.
- 4 After the passengers (eat) dinner, they went up on deck.
- 5 Manhattan (build) before Melville wrote his novel.
- 6 The ship's crew usually (pay) in cash at the end of a voyage.
- 7 I (order) by the captain to clean the cabin.
- 8 The captain said that the ship (not/leave) the port because of the bad weather.

- 9** **MEDIUM** Listen to the extract again and make notes. Use your notes to say or write a summary of the extract. What do you think will happen when the crew come across Moby-Dick?

- 10** **MEDIUM** Choose a paragraph from the extract in Ex. 3 and draw a picture to illustrate it.

- 11** **MEDIUM** Imagine the story takes place now. Who is Ishmael? What problems does he face? Where does he go? Why? Discuss in groups. Present your 'modern' Ishmael to the class.

5c Kyz-Zhibek

Kyz-Zhibek is a beautiful folk poem from Kazakhstan with a similar story to Shakespeare's *Romeo and Juliet*. In 1934, the composer Yegor Brookovsky and the poet Galit Musirogov based the first ever Kazakh opera on the poem. Sultan Khodzhikov also made a film of the story in 1972. Years later, the Astana Opera, which opened in 2011, put on an extremely successful production of Brookovsky's opera.



Check these words:

- intelligence
- ask for sb's hand in marriage
- effort • gift • capture
- desire • enemy
- strong-willed • wicked
- hatred • beloved
- leap out • attack
- bravely • reach out
- disappear • comfort
- ground • heartbroken
- cliff



Look at the picture and the title. Who is Kyz-Zhibek? What do you know about the story of Kyz-Zhibek? Discuss in pairs.



How are these names related to Kyz-Zhibek:
Tolegen - Bekechan - Bezherbul?

Listen and read to find out.

KYZ-ZHIBEK

Once upon a time, there was a beautiful woman called Kyz-Zhibek. She was famous all over the world for both her beauty and her intelligence. Great kings and princes came to ask for her hand in marriage, but Kyz-Zhibek decided that she would only marry the man she truly fell in love with. Despite all their efforts and expensive gifts, none of them could capture her heart.

Far away across the steppes, there lived a handsome young man called Tolegen. After hearing the songs of Kyz-Zhibek's beauty, he had a strong desire to meet her. When his father, the wealthy tsarbatan, found out about Tolegen's plan, he was very angry because Tolegen's family and Kyz-Zhibek's family were great enemies. Besides, it was the tradition in that land that the father chose his son's bride for him.

However, Tolegen was strong-willed and wouldn't listen to his father. The next day he got on his horse and rode off to find Kyz-Zhibek. After riding for days, he arrived at her part where he saw the beautiful Kyz-Zhibek and they hit it off straight away. They promised each other that they would get married, despite the hatred between their families.

The wicked Bekechan, who was the leader of Kyz-Zhibek's tribe, was furious when he heard this news. He did not want her to marry Tolegen. "This man is the son of Bazarbat, one of our great enemies! I cannot allow Kyz-Zhibek to marry him!" he said.

Father Karez, Bekechan's main rival, had a plan to kill Tolegen secretly. While the young man was travelling to meet his beloved, Bekechan and his friends leapt out and attacked him. Tolegen fought bravely, but there were too many of them. After a long fight, the evil Bekechan and his friends finally killed him. The young man's last words as he died were "Kyz-Zhibek!"

At that very moment, Kyz-Zhibek had a terrible dream. In her dream she was with Tolegen, but when she reached out to him, he disappeared. She woke up with her heart full of fear and ran quickly to her friends. She told them about her dream and they comforted her. "Don't worry about it - it's just a silly dream," they said.

Then, Bekechan arrived with the news of Tolegen's death. When he told Kyz-Zhibek, she fell to the ground in horror, her friends tried to calm the young woman, but she wouldn't listen to them. Her awful dream had come true and her beloved Tolegen was dead. The heartbroken Kyz-Zhibek left her kurt and walked alone across the steppes until she came to a high cliff. Unable to imagine living without Tolegen, the young woman jumped off the cliff to her death.



5c

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

- Why did Kyz-Zhibek not marry the man who came to ask for her hand?
 - They weren't kings or princes.
 - She wasn't in love with any of them.
 - They didn't bring expensive gifts.
- Why didn't Bazarbai want Tolegen to marry Kyz-Zhibek?
 - Because their families were great enemies.
 - Because he had another bride for him in mind.
 - Because Kyz-Zhibek wasn't wealthy.
- Which of the following is true about Bekzhan?
 - He was the son of Bazarbai.
 - He wanted Tolegen and Kyz-Zhibek to get married.
 - He was the leader of a tribe.
- What happens in the end?
 - Kyz-Zhibek kills herself.
 - Tolegan walks out alone across the steppe.
 - Kyz-Zhibek and Tolegen get married.

- b) Find examples of direct speech in the text. Which reporting verbs are used with these sentences. Now report the sentences.

- 4** Complete the graphic organizer below with the adjectives the writer uses in the story to describe the characters.

CHARACTERS

Kyz-Zhibek	<input type="text"/>
Tolegan	<input type="text"/>
Bekzhan	<input type="text"/>

- 5** Why do you think that Tolegen and Kyz-Zhibek's families hated each other so much? Can you think of other stories with a similar theme?

- 6** Choose the correct preposition.

- The tribe is famous for/by its customs.
- The sad news came like/as a shock.
- The yurt was full of/with children.
- She was tired/after/between her long walk.
- People lived very differently on/in the past.
- He lived/had as/like a brother.

Speaking & Writing

- 7** a) Put the events in the order they happened.

- Kyz-Zhibek and Tolegen met and fell in love.
- Kyz-Zhibek woke up from a horrible dream.
- Bekzhan decided to kill Tolegen.
- Kyz-Zhibek jumped off a cliff and died.
- Tolegan decided to go and meet Kyz-Zhibek.
- Bekzhan told Kyz-Zhibek that Tolegen was dead.
- Bekzhan and his friends killed Tolegen.

- b) Use the events to say or write a summary of the story.

- c) Act out the dialogue between Tolegen and Bazarbai. The third person reports the dialogue.

- 8** Draw the story of Kyz-Zhibek as a comic strip in 15 frames.

- 9** Imagine the story didn't end like this. Change the ending.

5d The Mausoleum of Aisha Bibi



GLOSSARY WORDS

- mausoleum - region
- delicate - patterned
- tile - refuse - kingdom
- pack - nanny - curse
- poisonous - beg
- noble - faithful
- empire

1 **ILLUSTRATED** Look at the picture and read the title of the text. How was this mausoleum created?
Listen and read to find out.

The Mausoleum of Aisha Bibi

In the Taraz region of southern Kazakhstan, there stands a beautiful and mysterious building from many years ago. Hundreds of delicate patterned tiles decorate every wall of the building. It is called the Mausoleum of Aisha Bibi and, although its true origins are lost in history, there is a local legend that tells the tragic story of Aisha Bibi and her death.

A long time ago, the great khan of Taraz, Karakhan, travelled to Samarkand. While he was walking along the streets of that great city, Karakhan came across Aisha Bibi, the beautiful daughter of Khan-in-Ala. When Karakhan and Aisha Bibi saw each other they both fell in love.

Karakhan went to Aisha's father to ask if he could marry his daughter but Khan-in-Ala refused. Although Karakhan was a khan, his kingdom was a very small at that time and he had less money than Khan-in-Ala. There was nothing he could say to convince Khan-in-Ala's mind. Before he left, Aisha Bibi and Karakhan made a secret promise to marry each other.

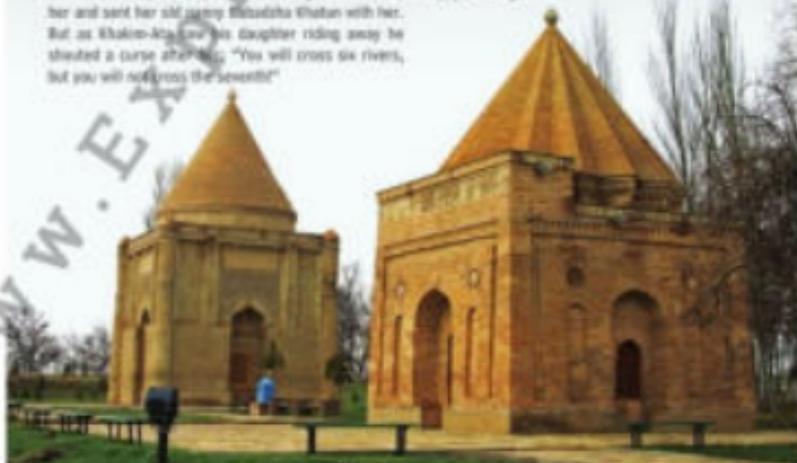
A few weeks passed, but Khan-in-Ala had no news from Karakhan. She decided to travel to Taraz to find him. Her mother helped her pack a few things to take with her and sent her old nanny, Baisatsha Khatan with her. But as Khan-in-Ala saw his daughter riding away he shouted a curse after her: "You will cross six rivers, but you will not cross the seventh!"

The two women rode south for weeks, until they saw the city of Tash in the distance. Before they crossed the seventh river, they stopped as Aisha could bathe, forgetting her father's curse. Just then, a poisonous snake bit Aisha under a rock and bit her. The poison was fast. Aisha Bibi begged her nanny to ride ahead to Taraz and bring Karakhan to her.

Aisha Bibi rode as fast as she could, but when Karakhan arrived, Aisha died in his arms. The noble Karakhan ordered that a beautiful mausoleum would be built in the exact place that she died. Her faithful nanny, Baisatsha Khatan guarded the mausoleum until her own death.

Karakhan later founded the great Karakhanid Empire and became a powerful and wise man. He lived for many years but never married. When he died, he asked to be buried somewhere facing the beautiful mausoleum of Aisha Bibi.

To this day, women who are getting married visit the mausoleum to ask for happiness and children. The legend says that anyone who visits the Mausoleum of Aisha Bibi on their wedding day will have a long and happy marriage.



5d

    **2** **REVIEW** Read the extract again and for questions 1–3 choose the correct answer (A, B or C).

- 1 Which of the following is true about the Mausoleum of Aisha Bibi?
 - A Many of its patterned tiles are lost.
 - B It is in Samarkand.
 - C No one knows its true origins.
- 2 Why did Khakim-Ala refuse when Karakhan asked if he could marry Aisha Bibi?
 - A Karakhan's kingdom was too small.
 - B Aisha Bibi didn't want to marry Karakhan.
 - C Karakhan lived too far away.
- 3 What happened after Aisha Bibi died?
 - A Karakhan guarded her until he died.
 - B Karakhan built a mausoleum where she died.
 - C Karakhan got married to another woman.

3 **REVIEW** Join the sentences. Use the structures below.

* **so + adjective/adverb ... that** * **such + noun ... that**

- 1 Aisha Bibi was worried about Karakhan. She decided to go and find him.
.....
- 2 It was hot weather. She stopped to bathe.
.....
- 3 The snake moved fast. She couldn't avoid it.
.....
- 4 It was a very poisonous snake. She died of the bite.
.....

4 **REVIEW** Complete the sentences. Use: refused, guarded, buried, ordered, crossed. You can use your dictionary.

- 1 The Khan his men to build a mausoleum.
- 2 The soldiers the king to keep him safe.
- 3 Karakhan Aisha Bibi in a beautiful tomb.
- 4 They the river in order to get to the other side.
- 5 His father when Karakhan asked to marry Aisha Bibi.

5 **REVIEW** Read the theory and choose the correct item.

Comparative adverbs

- (far/much/a lot) **more** / **a little** / **a bit**
less/more = **adult** = **than**
- For two things that are (not) the same: (not) **as** + **adverb** + **as**
- Irregular forms: **well** – **better**; **late** – **later**; **old** – **older**; **hard** – **harder**

- 1 The river is flowing less/much fast than under the bridge.
- 2 Snakes can attack more/as quickly than you expect.
- 3 The prince did not rule less/as wisely as his father.
- 4 It's raining far badly/worse than in the morning.
- 5 Celia can ride a horse much more/far gracefully than her sister.
- 6 No one works as hard/harder as my grandmother!
- 7 I get up a lot/more earlier in the summer.
- 8 A dog guards your house little/far more faithfully than an alarm!

Speaking & Writing

- 6** a)  In groups, draw the story in 6 pictures. Use them to present the story to the class.

- b) Use your answers in Ex. 6a to write a summary of the story.

EDUTAINMENT 5

VALUES

Benefits of reading

1

Discuss the following quotation.

Quotations

If you are going to get anywhere in life, you have to read a lot of books.

(Roald Dahl)

2

Match the benefits of reading (1-5) to the results (A-E). Do you agree with the points?

- 1 It helps you to empathise with characters and their problems.
 - 2 It makes you use your imagination.
 - 3 It teaches you about subjects like history, science and geography.
 - 4 It is entertaining and relaxing.
 - 5 It helps improve your vocabulary.
- A You become more knowledgeable and do well at school.
- B You become more aware and sensitive about different people, cultures and experiences.
- C You will be able to express yourself better and have more confidence.
- D You become less stressed and have a better mood.
- E You become more creative and expressive.

3

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

QUIZ

- 1 Moby-Dick is a huge white whale.
- 2 A poisonous snake bit Aasha Bibi.
- 3 Tolstoy jumped off a cliff.
- 4 Jules Verne died in 1905.
- 5 Hergé/Moulleau wrote 'Twenty Thousand Leagues Under the Sea'.
- 6 The Mausoleum of Aisha Bibi is in the eastern region of Kazakhstan.
- 7 The Nautilus reached the lost city of Atlantis.
- 8 Gyo-Zibek was in love with Bekchen.

4



Look at Module 5 and write a quiz of your own similar to the one in Ex. 3.

5

Song: Look at the title and the chorus. What do you think the song is about? Listen, read and check your answers.

HERE



RIGHT NOW

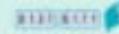
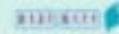


Life goes by so very fast
We're changing every day
Through new experiences
We learn lessons on the way
Sometimes we look forward
Sometimes we look behind
Thinking of the things we've seen
And all that's left to find

Don't worry about what's to come
Forget the when and how
The greatest time is in all our lives
It's right here and right now

Whether we are young or old
Or somewhere in between
We dream of where we're going
Remember where we've been
But all that really matters
Is the moment we are in
Make the most of here and now
And you will always win

6



What kind of lessons can we learn from reading? How can books teach us about the importance of enjoying life?

MODULE 6

The Natural World

What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: suggesting/agreeing/disagreeing
- Writing: an article about a place of natural beauty

Themes:

- Flowers
- Endangered animals
- Nature reserves around the world

VALUES: Environmentalism

Language Focus:

- the passive
- comparative structures

Phrasal verb: hang

Vocabulary

- Flowers

1 Look at the pictures. List them under the headings: Garden flowers - Wild flowers - Endangered flowers.

Listen and check.

2 Which of these flowers are there in Kazakhstan? Which is your favourite flower?

3 When was the last time you bought flowers? What was the occasion (birthday, Mother's Day, Women's Day, etc.)?



Check the page numbers for:
a material
• a flower
• a diagram

4 Collect photographs showing garden/wild flowers in Kazakhstan. Prepare a poster. Present it to the class.

Reading 6a



1 **VIDEO** **Look at the picture and read the title. What is the text about? Why is this animal endangered?**

C Listen and read to find out.

The Red Panda

The red panda is found in the thick forests of the eastern Himalayas. Like the giant panda, it has black legs, but with its small ears, rusty red fur and its bushy tail it looks more like a fox. However, it isn't closely related to either of them; in fact, the red panda doesn't have any close relatives.

The red panda spends most of its time alone sitting in trees eating bamboo and sleeping. This beautiful animal is an iconic symbol of the Himalayas, but sadly it is threatened by human activity. Although the red panda also eats insects, grass and grubs, 85% of its diet is bamboo. So, when the bamboo forests are cut down by people for building houses and feeding livestock, the red panda's main food source is destroyed.

Even worse, the red panda is hunted for its beautiful thick fur in a lot of countries. In particular, its large tail is used to make traditional hats. There are now thought to be less than 10,000 red pandas left in the

wild. If we don't do something soon, it will be too late for them. Urgent action is needed to stop the destruction of their rare animal's natural habitat and to bring an end to the practice of hunting them for their fur.

There are several things that you can do to help protect the red panda from extinction:

- Join an organisation that protects the red panda.

- Sponsor a Forest Guardian who cares for them in the wild.

- Adopt a red panda.

Time is running out for the red panda. Let's act now to ensure that this amazing creature survives!



Helpful words

rusty	fur	bamboo
tail	relative	bamboo
habitat	threatens	grub
livestock	urgent	
destruction	sponsor	
adopt	ensure	
creature	survive	

2 **Read the text and for questions (3–6), choose the correct answer A, B or C.**

Animal Classifications

mammal: warm-blooded animal usually with fur or hair that has glands and can milk to feed their young

reptile: cold-blooded animal with scaly skin that lays eggs

fish: cold-blooded animal that lives in water, breathes with gills and usually has fins and scales

1 What makes the red panda look like a fox?

- A Its legs and ears B Its ears and tail C Its tail and legs

2 What does the reader learn about the red panda from the text?

- A There are more than 10,000 red pandas in the wild.
B Their habitat is in danger.
C Their tails are used to make coats.

3 What is the red panda's main source of food?

- A insects B grass and grubs C bamboo

4 What is the writer's main purpose in writing the text?

- A to sell something B to raise awareness
C to compare different animals

Vocabulary 6a

• Endangered animals

- 3 Listen and repeat. Say the words in your language.



snow leopard



black rhino



loggerhead turtle



blue whale



giant panda



great white shark

- 4 Read the animal classifications on p. 64. Which of the animals in Ex. 3 are: mammals? reptiles? fish? Discuss with your partner.

- 5 Can you think of other animals that need our help? How can we help them? Discuss in pairs.

Prepositions

- 6 Complete the sentences. Use: to (x2), in, under, from.

- 1 We must protect the black rhino in its habitat.
- 2 Nothing compares to the beauty of the jungle.
- 3 Polar bears are under threat from global warming.
- 4 A lot of animals are in danger because of climate change.
- 5 Elephants are friendly to humans.

• Word formation

- 7 Read the theory, then form adjectives from the words in bold to complete the sentences.

Forming adjectives

We use these suffixes to form adjectives:

-ous (power - personal, -nature - cultural)
-ive (express - creative, -full - ugly)

- 1 Dilar really enjoyed the beautiful beauty of the Burabay National Park. (NATURE)
- 2 Albek was surprised by how noisy the penguins were. (NOISE)
- 3 Lions are very dangerous animals, but they can be very cute. (DANGER)
- 4 Adopting an animal is an effective way of protecting endangered species. (EFFECT)

Speaking

- What are you going to do to help endangered animals? Decide in groups. Tell the class.

- join environmental groups
- plant trees for nesting animals
- write letters about threatened species to newspapers/governments
- learn about adopting endangered animals
- make posters

We're going to join an environmental group that protects the red pandas.

Writing

- 9 Prepare a poster on what your class is going to do to help protect endangered animals. Stick pictures. Start like this:

Is there still time? Yes, there is. So we're going to... Join us today!

Use of English 6b

* The passive

- 1** Look at the sentences below. Which sentence emphasises what happened to a subject, rather than what a subject did?

	Subject	Verb	Object
Active	Shackleton	explored	Antarctica
Passive	Antarctica	was explored	by Shackleton

- 2** Complete with: not, being (x2), has, be (x3), it.

	Active Voice	Passive Voice
Present Simple	The school holds a Nature Day every May.	1) _____ held every May.
Present Continuous	Nurlan is organising a hiking trip.	2) _____ organised by Nurlan.
Past Simple	The schoolchildren cleaned the footpath.	3) _____ cleaned by the schoolchildren.
Past Continuous	The artist was painting the portrait.	4) _____ painted by the artist.
Present Perfect	They have already built the visitor centre.	5) _____ already been built.
Future Simple	The Mayor will open the new nature reserve.	6) _____ opened by the Mayor.
Modals	You can see the Tian Shan Mountains in Kazakhstan.	The Tian Shan Mountains can 7) _____ seen in Kazakhstan.
Infinitives	They need to wear walking boots during the trip.	Walking boots need to 8) _____ worn during the trip.

3 Fill in: is or are.

- Earth Day held on 22nd April.
- David Attenborough known for his nature documentaries.
- The Tian Shan mountains located in Kazakhstan.

- 4** Read the theory. Use with or by to complete the following sentences.

with + instrument/material/ingredient:

The door was broken with steel and concrete.

by + agent:

The committee was started by the government.

Note! We omit by when who/what did the action is not known or not important.

- The wallabies were brought to Scotland Lady Colquhoun.
- The hikers were equipped raincoats and walking boots.
- Over the years, the forest has been destroyed people cutting down trees.
- The Kazakh steppe is covered grass.
- The red panda is hunted people for its fur.

- 5** Rewrite the sentences (1-8) in the passive. In which sentences can we omit the agent? Why?

- The President opened the country's first national park.
The country's first national park was opened by the President.
- Fire destroyed the ancient forest.
- Millions of people have visited the lake.
- They rebuilt the town after the huge flood.
- Alexander N. Formosov wrote a book about the wildlife of Kazakhstan.
- The local cinema was showing a documentary film about deforestation last week.
- Mike Reynolds created the first Earthship.
- He is watering the plants at the moment.

Use of English 6b

- *some, any, no, every & compounds*

6 Ready the theory box, then choose the correct item.

someone/someone/everyone/no one to talk about people.
It **isn't** going to **volunteer** for the park clean-up?

something/anything/everything/nothing to talk about things.
There is **nothing** more relaxing than **spending** nature.

somewhere/anywhere/everywhere/nowhere to talk about places.
Indangerous animals need **nowhere** safe to live.

We use **some**/**any**/**no** before countable and uncountable nouns. **Some** and its compounds are used in affirmative sentences, **any** in negative and interrogative sentences and **no** in sentences to make them negative. **Every** is used with singular countable nouns.

- 1 There's **nowhere/somewhere** as quiet as here.
- 2 There are flowers **everywhere/ anywhere**.
- 3 There is **everything/something** you must see.
- 4 Is there **some/any** hope for the future of our planet?
- 5 **Someone/Everyone** in the **volunteer** group had their own job to do.
- 6 Is there **anything/nothing** I should bring to the clean-up day?

7 Choose the correct determiner.

- 1 **Neither/Either** of the nature reserves is shown on this map.
- 2 **Every/Both** of these species can be found only in Australia.
- 3 **Each/All** the plants in this park are grown without using chemicals.
- 4 **Half/Every** of the forest was destroyed by the fire.
- 5 **Both/Ferry** single animal was rescued successfully.
- 6 **Any/None** of the zoo's animals are kept in cages.

8 In pairs, try to complete the missing information.

Listen and check.

THE GREAT Sphinx

Located: near **T**) _____ Egypt

Made of: limestone

Built by: ancient **Egyptians**

Built: around **2500 BC**

Possible reason built **to guard the pyramids**

No. of tourists per year: **5 million**



9 Imagine you are a tour guide. Use the notes in Ex. 8 to write a text for talk about the Great Sphinx. Use passive verb forms.

* Comparative structures

10 Put the adjectives in brackets into the correct form to make comparisons, adding extra words where necessary.

- 1 The geese in the nature reserve were not as the ducks! (**WELL-BEHAVED**)
- 2 Tarantula spiders are much than cockroaches! (**FRIGHTENING**)
- 3 Everyone recognises raccoons. They're far than their cousin the red panda. (**WELL-KNOWN**)
- 4 Animals kept in zoos get a lot than animals in the wild. (**BORED**)
- 5 The wolverine can be just as the common brown bear. (**BAD-TEMPERED**)
- 6 It is often said that cats are in themselves than in their owners! (**INTERESTED**)

Skills 6c

Vocabulary

- 1** Listen. Look at the pictures. Now close your eyes and listen to the sounds. Where are you? What can you see, smell, touch, hear? How do you feel?
- 2** **VIDEO** What do you know about the places in the pictures? What else would you like to learn about them? Write three questions.
- Listen and read the text and see if you can answer your questions.

Places of Natural Beauty

Photos

Guided Tours

Search terms...

If you want to explore the most stunning scenery in Kazakhstan, there are many places to choose from. With a fascinating mixture of history and natural beauty, here are two perfect places to go for a trip.



LEARN VOCABULARY

- stunning = scenery
- mixture = waterfall
- thick = meadow
- coniferous = needle
- form = avalanche
- dam = drain = flood
- remote = majestic

TURGEN WATERFALLS

Turgen Waterfalls is a beautiful waterfall located in the Trans-Ili Alatau area of the Tian Shan Mountains. It is around 70 km east of Almaty and it is surrounded by thick, coniferous forests and green meadows full of pretty flowers and other plants. Nearby, there are also wonderful natural springs and impressive waterfalls.



LAKE ISSYK

Less than 20 km away from Turgen Waterfalls is the famous Lake Issyk. Although its name means hot, it is the coldest lake in the country. With its amazing turquoise-blue waters, the lake is 1,780 metres above sea level, nestled between tall mountains. It was formed over 4,000 years ago when a huge avalanche created a 300-metre dam. However, in 1963 another avalanche destroyed the dam, draining the lake and flooding the nearby city of Esik. These days, the lake has been restored for people to enjoy again and it's a popular destination for locals and tourists to hang out, have picnics or go camping.



WHEN TO GO

August and September are the best months to visit for a great opportunity to see the majestic beauty of Lake Issyk and the breathtaking views of the surrounding countryside at Turgen Waterfalls.



- 3** a) Match the words/phrases in bold with the definitions:
ideal location, blend, chance, nearby, situated in a sheltered position.

Skills 6c

- b)  **Imagine you are at Lake Isyk for a week. What have/haven't you done? Tell your partner.**

- 4**  **Read the text again and decide whether statements (1–4) are T (true) or F (false). Correct the false statements.**

- 1 Turgen Waterfalls are in the Tian Shan Mountains, about 70 km east of Almaty.
- 2 Lake Isyk was originally formed in 1963.
- 3 Lake Isyk is 1,760 metres below sea level.
- 4 Turgen Waterfalls and Lake Isyk are not far from one another.

- 5**  **Use words from the box to complete the sentences. You can use your dictionary.**

- 1 From the top of the mountain, there was a **surprise** view of the valley.
- 2 A huge **waterfall** stops water from pouring down onto the city.
- 3 The terrible **flood** washed away many houses.
- 4 Everyone helped to **build** the old building.
- 5 There are lots of **trees** in the forest.

Phrasal verbs

- **hang on** = wait
- **hang out** = spend time
- **hang up** = put the phone down
- **hang around** = wait around

Study skills

Predicting content
Read the questions and the options. This will give you an idea what the recording will be about.

Phrasal verbs (hang)

- 6** **Read the box and complete the sentences.**

- 1 Don't hang **on** the phone – Paul wants to talk to you!
- 2 Many teens like to **hang out** in cafés.
- 3 If you're late, I can **hang up** the shops for a while.
- 4 Hang **around** a minute! I have something else to tell you!

Listening

- 7**  **Listen to Joe booking a guided tour to Burabay National Park. For questions (1–5) choose the correct answer (A, B or C).**

- 1 When is Joe going on the tour?
 A Monday B Wednesday C Saturday
- 2 How long will the tour be?
 A 12 hours B 6 hours C 3 hours
- 3 What will they see first on the tour?
 A a local café B the Khan's Pass C the Mysterious Rock
- 4 When does the coach leave the national park?
 A 6 pm B 9 pm C 3 pm
- 5 How does Joe pay for his trip?
 A debit card B cheque C cash

- 8**  **Collect information and create a poster of places of natural beauty in your country. Include: name, where it is,**

Everyday English 6d



Conservation work

- volunteering programme
- project • in trouble
- run out (of sth)
- monitor • tag • track
- movement

Suggesting

- Let's... • Shall we...?
- We/You could...
- What/How about... -ing?
- We might (perhaps) ...
- Why don't why you...?

Agreeing with a suggestion

- Yes, let's!
- Why not?
- Sure!
- I guess you're right.
- I couldn't agree more.
- (That's a) Great idea!
- All right.

Disagreeing with a suggestion

- I don't think so.
- I'd rather not.

- a)** Listen and repeat.
- What are your plans for the summer?
 - I heard about a great volunteering programme. • What will we do there?
 - The main activity is monitoring the penguins.
- b)** The sentences above are part of the dialogue below. What do you think the dialogue is about?
 Listen, read and check.

James: Hi, Temir. What are your plans for the summer?

Temir: I'm not sure. I haven't thought about it yet.

James: Well, I heard about a great volunteering programme in Australia. We could go there together!

Temir: That's a great idea! What is the programme?

James: It's part of a project to protect the penguins living on Mortage Island in New South Wales. They're in trouble because they're running out of space to live. Something needs to be done before it's too late.

Temir: I couldn't agree more. What will we do there?

James: The main activity is monitoring the penguins to make sure they're healthy and have enough food. We'll also help tag the penguins so that scientists can track their movements.

Temir: Why don't we ask Nurihan to come with us? I'm sure he'll like it.

James: I don't think so. He's going to London with his family for the summer.

- 2** Replace the underlined phrases in the dialogue in Ex. 1b with phrases from the language box.

- 3** Listen to and read the dialogue again. Take roles and read it aloud. How will James and Temir help protect the penguins?

4 Pronunciation (silent letters)

- 5** Listen and find the silent letters. Listen again and repeat.

- interesting • awesome • impressive • climb • every • different
- foreign • knife • autumn • know • island



Nature reserves around the world

wallaby

Nature reserves are magical places, open for everyone to visit and enjoy. They protect spectacular wildlife and landscapes, including many rare species and habitats. Here are just a few beautiful reserves around the world.

Loch Lomond

Loch Lomond is a beautiful lake in the west of Scotland. It's famous for its fantastic wildlife and woodland. Come in the spring and you'll see the woods full of beautiful bluebells and rhododendrons (bold garlic). In the woods around the lake, you can see red deer and red squirrels, and if you're really lucky, you might even see the rare, majestic golden eagle. The best way to experience the beauty of the area is on one of the guided canoe trips around the lake. You can visit all the wonderful islands and see one of the biggest heronries of the ones. The pretty little island is home to the northward wild population of introduced wallabies! These cute animals originally come from Australia and were brought to Scotland over 70 years ago.



deer

bluebells



ACROSS CULTURES 6e



Banff



mushroom

Korgalgyn Nature Reserve

The Korgalgyn Nature Reserve is to the north of Astana and it covers more than half a million hectares of some of the most beautiful wetlands in Kazakhstan. The wet, pasturage steppe is the perfect habitat for hundreds of thousands of animals and plants. Here you can see rare deer, foxes and elk as well as rare species of rare flowers and mushrooms that can't be seen anywhere else. But Korgalgyn is most famous for all the amazing species of birds that go there. The massive lakes on the reserve are like big crossroads for migrating birds. The best time to visit is the beginning of May when you can see fish eagles, pelicans and Siberian white cranes. However, the star attractions of Korgalgyn are the famous greater flamingos. It's worth the trip just to see these beautiful pink birds.

flamingo

- 1** Read the introduction on the webpage and look at the pictures. Which of the animals and plants do you think you can find at Loch Lomond and which at Korgalgyn Nature Reserve?

□ Listen and check.

- a) 1.4.2.1** Read the text and correct the statements below.

- 1 In the spring, the forests around Loch Lomond are full of moss.
- 2 Loch Lomond is famous for its flamingos.
- 3 The Korgalgyn Nature Reserve covers a million hectares.
- 4 The star attractions of Korgalgyn are the Siberian white cranes.

- b) 1.4.2.2** Find the words for: 3 habitats, 5 types of birds, 6 other kinds of animals, 5 plants. Then, explain the underlined words. You can use your dictionary (paper or digital).

- 3** Ask and answer questions about the two nature reserves.

- 4** Collect information about another nature reserve in your country or in another country. Think about: name - location - animals/plants. Write a paragraph. You can use pictures.



Across the Curriculum 6f)

Science

TREE PARTS and functions

ROOTS

Trees are the strongest plants in the world. It takes a lot of support to stop such a big structure falling over. The trees' roots spread deep underground and keep the tree standing upright. They are covered 2) very small hairs that suck up water and minerals from the ground. The main roots then take the water to the 3) the tree where it is used in photosynthesis.

CROWN

The crown is the top part of a tree. It is made 4) of leaves and branches and performs several roles. It shades the trunk from the sun and stops them from drying out. It also gathers energy from the sun and releases extra water 5) the environment to cool down the tree.

TRUNK

The trunk is the central part of the tree which takes water and minerals from the roots to the branches, 6) Finally, the leaves.

CHECK THESE WORDS

- ingredient → turn into
- carbon dioxide →
- support → structure
- ground → underground
- suck up → mineral
- photosynthesis →
- perform → dry out
- sunlight → leaves
- distinctive → glucose
- pipe → trunk

ELT 8.3.2.1 Why are trees important? e.g. clean the air, etc. Tell the class.

ELT 8.4.3.1 Read the texts and complete the gaps with the correct missing words. Compare with your partner.
Listen and check.



Trees are an essential part of our world. They provide homes for insects and birds, wood for building and the ingredients for making paper. But most importantly, they keep our air clean by turning carbon dioxide into the oxygen that we need. 1) breathe. Every part of a tree plays a specific role:

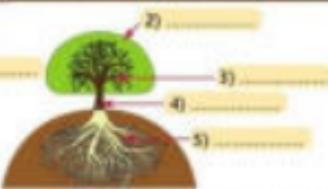
LEAVES

The 2) are the most important part of the tree 3) they make the plant's food from water, air 4) sunlight. They are full of a special substance called chlorophyll that absorbs sunlight and allows the tree to turn water and carbon dioxide 5) glucose which the tree uses as food. Chlorophyll is what gives leaves their distinctive green colour.

BRANCHES

Branches are connected 6) the trunk and have a lot of shapes and sizes. Leaves, flowers, or fruit can grow on them. They can store glucose from the leaves and serve as a 'pipe' for water and nutrients. A small branch is called a twig.

ELT 8.1.1.1 Label the diagram. Use the 1) headings from the texts.



ELT 8.1.1.2 Fill in: gather, distinctive, central, several. Then use the phrases to make sentences about the different parts of a tree.

1 roles	3 green colour
2 part	4 energy

ELT 8.1.1.3 Collect more information about the parts of a tree. Prepare a quiz for your classmates.

Writing 6g

- An article about a place of natural beauty

1 Read the article and match the paragraphs (A-D) to the headings (1-4).



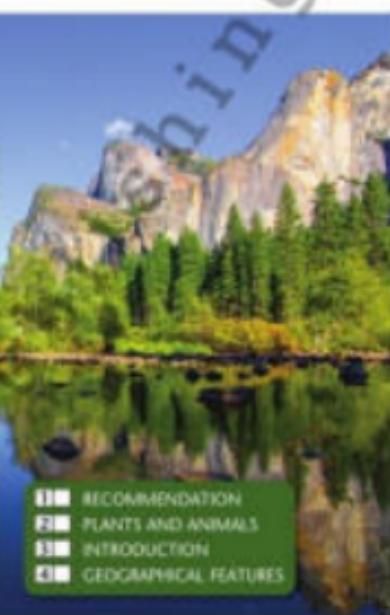
A carpet of Colour

A Yosemite National Park is one of the most popular nature reserves in the United States. It covers 3,026.87 km² of central California.

B The park is famous for its amazing scenery. The best-known part of the national park is the Yosemite Valley with its spectacular huge granite cliffs. The rest of the park contains mountains, waterfalls and valleys, as well as hundreds of lakes and ponds. It's a great area for hiking, rock climbing and mountaineering.

C A lot of people also visit Yosemite National Park to see its wonderful multi-coloured wild flowers. There are 1,500 varieties of plants. Visitors can also go on a wild flower hike with a special guide to help them identify all the different flowers. They might even get to see some of the park's amazing wildlife, such as black bears, coyote and others.

D Yosemite National Park is a place of outstanding natural beauty with something for everyone. Don't miss the opportunity to see it for yourself!



- RECOMMENDATION
- PLANTS AND ANIMALS
- INTRODUCTION
- GEOGRAPHICAL FEATURES

Check these words

- granite - valley
- pond - mountain
- identify - coyote
- other

2 Which adjective does the writer use to describe: nature reserves, the scenery, granite cliffs, wild flowers, wildlife.

Study skills

Use a variety of adjectives when you describe a place. This makes your description more vivid to the reader.

Writing (an article about a place of natural beauty)

ESL1 ESL2 ESL3 Write a short article about a place of natural beauty in your country or in another country for the English school magazine (120-180). Give your article a catchy title. Follow the plan. Swap papers and evaluate your partner's piece of writing.

Para 1: what is the place of natural beauty (name, location)

Para 2: geographical features (lakes, rivers, waterfalls, valleys, etc)

Para 3: plants and animals (flowers, trees, birds, etc)

Para 4: suggest visiting the place

EDUTAINMENT 6

VALUES

Environmentalism

- 1 a) Read the sentences. Which of the reasons to protect areas of natural beauty are important? Decide in pairs.
 - 1 They attract tourists.
 - 2 They are home to many species of animals and plants.
 - 3 They are for future generations to enjoy.
 - 4 They offer opportunities for visitors to go hiking and snorkelling.
 - 5 They are good holiday destinations.
 - 6 They offer a space away from the hustle and bustle of the city.
 - 7 People can relax and enjoy the view.

- b) Use the ideas to give a presentation on why places of natural beauty are important.

- c) Prepare a 2-minute video showing places of natural beauty in your country and explaining why we should protect them. Use the ideas in Ex. 1a as well as your own. Upload the video to the school website.

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

QUIZ

- 1 The red panda ~~eats~~ mainly bamboo. _____
- 2 There are less than 5,000 red pandas left. _____
- 3 Korgaznem Nature Reserve is home to a famous colony of flamingos. _____
- 4 Turgut Waterfalls is around 70 km west of Ankara. _____
- 5 Lake Chond is full of lichen and mushrooms. _____
- 6 Trees keep our air clean by turning carbon dioxide into oxygen. _____

3



Look at
Module 6 and write a T/F quiz of your own similar to the one in Ex. 2.

4



Song Listen to and read the song.



Which words and pictures tell you how the singer feels?



Nature Rules*

Earth is an amazing place
in every single way

Where miracles are happening
Each moment of each day
The lakes that freeze in winter
The drops of rain that fall
The flowers that grow in springtime
Nature rules them all

Let Nature rule the planet!
That's how it's meant to be
Nature rules the sun and moon,
The earth, and you and me
Don't try to alter Nature
Don't try to change

Don't try to change our planet:
Just be glad that you are here

Man has strength and power
We know that this is true
We change the world around us
There's nothing we can't do
But sadly our world suffers
When humans interfere
The earth becomes unbalanced
And species disappear



5



Do
you think the world around us is getting better or worse? Tell your partner giving reasons.

MODULE 7

Travel & Transport

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: going through passport control
- Writing: an email about a trip

Themes:

- signs relating to travel
- lightning and means of transport
- Airport terminals around the world

Language Focus:

- modals

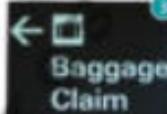
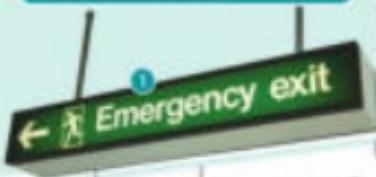
Phrasal verbs: make

► Signs relating to travel

1 Look at the signs (1-8). Which ones can you see:
in an airport? or a train station? or a bus/tube?

2 **Match the signs (1-8) to their meanings (A-H).** Listen and check.

- A You must be careful as you leave the tube.
- B You can follow this sign to get to the top of the ship.
- C You should collect your baggage here after you have landed.
- D You can buy products without import tax here.
- E You run past this in case of a fire, earthquake, etc.
- F You must present your identity papers here.
- G You have to go here to get on a flight abroad.
- H You have to go here to get on a train.



3 **Explain the signs to the class.**

You must go through the *emergency exit* in case of a fire, earthquake, etc.

Reading 7a



- Sightseeing & Means of transport

Look at the pictures.

Listen and repeat.

- KEY VOCAB** What are some unusual ways to see the sights of London?

Listen and read to find out.

Learn more words

- set out • accommodation
- attraction • spot • landmarks
- off the beaten track
- safety helmet • at my own pace
- available • regular • departure
- get • the gondola • cable car
- perspective • panoramic
- spectacular • in advance
- a head for heights • recommend



Become an Urban Explorer

So, you've got your tickets sorted out, your hotel booked, and your list of must-see attractions ready. Now all you need to do is plan how to get from one sightseeing spot to the next. But what type of transport should you use? Read our transport tips which will get you going in the right direction and show you the best of the city.

Off the beaten track

The hop on, hop off bus tour's big famous in London and for good reason – they cover all the major landmarks like Buckingham Palace and the Tower of London. But to get an insider's view of the city, you have to look elsewhere. Bike tours are becoming more and more popular and are an excellent way to get off the beaten track. Riders needn't worry, as safety helmets are provided. If you want to take things at your own pace, then try one of the many walking tours available. Whether you're after food, history, art or architecture, you should find the perfect tour for you.

Smooth sailing

You don't have to stay on land to see the city. If you're feeling a bit more adventurous, try a cruise on the River Thames. With regular departures from piers all along the river, you can skip

the traffic and enjoy a trip down the water seeing famous sights such as St Paul's Cathedral and Shakespeare's Globe Theatre.

Up, up and away

Perhaps you're looking for a completely different way to see the city. Well, look no further as we have two options which offer you the ultimate in sightseeing. Cross the River Thames by cable car from Greenwich Peninsula over 1 km to Royal Victoria Dock! At a height of 90 metres, the 10-minute journey offers views right across the city, so don't forget to take your camera. For a bigger thrill, take a helicopter tour and get ready for an experience which will leave you with a fresh perspective from 1,000 feet up in the air! The panoramic views are spectacular. You must book in advance, and a head for heights is recommended!



go on a river cruise



Vocabulary 7a

- 3** Read the text. For questions 1-3, choose the correct answer A, B or C.

- 1 What are the hop on, hop off bus tours famous for?
 - A You can get off the beaten track.
 - B You do things at your own pace.
 - C They cover all the major landmarks.
- 2 How does the text suggest you can avoid the traffic?
 - A by going on a cruise
 - B by cycling
 - C by taking a bus
- 3 How long is the journey on the cable car?
 - A 90 minutes
 - B 1 hour
 - C 10 minutes

- 4** Complete the phrases. Use: safety, panoramic, Head, regular, fresh, must-see. Then make sentences using them.

- | | |
|---------|-------------|
| 1 _____ | helmet |
| 2 _____ | for heights |
| 3 _____ | departures |
| 4 _____ | attraction |
| 5 _____ | perspective |
| 6 _____ | view |

- 5** a) Which tour would you like to go on? Why?

b) Imagine you are in London. What have/haven't you done? Use the text to tell your partner.

- 6** Fill in: drive, sail, ride, take, go. You can use your dictionary.

- 1 We hired a boat so we could around the bay.
- 2 When you on the cable car, you travel over the city at 90 metres!
- 3 Alice decided to a guided tour of the city in the afternoon.
- 4 We can there by car in about half an hour.
- 5 Alice wants to her bike to school tomorrow.

Prepositions

- 7** Fill in: in, by, about, on, with.

- 1 Seth always takes a book to read long train journeys.
- 2 Our flight was very tiring; we were up the air for ten hours!
- 3 I was angry the taxi driver for trying to charge too much.
- 4 Nancy plans to tour the Lake District bicycle.
- 5 We were worried missing our 5 am flight.

Speaking & Writing

- 8** Imagine you are a travel agent. Your partner is interested in a summer holiday. Suggest a trip to London. Think about: what to see – what to do – how to get around.

- 9** Imagine you visited London. Write an email to your English friend (100-140 words). Write: where you went – who with – what you saw and did there – how you got around – recommend a trip there.

- 10** Think of unusual ways for tourists to see the capital of your country. Present your ideas to the class.

Use of English 7b

• Modals

1

- 8.1.1 Read the theory.** Which modal verbs express possibility, necessity, lack of necessity, obligation, permission, prohibition, request, suggestion, advice?

We use **must** to express:

- **duty/strong obligation.** You **must arrive at least one hour before your flight leaves.** (It's your duty. You're obliged to.)
- **strong advice.** You **must learn to drive safely.** (I strongly advise you to.)

We use **have to** to express **strong necessity/obligation.** You **have to drive on the left in the UK.** (It's necessary.)

We use **mustn't/can't** to express **prohibition.** You **mustn't/can't bring more than 750 ml of any liquid on board.** (It's forbidden. It's against the rules.)

We use **don't have to** to express **lack of necessity/obligation.** You **don't have to check in all your bags.** (It's not necessary.) You **don't have to wear a cycling helmet in some countries, but it's a good idea.** (It's not an obligation.)

We use **can/may/might/could:**

- **to ask for or give permission.** Can I **use my bike to school?** (Will you allow me to?) Can I **park my car here?** (You are allowed to.) May/Might/Could I park my bike here? (Is it OK if I ...?) Do you mind if ...? (more formal or polite than **can**) Can I **park my bike here?**
- **to express possibility.** Could you **run the road** be **dangerous.** (It's possible) My **may/might/could come with us.** (It is possible)

We use **can for:**

- **suggestions.** You **can go to the airport.** It's **faster.** (It's a good idea! ...)
- **requests.** Can you **help me with my luggage, please?** (DAR you ...?)

We use **need** to express **necessity.** I **need a new passport.** (It's necessary.)

We use **needn't** to express **lack of necessity.** You **needn't need to pick me up.** (It's not necessary. You don't have to.)

We use **should/ought to** to give **advice.** We **should/ought to** **remember any metal objects when you go through the security check.** (I advise you to. It's a good idea.)

2

- 8.1.1 Choose the correct item.**

- 1 You **mustn't/have to** leave your bags on the plane **when** you get off.
- 2 Zafira **doesn't have to/has to** run for the train because she's early.
- 3 You **don't have to/mustn't** buy a bus ticket – I'll **borrow** one for you.
- 4 **Mustn't/have to** get on the number 18 bus, **or** I'll be late for work.
- 5 **Mustn't/has to** buy a new tyre for his **bike** – his front one is flat.
- 6 Sera **has to/doesn't have to** wait long; the train is leaving in five minutes.
- 7 You **mustn't/have to** forget your luggage.
- 8 Passengers **must/mustn't** check-in their bags before they fly.

3

- 8.1.1 Complete the gaps with: can, can't, may, might, should. There can be more than one answer.**

- 1 You **can't** proceed when the light is red.
- 2 When the doors open, you _____ get off the bus.
- 3 You _____ always buy your ticket in advance. It's my advice.
- 4 They _____ cancel the flight because of the storm, but we don't know yet.
- 5 _____ I have a ticket for the number 10 bus?
- 6 We _____ go early to the station. It's a good idea.
- 7 I _____ park my bike there. It's for cars only.
- 8 _____ you tell me when the bus arrives, please?

Use of English 7b

- 4**  Read the signs and fill in: **mustn't**, **have to**, **may**, **don't have to**.



- 1 You get home late today.
- 2 You drive up this street.
- 3 You leave the park before 6:30 pm.
- 4 You pay for parking if you stay for less than an hour.

- 5**  Rewrite the phrases in bold in your notebook, using an appropriate modal and making any other necessary changes.

- 1 You aren't allowed to board the plane yet.
- 2 Would you help me with my bags?
- 3 I advise you to call a taxi.
- 4 Is it OK for me to leave on Friday?
- 5 It's likely that we'll be late for our train.
- 6 Is it possible for us to choose a different flight?
- 7 You're obliged to book your seats online.
- 8 It's possible they will close the road on Monday.
- 9 It isn't necessary for you to buy tickets at the station.
- 10 It's a good idea to check if you have enough time.

- 6**  Complete the gaps using the modal verbs in the list. Then, match the sentences (1-5) to the responses (A-E).

- Can • mustn't • Could • must
- Do you have to

- 1  Can I help you, MR?
- 2 You cross the road here; it's dangerous.
- 3 pay extra for luggage?
- 4 you pick me up at 10 am?
- 5 You tell the driver where you want to go.

- A **NO**, it's not safe to use the crossing.
 B Sure, I can do that.
 C OK, Baker Street, please.
 D No, it's included in the price.
 E Yes. Where is platform 2?

- b)**  Imagine you are travelling in London. Act out similar exchanges, using your own ideas.

Word Formation

- 7** Read the theory, then complete the correct form of the words in brackets.

We use the prefixes **im-/in-/il-** to show that something is negative or has the opposite meaning.
possible - **impossible** (not possible)
appropriate - **inappropriate** (not appropriate)
logical - **illegal** (not logical)

- 1 The passengers were to get off the plane. (**PATIENT**)
- 2 It's to drive in the UK if you're under 16. (**LEGAL**)
- 3 The parking facilities are for this building. (**ADEQUATE**)
- 4 Without a passport, you are of travelling abroad. (**CAPABLE**)

Skills 7c



Check mate words

- resident → stay
- nickname → silkworm
- mainland → chase
- remain → explode → fury
- cabin → contest → alien
- continent → wildlife
- develop → biologist
- vase → reptile → fairytale

1

READ READ READ READ Look at the pictures and read the titles of the texts. What do you think is special about these places?

Listen and read to find out.

Island Destinations with a Difference



A lot of people visit islands for their holidays. But you shouldn't just travel to resort islands. Take a look at these two weird, yet wonderful islands!

VIDEO



Fashirojima Island,

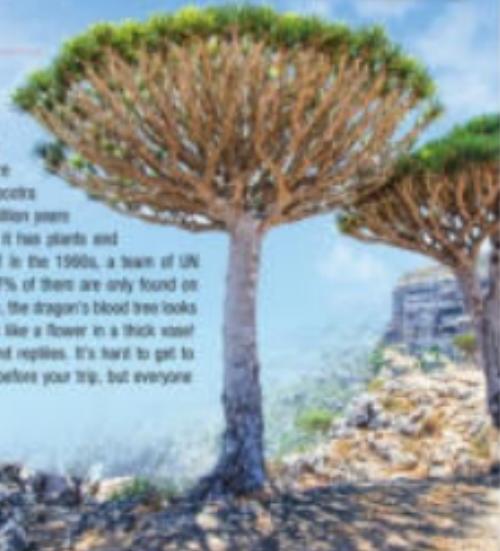
Japan

This small island off the east coast of Japan has only around 100 human residents – but thousands of stray cats! In fact, the island's nickname is Cat Island. In the 18th and 19th centuries, thousands of people lived there and raised silkworms to make silk for clothes. But mice were destroying these silkworm farms – so farmers brought in cats from the mainland to chase them away. When silk stopped being made there, most people left, but the cats remained and their numbers exploded! Nowadays, the island's fishermen feed the cats so that their fury friends bring them fresh fish at sea! Lots of tourists visit the island and you can even stay there overnight in cat-shaped cabins! You can also take part in regular cat photo contests! There's one important rule, though – visitors mustn't bring their dogs!

Socotra Island,

Tenace

If you're looking for somewhere unlike anywhere in the world, make for Socotra Island off the coast of Yemen. When you arrive, you might think that you've landed on an alien planet! Definitely a place where you could make a sci-fi film! Unlike most islands, Socotra hasn't been connected to a continent for about 16 million years – so its wildlife developed on its own. This means it has plants and animals that you can't find anywhere else on Earth! In the 1990s, a team of UN biologists discovered 825 plant species there and 37% of them are only found on Socotra. Making them look very strange! For example, the dragon's blood tree looks like an upside-down umbrella, and the bottle tree looks like a flower in a thick vase! Also, Socotra has a lot of unique species of birds and reptiles. It's hard to get to Socotra, and you have to start planning a long time before your trip, but everyone should try to see this fairytale island.



2 **SB.1** Read the texts and complete the sentences.

- 1 Fishermen in Tashirojima Island feed the cats because they believe _____.
- 2 Visitors to Tashirojima Island can take part in regular _____.
- 3 Socotra Island is off _____.
- 4 What makes Socotra Island unique is that the plants and animals there _____.
- 5 The bottle tree has the shape _____.

Phrasal verbs

- make up = invent; become friends again
- make up for = make sb. feel better after a bad experience
- make out = see sth. that is unclear
- make for = move towards a place

Polperro in Cornwall

for the Perfect Holiday!

What to see

- narrow streets and ⑥) traditional – fishermen's cottages
- sandy 1) _____ and amazing 2) _____ of the coast

What to do

- Visit:
 - The Museum of Smuggling and 3) _____
 - The 4) _____ Village and Railway
 - the Minack and 5) _____ Festival
- Eat:
 - fantastic 6) _____

3 **SB.1** Answer the questions in your own words.

- 1 Why did fishermen start bringing cats to Tashirojima Island?
- 2 Why is the wildlife of Socotra so different from anywhere else?

• **Phrasal verb: make****4** **SB.1** Read the box and complete the sentences.

- 1 It started raining, so they made the bus shelter.
- 2 Anna and Miras always make quickly after an argument.
- 3 We're taking Nuran on holiday next year to make missing the trip to London last summer.
- 4 I couldn't quite make the numbers on the front of the bus.
- 5 Rustam said he was to London, but I think he's making it

Listening**5** **SB.1** Listen to the advert and complete the gaps (1–6).**Speaking & Writing****6** **SB.1** Ask and answer questions based on the texts.

- A: Where is Cat Island?
B: It's off the east coast of Japan.

SB.1 Imagine you are in one of the places in the texts in Ex. 1. Complete the postcard to your English-speaking friend, Brian, describing your experience there.

H Brian,
Greetings from!
It is an island
I think it's
What's special about it is
We're having a great time here.
Write back soon!

Everyday English 7d


CHECK THESE WORDS

- passport
- direct flight
- for business or pleasure

1 Going through passport control
2 Listen and repeat.

- Can I see your passport and visa, please?
- I took a direct flight here from London.
- Are you in the country for business or pleasure?
- How long are you staying in the country?
- Do you have a return ticket?
- Have a nice stay!



LISTEN The sentences above are from a dialogue between a passport control officer and a traveller. Why is the person visiting the country? How long does he intend to stay?

3 Listen and read to find out.

- A: Good evening. Can I see your passport and visa, please?
 B: Yes, of course. Here you are.
 A: Thank you. Could you tell me where you have travelled from?
 B: I took a direct flight here from London.
 A: OK. Are you in the country for business or pleasure?
 B: Pleasure – I'm visiting my sister who's going to college here.
 A: And how long are you staying in the country?
 B: Just for two weeks.
 A: Do you have a return ticket?
 B: Yes, I do. Here it is.
 A: Have you been here before?
 B: Yes, I have.
 A: Thank you very much. Have a nice stay!

6
SECRET FILL IN:
 at or like.

- 1 Martin enjoys working an air traffic controller.
- 2 I slept a baby after my long tiring journey.
- 3 me, most passengers felt annoyed by the poor in-flight service.
- 4 For travelling to London a sales representative.

3 Find phrases in the dialogue which mean: What's the duration of your visit? – Certainly. – I flew here from London. – Is this your first time here? Then, say the sentences in Ex. 1 in your language.

4 a) Listen and read the dialogue. Then, take roles and read it aloud.

b) **SAY** Report the dialogue.

Pronunciation
5 Listen and repeat.

- /ə/ here, appear, year
 /ɪ/ please, need, reason

/eɪ/ stay, great, break



ACROSS CULTURES 7e

1 **SEE SEE SEE** What can you see in the pictures? What would you like to know about these airport terminals? Read the texts and see if you can answer your questions.

AIRPORT TERMINALS Around the World

New York International Airport

New York City is a destination that most people want to visit at least once in their lives and if you are lucky enough to travel there, your plane will probably land 1) _____ John F. Kennedy International Airport (JFK Airport). Its construction started in 1943 when it became clear that the city's first major airport, La Guardia Airport, was simply too small for such a 2) _____ city! The major airlines that were going to use the airport, designed the airport's terminals, and so each terminal at the airport is unique. After five years, in July 1948, the first passenger flight left the airport. Its official name was New York International Airport, but in December 1963, two months after the assassination of President John F. Kennedy, people started using the new name out of respect for the late president. Now, 3) _____ 53 million passengers pass through JFK Airport each year!



▶ VIDEO



Astana International Airport

Astana is one of the most modern and exciting cities in the world. With its striking architecture and big open boulevards, it's a unique travel destination. If you're one of the millions of tourists visiting Astana every year, then you'll probably arrive at the Astana International Airport. Although there has been an airport in Astana 4) _____ 1931, they started 5) _____ the amazing structure we see today in 1997. In 2005, the new passenger terminal designed by architect Kurokawa opened. 6) _____ days, it is one of the busiest airports in Central Asia with almost four million passengers passing through its beautiful blue dome every year. A new terminal was opened in June 2019 at EXPO, Kazakhstan.

2 Choose the correct word to complete the gaps.



CHECK THESE WORDS

- terminal • destination
- land • construction
- airline • passenger flight
- official • assassination
- out of respect
- the late president
- architecture • boulevard
- dome

1) A at	8) B in	C on
2) A busy	9) B busier	C busiest
3) A above	10) B over	C more
4) A when	11) B until	C since
5) A building	12) B build	C built
6) A This	13) B These	C Those

Listen, read and check.

3 In pairs, compare and contrast the terminals in the texts in Ex. 1.

4 Collect information and photos of other airport terminals in your country. Think about: **name** - **location** - **history** - **number of passengers**. Present them to the class.



Across the Curriculum 7f

JSH



- 1 LISTEN READ** Look at the pictures and read the titles. Why do you think these souvenirs are illegal? Listen, read and check.

Illegal Souvenirs

When on holiday, people want to buy something unique to show people back home, but sometimes they buy souvenirs not knowing that they are illegal! So, what should tourists avoid when shopping abroad?



Ivory

Ivory is a white material that comes from elephant tusks. Trading ivory is illegal worldwide because elephants are endangered animals. Every year, up to 27,000 elephants disappear from Africa's savannahs. Poachers take their tusks and sell them to make jewellery such as bracelets and necklaces. Tourists often buy these items thinking that they are supporting local economies. The truth, though, is that they are bringing the African elephant one step closer to extinction.



Turtle Shell

Sea turtles have a hard covering, or shell, which protects them from harm. The sea turtle shell is a popular souvenir around the world, from Indonesia to the Caribbean. Tourists buy turtle shell souvenirs like bags, masks and jewellery. In most of these places, though, sea turtles are protected by law, which means selling their body parts is illegal. Scientists believe that because humans have hunted turtles so much, the population of sea turtles has declined by as much as 90 percent in the last 100 years.

Coral

Coral reefs are some of the most beautiful natural organisms in the world. You might know that coral reefs are under threat from global warming, but another threat to them is coral poaching. This is when people dive into coral reefs and break off pieces of coral. They then use this coral to make expensive jewellery. In East Asia, people also believe that coral jewellery can help cure various illnesses. It's true that in some places you can buy coral jewellery legally, but the next time you see a coral bracelet, stop and think about the future of the world's coral reefs.



- 2 A&E 1 Read the texts and answer the questions.**

- Why do people often buy jewellery made out of elephant tusks?
- What items are made out of turtle shells?
- What are the threats to coral reefs?



- 3 A&E 1 Read the texts and answer the questions.**
- 4 A&E 1 Imagine you work for an environmental group. Use the pictures and the texts to make a speech to your classmates about the importance of not buying illegal souvenirs. Use should/ shouldn't.**

You shouldn't buy bracelets and necklaces made from ivory.



- 5 A&E 1 Collect information, then either talk or write a text about how to protect animals from illegal hunting. You can use the key word phrase illegal hunting. Read your text to the class.**

Writing 7g

An email about a trip

- 1** **ELT 3.1.1** Read the email. Choose the correct preposition. Then match the paragraphs (A-D) to the descriptions (1-4).

- accommodation, weather, what you are doing now
- closing remarks
- opening remarks, reason for writing
- sights you saw, means of transport you used to get around

Hi George.

► How are you? I'm **1** **on** **holiday** **2** **in** **Paris**, and I thought I'd drop you a line to tell you all **3** **about** **it**.

► We're staying **4** **in** **a** **tiny** **little** **hotel** **5** **near** **the** **centre** **of** **the** **city**. It's really beautiful, but it's a bit **crowded**. The weather has been wonderful so far, but now it's just started raining, so we're staying **6** **in** **the** **hotel** **today**.

► Yesterday, we went **7** **for** **a** **long** **drive** **8** **around** **central** **Paris** and saw the Eiffel Tower. Afterwards, we took a luxury coach to see the Palace of Versailles. We also used the famous Paris Metro to get **9** **everywhere**.

► We're having an amazing time and I bought you some lovely souvenirs. Hope you are well.

All the best,

Natalia

good/nice

bad

Study Skills

Using adjectives

When we narrate an experience, we should avoid using the same adjectives (good, nice, bad, etc.). Using a variety of adjectives (positive, negative, delicious, etc.) makes our writing more interesting to the reader.

- 2** Which adjectives does Natalia use to describe: the weather? the hotel? the means of transport? the trip? the souvenirs?

- 3** a) Copy and complete the table with the adjectives: wonderful, delicious, horrible, boring, modern, expensive, awful, crowded, exciting, comfortable.
- b) Use some of the adjectives from Ex. 3a to complete the sentences.

- We wanted to visit the museum, but the tickets were too
- The bus was rather so we all got really sleepy.
- We tried some really dishes at the local restaurants.
- The journey was quite relaxing as the coach had very seats.

Writing

- 4** **ELT 3.1.1** You are on holiday. Write an email to your English speaking friend telling him/her about it (100-160 words). Follow the plan. Check your piece of writing and edit it.

- Hi,
Para 1: opening remarks, reason for writing
Para 2: accommodation, weather, what you're doing now
Para 3: sights you saw, means of transport you used to get around
Para 4: closing remarks.
All the best,
(Your first name)

EDUTAINMENT 7

VALUES

Be a responsible tourist

1 Complete the sentences. Use: shop, disturb, respect, learn, discover, use, buy.

Do's

- 1 _____ places of natural beauty.
- 2 _____ the geography, history and culture of the other country.
- 3 _____ other people's way of living.
- 4 _____ public transport to get around.
- 5 _____ in local shops.

Don'ts

- 6 _____ souvenirs made from endangered animals or plants.
- 7 _____ the habitats of rare wildlife.

2 Your friend is travelling abroad. Use the ideas in Ex. 1 to advise him/her how to be a responsible tourist.

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

QUIZ

- 1 Buckingham Palace is one of the major landmarks of London. _____
- 2 You can see Shakespeare's Globe Theatre on a River Thames cruise. _____
- 3 Tasmania Island has thousands of humungous eels. _____
- 4 You can find the dragon's blood tree in Socotra Island. _____
- 5 Actual International Airport's terminal was designed by major airlines. _____
- 6 Coral reefs are under threat from global warming and coral poaching. _____

4

Look at Module 7 and write a T/F quiz of your own.

5

Song: Read the song and complete the gaps with the words below.

Then, listen and check your answers.

- people • today • take • perfect • visit
- explore • adventure • learn • escape



VIDEO

The World Is Our Oyster

Let's go on a journey, to _____ for a while
We'll just 2) _____ our time and we'll travel in style
We'll see distant landscapes, we'll try new things
And see what 3) _____ our holiday brings

The world is our oyster, that's what 4) _____ say
We can go anywhere, let's have 5) _____
We'll 6) _____ the places we've seen on TV
The whole world is waiting, there's so much to see

So many places for us to 7) _____
Places that we've never heard of before
We'll live like the natives we'll 8) _____ all their ways
We'll have 9) _____ evenings and magical days



6

What is the message of the song? Do you agree with it? Tell the class.

MODULE

8

Food & Drink

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: ordering food/drinks
- Writing: an email describing how to make your favourite food

Themes:

- foods and drinks
 - cooking methods
 - The best way to start the day
 - VALUES: Healthy eating habits.
- Language Focus:**
- countable/uncountable & quantities
 - several, plenty of, (a) typical(annual) amount/number
 - containers
 - all, both, half
- Phrasal verbs:** break

Vocabulary

- Foods & Drinks

1 Listen and repeat.

2 Which of the foods/drinks in the pictures would you eat/drink for breakfast? lunch? dinner? a snack? dessert?

I'd eat fish but for a snack.

3 Listen. Which of the foods/drinks do you like eating/drinking? Why?

- tasty • healthy • delicious • light • filling
- nutritious

I like eating fish but because it is healthy.



Find the page numbers for

- a food calendar
- a menu
- measurements

Reading 8a

Check these words

- pool - main course
- started - national
- guitars - bonfire
- population - line
- rhythm - funky - stall
- unique - ash - sticky
- last - the early hours

1 Look at the pictures. Which festival is each food related to?

Listen and read to find out.

VIDEO

Festive Food Calendar

No matter what time of the year, food and festivals go hand in hand! Here's a list of some well-known festivals and the delicious food that people eat at these occasions.

On 26th January, Scotland honours its most famous and favourite poet, Robert Burns. Scottish people enjoy a special dinner on Burns Night in which the **main course** is called haggis. This is a sheep's stomach which is stuffed with meat, onions and oatmeal.



haggis

May is the month when the people of Ternano, Italy, celebrate Sagra delle Viti. They prepare minestrone, a kind of thick soup made with fresh spring vegetables. As part of the festival, people serve soup to the poor.



minestrone

Started by the large Caribbean population who live there, the Notting Hill Carnival is a huge street festival in London, England. It takes place at the end of August every year. Thousands of people line the streets to watch the colourful parade, dancing to the rhythm of funky Caribbean music. There are many stalls selling jerk chicken, a tasty Caribbean dish.



jerk chicken

Midsummer is a special day in many countries. In Finland and Sweden, people celebrate it on the Solstainay between 20th and 26th June. They make garlands with flowers, light big bonfires, dance traditional dances and eat lots of smoked and pickled fish, boiled new potatoes and strawberries with cream for dessert.



smoked fish

Bonfire Night, also called Guy Fawkes' Night, is an event that is unique to the UK. It is on 5th November, when people light huge bonfires. They eat potatoes baked in the ashes of the fire, cinder toffees and a sticky cake called parkin.



parkin

Independence Day is a huge celebration in the United States and it takes place on 4th July. Across the country, there are fireworks displays and people enjoy barbecues and picnics. Popular foods include burgers, hot dogs and corn on the cob.



hot dogs,
corn on the cob

For people in Scotland, 31st December – New Year's Eve – is a very special occasion. They celebrate Hogmanay. Parties last well into the early hours with people eating traditional Scottish food such as shortbread and Dundee cake.



Dundee cake

Vocabulary 8a

2 **BEST READ** Read the texts again and match the paragraphs (A-G) to the headings (1-8). One heading is extra.

- 1 Setting the country on fire
- 2 For lots of seafood
- 3 A party that can last all night
- 4 A romantic celebration
- 5 Helping the community
- 6 Lighting up the sky
- 7 Remembering a well-loved writer
- 8 Bringing the streets to life

3 In pairs, ask and answer comprehension questions based on the text.

- A What do the Scots celebrate on 25th January?
B Their most famous poet, Robert Burns.

4 **BEST MATCH** Complete the collocations. Use: thick, fireworks, dinner, vegetables, street, colourful.

- | | |
|-----------------|------------------|
| 1 special | 4 displays |
| 2 soup | 5 festival |
| 3 fresh | 6 parade |

Use the completed phrases to make sentences based on the texts.

People in Scotland eat a special dinner on 25th January:

5 **BEST COMPLETE** Complete the sentences with one of the underlined words/phrases in the text.

- 1 They had chicken wings as a starter, and meat lamb at the
- 2 They danced and had fun till the
- 3 This festival was started by the Irish in the city.
- 4 The turkey is with herbs and spices.
- 5 They baked some potatoes in the of the fire.

6 Choose the correct word. Compare answers with your partner. Check in your dictionaries.

- 1 He hates bitter/oily chocolate.
- 2 Can I have a bottle of still/creamy water, please?
- 3 Chilli peppers are too bland/spicy for me.
- 4 Can you please chop/grate some cheese?
- 5 How about vanilla ice cream for dessert/starter?
- 6 This cake is delicious. Can I have the prescription/recipe, please?

7 **BEST WORK IN PAIRS** Work in pairs. Discuss the foods and the cooking methods, as in the example.

Cooking Methods

- baked • roasted
- boiled • fried
- grilled • raw
- mashed • steamed
- scrambled

Foods

- eggs
- potatoes • fish
- chicken
- vegetables
- rice • lamb

- A How do you like your eggs?
B I like them boiled. What about you?
C I like them scrambled.

Speaking

8 **BEST LIST** List festivals in your country, the dates they take place and what foods you eat during these festivals. Use your list to present them to the class.

Writing

9 **BEST PREPARE A CALENDAR** Prepare a calendar for festivals in your country. Use your answers in Ex. 8 and the texts in Ex. 1 as a model. Present it to the class.

Use of English 8b

Countable/Uncountable & Quantifiers

- 1** **ESL** Read the theory and say the examples in your language. Which of the words in bold do we use in: affirmative sentences? negative sentences? questions?

Countable	Uncountable
Countable nouns are nouns we can count.	Uncountable nouns are nouns we can't count.
another orange – two oranges	more milk
How many lemons do you need? Not many	How much sugar is there? Not much
There are a few boxes of eggs in the fridge.	We've got a lot of bits of milk. Let's make a milkshake.
There aren't many carrots.	We haven't got much rice.
There are only a few (some)	We've only got a little (some).
There are very few apples (almost no)	There is very little rice (almost no).
Are there any apples?	Is there any milk?
We haven't got any bananas.	There isn't any sugar (sugar).
We have no tomatoes.	There is no flour.

- 2** **ESL** Choose the correct words.

- 1 Is there **some/any** pasta in the cupboard?
- 2 Don't eat **too much/many** chocolate!
- 3 Are there **any/nut**? Yes, **a few/a little**.
- 4 There is a **lot of/many** rice.
- 5 There's **only** a **little/a few** milk left.
- 6 How **much/many** sugar do you want in your tea?
- 7 Is there **much/many** butter in the cake?
- 8 There is **any/no** milk.
- 9 We've got a **lot of/much** lemons.
- 10 Can I have a **few/any** biscuits?

3

- ESL** Copy the table in your notebook and list the words under the headings. In two minutes, add as many more words as you can. Then write C for countable or U for uncountable.

- sugar • milk
- bread • beef
- soup • cheese
- orange juice
- spaghetti • coffee
- cabbage • potato
- lettuce • burger
- carrot • apple
- chocolate • chicken • yoghurt • biscuit
- rice • egg • cake • pear • salad
- ice cream • tea • banana • nuts • lamb
- grape • salt • pizza



4

- ESL** Complete the dialogue. Use: much, many, a, an, some, any.

- A: I'm hungry!
 B: Would you like 1) chicken?
 A: Not really. Have we got 2) eggs? I fancy 3) omelette.
 B: No, sorry. What about 4) sandwich?
 A: OK. How 5) cheese is there?
 B: Oh, we've got 6)
 A: Good. Are there 7) bananas?
 B: Yes, but not 8) Let's make your sandwich, then go to the supermarket. We need to buy 9) fruit!

Use of English 8b

- several, plenty of, (a large/small) amount/number

5 a) Read the examples. Say them in your language. How do we use the words in bold?

- We use **plenty of** with countable and uncountable nouns. *There is plenty of food in the fridge.*
- We use **several** only with countable nouns to express a small number of something. *I didn't attend any of the meetings.*
- We use **(a large/small) amount of** with uncountable nouns. *We must lower the amount of red meat in our diets.*
- We use **(a large/small) number of** with countable nouns. *The number of students who eat at the school canteen has increased.*

b) Fill in: plenty, several, amount, number.

- I bought cakes from the bakery earlier.
- There is a large of expensive restaurants opening in town.
- Don't worry, there's of pudding for everyone!
- A lot of people consume a large of sugar on a daily basis, which is very unhealthy.

* Containers

6 Fill in: box, bag, can, bottle, packet, carton.
Listen and check.



1 a of cereal



2 a of ketchup



3 a of sugar



4 a of spaghetti



5 a of orange juice



6 a of cola

Word formation (verb suffixes)

7 Read the theory. Form verbs from the words in brackets in the correct form.

We use these suffixes to form verbs:

-ise (analyze - analyze)	-ate (locate - locate)
-en (short - shorten)	-ify (apply - apply)

- Eating food containing calcium helps to your teeth and bones. (**STRENGTH**)
- Scientists food into carbohydrates, proteins and fats. (**CLASS**)
- Umar wants his new restaurant to in healthy, vegetarian food. (**SPECIAL**)
- The healthteacher is a plan to encourage healthy eating. (**FORMULA**)

* all, both, half

8 Read the theory, then complete the sentences. Use: all, both or half.

- All** refers to more than two people, things or groups. It has a positive meaning and is followed by a plural verb. *All the apples are fresh.*
All of them taste great.
- Both** refers to two people, things or groups. It has a positive meaning and is followed by a plural verb. *Both men work at the restaurant.*
Both of them cost a lot of money.
- Half** refers to one of the two equal parts of something. *His is half the height.*
I've eaten half of the cake.

- Sam and Nurlan ordered the pasta dish for lunch.
- The food was delicious; I ate of it!
- Alibek ate of the pizza and left the rest for his friend.
- of Gulnaz's parents like French cuisine.

Skills 8c

Reading



1

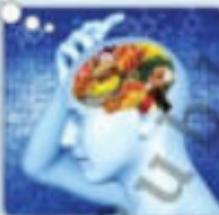
KEY KEY KEY KEY Look at the picture and the title of the text. How do you think food is related to our brain?

Listen and read to find out.

FOOD for thought

The brain is a really complicated organ – it doesn't just need energy, it needs lots of different chemicals, fats and minerals to keep everything working. A lot of these things only come from food, so if you're not eating the right things, it can have a bad effect on your brain. Making sure you're eating the right kinds of amino acids, fatty acids and micronutrients can improve your memory, mood and mental performance.

The brain works by sending electrical and chemical signals through special cells called neurons. In order to make these chemicals, the body needs amino acids. These are found in foods which have lots of protein in them, such as meat, fish, eggs and dairy products. If you're a vegetarian or a vegan you can get amino acids from beans, soya and seeds.



Have you ever had a week when you felt tired and didn't know why? It might have been the food you ate. There is a strong connection between what you eat and how your brain works. For this reason, small changes in your diet can make a big difference to how you feel and function.

The most common substance in our brain is fat. But not just any kind of fat! The cells of the brain are made up of special fat called fatty acids. If we don't replace these fatty acids, then the brain cells start to break down. This means that the brain won't work as well, especially as we get older. There are two essential fatty acids for the body: omega-3 and omega-6. Omega-3 mainly comes from oily fish like mackerel and sardines, while omega-6 comes from liver and dark green vegetables.

Finally, we need to have various micronutrients like zinc, iron, copper and sodium. These protect the brain from diseases and can be found in fruit, vegetables and nuts. Overall, the most important thing is to eat a wide variety of different foods. A diet rich in fruit, vegetables, seeds, nuts and oily fish, and low in red meat and sugar, is the best way to maintain a healthy body, mind and brain!

Check these words

- connection • function
- complicated • organ
- chemical • fat • mineral
- effect • amino acid
- fatty acid • micronutrient
- memory • cell • sodium
- vegan • bean
- substance • zinc • iron
- copper • sulphur

KEYS Read again and choose the correct answer A, B or C.

- 1 Amino acids are essential for ...
 - A making the chemicals that send signals to the brain.
 - B replacing the brain cells.
 - C protecting the brain from diseases.
- 2 Omega-3 and omega-6 are the two essential ...
 - A amino acids.
 - B micronutrients.
 - C fatty acids.
- 3 A healthy diet for your brain is low in ...
 - A fruit and vegetables.
 - B zinc, iron, copper and sodium.
 - C red meat and sugar.

KEYS What did you learn from the text? How can this information help you? Tell the class.

Skills 8c**Prepositions**

4 **BASIC** Complete with: in (x2), for, on, at.

- 1 the end of the day, your health is the most important.
- 2 He's a good mood today.
- 3 Let me sleep it and I'll tell you my decision tomorrow.
- 4 There's no excuse eating too many sweets.
- 5 Fruit and vegetables are very high vitamins.

Phrasal verbs

- break down = 1) to decompose, 2) to lose control of feelings
- break into = to enter by force
- break out of = to escape from
- break up = to stop for holidays (of school, etc)

• Phrasal verbs (break)

5 **BASIC** Read the box and complete the sentences.

- 1 The farmer's sheep broke of thorn.
- 2 Your stomach breaks food into sugar, proteins and fats.
- 3 The criminals broke the car and stole all the money.
- 4 When school breaks we'll go on our summer holiday.

Listening

6 **BASIC** Listen to a boy called Kairat talking about his family's eating habits. Fill in the gaps (1-5).

**The Omarov Family****Eating Habits**

Members in family: 4 people

Breakfast: orange juice, 1) banana

Lunch: hot meal or sandwiches, grapes, 2)

Dinner: 3) , potatoes, carrots, broccoli

Fruits: 4) , biscuits, no

5)

Speaking & Writing

7 **BASIC** What do you eat/drink every day? Use the phrases to tell your partner.

- | | | |
|-------------------|------------|-------------|
| • (too) much/many | • milk | • fish |
| • a lot of | • biscuits | • cake |
| • not any | • fruit | • chocolate |
| • some | • meat | • sweets |

I eat a lot of meat, but not too much red meat.

8 **BASIC** Write an email to your English-speaking friend suggesting which food to eat to improve his/her concentration and performance at school (80-100 words). Use ideas from the text in Ex. 1.

Everyday English 8d


Check your words

order • offer • light
omelette • plain • filling

Ordering breakfast

2.1 **Read** the first and the last exchange in the dialogue. What is it about?

2.2 Listen and read to find out.



Waiter: Good morning. What can I get you?
 Martha: Hi. Is it too late to order breakfast?
 Waiter: No, not at all. We serve breakfast until noon. And, we've got a special offer today – our full English breakfast is just £6.
 Martha: Oh, I think I'd prefer something lighter. Can I have an omelette, please?
 Waiter: Yes, of course. Would you like it plain or with a filling?
 Martha: Hmm, could you make it with cheese and tomato?
 Waiter: No problem at all! Would you like some toast with that?
 Martha: Yes, please, and some bacon, too.
 Waiter: What would you like to drink?
 Martha: I'd like some coffee, please.
 Waiter: OK. Can I get you anything else?
 Martha: No, thanks.
 Waiter: OK. I'll bring your order in a moment.

Menu
Breakfast

• Full English breakfast	£9.00
• Omelette	£4.00
• Toast with butter and jam	£3.50
• Pancakes	£4.00

Drinks

• Coffee	£1.50
• Tea	£1.00
• Hot chocolate	£2.00
• Orange juice	£2.00

2 Match the underlined phrases in the dialogue with the ones from the list below.

I'm not going to eat a heavy meal.

Would you like anything else?

Do you still need breakfast?

Your meal will be ready soon.

What about a beverage?

3 Look at the menu. In pairs, act out a dialogue similar to the one in Ex. 1.

Pronunciation ou

4 Listen and repeat.

/əʊ/ about, house, sound, count
 /ɔ:/ course, fourth

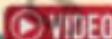
/u:/ you, could, group, would
 /ʊ/ cousin, double



CHECK THESE WORDS

- sausage ▶ black pudding
- porridge ▶ jam
- marmalade ▶ berry

1 How similar/different is the breakfast in the UK and Kazakhstan? Read through to find out.



The Best Way to Start the Day

Breakfast in the UK

One of the most famous dishes in the UK is the 'full English' or 'fry-up'. It's made up of eggs, bacon, sausages, baked beans and toast, and can also include black pudding, fried mushrooms and tomatoes! A full English breakfast takes a lot of time to cook and it's quite unhealthy to eat every day, so a lot of British people only eat it at the weekend. On weekdays, most people eat something lighter for breakfast, like a bowl of porridge or breakfast cereal. Another popular choice is to eat toasted toast with jam or marmalade. No English breakfast is complete without a cup of tea!



Breakfast in Kazakhstan

Breakfast is an important meal for Kazakhs. Traditional breakfast food in Kazakhstan includes lots of dairy-based products such as milk and ayran. During the week, especially in the cities, people prefer to eat fried eggs, porridge, bread, jam, milk and berries for breakfast. Tea is the most popular morning drink in Kazakhstan – it's the perfect way to start the day!



2 Read and listen to the texts. Compare the breakfast habits of people in the UK and Kazakhstan.

A typical British breakfast includes ... A typical Kazakh breakfast includes ...
During the week, ...

3 In groups, collect information about the typical food people eat in the UK and Kazakhstan for lunch. Write a text. Read it to the class.



Across the Curriculum 8f

JSH

BEST BEFORE:

16.07.2017

STORAGE:

Keep refrigerated.

CONTACT INFORMATION:

Consumer Food Division,
FoodCo, P.O. Box 1116,
UB3 9AL, Hayes

NUTRITIONAL INFORMATION:

Typical Values Per 100 g	
Energy: 1007 kJ/246 kcal	
Fat: 1.3 g	

Labels tell us about:

- label - consumer
- informed decision - law
- ingredient - store
- prepare - consumption
- stored food - freezer
- display - satisfied
- contact - complain

EL1 EL2 Look at the labels (1-4). What are they for? Listen and read to find out.

Food Labelling

**What is a label?**

A label is a piece of paper or other material that gives consumers information about a product.

Why do we need labels?

Labels help consumers make informed decisions about the products they want to buy. In different countries, there are different laws about what information a label must contain. Usually, they say what ingredients the product has in it, where it was made, and how to store, prepare and use the product safely.

Why do labels have dates on them?

Food labels must have a use by/best before date on them. This date tells the consumer when the product is no longer safe to use.

Why do labels tell us where to store our products?

The storage conditions tell consumers where the product needs to be kept so that it is safe for consumption. For example, tinned food must be kept in a cool, dry place until it is opened. After opening, it should be kept in the fridge or freezer.

Why do labels tell us where our products come from?

By law, labels have to display the name of the company, its address and the country it comes from. If consumers are not satisfied with the product, they can contact the company. For example, if a consumer buys a product that does not match the description on the label, they can use the contact information to complain to the company.

What is the nutritional information/health claims section for?

The ingredients list and nutritional information tell consumers what is in the product, and exactly how much protein, fat, sugar, salt, etc. it has in it. This helps consumers decide whether what they are buying is suitable for them.

EL1 EL2 Read the text again and mark statements (1-5) as T (true), F (false) or D/S (doesn't say). Correct the false statements.

- 1 All countries have the same rules about what information must be on a label.
- 2 Tinned food must be kept in a cool, dry place after opening.
- 3 The information about the company is there so consumers can contact the company.
- 4 Food labels tell consumers whether there are any ingredients in the food that cause allergies.
- 5 Nutritional information tells consumers how much protein, fat, sugar, salt, etc. there is in a product.

EL1 EL2 Do you think it's important to have labels on food products? Why? Discuss.**EL1** Look at the packaging of products in your country. Collect as many labels as you can. Present them to the class. Say what each one is for and where you found them.

Writing 8g

CHEK THESE WORDS

- recipe • stalk • celery
- chop • finely • grate
- peel • sauceron • fry
- season • drain • pour
- sprinkle • herbs

Measurements

- g** = grammes
kg = kilogrammes
ml = millilitres
teaspoon = tablespoon
teaspoon = teaspoon

- An email describing how to make your favourite food.

1 **SAY SAY** Look at the email. Who is writing it? What is it about?
Read and check.

2 **SAY** Complete the gaps with: chop, grate, pour, boil/dry, sprinkle, peel. Use your dictionaries. **Listen and check.**

Hi Megan,

How are you? I've got the recipe you asked for. I'm so glad you liked the spaghetti bolognese dish I cooked on Friday. It's my favourite.

It's not that hard to cook. First, you need 500 g of beef, an onion, a carrot, a stalk of celery, some Parmesan cheese, two tomatoes and a packet of spaghetti. Once you've got all that, you need to wash the vegetables. 1) _____ the onion, carrot and celery finely. Then, 2) _____ the Parmesan cheese. 3) _____ the tomatoes and cut them into small pieces. Put some olive oil in a sauceron and add the onion, vegetables and meat. 4) _____ all the ingredients until they're cooked. Season with salt and pepper. While you're doing that, 5) _____ the spaghetti in boiled water for about 10 minutes. When it's ready, drain the spaghetti and place it on a plate. 6) _____ the vegetable and meat sauce over the spaghetti and 7) _____ with the Parmesan cheese.

You can change some of the ingredients if you want. For example, you can add mushrooms and herbs. Write back and tell me what you think.

Best wishes,
 Linda



Chocolate cake ingredients

- 250 g flour
- 150 g sugar
- 100 g cocoa powder
- 2 tsp baking powder
- 3 eggs
- 250 ml milk
- 250 g butter

- 3** Look at the ingredients. Ask and answer.

- A: How much flour do we need?
 B: ...

Writing (an email describing how to make your favourite food)

4 **SAY SAY** A friend has sent you an email asking for the recipe of your favourite food. Write an email describing how to make your favourite food (120-180 words). Follow the plan. Check your piece of writing and edit it.

Hi ...

Para 1: greetings (I'm so glad you liked ... ;)

Para 2: describe how to prepare your favourite food - ingredients and cooking method (first you need ... Then, ... When it's ready ... ;)

Para 3: extra suggestions, closing remarks (You can change ... Write back ... ;)

Best wishes,
 (Your first name)

EDUTAINMENT - 8

VALUES

Healthy eating habits

- 1 Which of the sentences best describe your eating habits? What are you going to change? Discuss in pairs.

- 1 Eat a lot of fruit and vegetables.
- 2 Don't eat red meat every day.
- 3 Drink lots of water and fresh juices every day.
- 4 Eat junk food once a week.
- 5 Don't eat sweets every day.
- 6 Eat starchy food (potatoes, rice, bread, pasta, etc) with each main meal.

- 2 It's Healthy Food Day at your school. Collect information about how food affects our body and mood. Create a poster informing people about healthy eating.

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

QUIZ

- 1 Meat, fish and eggs protect our brains from diseases. _____
- 2 Haggis is a traditional dish from Sweden. _____
- 3 In Kazakhstan, the is often a treat for the weekend. _____
- 4 Omega-3 and omega-6 are essential fatty acids for the body. _____
- 5 Guy Fawkes' Night is celebrated on 5th November. _____
- 6 Labels tell consumers how to store, prepare and use a product safely. _____

4

- Look at Module 8 and write a T/F quiz of your own similar to the one in Ex. 3.

5

- Song: These words appear in the song. What is the song about?

Listen, read and check.

- family day • loved ones • celebrate
- delicious food • dance • in style
- happy songs

Let's All Get Together

VIDEO

Let's all get together soon
Let's have a party here
We can have a family day
With all our loved ones near
It's fun to be with family
It's fun to celebrate
We can cook delicious food
The party will be great

Feel like with family
Are always lots of fun
It's great to get together
And spend time with everyone

We can talk and we can dance
Let's celebrate in style
We can sing some happy songs
That always make us smile
Spending time with family
Makes everything all-right
We've got lots to celebrate
So let's have fun tonight



6

- Why does the singer enjoy family celebrations? What about you?

MODULE 9

The World of Work

What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: a job interview
- Writing: an opinion essay

Themes:

- work & jobs
- ON work! Public holidays
- VALUES: Working as a team

Language Focus:

- reported speech
- reporting verbs

Phrasal verbs: take

Vocabulary

Work & Jobs

- Look at the pictures (1-12).
 Listen and repeat.

- What does each person do at work? Use the phrases to tell the class.

- treats sick animals
- makes sure people obey the law
- receives calls and welcomes visitors
- gives private lessons
- advises people on the law
- cuts and styles people's hair
- cooks delicious food
- fixes broken water pipes
- performs operations
- fixes electrical problems
- puts out fires
- reads the news on TV or radio

A vet treats sick animals.



vet



newsreader



tutor



firefighter



police officer



plumber



surgeon



chef



receptionist



lawyer



beautician



electrician

Find the page numbers for

- a biography
- a CV
- a job advert

Reading 9a



1

In a minute, write as many jobs as you can related to entertainment (actor, singer, etc). Compare with your partner.

2

INFO Look at the pictures. Where do these people work? What do they do for a living?

Listen and read to find out. Then match the pictures to the texts.



Strange jobs

Unusual looks

After she wakes up most mornings, Christina Clarkson spends an hour and a half covering her skin with body paint! Christina is an actress, but not an ordinary one. When she's not performing in the dramatic works as a living statue.

After getting into her costume, she goes down to Covent Garden and sets up her box to stand in. Christina plays many different 'roles', but the most popular role is an ancient Greek statue. For this, she uses gold or silver paint and wears a matching drapery. Usually she works for an hour at a time, then she has to take a rest.

When Plushkine arrives at work, he goes to the dressing room to change into his work clothes. For the next eight hours, he wears a big costume and a huge heavy mask over his head.

It's the Disney character Pluto, and he won't be at Disney World in Florida. Before he leaves the dressing room, he says, "Have a safe day," to the other characters. He knows that he cannot speak to anyone later because Disney characters must not speak to the visitors and they have to be good at mime. Joe then makes his way to Café Mickey to

welcome the visitors. He walks slowly and carefully and doesn't swing his arms or legs. He must be careful and remember that his 'body' is at least double his normal size.

One little girl looks frightened, so Pluto doesn't get too close. Joe slowly extends his hand to her parents so the little girl can see that he is friendly. One of the most important qualities for people working as a Disney character is to be patient with children and extremely tolerant.

Very soon, the little girl is smiling and enjoying breakfast with her nice, funny friend.

CHECK these words

- living statue •
- still • in good shape
- work • cough
- dressing room • tiny
- mime • swing
- double size • extend
- costume •

3

INFO Read the texts and answer the questions. Which of the entertainers (A or B) —

- 1 works out on the streets?
- 2 dresses as a cartoon character?
- 3 wears a mask at work?

- 4 needs over an hour to get ready for work?
- 5 has to rest every hour?

Vocabulary 9a

Study Skills

Worksheet in compound nouns
The usually stressed
the first part of a
compound noun;
Police officer
Postman
Bus driver

- 4 Complete with the words: costume, status, harbour, still, room, mask, slowly, clothes, job, paint. Use the phrases to present Christina and Joe to the class.

- 1 stand _____
- 2 living _____
- 3 work _____
- 4 easy _____
- 5 funny _____
- 6 dressing _____
- 7 heavy _____
- 8 walk _____
- 9 body _____
- 10 sense of _____

Prepositions

- 5 Complete with *in*, *with*, *at* (x2), *of*.

- 1 Teachers must be patient _____ children.
- 2 You must study for _____ least five years to become a doctor.
- 3 Some children are scared _____ living statues.
- 4 You need to be _____ good shape to work as a firefighter.
- 5 Insha has to arrive _____ work at 9 am.

- 6 a) Tell the class three things you remember from the texts in Ex. 2.

- b) Which of the jobs in the texts would/wouldn't you like to do? Why? In three minutes write a few sentences. Read your sentences to your partner.

Jobs

- 7 a) Fill in: artist, presenter, trainer, guard, worker, driver, agent, surgeon, designer, programmer, pilot, assistant to form compound nouns.
 b) Listen and check. Listen again and repeat. Mind the stressed syllables.

1 security _____	5 airline _____	9 bus _____
2 make-up _____	6 shop _____	10 personal _____
3 travel _____	7 graph _____	11 TV _____
4 social _____	8 computer _____	12 heart _____

Which of the people above:

- work shifts? 9 to 5? part/full-time? with a computer? under pressure? long hours? indoors?
- get paid well? low/high wages?

Choose three jobs and write about them, as in the example.

A **security guard** works shifts. He works under pressure and gets low wages.

Listening & Speaking

- a) Listen to Petra talking about her job and work routine and complete the table in your notebook.

Job	
Skills	
Hours/Routine	
Workplace	
Wages	

- b) Talk about Petra's job and work routine.

Writing



Think of an unusual job. Make notes under the headings in Ex. 8a. Write a short text. Present your job to the class.

Use of English 9b

• Reported speech

- 1** **BASIC** Read the theory and answer the questions.

Direct speech is the actual words someone said.
Reported speech is the exact meaning of what someone said, but not the exact words.

Direct Speech	Reported Speech
Statements	
" I'm fifteen," said Ulan.	Ulan said (that) he was fifteen.
" I'm working hard," Kim said to Pete.	Kim told Pete (that) she was working hard.
" I got the promotion," said Ned.	Ned said (that) he had got the promotion.
" I was doing my work," Dilnur said to Irina.	Dilnur told Irina (that) she had been doing her work.
" I'll lend you a tie," said Jim.	Jim said (that) he would lend me a tie.
" I've done the job interview," said Alisa.	Alisa said (that) she had done the job interview.
Questions	
" Is Alibek here?" he asked.	He asked if/whether Alibek was there.
" Where is Dina?" he asked.	He asked where Dina was.
" Go out, " he said to us.	He told us to go out.
" Don't be late, " he said to us.	He told us not to be late.

Some words and time expressions change according to the meaning of the sentence structure: **now** → then, immediately; **today** → that day; **yesterday** → the day before, the previous day; **tomorrow** → the next/following day; **this week** → that week; **last week** → the week before, the previous week; **next week** → the week after, the following week; **two days ago** → two days before; **here** → there

- Which verbs do we use to report someone's words?
- How do tenses change?
- How do pronouns / possessives change?
- Which verb is used to report questions?
- How do we report a positive/negative command?

- 2**

BASIC Read the sentences. When do we use the verbs **said**? **told**?

Direct speech

"I work in the theatre," **Serik** **said**.

"I'm going to miss my train," **Endik** **said to me**.

"I work in the theatre," **Serik** **said to me**.

Reported speech

"I work in the theatre," **Serik** **said** (that) he worked at the theatre.

"I'm going to miss my train," **Endik** **said to me** (that) he was going to miss the train.

- 3**

BASIC Fill in **said** or **told**.

- The boy **said** that lunch was at 2 o'clock.
- Alyra **told** us that she was starting a new job on Monday.
- Mark **said** he has opened a new restaurant.
- Dad **said** that he would be late at work.
- We **said** Nurzhan that we'd meet at the train station.
- Timur **told** he was moving to Astana for work.

- 4**

BASIC  Rewrite the sentences from direct into reported speech.

- "I'll finish work in two hours," **said** Sezim.
- "I got a job at Disneyland," **he said** to us.
- "I passed all of my examinations," **Bota** **said**.
- "We had a great meeting," **they said**.
- "I don't want to go to work," **said** Nurybek.
- "Gulmira was working until 4:00 pm yesterday afternoon," **Bibigul** **told** Aya.
- "I haven't finished my project yet," **said** Jane.
- "Karat finished school and he's looking for a job," **Nursultan** **said** to Timur.

Use of English 9b

5 Report the questions and commands.

- "Where is the manager's office?" he asked.
- "Is Fatiha at the meeting?" he asked me.
- "Don't forget your papers," Inkar said to Azat.
- "Check if the file is on my computer," he said.
- "Did you read the report?" Lucy asked Ben.
- "Wake up!" Mum said to Nuria.

• Reporting verbs

6 Read the theory box. Then, complete the sentences. Use the special introductory verbs in brackets.

Apart from **say/tell**, we can use a variety of reporting verbs to report what someone said:

- agree, demand, offer, order, promise, refuse, etc + -ed/-ing infinitive.**
We agreed to meet at nine o'clock.
- advise, allow, ask, invite, remind, warn, etc + somebody + -ed/-ing infinitive.**
Anna reminded me to phone the job agency.
- admit (to), apologise for, complain (to sb) of/about, suggest, etc + -ed/-ing infinitive.**
He suggested organising a competition.
- explain, inform sb, complain, etc + that clause.** *He explained that no one had been delayed.*

- "Go to your room," he said to me. (ORDER)
- "Give me the book," she said to him. (ASK)
- "I'm sorry I shouted at you," said Ulan. (APOLOGISE)
- "No, I won't go to the shop," he said to her. (REFUSE)
- "Would you like me to show you how to use the cash register?" Sholpan said to Nurgul. (OFFER)

• Word formation

7 Read the theory box. Then, complete each sentence with the correct noun formed from the words in brackets.

Forming people nouns from verbs/nouns

We use these suffixes to form people nouns from verbs and nouns:

- er (work - worker, or read - reader, eat - cook - cook)
- ian (countries - citizen, -ian, -woman or -person (business - businessman, wait - waiter - waitress))

- Charles Dickens was a (WRITE).
- Brad Pitt is a famous (ACT).
- A (SALES) works in a shop.
- Leonardo da Vinci was an (ART) at art at art at art (MATHEMATICS).
- Nelson Mandela was the (PRESIDE) of South Africa.

Phrasal verbs (take)

8 Read the box, then complete the sentences.

- take after = be like or resemble somebody (e.g. a parent)
- take on = hire or employ somebody
- take over = take control of something
- take up = start (e.g. a new hobby)

- Kanat takes his father; he has the same talent in Maths.
- Why don't you take a relaxing activity like painting?
- When her mother retires, Darnila plans to take the family business.
- They're taking new staff at the art gallery.

9 Work in groups of three. Two of you act out a short dialogue about what jobs you want to do when you're older. The third reports the dialogue to another group.

Skills 9c



GREEN VOCABULARY

- dream job = demanding
- career = aim (for sth)
- value = average
- focus (on sth) = capture
- spirit = wildlife = talent
- discover = passion
- adventure
- follow sb's footsteps

Reading

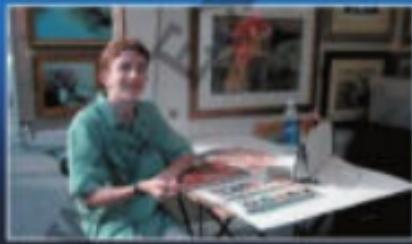
1 Read the title and look at the picture. What does Dylan do for a living? Think of three questions you would like to ask him. Read the text and see if you can answer them.

2 **Read the text and complete the gaps (A-F) with the parts of the sentences (1-7). There is one extra part. Then explain the words in bold. Listen, read and check.**

- 1 but since he was a young boy
- 2 and he's met lots of kids who want to **become** artists too
- 3 so understanding your personal **values** is the key to keeping yourself motivated
- 4 he was travelling around the country
- 5 but can you really make a **career** out of something you care about?
- 6 but his **passion** became his job
- 7 you can set realistic goals and work towards them with confidence



Dream jobs



They say that life is what you make of it. A) ? Of course you can, but your dream job could be just as demanding as any other career choice. Dreams come in all shapes and sizes. B) Once you know what kind of life you're aiming for, C)

Dylan Scott Pierce may look like an average teenager, D) he has focused on capturing the spirit of animals in his watercolour paintings. As a child, Dylan enjoyed drawing sketches of lions and dinosaurs. By the age of ten, E) entering his work in art shows, and today his wildlife paintings sell for as much as \$20,000. That's pretty good for a young artist. "I think we all have talents," Dylan says. "But I was lucky enough to discover mine at a really young age."

Dylan's passion to get closer to the animals he paints has taken him on many adventures F) So, can anyone follow in Dylan's footsteps? Dylan says, "The most important thing is just to do what you love and don't let anyone else tell you that you can't do it."

Skills 9c

- 3**  Which of the following would you consider when choosing a career? Discuss in pairs.
- work: a 9-5 job/shifts/overtime/at the weekends/long hours/under pressure/with a team/at my own pace
 get: paid well/low wages/promoted
 meet: tight deadlines/interesting people
 visit: various places/exotic destinations
- A: What would you like to do for a living?
 B: I'd like to be...
 A: Really? Why?
 B: Well, I don't mind working long hours and meeting tight deadlines. I work better under pressure. What about you?

Listening

- 4** a) Look at the CV below. What type of information is missing?



CV	
 PERSONAL DETAILS Name/Surname: Samantha B. Address: 16 Grove Rd. D Date of birth: 21.01.93 Tel: 7737564567890	
EDUCATION Qualifications: Completed GCSEs Fairer High School, Brighton	
WORK EXPERIENCE (School placement) Chester and Berne advertising, Runnymede, East Sussex. Position: junior PR ... assistant	
PERSONAL QUALITIES hardworking, reliable, polite, friendly	

- b)  Listen and complete the gaps. Write in your notebook.
- c)  Imagine you want to apply for a part-time job as a shop assistant. Write your CV in your notebook.

Speaking

- 5**  Listen to the text in Ex. 2 again. Work in pairs. Interview Dylan. Prepare your questions based on the text. Ask: what his job is; how he started; where he works; how much he earns; how he feels about his job. Then take roles and act out your interview. Record yourselves.

Writing

- 6**   Portfolio Interview a person you know who has a job that you find interesting. You can use questions similar to the ones in Ex. 5. Record the interview and then write a short article about them for the school magazine.

Everyday English 9d

Sales Assistant Wanted

Job part-time sales assistant at Harry's Store in the city centre. Work Hours: Saturday 9-4, Sunday 10-5. Applicants must be hardworking, enthusiastic and ready to start straightaway. Send your CV to: jobs@harrys.co.uk.

Check these words:

- CV (Curriculum Vitae)
- sales assistant • quality
- position • enthusiasm
- candidate



1 A job interview

Read the advert. What is it about?

2 Listen and repeat.

- Come in and sit down. • Why do you want to work here?
- I am hardworking, honest and patient.
- There are a number of other candidates.
- Thank you for your time. • I'm looking forward to hearing from you.

REMEMBER The sentences above are from the dialogue below. What is the dialogue about? Is the dialogue formal or informal?

3 Listen and check.

- A: Hello, Roberta. Come in and sit down.
 B: Thank you.
 A: Now, I have your CV here. I notice that you are 17 and go to Toddington School, and get good grades. However, what I'd like to know is why do you want to work for us?
 B: Well, I was hoping to earn some extra money during the holidays. So when I saw the ad in the newspaper for a part-time sales assistant, I applied straightaway.
 A: Do you think you have the qualities necessary for the position?
 B: Yes, I do. I'm hardworking, honest and patient. I also have good communication skills. Also, because I really like the things I sell, I think I'll be good at it!
 A: It's good to hear your enthusiasm! However, there are a number of other candidates. I will call you tomorrow and let you know our decision.
 B: Thank you for your time. I'm looking forward to hearing from you.

4 Find sentences in the dialogue which mean:

Why do you want the job?

There are others who want the job.

I can't wait for you to call me.

5 Listen to the dialogue again. In pairs, take roles and read it aloud.

REMEMBER In pairs, write a similar interview and/or act it out in front of the class. Use the dialogue in Ex. 3 as a model.

6 Intonation in compound nouns

7 Listen and repeat.

- part time • sales assistant • hardworking • footsteps • video games

Off Work! Public Holidays



ACROSS CULTURES 9e



UK: May Day

May Day is a spring 1) (CELEBRATE) that takes place on the first Monday of May. It is a public holiday when people have the day off work and schools are shut. It is a 2) (TRADITION) spring festival, but usually only people in rural areas still celebrate it. They have a parade which is led by the May Queen and the Green Man. The May Queen is a young girl with a crown of spring flowers and the Green Man is dressed in a costume of leaves to represent the spirit of spring. The 3) (PROCEED) has groups of Morris Dancers. These are men with 4) (FLOWER) hats and bells around their knees, who dance around each other shaking handkerchiefs and 5) sticks. At the festival field, there is a Maypole with ribbons tied to the top of it. Young girls dance around the pole holding the ribbons and make beautiful patterns. There is also a fair with rides and stalls selling sweet treats.



Kazakhstan: Women's Day 8th March

Women's Day is an 6) (OFFICE) public holiday. Kazakhs celebrate it at home with a special meal with family and friends. People give flowers, cards, chocolate, and other gifts to their mothers, wives, grandmothers, sisters and daughters. In some parts of Kazakhstan, men do all the chores on this day so that women can enjoy a full day of rest. Across the country,

7) (ENTERTAIN) put on 8) (PERFORM) in honour of women. Museums also organise exhibitions about love and women to make this a day to remember.



CHECK - New words

- off work - public holiday
- rural area - crown
- spirit - shake
- handkerchief - ribbon
- pattern - sweet treat
- chore - in honour of sth
- exhibition

1 Look at the pictures and read the titles of the texts. What do people celebrate on these days? Read through to find out.

2 Listen. Read the texts and complete the gaps with words derived from the words in brackets. Listen and check.

3 Listen. Read. Listen to and read the texts again. Make notes under the headings: *name of festival/holiday* – *date* – *why is it a special day* – *celebration*. Use your notes to present the festivals to the class.

4 Think of a public holiday in your country. Make notes under the headings in Ex. 3. Use your notes to write a short text for the school English magazine.



Across the Curriculum 9f

Literacy



- 1** What is the story of *Christmas Carol* about?
Read the biography to find out.



Charles Dickens

(1812–1870)

is considered to be one of the greatest English novelists. When his father was unable to pay his debts, Dickens had to go and work in a factory at the age of 12. He never forgot this experience and a lot of his books dealt with the terrible lives of poor working people in Britain at the time. One of his best-known books is *A Christmas Carol*. This book, published in 1843, tells the story of an old and bitter miser, Ebenezer Scrooge, who only thinks of money and ignores his poor employee, Bob Cratchit, until he meets some unusual visitors and his life changes.



CHECK THESE WORDS

- bad-tempered • stood
- clerk • instantly
- blow out • convenient
- reason • failure
- wage • pause
- master • go up
- button-down • slide

A Christmas Carol

by Charles Dickens

After a long day, it was time to close the office. Bad-tempered, Scrooge got down from his stool and told the clerk in the small office—*slide*—instantly blew out his candle and put on his hat.

"You'll want the whole day off tomorrow, I suppose?" asked Scrooge.
"If it's **convenient**, sir."

"It's not convenient," moaned Scrooge, "and it's **unfair**! And if you don't get your half-crown* for it, you'll think I'm treating you badly."

The clerk smiled a little.

"And yet," said Scrooge, "you don't think I'm **bad** and **badly** when I pay someone a day's wages for no work."

The clerk pointed out that Christmas was held once a year. "That's still not a good excuse for taking my money every 25th December!" muttered Scrooge, doing up the buttons on his coat to his chin. "I suppose you must have the whole day, but be here very early the next morning."

The clerk promised that he would. Scrooge walked out angrily. The office closed shortly afterwards, and the clerk went down a slide on *Corinth* with a group of boys twenty times, in honour of it being Christmas Eve, and then ran home to Camden Town as fast as he could, to be with his family.

* an old British coin

2 Listen to and read the text. For questions 1–3, choose the correct answer (A, B, C or D). Then, explain the words in bold.

- 1 Scrooge thinks he is treated **badly** because
 - A He doesn't get paid enough.
 - B He has to pay his employees when they take a day off.
 - C His employees are always asking for higher wages.
 - D His employees don't work hard enough.
- 2 What is Scrooge's opinion of Christmas?
 - A He thinks that it's at an inconvenient time of year.
 - B He wants it to take place more than once a year.
 - C He suspects people steal money from him on Christmas Day.
 - D He believes people should still go to work on Christmas Day.
- 3 What does the last paragraph tell us about the clerk?
 - A He is afraid of Scrooge.
 - B He is excited about Christmas.
 - C He is late for an appointment with his family.

3 Which adjectives best describe Scrooge? the clerk?

- moody • kind • mean • shy • polite • grumpy • loyal • nasty

Writing 9g

• A letter of application

1 Read the letter of application. Which paragraph contains:

- a closing remarks
- b age/studies/qualifications
- c opening remarks; reason for writing
- d previous experience/personal qualities

Dear Mr Smith,
 1) I want to ask for the job of part-time shop assistant at London Zoo (Job 2) that I read about in *The Daily News* on Monday, 12th June.
 I am 17 years old and I am a student at Dartington Secondary School. I have a certificate in Basic First Aid and recently passed an exam in intermediate German.
 Last summer, I worked as a receptionist at my local swimming pool. This position gave me experience in dealing with the public which I feel 2) will come in handy in your shop. 3) I think I'm hard-working, reliable and punctual.
 4) I can come for an interview at your convenience. 5) I can't wait to hear from you.
 6) See you soon.
 Emily Johnson

2 **8.1.1** Correct the register in Emily's letter. Replace the informal phrases in bold in her letter with the formal phrases below.

- | | |
|---|--|
| <input type="checkbox"/> A I look forward to hearing from you | <input type="checkbox"/> D I consider myself to be |
| <input type="checkbox"/> B Yours sincerely | <input type="checkbox"/> E I am available |
| <input type="checkbox"/> C I am writing to apply for the position | <input type="checkbox"/> F which was advertised |
| | <input type="checkbox"/> G would be useful |

3 Read the job advertisement and write a letter of application (100-120 words). Rewrite it. Use phrases from the Useful Language box to write your letter. Follow the plan.



CAMP LEADER NEEDED

Are you over 17 years old? Are you looking for a part-time weekend job? Do you like being around children? Then, apply now!

You don't need work experience. Just lots of energy!
Send your letter of application to: Joy Summer Camp, 74 Park St., Kent.

Useful Language

Opening remarks: I am writing to apply/I am interested in applying for the position of ... which was advertised in ..., I am writing with regards to your advertisement which I read in ...

Work experience: I have ... years experience working as ... years ago. I worked at ...

Personal qualities: I am hard-working and ... I consider myself to be punctual and logically thinking.

Closing remarks: I am available immediately/any weekend/depending on your convenience, I look forward to hearing from you.

Introduction: Dear Mr Smith/Dear Sir/Madam,

Para 1: reason for writing (I am writing to ... which ...)

Para 2-3: * age/studies/qualifications

* previous experience/personal qualities

Para 4: closing remarks (I am available ... / I look forward to ...)

Sign-off: Yours sincerely/Yours faithfully,

(your full name)

EDUTAINMENT 9

VALUES

Working as a team

- 1** What does it mean to work as a team? Read what various people say. Do you agree or not? Tell your partner.

- 1 "We understand that there is no success without teamwork."
- 2 "We share common goals."
- 3 "We respect each other."
- 4 "We exchange ideas and opinions."
- 5 "We recognise our own abilities and those of others."
- 6 "We collaborate on projects."

- 2** Why do you think employers consider the ability to be a "team player" as one of the most important qualities in an employee? Discuss in pairs.

- 3** Do the quiz. Decide if the sentences are T (true) or F (false).

- Quiz**
- 1 Moms/Dancers take part in May Day parades. _____
 - 2 Women do all the housework on Women's Day in Kazakhstan. _____
 - 3 Charles Dickens started working in a factory when he was young. _____
 - 4 Women's Day is a public holiday in Kazakhstan. _____
 - 5 Dylan Scott once did drawing pictures of girls when he was little. _____
 - 6 A living statue needs to have a great sense of humour. _____

- 4** Look at Module 9 and write a T/F quiz of your own similar to the one in Ex. 3

- 5** Listen to and read the song. What jobs does the singer mention?

WHEN I GROW UP

VIDEO



When I grow up, not far from now
I want to help the world somehow

What can I be, what can I do
To make things better for me and you?

An architect builds amazing places
An actress plays a thousand faces
A musician touches all our hearts
A good comedian makes us laugh

So many things that I can do
To make things better for me and you
When I grow up I want to be
The person that's made of me!



- 6** What is your dream job? In three minutes, write down a few sentences about the job that you think is suitable for you. Say: what the job is, what you have to do and why you like it. Read your sentences to the class.

Language Review 1

1a

1 Write the correct habitat.



t _____



g _____



p _____



d _____



m _____

1c

2 Choose the correct item.

- 1 A lot of animals died during the flood/drought because there wasn't enough water.
- 2 The tornado/earthquake was so strong that it lifted houses up into the air.
- 3 A terrible hurricane/tsunami with strong winds and rain destroyed people's houses.
- 4 The heavy rain caused a tornado/flood that washed a lot of cars into the sea.
- 5 During the earthquake/tsunami, the ground shook violently and a lot of buildings were damaged.

1e

3 a) Match the four phrases.

- | | | | | | |
|------------------------------------|--------------------------------------|---------------------------------------|--|--|-----------------------------------|
| <input type="checkbox"/> 1 tourist | <input type="checkbox"/> 2 egotalist | <input type="checkbox"/> 3 egocentric | <input type="checkbox"/> 4 trendfriendly | <input type="checkbox"/> 5 distinctive | <input type="checkbox"/> 6 modern |
|------------------------------------|--------------------------------------|---------------------------------------|--|--|-----------------------------------|

- | | | | | | |
|------------|----------------|----------|---------------|----------|---------|
| A building | B architecture | C centre | D attractions | E panels | F shape |
|------------|----------------|----------|---------------|----------|---------|

b) Use four of the phrases from Ex. 3a to complete the sentences.

- 1 The on the roof provide electricity to the whole building.
- 2 Nurlan wants to visit all the in London.
- 3 Khan Shatyr's imitates the tent structure of a yurt.
- 4 The collects rainwater on the roof and gathers energy from the wind.

1f

4 Fill in: clothing, volunteer, raise, compassively, plant.

- 1 A year Bilsugul's friends at the local soup kitchen every weekend.
- 2 Murlybek went to trees in the local park last weekend.
- 3 A lot of charities money to send food and medicine to poorer countries.
- 4 Alibek collects all his old to give to charity.
- 5 You should get involved with your local to help people in need.

Prepositions & Phrasal Verbs

5 Choose the correct item.

- 1 Ulan gave off/away his toys and appliances to a local charity shop.
- 2 We should do everything we can to create a better world for/in humanity.
- 3 The Kazakh steppe is the home to/of the endangered Saiga antelope.
- 4 I have to give in/away my application for volunteering with an organisation.
- 5 The Crystal is situated in/at London.

Language Review 2

2a

1 Fill in: set, do, mop, go, vacuum, drift.

- 1 the carpets
- 2 the furniture
- 3 the floor
- 4 dancing
- 5 archery
- 6 the table

2 Choose the correct items.

- 1 Tamerlan likes to go swimming during his leisure/special time.
- 2 There's nothing to fear/worry about.
- 3 Sezin's parents give her a little pocket/additional money each Friday.
- 4 My dad goes to support the local/home football team on Wednesdays.

2c

3 Write the words in the correct boxes.

- sandals • suit • dress • cap • up
- tracksuit • boots • skirt

accessories	
footwear	
sports clothes	
ladieswear	
menswear	

2e

4 Fill in: window-shopping, make/trash, hang, court.

- 1 After school, we all go to the basketball to play.
- 2 Nurlan and his friends often out at the shopping centre.
- 3 Alikhan doesn't like fashion and prefers to wear alternative clothes.
- 4 Gulnara wasn't sure what she wanted to buy, so she went around the town centre.

2f

5 Fill in with: change, keep, manage, reduce, ref. in the correct form.

- 1 Take notes in order track of your spending.
- 2 Surviving financially at college means a budget.
- 3 If you end the month with no money, you'll need your spending habits.
- 4 You spend far too much. You have your expenses.
- 5 A lot of people don't know how their money.

Prepositions & Phrasal Verbs

6 Choose the correct items.

- 1 Nursultan is very interested in/after computers and technology.
- 2 Dana has to look into/after her sister while their parents are shopping.
- 3 Ulan is really good at/on football and wants to join the school's team.
- 4 Irkut is looking for/up a nice dress to wear at the party.
- 5 We went to Almaty Central Park at/in the weekend.

Language Review 3

3a

1 Choose the correct item.

- We all went to mineral/aqua springs to relax in the hot water.
- The summer/tropical heat in the middle of August in Astana is extreme.
- Whatever the weather, the warm/indoor beach is always hot.
- Rustam is visiting the new entertainment/retreat centre in the middle of town.

2 Fill in: slide, sunbathe, dip, escape.

- It was a really hot day and Bibigul decided to go for a in the pool.
- It's nice to but you have to be careful you don't get burnt.
- Temir tries to from the city every weekend to relax in the countryside.
- Bulat wanted to down the waterslide again and again.

3c

3 Fill in: soap, sports, talent, quiz, concert, sitcom.

- Kairat loves watching rugby on the daily show.
- We were all watching a funny and we couldn't stop laughing.
- She answered all the questions correctly and won the first prize on the show.
- Nursultan learnt a new cake recipe from the programme that he watched last night.
- There were some amazing singers and dancers on the show.
- Darina never misses an episode of her favourite opera.

3e

4 Fill in: playwright, performances, shopping, marching.

- I went to buy some clothes at the new centre.
- There is a parade with bands and lots of schoolchildren celebrate the national day.
- Serk went to see the dance and live music at the festival.
- Shakespeare is a great who wrote 'Hamlet'.

3f

5 Fill in: tube, bones, vibrates, create, outer.

- The eardrum when sound waves it.
- All sound waves first gather in the ear.
- The cochlea is a small curled inside the ear.
- When the nerves in the cochlea move, they signals that the brain can understand.
- The hammer and the anvil are two little found inside the ear.

Prepositions & Phrasal Verbs

6 Choose the correct item.

- Rustam decided to keep on/up reading his book even though he was tired.
- Last year we went for/on holiday to Scotland.
- My brother is a very good swimmer and I can't keep away/up with him.
- I saw a documentary for/about nature.
- Nurlybek is planning to go on/away a trip to Chundzha next week.
- The sign says that you should keep away/off from the swimming pool after 6 pm.

Language Review 4

4a

1 Label the pictures.



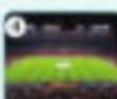
T _____



C _____



F _____



P _____



R _____



S _____

2 Choose the correct item.

- Ulan passed/kicked the basketball to his friend.
- They beat/scored the other team by 10 points.
- It was Aruzhan's turn to hit/serve in the tennis match.
- In the game of Sepak Takraw, players have to kick the ball over the hoop/net.
- Arujan goes to the pool every morning to practise/exercise her swimming.

4c

3 Match to form phrases. Then use three of them to complete the sentences.

 1

concentration

A disease

 2

spotty

B levels

 3

heart

C health

 4

physical

D cells

 5

breath

E face

- It's usual for teenage boys to have a but their skin improves as they get older.
- Experts say that exercise helps prevent when we don't exercise and have a bad diet.

4e

4 Choose the correct item.

- There are a lot of record/world breaking athletes from Kazakhstan.
- He gets very competitive/ambitious because he always wants to be the best.
- Serik is terrified/determined to win the race tomorrow.
- The team had to score two goals to beat/qualify for the semi-final.
- Against/against all odds, Albek won the tennis match and received a medal.

4f

5 Fill in: pump, depend, attack, breathe, digest, require, in the correct form.

- skeletal muscles are to our bones.
- The heart blood around the body.
- Foods that contain too much fat are hard for the body to
- Iruju has difficulty because she has a heavy cold.
- Staying fit and healthy a proper diet and exercise.
- Our body on muscles to move and carry out different processes.

Prepositions & Phrasal Verbs

6 Choose the correct item.

- We had to put off/away the trip because of the rain.
- Rustam is a terrible footballer, but he's amazing at/to basketball.
- You should put aside/on your jacket as it is cold outside.
- My dad plays squash every Wednesday on/at the sports centre.
- We have to put off/away the equipment after practice.

Language Review 5

5a

Fill in: turned, escaped, surrounded, appeared, studied.

- We were amazed to see that our ship was by whales.
- We on the lights so we could see what was outside.
- The professor the strange animals he saw in the ocean.
- Luckily, the whole crew just before the ship sank.
- A strange light from an underwater volcano.

5b

Choose the correct item.

- He stared/reflected through the window at the ocean.
- Sailors have to work in distant/harsh weather while working at sea.
- Ishmael was bored/trapped of living on the land and wanted to try something new.
- It was a deliberate/banned choice to go on a whaling ship.
- If you sail as a passenger/member of the crew, you do not have to pay.

5c

Fill in: cliff, capture, fight, property, enemies.

- A lot of kings wanted to marry Kyz-Zhibek, but she would only marry the man who could her heart.
- Their families/great and didn't want their kids to get married.
- When Tolegenumet Kyz-Zhibek, they in love.
- Toimed/taught , but eventually they killed him.
- Heartbroken, she jumped off a and died.

5d

Fill in: travelled, decided, shouted, crossed, died, wedded, married.

- The great khan never after his beloved wife died.
- He gone after her as she rode away.
- She after she was bitten by a poisonous snake.
- The great khan for a mausoleum to be built for his beloved.
- A lot of people to Samarkand to see the beautiful city.
- At the khan to leave her compound search for Karakhan.
- The a lot of rivers on their journey to Taraz.

Prepositions & Phrasal Verbs

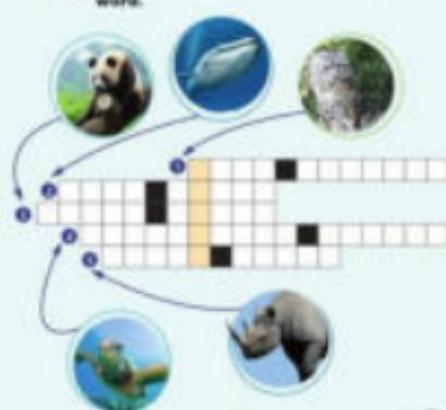
Choose the correct item.

- There was a lot of noise, but they couldn't see what was going off/on outside.
- We went over/by a small island on our way to Egypt.
- The alarm went off/by and all the sailors woke up for work.
- The three men went over/off their plan to escape from the Nautilus.
- They saw a large ship in/at the distance.
- I don't know what fate has at/in store for me.

Language Review 6

6a

- 1 Do the crossword. Find the missing word.



6c

- 2 Match to form phrases. Then use four of them to complete the sentences.

- | | |
|---|---------------|
| <input type="checkbox"/> 1 thick | A destination |
| <input type="checkbox"/> 2 surrounding | B tour |
| <input type="checkbox"/> 3 popular | C beauty |
| <input type="checkbox"/> 4 breathtaking | D coffee/tea |
| <input type="checkbox"/> 5 natural | E news |
| <input type="checkbox"/> 6 guided | F forest |

- | |
|---------------|
| A destination |
| B tour |
| C beauty |
| D coffee/tea |
| E news |
| F forest |

- 1 We decided to go on a around the nature reserve.
- 2 The from the top of the mountain were stunning.
- 3 Taoyk Gorge is a for tourists from all over the world.
- 4 After visiting Astana we decided to go and see the amazing wildlife in the

6e

- 3 Choose the correct item.

- 1 The giant panda is a ~~rate~~ migrating species; there are very few in the wild.
- 2 The ~~wetlands/landscapes~~ of the Alps is characterised by ~~big~~ meadows.
- 3 The koalas are the star/glassive attraction of the local zog.
- 4 The natural ~~refuge/habitat~~ of the giant otter is the ~~forests~~ of Brazil.
- 5 The Amazon is home/place to thousands of ~~specied~~ animals.

6f

- 4 Fill in: spread, perform, absorb, gather, in the correct form.

- 1 Trees have deep roots that underground.
- 2 Leaves energy for photosynthesis.
- 3 Chlorophyll is a substance that allows trees to sunlight.
- 4 Each part of the tree a particular role.

Prepositions & Phrasal Verbs

- 5 Choose the correct item.

- 1 Korgalzhyn Nature Reserve protects animals from/under illegal hunting.
- 2 I love hanging out/up with my friends by the lake.
- 3 The entertainment centre is still in/under construction.
- 4 Berk hung around/up the phone when he finished talking.
- 5 The animals at the zoo are used to/in humans.
- 6 Climate change is putting a lot of species under/in danger.

Language Review 7

7a

- 1** Match to form phrases. Then use four of the phrases to complete the sentences below.

<input type="checkbox"/> right	A helmet.
<input type="checkbox"/> regular	B attraction
<input type="checkbox"/> safety	C direction
<input type="checkbox"/> panoramic	D departures
<input type="checkbox"/> must-see	E in advance
<input type="checkbox"/> book	F view

- 1 Buckingham Palace is a you shouldn't miss it!
- 2 On the London Eye you can have a of the whole of London.
- 3 You should always wear a when cycling around the city.
- 4 There are for the boat tour from the pier on the River Thames.

7c

- 2** Fill in: silvers, stray, photo, resort.

- | | |
|-----------------|--------------|
| 1 cat | 3 hand |
| 2 contest | 4 farm |

- 3** Fill in: residents, chase, exploded, wildlife, develop.

- 1 Australia is home to the kangaroo and other unique
- 2 Rustam bought a cat to away the rats living in his house.
- 3 The island is very small and there are only 100 still living there.
- 4 The number of rats and soon there were hundreds of them.
- 5 It took millions of years for the plants on St. Helena Island to into the form we see them today.

7e

- 4** Fill in: limited, pass, passengers, basic, destination.

London Heathrow Airport is the airport in Europe. Every year it the travel of over 70 million. 3 So many people through the airport each year that in 2008 they had to open 10th This huge airport is definitely worth a visit.

7f

- 5** Choose the correct item.

- 1 Ivory is a material made from elephant tusks.
- 2 The world's coral reefs are being seriously damaged by coral poaching/hunting.
- 3 A lot of people buy ivory because they want to help local poachers/tribesmen.
- 4 Global warming/covering is a serious problem for the whole planet.
- 5 Poachers kill a lot of endangered animals and sell/buy their body parts.
- 6 Some people think that coral jewellery can cure/save various illnesses.

Prepositions & Phrasal Verbs

- 6** Choose the correct item.

- 1 This train is heading towards/by London Paddington Station.
- 2 It was raining heavily and I couldn't make out/up anything outside the train window.
- 3 We don't have a car so we usually go on holiday on/by train.
- 4 Aida needs to make up for/out forgetting her friend's birthday.
- 5 Nuzhan cycles to school every day on/by his bike.
- 6 We have to get by/off the bus at the next stop.

Language Review 8

8a

- 1** Complete with: stuffed, mashed, stalk, dish, dried, spicy, cask, her.

Hi Kanat,

I'm in Seattle, USA, visiting my cousins. Yesterday, we went to the Seattle Street Food festival. There were dozens of 1) _____ selling all kinds of food from around the world. It was great! Apart from 2) _____ dogs and fries – the all-American favourites – I had lots of things. I had corn on the 3) _____ and fajitas. That's a type of thin, round bread that's 4) _____ with meat and vegetables. It was hot and 5) _____ but delicious! It's a Mexican 6) _____ but it's very popular here. I also tasted southern-style chicken: chicken coated with a mix of herbs and spices, 7) _____ in hot oil and served with 8) _____ potatoes. It was very tasty!

I don't think I've eaten so much in my life! Hope you're OK. See you in two weeks.

Adam



8c

- 2** Match to form phrases. Then use the phrases to complete the sentences.

- 1 brain
- 2 mental
- 3 chemical
- 4 dairy
- 5 green

- A performance
- B vegetables
- C products
- D cells
- E signals

- 1 Humans have billions of _____.
- 2 Tiredness affects _____; when we are tired we cannot think clearly.
- 3 _____ like cheese and yoghurt have lots of protein in them.
- 4 Our brains are full of neurons that communicate using _____.
- 5 _____ are an amazing source of omega-6.

8e

- 3** Choose the correct item.

- 1 In my country, no meal is ~~open~~ complete without freshly-baked bread on the table.
- 2 Biscuits can be made in many different shapes/choices.
- 3 I had a bowl of toast/cereal for breakfast.
- 4 Dilnaz has no time for a full/light breakfast; she usually has coffee and a few biscuits.

8f

- 4** Fill in: informed, best, tinned, contact, ingredients.

- 1 You shouldn't eat food past the '_____ before' date on the side.
- 2 Read the _____ list to check how much fat is in the food you are eating.
- 3 The good thing about _____ food is that it lasts for a long time in a cool, dry place.
- 4 I rang the company using the phone number I found on the _____ information.
- 5 Knowing what is in the food we eat, helps us make _____ decisions.

Prepositions & Phrasal Verbs

- 5** Choose the correct item.

- 1 Ready-made food vary at/in nutritional value and quality.
- 2 Berk isn't very keen on/in joining a gym.
- 3 The family meal went on/for/at many hours.
- 4 Erke's school broke out/up for the summer holidays.
- 5 There are a lot of healthy food options at/on the new cafe.
- 6 You should avoid food that is high in/on fat.

Language Review 9

9a

- 1** Fill in: police officer, surgeon, chef, firefighter, plumber. Then match the sentences (1-5) to the pictures (A-E).

- The arrested the criminal and took him to jail.
- The performed a life-saving operation.
- The bravely ran into the burning house to save the cat.
- I need a there's a leak in my bathroom.
- The at the restaurant cooks fantastic food.



9c

- 2** Fill in: choice, job, work, right, exotic, long, pressure, get.

- | | |
|-------------------|----------------------|
| 1 overtime | 6 destinations |
| 2 under | 7 hours |
| 3 promoted | 8 career |
| 4 deadlines | |
| 5 long | |

9e

- 3** Fill in: parade, stalls, public, range.

- 1 Madina isn't working next Friday because it's a holiday.
- 2 The spring festival in our town always ends with the big May Day down the streets.
- 3 People who live in areas enjoy fresher air and a cleaner environment than those who live in big cities.
- 4 There are a lot of selling all kinds of street food around the city centre.

9f

- 4** Choose the correct item.

- 1 Can you stop meaning/muttering and speak louder? I can hardly hear you.
- 2 Saliya isn't coming to work today; she's taken the day out/off.
- 3 I can't believe you spent a week's wages/coins on a video game!
- 4 Svetlana thinks that it's only fair/convenient that Sanzhar gets a pay rise; he works harder than anyone else in the company.
- 5 Alikan said he wouldn't come out with us but he changed his mind instantly/shortly afterwards.

Prepositions & Phrasal Verbs

- 5** Choose the correct item.

- 1 I'll take after/over the company while you are sick.
- 2 Nuriya takes up/after her mum; they have the same eyes.
- 3 Aray is scared at/of spiders.
- 4 You need to be patient with/at children to be a teacher.
- 5 I think I might take up/on cycling.

Self-Check 1

1 Fill in: preserve, face, habitat, withstand, register.

- Nizelybek wants to for the charity run next Friday.
- The emperor penguin's is in Antarctica.
- We all have to work together to places of natural beauty for future generations.
- A lot of places in the world the challenges of climate change.
- The new skyscraper is designed to harsh weather.

(Points: 1 x 4 = 20)

2 Choose the correct word.

- The steppe is rich in natural/raw resources.
- It is important to raise/achieve awareness of environmental issues worldwide.
- It can be difficult to adapt/affect in the climate of the desert.
- After finishing school, Aibek started a structure/career in engineering.
- One of the biggest threats to the planet is excess/harsh waste.

(Points: 1 x 4 = 20)

3 Put the verbs in brackets in the correct infinitive/-ing form.

- Dilnaz enjoys (volunteer) at the local homeless shelter.
- All my friends are eager (participate) in the clean up day.
- I started (work) for an organisation that protects endangered animals.
- Berk would like (visit) the Khan Shatyr Entertainment Centre in Astana.
- Everyone should (recycle) waste instead of throwing it away.

(Points: 1 x 4 = 20)

4 Fill in: now, as, since, because.

- that there are more green buildings, the air in our cities is cleaner.
- Asylgul tries to recycle it helps protect the environment.
- the hurricane destroyed numerous homes, a lot of people left the village.
- Gulnar is tired she was planting trees at the ~~Beach~~ park all morning.

(Points: 1 x 4 = 20)

5 Match the sentences (1-5) to the responses (a-e).

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | What equipment do I need? |
| <input checked="" type="checkbox"/> | How do I sign up? |
| <input checked="" type="checkbox"/> | Good morning. Protect the Earth. |
| <input checked="" type="checkbox"/> | Can you tell me about your next event? |
| <input checked="" type="checkbox"/> | That sounds great. I'd like to take part. |
- Certainly. This Friday our volunteers will be planting trees at Harwood Forest.
 - Oh, hello. I'd like to find out about volunteering for your organisation.
 - You need good boots and waterproof clothing.
 - You can register online or come to the office.
 - Great. See you then.

(Points: 1 x 5 = 25)
My score: _____ / 100

CHECK your progress

Competences

Mark.

- talk about global issues ★★★
- talk/write about the steppe ★★★
- express purpose, preference, reason and result ★★★
- apply to an environmental organisation ★★★
- write an essay suggesting solutions to a problem. ★★★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 2

1 Fill in: reduce, savings, income, expenses, additional, purchase.

- 1 Soltanat decided to take lessons to improve her English.
- 2 Teenagers nowadays like to themselves through the clothes they wear.
- 3 I think it's risky to things online.
- 4 You can your expenses by spending less money on little things.
- 5 My parents have to use all their to pay for my studies this year.
- 6 Hurian earns a good as a football player.

(Points: 1 x 6 = 24)

2 Match the words.

<input type="checkbox"/> 1	leisure	a shop
<input type="checkbox"/> 2	mainstream	b money
<input type="checkbox"/> 3	alternative	c shopping
<input type="checkbox"/> 4	window	d time
<input type="checkbox"/> 5	pocket	e fashion

(Points: 1 x 5 = 5)

3 Put the verbs in brackets into the correct present tense.

- 1 Anzhana (do) chores for the last two hours.
- 2 Karat (play) video games with his friends every afternoon.
- 3 Erie (go) shopping this afternoon.
- 4 My cousin Sezin (never/do) archery anymore.

(Points: 1 x 4 = 4)

4 Choose the correct item.

- 1 She exercises/is exercising every afternoon.
- 2 Have you just/ever gone skateboarding?
- 3 I think/just thinking about studying abroad.
- 4 I'm not/have not hungry; I've already/yet had lunch.
- 5 She has been in the library for/since a long time.

(Points: 1 x 4 = 4)

5 Complete the dialogue with:

- Do you know what size she is?
- Can I pay by credit card?
- How can I help you?
- Here you are.
- Is it still in stock?
- Here's your card and receipt.
- That's \$29.99, please.

Shop assistant: Hello! 1) _____?

Mary: I like this blue skirt in the window. 2) _____?

Shop assistant: Yes, it's for you?

Mary: 3) _____, it's a present for my mom.

Shop assistant: Ok! 4) _____?

Mary: 5) _____, she's a size 12.

Shop assistant: 6) _____? Do you like it?

Mary: Yes, I'll take it. 7) _____?

Shop assistant: Yes, of course.

8) _____?

Mary: There you go.

Shop assistant: Please enter your PIN number.

9) _____?

Mary: Thank you. Goodbye.

Shop assistant: Goodbye.

(Points: 1 x 8 = 8)
(My score: 100)

CHECK YOUR PROGRESS

Competences

Mark.

- talk/write about daily routines & free time activities ☆☆☆
- talk about actions happening now, permanent states and future arrangements ☆☆☆
- talk about leisure activities & chores ☆☆☆
- talk about actions that started in the past and continue up to the present. ☆☆☆
- talk about clothing & shoes ☆☆☆
- buy a present for a friend. ☆☆☆
- talk about money management ☆☆☆
- write a list-and-agreed may ☆☆☆

GOOD ★ VERY GOOD ★ EXCELLENT ★ ★

Self-Check 3

- 1** Fill in: recommend, attend, attractive, native, resort, picturesque, founded.

- Dilnaz is spending her weekend at a seaside resort.
- I'm going to attend a concert of my favorite band on Saturday.
- Big Ben in London is a very popular tourist attraction.
- Can you recommend a good TV series for me to watch this weekend?
- They founded the family company in 1986.
- There was a beautiful view of the lake from the hotel.
- Celebrating the 4th of July brings the whole American family together.

(Points: 2 x 3 = 21)

- 2** Match to form collocations.

<input type="checkbox"/> electric	a report
<input type="checkbox"/> current	b atmosphere
<input type="checkbox"/> mineral	c band
<input type="checkbox"/> news	d spring
<input type="checkbox"/> marching	e alarm

(Points: 2 x 3 = 15)

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

- 1) were going when we arrived at the concert, but soon it started to rain.
- 2) We were sitting in the audience and they were playing the drums.
- 3) We were enjoying the music, when she was singing along with us.

(Points: 2 x 3 = 21)

- 4** Choose the correct item.

- Aidar used to/would love travelling by train, but now he prefers planes.
- Gulzana didn't go/didn't used to go to the theatre yesterday.
- I think that going to a concert is as/more exciting than playing video games.
- Kenje is much/more taller than her friend Ikar.
- Talent shows aren't/as interesting as reality shows.

(Points: 2 x 5 = 20)

- 5** Complete the dialogue with:

- * It was fantastic. * What was it like?
 - * Not really. * What did you do?
 - * Did you enjoy it?
- 1) Sorry I didn't answer the phone. I was at the theatre.
 - 2) Really? 3) _____?
 - 3) 2) _____! The actors were amazing. 3) _____?
 - 4) I just stayed home and watched a TV series.
 - 5) 4) _____? It was nothing special. Listen, do you want to go for a walk later?
 - 6) Sure!

(Points: 2 x 6 = 24)
(My score: _____)

CHECK your progress

Competences

Mark.

- talk/write about entertainments ☆☆☆
- recommend places to visit ☆☆☆
- talk about past actions/habits ☆☆☆
- make comparisons ☆☆☆
- talk/write about TV programmes ☆☆☆
- express opinions ☆☆☆
- write an email reviewing a concert ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

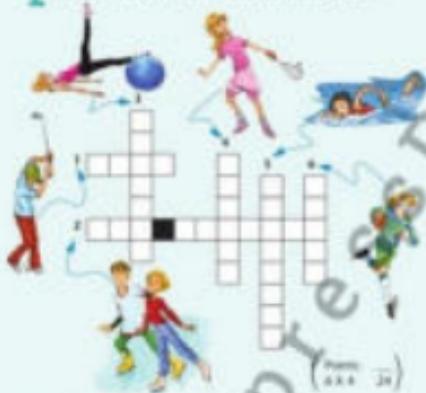
Self-Check 4

1 Fill in: internal, fight, burn, digestive, pressure.

- 1 Dancing can help you keep fit and _____ stress.
- 2 I hate it when people put _____ on me.
- 3 The liver is one of the biggest _____ organs in the human body.
- 4 Our _____ system turns the food we eat into nutrients the body needs to produce energy.
- 5 Exercising is a great way to fat.

Points:
1-5: 4 6-10: 5

2 Complete the crossword with sports.



Points:
1-5: 4 6-10: 5

3 Put the verbs in brackets into the correct future tense.

- 1 I'm sure they (manage) to beat the other team.
- 2 Look at Alirek! He (kick) the ball into the goal.
- 3 Karai (meet) his father for a squash match at seven o'clock.
- 4 I think it (rain) later.

Points:
1-5: 4 6-10: 5

4 Put the verbs in brackets into the correct tense to form conditionals and wishes.

- 1 I wish Dina (can) come with me to the gym.
- 2 If you eat healthy, you (feel) a lot better.
- 3 If only I (have) more time to practise my dancing!
- 4 If I (be) you, I'd take up swimming.

Points:
1-5: 3 6-10: 4

5 Choose the correct response.

- 1 A: Don't you usually go to the gym on Fridays?
B: a I used to, but I can't afford it right now.
B: b I don't think it's a good idea.
- 2 A: I don't know what to do to keep fit. Any ideas?
B: a I'm not sure that's such a good idea.
B: b Why don't you exercise at home?
- 3 A: It's easier to get injured when you exercise without a trainer.
B: a Great idea!
B: b That's true!
- 4 A: Why don't you buy a book about exercising at home?
B: a I suppose you're right.
B: b It doesn't cost any money.

Points:
1-5: 4 6-10: 5

My score:
/ 100

CHECK your progress

Competences

Mark.

- talk/write about physical activities and sport ☆☆☆
- make predictions ☆☆☆
- talk about my future plans & intentions ☆☆☆
- ask for/give advice ☆☆☆
- give a presentation about muscles ☆☆☆
- write a for-and-against essay ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 5

1 Choose the correct word.

- Hot land/lava was pouring out of the volcano.
- No one knows whether the great white whale exists/appears.
- Nursultan comes from the Attyau region/empire of Kazakhstan.
- Ulan bought an expensive tile/gift for his mother.
- Ayl is a faithful/noble friend and I can always rely on her.
- He had a strong desire/hatred to sail around the world.

(Points: 2 x 4 = 8)

2 Fill in: ocean, merchant, note, believed, asked, captured, trapped.

- Farida had so much anger inside her.
- Askar for Gutziya's hand in marriage.
- He is working as an engineer on a ship.
- The divers took pictures of the floor.
- Perhaps, it was what had in store for me.
- Inzhu can't wait to see her cat when she gets back from her trip.
- The fairytale was interesting and Dina's imagination.

(Points: 2 x 4 = 8)

3 Fill in the gaps with the correct composed of the word in brackets.

- wanted to find the end of the story. (every)
- Would you like from the supermarket? (any)
- I'm bored; there's to do. (no)
- Have we got we need for the journey? (every)
- Is there in the room? (any)
- Have you been nice this year? (any)
- bought the last copy of the book at the shop. (some)

(Points: 2 x 4 = 8)

4 Choose the correct item.

- There were only a few/much people in the cinema.
- He has less/few money than his brother.
- There isn't much/more food left for dinner.
- There aren't much/many giant pandas left in the wild.
- Very few/less people live in the desert.

(Points: 2 x 4 = 8)

(My score: ...)

CHECK your progress

Competences

Mark.

- talk about different characters. ★ ★ ★
- talk about fiction ★ ★ ★
- write/talk about the summary of a story. ○ ○ ○ ○
- write a story. ○ ○ ○

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 6

1 Fill in: threatened, meadow, creature, livestock, ensure, restore.

- 1 The red panda is by human activity.
- 2 Farmers need a lot of space to keep such as cattle and sheep.
- 3 Penguins need careful monitoring to that they're healthy and have enough food.
- 4 They had to their house after the earthquake.
- 5 The alpine near the mountain is full of colourful wild flowers.
- 6 The aye-aye is a strange from Madagascar that looks like a monkey.

(Points: 6 x 4 = 24)

2 Choose the correct word.

- 1 The Turgut Waterfalls is surrounded by thick/bushy forest.
- 2 The family decided to migrate/adopt a black rhino and they send money to WWF every month.
- 3 The Lake District has some of the most rare/stunning scenery in England.
- 4 After the avalanche/waterfall, the village was covered with snow and rocks.

(Points: 4 x 4 = 16)

3 Put the verbs in brackets in the correct past tense form.

- 1 The Great Sphinx (build) in around 2,500 BC.
- 2 Korgalzhyn Nature Reserve (visit) by thousands of people every year.
- 3 The car (repair) right away.
- 4 The trees (not/plant).

(Points: 4 x 2 = 8)

4 Put the adjectives in brackets into the correct form to make comparisons.

- 1 Holkham National Nature Reserve is than the Lizard National Nature Reserve. (LARGE)
- 2 Dolphins are than sharks. (FRIENDLY)
- 3 Mount Everest in Nepal is than Mont Blanc in France. (TALL)
- 4 The Pacific Ocean is than the Indian Ocean. (DEEP)
- 5 The greater flamingo is than ours. (BEAUTIFUL)

(Points: 1 x 4 = 20)

5 Match the sentences (1–5) to the responses (a–e).

- | | |
|----------------------------|---|
| <input type="checkbox"/> 1 | I heard about a great volunteering programme. |
| <input type="checkbox"/> 2 | What will we do there? |
| <input type="checkbox"/> 3 | Why don't we ask Inna to come with us? |
| <input type="checkbox"/> 4 | What are your plans for this summer? |
| <input type="checkbox"/> 5 | We could go to Costa Rica together. |
- a We will be monitoring nesting sea turtles.
 - b What is it about?
 - c I haven't thought about it yet.
 - d I don't think so. She's going to London.
 - e That's a great idea!

(Points: 5 x 4 = 20)

(My score:)

CHECK your progress

Competences

Mark:

- talk/write about flowers & endangered animals ★ ★ ★
- make comparisons ★ ★ ★
- suggest – agree/disagree ★ ★ ★
- write an article about a place of natural beauty ★ ★ ★

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 7

1 Fill in: pier, biologist, reptiles, panoramic, accommodation, attraction.

- We're looking for cheap _____ to book for our holiday in New York.
- Crocodiles are large _____.
- The Bayterek Tower is a very popular tourist _____ in Astana.
- Alikhan is a _____; he studies all sorts of plants and animals.
- The boat leaves from the _____ at 9 am.
- The _____ views from the top of the hill were amazing.

(Points: 4 x 4 = 16)

2 Choose the correct word.

- You have to go through duty/passport control before you enter the country.
- A lot of islands have developed/exploded unique types of plants and animals.
- We reached our destination/departure after a day's journey.
- After we got off the plane, we had to pick up our luggage from the baggage/emergency claim.

(Points: 4 x 3 = 12)

3 What do these signs mean? Fill in can, must, or mustn't to form sentences.



- 1 You _____ enter this building.



- 2 You _____ wear a seat belt.



- 3 You _____ buy medicine here.



- 4 You _____ park here.

(Points: 4 x 4 = 16)

4 Choose the correct item.

- You mustn't/can only take up to 29 kg of luggage on the plane.
- Nurlan's plane is delayed so he might/can't wait an hour before he gets home.
- You can't/needn't hunt elephants for their ivory as it's illegal.
- Dilnaz must/might come on holiday with us if she can get/have off work.

(Points: 4 x 3 = 12)

5 Complete the dialogue with:

- I took a direct flight here from Dublin.
- It took me 10 days.
- Thank you very much.
- Can I see your passport and visa, please?
- Pleasure – I'm visiting my aunt.
- Good morning, T)
- Yes, of course. Here you are.
- Thank you. Where have you travelled from?
- 2)
- OK. Are you here for business or pleasure?
- 3)
- And how long are you staying in the country?
- 4)
- Have a nice stay.
- 5)

(Points: 5 x 3 = 15)

CHECK your progress

Competences

Mark.

- talk about signs relating to travel
- talk/write about sightseeing & means of transport
- go through passport control
- write an email about a trip

GOOD ★ VERY GOOD ★ EXCELLENT ★★★

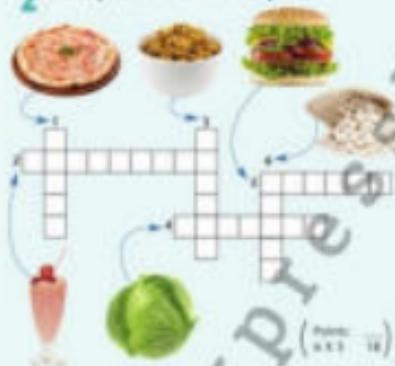
Self-Check 8

1 Fill in: stalk, bonfire, population, gerlach, memory, connection.

- 1 They lit such a big _____ that you could see it from kilometres away.
- 2 The local street market has lots of _____ selling fresh vegetables.
- 3 There is a _____ between what we eat and how we feel.
- 4 Her _____ is not as good as it used to be: she can't remember her own phone number!
- 5 The city has a _____ of 800,000 people.
- 6 Before the festival, they decorated the town with _____ made of flowers.

(Points: 5 x 6 = 30)

2 Complete the crossword puzzle.



(Points: 5 x 3 = 15)

3 Choose the correct words.

- 1 Would you like a little/a few milk with your coffee?
- 2 A lot of/Much people came for the carnival.
- 3 How much/many sugar do you want?
- 4 There were some/any cakes left.
- 5 For this recipe, you need a few/a little onions.
- 6 There were so much/many dishes on the table!

(Points: 5 x 3 = 15)

4 Fill in: bag, can, box, carton, packet.

- 1 Could you get me a _____ of milk from the supermarket?
- 2 Mum used a whole _____ of sugar to make these cakes.
- 3 Kate buys a _____ of cereal every week.
- 4 I usually take a _____ of crisps to the cinema with me.
- 5 How much is a _____ of lemonade?

(Points: 5 x 4 = 20)

5 Complete the exchanges.

- I'd like some tea, please.
 - What can I get you?
 - Would you like anything else?
 - Are you still serving breakfast?
- A: Hello. _____?
- B: Yes. We serve breakfast until noon.
- A: _____?
- B: A toad with butter and jam, please.
- A: What would you like to drink?
- B: _____?
- A: _____?
- B: No, thank you.

(Points: 5 x 2 = 10)

Competences

Mark:

- talk/write about food & drinks ☆☆☆
- talk/write about food festivals ☆☆☆
- order food ☆☆☆
- give a presentation about food labeling ☆☆☆
- write an email describing how to make your favorite food ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 9

1 Fill in: dream, carry, still, shape, average.

- Damir isn't **still** teenage; he's already a talented musician!
- Ainur got a really cute cat as a present from her parents.
- You need to be in good to be a firefighter.
- Bibigul has always wanted to be a singer; it's her job.
- Can you stand for a minute?

(Points: 1 x 4 = 20)

2 Fill in: bring, paid, shop, travel, fight, heart, pressure, humour, fashion, lose.

- | | |
|-------------------|-------------------|
| 1 assistant | 6 designer |
| 2 surgeon | 7 agent |
| 3 status | 8 deadlines |
| 4 get well | 9 warning |
| 5 sense of | 10 under |

(Points: 1 x 2 = 10)

3 Report the sentences.

- "He painted the walls green", he said.
- "When are you starting the new job?" Alibek asked me.
- "I'll meet you tomorrow after work", Bora said to me.
- "I'm going to the exhibition in an hour," Sezim told me.
- "I'll visit Asara next week", Mirat said.

(Points: 1 x 5 = 25)

4 Fill in: said or told.

- The woman that the play had started.
- Balyt me that she would be late.
- We Nurjan石榴 had left.
- Dad he would be working late this night.
- I Ulan about the concert next week.

(Points: 1 x 5 = 25)

5 Complete the dialogue with:

- why do you want to work for us
- there are a number of other candidates
- Come in and sit down
- Look forward to hearing from you
- I am hardworking, honest and patient
- Hello, 1)
- Thank you.
- Now, I have your CV here. What I'd like to know is: 2)
- Well, I was hoping to earn some extra money.
- Do you think you have the qualifications for the position?
- Yes, I do. 3)
- Well, 4)
- I will call you tomorrow and let you know our decision.
- Thank you. 5)

(Points: 1 x 5 = 25)
My score: **_____**

CHECK your progress

Mark.

- tell/write about work & jobs **☆☆☆**
- write a job interview script and act it out **☆☆☆**
- write an opinion essay **☆☆☆**

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Competences



www.ExpressPublishing.KZ



Living on No Money

1 Read the first paragraph of the text. Write two questions you would like to ask Mark Boyle. Read the text. Can you answer your questions?

2 Read the text and fill in the gaps with the appropriate word. Check with a partner.

Living the Dream?

Who needs money? Well, most of us think we do, but an **Irishman** by [REDACTED] Mark Boyle says that money is one of the 23 [REDACTED] things the Earth is in the sad condition that it is today.

A little over a year ago, Mark Boyle was like most other young people. He went to university studying to get a degree that would lead to a good job and lots of **money**. Believe it or not, it was a video [REDACTED] bought him a lesson that turned his life **upside-down**!

What the video taught Mark was that he had to become "the change that he wanted to see." The change in Mark's case involved helping the environment. To do that, Mark felt that he had to give **no money** ... and his flat. He moved

[REDACTED] a **caravan** with no electricity or running water. He began growing his own food, or getting it from **bikes**. He [REDACTED] cycled wherever he had to go, even when he had to travel into the city 34 miles away.

[REDACTED] the many **challenges**, Mark is enjoying his new life and he has learned a **great deal**. He now believes that if people had to grow their own food, they wouldn't **throw away** a third of it. He feels the same goes for water — [REDACTED] we had to actually clean it ourselves, we wouldn't **waste** so much of it. A year [REDACTED] passed since Mark made his big decision. [REDACTED] it doesn't appear as though Mark is about to give up his eco-friendly lifestyle any time soon. Perhaps he is giving a lesson that we all should learn.

Living on No Money



- 3**

- | | |
|---|--|
| 1 | <input type="checkbox"/> give up |
| 2 | <input type="checkbox"/> caravan |
| 3 | <input type="checkbox"/> running water |
| 4 | <input type="checkbox"/> bin |
| 5 | <input type="checkbox"/> challenge |
| 6 | <input type="checkbox"/> a great deal (of) |
| 7 | <input type="checkbox"/> throw away |
| 8 | <input type="checkbox"/> pollute |

- a) water supplied to a house
- b) sth difficult
- c) get rid of
- d) vehicle pulled by a car in which people can live
- e) contaminate
- f) stop using
- g) container you put rubbish in
- h) a lot (of)

- b) Which are phrasal verbs? In pairs, make sentences using them.

- 4** In pairs, ask and answer questions based on the text.

- A: Where is Mark Boyle from?
B: Ireland.

- 5** In pairs, discuss how Mark's lifestyle has changed since he gave up money.

- 6** "Would you ever give up money? Why? Why not?"
In three minutes write a few sentences on the topic. Read them to the class.

Project: Be Mark Boyle for a week. Give up your pocket money for a week and see how this affects your lifestyle. Then report your experience to the class.

Walk to school instead of taking the bus.





Green Roofs

- 1 **Describe the picture.** What is a green roof?
Discuss.
- 2 How do you think green roofs help the environment?



It's Alive!

Green roofs! What a great idea, and so simple. Why didn't anybody think of this before? Well, actually they did. Green roofs, in the form of natural sod* roofs, have been around for ages. Nowadays, these living roofs, also called eco-roofs, are a bit more complex than those from the past but they are still 'sprouting up' in cities all over the world.

What exactly are green roofs?

As you've probably already guessed, green roofs are not just roofs that have been painted green. By definition, a green roof is a roof of a building that is **partly** or totally covered in vegetation: grass, flowers, or any other kind of plant. Under the soil in which the vegetation grows are several layers which prevent water and roots from damaging the original roof.

What's so great about green roofs?

There are many **benefits** to having a green roof. To begin with, they look fantastic; they are a little patch of **glorious** nature in the middle of an ugly **concrete jungle**. Secondly, they can reduce heating and cooling costs because they act as a kind of **insulation** for the building. Finally, green roofs give wildlife a place of their own, a natural habitat, in which to live.

Are green roofs expensive to build?

Green roofs are **fairly** expensive to **construct** and **maintain** but with the money you save on heating and air-conditioning they pay for themselves in no time. And remember, even if you can't afford to have a 'real' green roof at the moment, you can do your part for the environment now by planting flowers or vegetables in **pots** on the roof of your house or block of flats.

*earth with grass growing in it.

Green Roofs



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

- 1 Green roofs are a new idea.
- 2 A green roof always has flowers on it.
- 3 Green roofs make cities more attractive.
- 4 Green roofs are a kind of air-conditioner.
- 5 Sometimes animals and insects live on green roofs.
- 6 Green roofs are cheap to make.

4 a) Match the words in **bold** (1–13) in the text to their meanings (a–m).

<input type="checkbox"/> 1	sprout up	a small area of land
<input type="checkbox"/> 2	partly	stop
<input type="checkbox"/> 3	several	thick layer that stops heat, sound, etc from getting in or out
<input type="checkbox"/> 4	layer	suddenly appear
<input type="checkbox"/> 5	prevent (stop)	build; make
<input type="checkbox"/> 6	benefit	preserve
<input type="checkbox"/> 7	publicly	various
<input type="checkbox"/> 8	process	small container
<input type="checkbox"/> 9	simulation	to some extent
<input checked="" type="checkbox"/> 10	fairly	advantage
<input type="checkbox"/> 11	construct	very beautiful; impressive
<input type="checkbox"/> 12	maintain	level; part
<input type="checkbox"/> 13	pot	quite

b) What does the term 'concrete jungle' (paragraph 3) refer to? Discuss.

5 Say two things that impressed you from the text. Give reasons.

6 In pairs, read the text again and discuss the advantages of having a green roof.

7 Project: Use the Internet and/or other available resources to find out more about 'green roofs'. Write about:

- what to plant
- how to maintain it
- advantages
- any disadvantages (e.g. use of insecticides, maintenance cost, etc)
- any additional useful tips



Animals

1 Describe the pictures. How does it make you feel?

2 Read the title of the text. The words in the box appear in it. What can the text be about? Read through and check.

- starved • abusive • in terrible shape
- physically • mentally



Un-Bear-Able Situation



Mitros, a 15-year-old European brown bear, is a very lucky animal. Well, at least he is now. For the first seven years of his life, Mitros was ~~a trained bear~~ an ~~bear~~ trained bear and that meant he was treated horribly and often starved. Mitros was rescued from his ~~abusive~~ owners in 1992 and sent to the ARCTUROS sanctuary in Nymphaea, Greece a year later.

When Mitros ~~arrived~~ at the sanctuary, he was in terrible shape both physically and mentally. As a trained ~~perhaps~~ bear, his ~~keepers~~ had knocked all his teeth out so he wouldn't bite. Because of this, he had to have several operations to fix his dental problems. The staff at the sanctuary worked around the clock trying to restore poor Mitros to health. And they succeeded! Unfortunately, Mitros is not the only bear to arrive at the sanctuary needing help. Other bears come to the sanctuary because they have been orphaned after their mothers have been killed by uncaring hunters. These young bears have not learned the skills needed to survive in the wild and would die if left on their own.

The ARCTUROS sanctuary now ~~houses~~ ~~houses~~ houses Mitros and twelve other bears. Their vet bills, food and general ~~upkeep~~ all cost money. You can help by adopting Mitros or any of the 14 other bears for a year. You can also ~~donate~~ money to help them and other bears in the wild. Just think, there are only 150 brown bears left in Europe. By giving just a little, you would be giving so much.

Animals**3** Read the text again and answer the questions.

- 1 What were the first seven years of Mitsos' life like?
.....
- 2 What happened in 1992?
.....
- 3 What is ARCTUROS?
.....
- 4 How has the sanctuary helped Mitsos?
.....
- 5 What kind of animals are protected at the sanctuary?
.....
- 6 How can you help the animals at the ARCTUROS sanctuary?
.....

**4** Now match the words/phrases (1-8) to their meanings (a-h) below.

<input type="checkbox"/> 1	starved	a in a terrible state of health
<input type="checkbox"/> 2	abusive	b all day and all night
<input type="checkbox"/> 3	in terrible shape	c accommodate
<input type="checkbox"/> 4	keeper	d maintenance
<input type="checkbox"/> 5	around the clock	e not given any food
<input type="checkbox"/> 6	house	f sb who takes care of animals
<input type="checkbox"/> 7	upkeep	g give
<input type="checkbox"/> 8	donate	h cruel; violent

5 What do these words refer to?

- 1 this (l. 7)
- 2 they (l. 8)
- 3 their (l. 10)
- 4 you (l. 14)

6 What can you do to help animals like Mitsos? In three minutes write a few sentences on the topic. Read them to the class.**7** Use the internet and/or other available resources to find a similar story. Then present it to the class.

You can use this website:

<http://www.bbcwildlife.org.uk/campaigns/care-for-the-wild/>



Green Living

1 Read the title of the text. What do you think it means?

2 Do the quiz. Then read the text and check your answers.

1 What causes global warming?

- A the Earth
- B CO₂
- C water

2 A 'footprint'

- A affects daily activities.
- B measures CO₂.
- C is usually one size.

3 What is a 'no-no' at school?

- A plastic lunch bags.
- B note paper
- C old pens

4 What can you do to save energy?

- A never use air conditioners
- B switch off lights when not in use
- C use your PC outside

5 Which is the 'greenest' form of getting around?

- A your feet
- B the bus
- C the car

6 Reduce waste by:

- A throwing things out.
- B repairing things.
- C mending broken things.

3 Read the text and fill in the gaps with the appropriate word. Compare with a partner. Then explain the words in bold.

Follow the Footprint

We all know that our planet is getting warmer. Carbon dioxide (CO₂) is the gas that causes global warming. Just 10 water gets hotter when it is in the sun. CO₂ causes the Earth's temperature to increase. Almost everything people do, including driving, eating, getting to school on time, and using energy affects how 20 CO₂ is sent into the atmosphere.

Organisations, worried 20 the condition of our planet, have come up with a way to measure how much damage we cause when we go about our daily activities. They call

4) measurement a 'footprint' and depending 5) our behaviour, our footprints can be all different sizes. So, let's see what you can do 6) have the smallest carbon footprint possible.

7) we know that everything we do affects the planet and we can start to make decisions that will make it healthier. Go to <http://www.carboncalculator.net> and use the calculator to see 8) big your 'footprint' is. You might be quite surprised!

Green Living



AT SCHOOL

- Get a reusable lunchbox.
- Reuse paper for notes and drawings.
- Use school supplies from last year.



GETTING AROUND

- Don't drive when you can walk.
- Ride your bike to school.
- Use public transportation.



WASTE NOT, WANT NOT



- Recycle, recycle, recycle.
- Fix things instead of throwing them away.
- Reuse paper bags, water bottles, and aluminum foil.

ELECTRICITY

- Turn off all the lights when you go out.
- Switch off air conditioners at night.
- Play outside, instead of surfing the Net indoors.



- 4** Look at the pictures and say what you can do to help the environment.



Picture A: Buy organic or locally produced vegetables.

- 5** How big is your carbon footprint? Do you follow any of the tips mentioned in the text? Discuss with your partner.

- 6** What else can you do to help reduce your carbon footprint? Spend three minutes writing your thoughts on the topic. Read them to the class.

- 7** Use the Internet and/or other available resources to prepare a quiz similar to the one in Ex. 2. Ask friends and/or members of your family to do it. Then report your findings to the class.



Green Living

- 1 Read the quote below. Do you agree? How can it be related to the text? Discuss.

There is a sufficiency in the world for man's need but not for man's greed.

Mohandas K. Gandhi

- 2 How often do you go shopping for clothes? What do you usually do with your old clothes and shoes? Discuss with your partner.

- 3 Read the text and match the headings (A-D) to the paragraphs (1-3). There is one extra heading you do not need to use.

- 4 Create a One-of-a-kind Fashion Accessory
5 Buy Smart

- 6 Buying Vintage Clothes is the Best Option

- 7 Get into DIY Fashion



Fifty years or so ago, if you were the 1 of, say, three children, 'second-hand clothes' or 'hand-me-downs' would have probably been one of the things you hated 2 in life. In those days, clothes that were past their fashion 'best before date' were not simply thrown 3 the bin. No, they were passed down from sibling to sibling or brother to brother until they had been truly worn out.

4 5 days, that has all changed. With families having fewer children, and people less concerned 6 getting their offspring's worth out of things, clothing is now often worn once, discarded and then sent off to the landfill. In the UK alone, 7 800,000 tonnes of clothing and footwear are thrown away 8 year. Luckily, recycling old clothes, in increasingly cool ways, is becoming more and more fashionable.

While recycling cloth is a great start, it is 9 better for the environment if we actually re-use our old clothes first. Here are just a few ways that we can do that...

1

Before you decide to throw your favourite old white T-shirt in the trash, use your imagination and think about 10 you could 'jazz' it up yourself. Paint it, embroider it, stamp it, dye it, the options are limitless. And hey, the holes add character!

2

Now you don't 11 to say good-bye to your comfy old blue jeans or denim skirt. Using the most basic sewing skills, a few buttons, ribbon and lace you can quickly make a fantastic denim handbag. Look online, there are hundreds of patterns available.



Green Living

3

We all know that inexpensive High-Street fashion is the easiest **10** to continually update your closet, but these clothes wear out very quickly. When you can, buy clothes that are quality-made, or better still, buy **vintage** clothes.



And remember...

One 100% organic cotton T-shirt = approximately 12.2 kg of CO₂ sent into the atmosphere (to get to the shop where you bought it, the shirt has travelled about 23,000 kilometres - 34 kilowatt hours of energy has been used to make it)

One vintage T-shirt = 0 kg of CO₂!

4 Read the text again and fill in the gaps with the appropriate word. Compare with a partner.

5 Match the words in bold (1-11) in the text to their meanings (a-k).

<input type="checkbox"/> worn out	<input type="checkbox"/> embroidery	<input type="checkbox"/> lace
<input type="checkbox"/> landfill	<input type="checkbox"/> dye	<input type="checkbox"/> update
<input type="checkbox"/> trash	<input type="checkbox"/> sewing	<input type="checkbox"/> vintage
<input type="checkbox"/> jazz (sth) up	<input type="checkbox"/> mending	

- a make sth more modern
- b colour
- c old but of high quality
- d the activity of making or repairing clothes using a needle and thread
- e fine cloth made with many holes in it
- f place where rubbish is buried
- g decorate cloth with a design made of coloured string
- h rubbish
- i make (sth) more interesting or attractive
- j piece of cloth used for tying things together
- k old or damaged that cannot be used any more



6  How can we recycle clothes? Use the information in the text to tell the class. Compare with a partner.

7  **Project:** Tie-dye a T-shirt at home.



What you need

a T-shirt (one that you no longer wear!)
dye (any colour(s) you want)
elastic bands
rubber gloves

Instructions

- Wash a white T-shirt in cold water and place it on a flat surface.
- Tie knots in the T-shirt or twist parts of it and secure with elastic bands.
- Prepare the dye according to the packet instructions (make sure you wear rubber gloves). Place the T-shirt in the dye for 15-20 minutes.
- Remove it from the dye and rinse in cold running water. Carefully untie the knots or remove the elastic bands and... WOW, you've got a new super-cool T-shirt!



Celebrating the Earth

1 Read the title of the text. What do you think it means? How can you help the Earth by 'doing nothing'?

Doing Nothing to Help the Earth

Ahh, shopping therapy! The cause of that great feeling you get when you go out on a whim and buy the first thing you see. But is that feeling long-lasting? Not! It doesn't take long for that temporary joy to go away and for guilt to set in over the money you've spent. So, why not try something else? Why not try doing nothing?

That's right, 'Buy Nothing Day' is a special day to relax and unwind without spending any money at all. Just think how **beneficial** this would be both for you and, yes, the planet! Every time you don't buy anything, you're doing your part to lessen the **bad effect** you have on the natural environment.

So, what can you as an **individual** do on Buy Nothing Day?

2 Read the text and match the subheadings (A-D) to the paragraphs (1-3). There is an extra subheading that you do not need to use.

A Stay with the Plan

B Homemade is Better

C Recycle and Save

D Reduce Daily Expenses

1 Why don't you sit down and make a list of what you would normally buy in a day? Then, cross off everything that is not absolutely necessary. The results are surprising, aren't they?

2 How about stopping for a minute to think about where your **packet money** goes every month? Do you waste money on things you don't really need? Do you throw things away instead of getting them fixed? Plan a **budget** and stick to it.



Celebrating the Earth



- 3** a) Read the text again and mark the sentences as **T** (true) or **F** (false). Then explain the words in bold.

- 1 Shopping therapy is a medical phrase.
- 2 People often feel bad after spending money.
- 3 Buy Nothing Day is a national holiday.
- 4 We buy too many things we don't need.
- 5 It is OK to buy presents on Buy Nothing Day.
- 6 Spending less money is good for the planet.

b) What is the author's purpose? **to inform; to educate or to entertain?**

- 4** What is 'Buy Nothing Day'? How can you celebrate it? Read the text and make notes. Use your notes to present this special day to the class.

- 5** In pairs, discuss your spending habits. Think of two more ways to be an environmentally-conscious shopper.

Or, you could make something from 'scratch'. Use the things you already have at home to make something you would normally buy – maybe a loaf of bread or a birthday gift.

While these suggestions won't change the world, they may make you stop and realise how much of your shopping is really just shopping because 'you can'. You might even decide to change your spending habits and that can change the world!

- 6** a) Match the words/phrases (1–14) to their meanings (a–n) below.

<input type="checkbox"/> 1	whim	<input type="checkbox"/> 8	lesson
<input type="checkbox"/> 2	temporary	<input type="checkbox"/> 9	effect
<input type="checkbox"/> 3	joy	<input type="checkbox"/> 10	individual
<input type="checkbox"/> 4	guilt	<input type="checkbox"/> 11	pocket money
<input type="checkbox"/> 5	set in	<input type="checkbox"/> 12	budget
<input type="checkbox"/> 6	unwind	<input type="checkbox"/> 13	stick to
<input type="checkbox"/> 7	beneficial	<input type="checkbox"/> 14	from scratch

- | | |
|--|---|
| a) irregular | g) from the beginning |
| happiness | h) a list of how much money can be spent on different things |
| b) money given to children by their parents | i) not permanent |
| c) impact | j) reduce |
| d) person | k) helpful; useful |
| e) continue; keep to | l) relax |
| f) unhappy feeling because of having done sth wrong | m) start |
| g) impulse | n) impulsive |

- b) Find all the phrasal verbs in the text and make sentences using them.

- 7** What else can you do on 'Buy Nothing Day'? Decide in groups. Present your ideas to the class.

Donate your old clothes to a local charity.

- 8** **Project:** Organise your own Buy Nothing Day. Set a date and follow all the steps in the text. Then write a short article describing what you did and how it helped you to become an environmentally-friendly consumer.



Green Eating

1 Read the title of the text. What do you think the text is about? Read to find out.

2 Read the text again and mark the sentences as **T** (true) or **F** (false).

- 1 The writer says that eating properly is easy.
- 2 Cows, chicken and sheep are livestock.
- 3 The writer says that people should stop using planes and cars.
- 4 Buying products from your area is a good idea.
- 5 The time of year you buy produce is not important.
- 6 Products without packaging are cheaper.

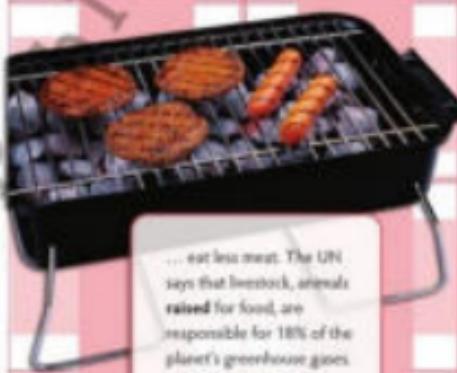
3 Match the words/phrases (1-10) to their meanings (a-j) below.

<input type="checkbox"/> 1 raise	<input type="checkbox"/> 6 be in season
<input type="checkbox"/> 2 give up	<input type="checkbox"/> 7 buy in bulk
<input type="checkbox"/> 3 goods	<input type="checkbox"/> 8 smart
<input type="checkbox"/> 4 take	<input type="checkbox"/> 9 tidy up
<input type="checkbox"/> 5 advantage of	<input type="checkbox"/> 10 landfill site
<input type="checkbox"/> 6 produce	

- a stop
- b clever
- c food or other things grown in order to be sold
- d place where rubbish is buried
- e breed
- f form
- g agricultural products, especially fruits & vegetables
- h make use of
- i (of fruit, vegetables) be available and ready to eat
- j buy large quantities

FOOD for thought

Eating right makes sense for your health, the health of your loved ones and the health of the planet. Making sure we do the right thing when it comes to food and food shopping is a piece of cake. So, try to



... eat less meat. The UN says that livestock, animals raised for food, are responsible for 18% of the planet's greenhouse gases. Hard to believe, but if humans stopped eating meat, it would help the environment more than if we stopped all transportation activity on the planet! That's right, just by giving up our burgers we would be doing more for the Earth than if we stopped all the world's flying, driving and shipping of goods.



... take advantage of food grown locally. This means you'll be eating fruits and vegetables that are fresher and wrapped in less packaging. In addition, you can find out from the farmer exactly how they grow their **produce** and what steps they take to protect the soil that they are grown in. And **buy in season**. Produce will be tastier and less energy will have been wasted to get it to you.

... **buy in bulk**. Buying in large quantities is **smart** shopping for two reasons: little or no packaging and lower prices. Experts say that packaging, plastic, paper, aluminum foil, makes up around 30% of all waste in our **landfill sites**. Reduce that number by buying in bulk or buying products packaged in 100% recyclable materials.



Green Eating



- 4** Complete the sentences using ideas from the text.

- 1 If we eat less meat, we _____
- 2 If we eat foods grown locally, we _____
- 3 If we buy in **bulk** quantities, we _____

- 5** **Today** Say three things that impressed you from the text.

- 6** **Today** Choose a topic. In three minutes write a few sentences on it. Read them to the class.

- 1 Do your parents buy organic vegetables? Why?/Why not?
- 2 Do you buy recycled products? Why?/Why not?

- 7** **Project:** Keep a record of the things your parents buy when they go food shopping this week. Are they environmentally-friendly food-shoppers? Report your findings to the class.



Green Fitness Programme

- 1 Read the title of the text. How can it be related to the pictures? Read and check.
- 2 Read the text again. Fill in the gaps with the appropriate word. Compare with a partner.
- 3 Match the words in bold (1-8) in the text to their meanings (a-h).

<input type="checkbox"/> 1	fuel	<input type="checkbox"/> 5	shovel
<input type="checkbox"/> 2	emission	<input type="checkbox"/> 6	weed
<input type="checkbox"/> 3	consume	<input type="checkbox"/> 7	compost
<input type="checkbox"/> 4	line	<input type="checkbox"/> 8	detergent

- a use up
- b lift and move earth, snow etc with a tool
- c decayed plants, leaves etc used to improve the quality of soil
- d amount of gas, heat etc sent into the air
- e liquid or powder used for washing clothes, dishes etc
- f coal, oil or petrol
- g remove wild plants from a garden or field
- h piece of rope, cord or wire

- 4 Read the text again and say how you can get fit and help the environment at the same time. What else can you do?

- 5 Is your 'fitness programme' green? Tell your partner.

Lean and Green!

Nowadays, many people are concerned about their health, and the health of the environment. Did you know that you can get fit and help the planet 1) the same time? Well you can, and it's so easy. Follow this Green Fitness Programme. You'll look and feel great, and the Earth will thank you!

- Walk 2) cycle, don't drive. Cars use fuel and send loads of nasty emissions into the air that we breathe. Walking and cycling are great exercise for your legs and your lungs.
- Take the stairs. 3) you're at work or school, wave good-bye to the lift as you walk past it. You'll never need your CO₂ producing Stairmaster again; all you'll need is a set of stairs. In no time at all, your legs will be stronger and firmer 4) ever before.
- Jog or run in the great outdoors. Using a running machine in a gym or at your house may 5) good exercise, but, let's face it, it is so boring! And it consumes energy. Get a fantastic aerobic workout and enjoy nature as you complete your daily run or jog outside.
- Hang your wash on an outdoor line, it only 6) sense. Why waste energy, and money using an electric clothes dryer when the

Green Fitness Programme



sun will do the same job for free? Oh, and by the way, hanging clothes on a line is a super upper-arm workout!

- 5 Work in the family garden. Shovelling, planting and weeding will get arms toned and in shape in no time. Spreading compost on your plants and flowers means they'll need less water and you'll get a real all-over workout. ☺



What if YOU can't give up the gym?

Some of us like the varied workout and help of trained professionals that we can only get at a fitness centre.

~~R~~ doesn't mean that you can't still do your part for ~~the~~ Earth.

- Walk or cycle to the gym, no asking mum or dad for a lift.
- Use a refillable water bottle to cut down on rubbish and bring your own towel – ~~10~~ you get home, wash it in eco-friendly detergent on a power-saving wash cycle.
- Oh, and remember, ~~11~~ you listen to music while you're working out, be sure ~~12~~ use rechargeable batteries in your CD player or MP3 player.



- 6 Work in pairs. Use the information in the text to persuade your friend to follow the Green Fitness Programme. Think about:

- positive impact on the environment
- how it will help your friend get fit

- 7 a) In groups, try to think of other ways to help the environment while working out. Then prepare a poster presenting your findings to the class.

- b) Follow your Green Fitness Programme for two weeks. Has it helped you look and feel great? Tell the class.



Eco-celebrities

- 1 Do you know the celebrities in the pictures? Why do you think these people are called eco-celebrities?
- 2 Read the text and fill in the gaps with the appropriate word. Compare with a partner.

Celebrities go green!

Nowadays, finding [1] _____ celebrity has been up to is as easy searching on your computer. While countless websites offer millions of details about their private lives, the great things they do for the environment are mostly ignored. Well, we're pleased to change that.

2) [2] _____ here's our Eco-Celebrity Top 5:

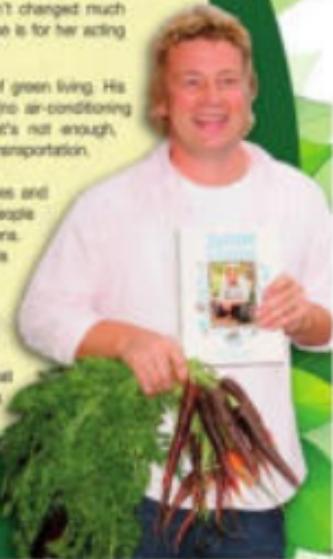
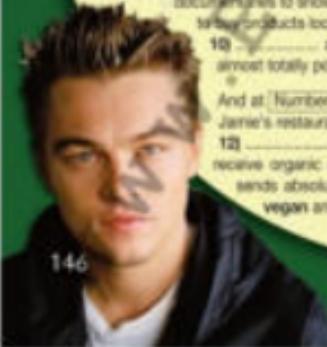
[Number 5] Pop singer, Christina Aguilera. Yes, she travels the world giving concerts and making records. But in her spare time, Christina does her bit [3] _____ Planet Earth. Recently, she designed an eco-friendly car. Known [4] _____ the Eco Style, the car is energy-efficient and its interior is made [5] _____ recycled materials.

[Number 4] Actor, Cameron Diaz. Back in 2001, Cameron set out to educate people about endangered animals by appearing in an MTV series called *Trippin'*. She hasn't changed much [6] _____ then and she's as well-known for her eco-friendly lifestyle as she is for her acting abilities.

[Number 3] Actor, Leonardo DiCaprio. Leonardo is a perfect [7] _____ of green living. His unique house in New York is solar-heated, has its own filtered air system (no air-conditioning needed) and a water treatment facility (all water is recycled). And if that's not enough, [8] _____ in the city, Leonardo uses his bike as one of his main means of transportation.

[Number 2] Celebrity chef, Jamie Oliver. Jamie has used his TV programmes and documentaries to show the world [9] _____ important it is for people to buy products locally and eat produce grown in their own gardens. In [10] _____ addition, Jamie's famous restaurant Fifteen is almost totally powered [11] _____ roof-top windmills!

And at [Number 1] Fashion designer, Stella McCartney. Like Jamie's restaurant, Stella's studio runs on wind power, and [12] _____ does her website! Customers can order and receive organic clothing from this site shipped in a way that sends absolutely no CO₂ into the atmosphere. Stella's a vegan and her motto is "Green is the new black".



Eco-celebrities



- 3** Match the words in bold (1-10) in the text to their meanings (a-j).

<input type="checkbox"/> 1	been up to (sth)	<input type="checkbox"/> 5	set out to
<input type="checkbox"/> 2	countless	<input type="checkbox"/> 6	solar
<input type="checkbox"/> 3	energy- efficient	<input type="checkbox"/> 7	windmill
<input type="checkbox"/> 4	interior	<input type="checkbox"/> 8	run on
		<input type="checkbox"/> 9	vegan
		<input type="checkbox"/> 10	motto

- a relating to the sun
- b using little electricity
- c innumerable
- d sb who doesn't eat or use any animal products
- e be doing (sth)
- f the inner part of sth
- g short phrase that expresses the beliefs of a person
- h start
- i structure used for producing electrical power
- j operates with the use of sth.

- 4** Which celebrity has impressed you the most? Why? In three minutes write a few sentences on the topic. Read your sentence to the class.

- 5** **Project:** Use the Internet and/or other available resources to prepare a poster about popular people who help protect the environment. Then present your own Top 5 to the class. Write about:
 - who they are
 - how they help save the environment.
 You can use pictures to decorate your poster.



www.ExpressPublishing.KZ

Word List

Key to Phonetic Symbols

Vowels and diphthongs

æ	cabin, ab-
æ:	heat, he-
ɔ:	art, man
ɔ	drive, cry
ɔ:	tree, trye
ɔ:	not, down
ɔ:	blue, use
ɔ:	root, level, pen
ɔ:	say, weight
ɔ:	far, care
ɔ:	it, we
ɔ:	feed, rice
ɔ:	near, board
ɔ:	lot, spot
ɔ:	wife, cool

Consonants

b	bed, rob
d	done, red
r	it, it
g	goat, dog
h	hot, horse
j	yellow, you
k	king, pink
l	lip, tall
m	handic, parrot
n	not, can
t	not, ten
θ	blender, written
p	play, tip
v	not, ready

Abbreviations

adj.	adjective
adv.	adverb
conj.	conjunction
det.	determiner
noun	noun
num.	number
phr.	phrase
phr.v.	phrasal verb
pl.n.	plural noun
prep.	preposition
pron.	pronoun
v.	verb

English
Kazakh
Russian
Module 1 Your World
ta

adapt /ədəpt/ (v)
 agricultural /əgrɪkʌltʃərəl/ (adj)
 habitat /hæbi:tæt/ (n)
 challenge /tʃæl'jen(d)ʒə/ (v)
 critically endangered (phr)

бейндеу
 ауылшаруудағы
 түткө жері
 күрделі мәселелердегі жақындау

адаптировать
 сельскохозяйственный
 метод выращивания
 задача

находящийся на грани

исчезновения

стремиться, встречать

изменение

среда обитания

странный

индивидуальность

противоречие реальности

реальность

спирать

сырые

уникальный

уникальная

придавать форму, создавать

укрепление

оно-же смущение

доказательство

доказательство

доказательство

доказательство

te

generation /dʒenə'reɪʃən/ (n)
 habitat /hæbi:tæt/ (n)
 harsh /hɑ:ʃ/ (adj)
 identify /aɪdentɪfɪ/ (v)
 natural resources /nætʃʊrəl rɪzəs'vju:z/ (n)
 plain /pleɪn/ (n)
 preserve /prɪ'vez/ (v)
 raw materials /rəʊ mə'terɪəlz/ (n)
 recognisable /rɪkɔgnɪzə'bəl/ (adj)
 respect /rɛspekt/ (v)
 shape /ʃeɪp/ (n)
 shelter /'ʃɛlət/ (n)
 stunning /'stʌnɪŋ/ (adj)
 wildlife /'waɪldlaɪf/ (n)

негізінде
 ауылшаруудағы
 ыңғайлы
 жеке жеке, дарынан;
 табиғат ресурстар
 мазмұн
 қалыптастыру
 жеке
 жеке
 тәжілдемек
 еркін
 жаңаған неғұрлым, еркін
 жаңаған
 орнаменттер
 жаңаған

администраторъ
 сельскохозяйственный
 метод выращивания
 задача

находящийся на грани

исчезновения

стремиться, встречать

изменение

среда обитания

странный

индивидуальность

противоречие реальности

реальность

спирать

сырые

уникальный

уникальная

придавать форму, создавать

укрепление

оно-же смущение

доказательство

доказательство

доказательство

te

achieve /ə'tɪvɪʃ/ (v)
 career /'keərɪə/ (n)
 civil engineer /'sɪvɪl ɪngɪnɪər/ (n)
 continue /kən'tɪnue/ (v)

жету
 кәрьера
 инженер-журналыны
 жарылған түс, кәрі

достичь
 карьера
 инженер-строитель

рутуться, разинаться

Word List

English	Kazakh	Russian
inspirational /ɪnspə'refənl/ (adj) prevent /prɛ'vent/ (v) raise awareness /reɪz'ərəvəs/ (v) skyscraper /'skایəkrɔ:pər/ (n) specialise /'speʃəlɪzaɪz/ (v) structure /'strʌktʃər/ (n)	айтер-інспірі бетпә жайтару, бөлдірмөү жайту, хабарді болу жыныс тұрағынан үй жеке жаңалық орталық	вдохновляющий противодействовать внимание осведомленность небоскреб специализироваться (в чём-либо) структура
1d		
conservation (жемчужина) (n) equipment /'ek्पɪərəmənt/ (n) footpath /'fʊtpeθ/ (n) register /'rejɪstreɪz/ (v) volunteer /'vɒlən'taɪər/ (n) waterproof /'wɔ:təprəf/ (adj)	жернет (жерге жаңалықтар мен жеке жаңалықтар, т.б.) жайдас жолды аялдау тіркес жоғарылық степени	сохранение (живых животных, растений и т.д.) оборудование тропинка регистрировать добровольца водонепроницаемый
1e		
collect articles /'kɔ:lt/ (v) covering /'kʌvərɪŋ/ (n) distinctive /dɪ'stɪktɪv/ (adj) exhibition /ek'shɪbɪʃən/ (n) imitate /'ɪmɪteɪt/ (v) maintain /meɪntenən/ (v) pipe /paɪp/ (n) produce /prə'dju:s/ (v) remarkable /rɛ'mækəbl/ (adj) see-through /seɪ'θru:/ (adj) solar panel (сонячна панель) (n) sustainability /sə'næinəbɪlɪtɪ/ (n) withstand /'wɪðstænd/ (v)	жиндері: жаду срекле жарыс елдістүр жады кубыр өндіріс жаректі жоғарылық шары аялдау шығындықтың тұрағы тұрмыс жарыс түрі	собирать изогреть отличительный выставка имитировать поддерживать труба производить запоминать свертывать составлять солнечная панель солнечность устойчивость противостоять
1f		
affect /ə'fekt/ (v) appliance /ə'plɪəns/ (n) be involved with /bɪ'velvd/ (v) charity /'tʃærɪtɪ/ (n) inten\$ionally /ɪn'tenʃənəlɪ/ (adv) raise /reɪz/ (v)	есептік жыныс шары су, бар көрсеткіштегі специальность олардың байланысты жетек, жағдай	влиять, действовать на электроприбор быть вовлеченым во что-либо благотворительность комиссионный поднимать, повышать
Module 2 – Daily life & Shopping		
2a		
additional /ad'dɪʃənl/ (adj) chores /'tʃɔ:rɪz/ (n) grade /gred/ (n) laundry /'laundri/ (n) leisure time /'lɛsər taim/ (n) local /'ləʊkl/ (adj)	жынысшы үй іштегіде жарыс бет шілді жүзу болыс бес уақыт жергілік	дополнительная работа по дому одежда свободное время местный
2c		
store /stɔ:r/ (n) average /'ævərɪdʒ/ (adj) baggy /'bægɪ/ (adj) big deal /bɪg dɪəl/ (n) duty /'dju:tɪ/ (n) expensive /ekspensɪv/ (v)	атама огрех, недочет железничный терминал жандар салт, маскен девайс, жоба оң шарынан бердір	этот средний ненормативный важный момент девайс, пристройство выражать

Word List

English	Kazakh	Russian
gadget /'gædʒət/ (n) geek /gæk/ (n) geeky /'gækɪ/ (adj) hoodie /hu:dɪ/ (n)	жүйелік компьютер фанаты ретий алу халықтың бир жеке улым жемчигі	устройство компьютерный фанат, фанат- спортсмен тюстюк с халықтың с движением руками с движением руками и свободным (об одеянии) «богема», уличник с короткими рукавами свитер субкультура гидрокостюм
long-haired /lɒŋ 'haɪərd/ (adj) loser /'ləʊsər/ (adj) nerd /'nɜːd/ (n) short-haired /ʃɔːt 'haɪərd/ (adj) skogen /sko:gən/ (n) subculture /sʌb'kʌltʃər/ (n) white-kid /'waɪt ki:d/ (n)	длелік ушын көзінір кен (бала) жоғалы жасаңдық жолы дар треє субкультуралык жерін	с длинными руками с длинными руками и свободным (об одеянии) «богема», уличник с короткими рукавами свитер субкультура гидрокостюм
2b		
in stock (phr) receipt /ri'sept/ (n) size name (n) sold out /səuld aʊt/ (adj)	жадда бер болыры түндер чечіл жазыл таптылып кету (испревы- жайыны)	в наличии изданный чек размер распродано расходники (по бумагам)
3a		
alternative shop /əl'tɜːtɪvətɪv ʃɒp/ (n) chat /tʃæt/ (n) cool /ku:l/ (adj) cost /kɒst/ (n) mainstream fashion /fæʃn/ (n) window shopping /'wɪndəʊʃɒp/ (n) waterslide /'wɔ:təslайд/ (n)	альтернативный магазин молодежь тактика корот (с точки зрения) выплаты как услуги корпоративная культура супермаркет	альтернативный магазин богатые крутой, классный коре основные идеи расмотрение интерес- ующих горок
3b		
cut back /kʌt bæk/ (phr v) expenses /'ɛksprens/ (pl n) income /'ɪnkom/ (n) keep track of (phr) long-term goal (phr) manage money (phr) pocket money /'pɒkɪt menɪ/ (n) reduce /rɪ'dju:s/ (v) set aside (phr) set a budget (phr) tip /tɪp/ (n)	жасаңдық жынысын жарыс берилесін борзып жадылыму тұжарлықтың миссия жарыс ойындары жадылым жемчуг, түркіз себебі бюджетті белгілеу жеке	сокращать расходы, затраты длящ следить за чем-либо долгосрочная цель управлять деньгами коричневые деньги учитывать, склонять обрезки усиливать бюджет сокет
3c		
aspect /'æspekt/ (n) convenient /kən'venɪənt/ (adj) downstep /dəʊnsteɪp/ (n) goods /gʊdз/ (pl n) in a hurry (phr) pleasure /'plɪzər/ (n) purchase /pɜːtʃuːs/ (n)	аспеккт жадыйлык баскетбол түндерлік асимиста жыныс жетекшілік	аспект удобный переезд товары в спешке удовольствие покупка
Module 2 – Entertainment & the Media		
3d		
attraction /ə'trækʃn/ (n) escape /'eskeɪp/ (n) entertainment /ən'teɪnəment/ (n)	журналиру, китметтеру жадыннан изтуу мөнегіздө булак	проживание убег интерактивный источник

Word List

English	Kazakh	Russian
pictorial /pɪktʊərl/ (adj)	картина	живописный
recommend /rekə'mend/ (v)	указать	рекомендовать
resort /rɪ'sɔ:t/ (n)	пляжный, дельческий при- брежный курорт	курорт, место отдыха
tropical climate /tropɪkl ˈklimət/ (n)	тропический климат	тропический климат
watertower /'wɔ:təʊər/ (n)	сүйеніштік бұздастыру	водоем гора
It's worth it. (phr)		это того стоит
S		
broadcaster /'brəʊdka:sətə/ (n)	тараташ, таратушы	передатчик, трансмиттер
coronation /kɔ:nɔ:t'eɪʃn/ (n)	так жиғу моралығы	коронация
current affairs /kʌrənt ə'fɜ:s/ (pl n)	анамында оқынадар, істер	текущие события, дела
bound /baʊnd/ (n)	негіздегі	основа
identify /aɪdə'nɔ:tɪ/ (v)	дәлде	выявлять
nation /'neɪʃn/ (n)	казыя,	население
news report /nju:s ˌrɪ:pɔ:t/ (n)	репортер	новости
source /sɔ:s/ (n)	қайтарушы	источник
trusted /trʊstɪd/ (adj)	сөзбей	доверенный
unify /'ju:nɪfaɪ/ (v)	бірлестір	объединять
T		
aspect /'æspekt/ (n)	аспект	аспект
birth /bɜ:θ/ (n)	тұмалу	рождение
craft /kra:f t/ (n)	сәск, шеберлек	мастерство, мастерство
grave /grev/ (n)	мода, шабр	модель
introduction /ɪntrə'du:kʃn/ (n)	кіркене	введение
lead /li:d/ (v)	шурғап, багыттау	руководить, гиляд
leader /'li:dər/ (n)	жетекші, багыттау	наставник
legacy /'legɪsi/ (n)	мира	наследие
marching band /mærچɪŋ bænd/ (n)	жылдызы, жарыстар топ	марширующая группа
major /'meɪjər/ (n)	дәрі	мэр
named /neɪməd/ (v)	жөннелегі	именование
parade /pærəd/ (n)	шартты	парад
playwright /'pleɪwra:tɪ/ (n)	драматург	драматург
symbolise /səmbə'lais/ (v)	символизм білдіру	символизировать
part /pɑ:t/ (n)	тұзуқ	часть
V		
avril /a'verl/ (n)	август	август
bark /bɑ:k/ (n)	ІПТ	бит
bone /bo:n/ (n)	сүйек	кость
breath /breθ/ (n)	жаны	мол
bump /bʌmp/ (n)	сәнделешкес	столкнуться
cochlea /kə'kleɪə/ (n)	іздемешкес, заряты	разрыв риновища
collect /kə'lekt/ (v)	жинуу	собирать
create /kri'eɪt/ (v)	күрдү	создавать
curled /'kɜ:ld/ (adj)	көміржасалған, бүрке	вогой, кудрявый
ear canal /ɪə'kænəl/ (n)	күңгілік жарғының	уховидная канальца
cardboard /kɑ:rd'bɔ:t/ (n)	дебал жарғының	бумажная перегородка
enter /'entər/ (v)	шыру	входить
hammer /'hæmər/ (n)	балаға	молоток
hit /hɪt/ (v)	секу	ударить
hoax /'həʊks/	шарка	шок
leopard /'lɛpərd/ (n)	сұрназы	леопард
magazine /mægə'zɪn/ (n)	шүлгін	журнал
outfit /'aʊtfit/ (n)	сүрназы	одежда

Word List

English	Kazakh	Russian
signal /'siɡnəl/ (n)	сигнал	сигнал
snail shell /'sneɪl ʃeɪl/ (n)	шлунг шайваршы	раковина улитки
stamp /stæmp/ (n)	штамп	стремя
tube /tjuːb/ (n)	труба, трубка	трубка, побег
vibrate /və'bɪtreɪt/ (v)	арыладу	вibrировать
wave /weɪv/ (n)	волна	волна
Sg		
closed /kloʊzd/ (v)	тобір	тобір
electric atmosphere /ɪk'lætrɪk/ (n)	электрик атмосфера	электрическая атмосфера
exhausted /ɪg'zɔ:tɪd/ (adj)	затирмозил, израсходил	измученный, исханивший
mixture /mɪk'sjʊərə/ (n)	желе, пюре	микс
patiently /'peɪʃənlɪ/ (adv)	сайберлен	терпеливо
perfection /pə'refɪʃn/ (n)	шоғын сөйкө	исключить
support group /səp'tɜ:gpu:p/ (n)	жадан тобын	группа поддержки

Module 4 – Sport, Health & Exercise

Az		
athlete /'æθlɪt/ (n)	спортсмен	спортсмен, спортсменка
breaststroke /'brɛ:ststrɔ:k/ (n)	смычка	метаминог
chest /tʃest/ (n)	жабер крысы	грудные клетки
guard /gʊərd/ (n)	корту	охранять
hoop /hu:p/ (n)	абруу	обруч
keeper /'ke:pər/ (n)	бакчыны, халычы	смотритель, каратар
net /nɛt/ (n)	тор	сеть
pink /pɪŋk/ (n)	спорт аланы	спортивная одежда
score /sko:/ (n)	түрлүк жиынтуулыш	выбирать очки
serve /sɜ:v/ (n)	чыншыттару	обслуживать
set up /sæt'ʌp/ (phr v)	бұрын, бұрыннан туру	установить, настроить
teamwork /ti:mwɜ:k/ (n)	командада жарасы	работа в команде
Bz		
benefit /'benɪfɪt/ (n)	займы	выгоды, польза
boost /bu:st/ (v)	көздөрүс күтүнүү майдалату	изменять, способствовать росту
brain cell /'breɪn sel/ (n)	макроэпітоциты	клетка мозга
build muscle (phr)	организмдең көздөрүс	накачивать мышцы
burn fat (phr)	жирдем көздөрүс	сжигать жир
change mood (phr)	жыныс көздөрүс	изменять настроение
concentration level (phr)	жыныс көздөрүс	уровень концентрации
diabetes /daɪ'aɪbɪəts/ (n)	диабет	диабет
endorphins /ændə'fɪnɪz/ (phr)	адипонектин	адипонектин
epinephrine /'epɪ'nefraɪn/ (phr)	адреналин	адреналин
fight stress (phr)	стрессен күртүү	беречься со стрессом
give up (phr)	бөркү, тастыу	сдаваться, бросать
heart disease /ha:t dɪ'seas/ (n)	жарыс күрүү	заболевание сердца
lower blood (n)	төмөн түзүү	снижать
physical health /'fɪzɪkl hɛlθ/ (n)	дөйтүү, сүйлемүү	физическое здоровье
pressure /'pre:sər/ (n)	трасы	давление
spotty face (n)	бешек баскын белт алаңы, пятна	проказное лицо
temptation /tɛmpt'eɪʃn/ (n)		искушение, соблазн
Dz		
disease /dɪ'zi:s/ (n)	жайындыр	излечивать
equipment /ɪk'wɪp'mənt/ (n)	жадан берүү	оборудование

Word List

English	Kazakh	Russian
injury /ɪn'dʒəri/ (n) trainer /'treɪnər/ (n)	жарыкт баттер	травма тренер
at		
broadstroke /braʊðstrəʊk/ (n) competition /kɒm'petɪʃn/ (n) competitive /kɒm'petɪtɪv/ (adj) countless /'kaʊntləs/ (adj) determined /dɪ'tɜːmɪnd/ (adj) heat /hi:t/ (n) medal /'medəl/ (n) quality /'kwaɪləti/ (n)	көрдемелі арку жарыс бисекіл есепті без байланыс жыныс, жастық медаль бланштік алу	брюс: соревнование конкурентный бескрайний жесткий, решительный тепло, жара медаль качество, наливка (из этого-либо) жарыс установить мировой рекорд искусство ярлык
record breaking /rekɔːd'breɪkiŋ/ (adj) set a world record (phr) tarnished /'tarnɪʃɪd/ (adj) wrestler /'rɛstlər/ (n)	рекордный; запись рекорда (рекорд) зралту жарыс	
at		
attach (ət̬ tə ət̬'eɪt̬) /ət̬/ (v) beat /bi:t/ (v) bone /bəʊn/ (v) breathe /bri:t̬/ (v) bundle /'bʌndl/ (v) cardiac /kɑːdɪæk/ (adj) contract /kɒntrakt/ (v) depend (ən dɛpənd) /dɛpənd/ (v) digest /dɪgɛst/ (v) digestive system /dɪgɛstɪv ˌsɪstəm/ (n) elastic tissue /elæstɪk ˈtɪʃu/ (n) hormone /hɔːrmən/ (n) internal organ /intə'nl̩ ˈɔːgn/ (n) involuntary /ɪn'vel'ytɔːrɪ/ (adj) muscle /'mjuːsl/ (n) nurse /nɜːs/ (v) pump blood /pʌmp/ (v) pupil /'pjuːpl/ (n) require /rɪ'kwaɪr/ (v) skeletal /skelɪtɪkl/ (adj) smooth /smuːθ/ (adj) tough /tuːf/ (n) try /trɪ/ (adj) vary /və'reɪ/ (v) voluntary /vɔːlən'tɔːrɪ/ (adj)	жадын, жасу болту, жаңын согу, төхөңдеү сұрғы дешмелу байланыс арзесін күттегі зертарту обратимый, обратима болу сфер, көбейді жарыс, ярсыл имені мені горын жадын жадын, кристалдар жадын жадын жарыс жадын жарыс тәләмдегү жадын тәсіл органдык тәсіл тәсіл тәсіл жадын	присоединять, привязывать (что-то к чему-то) бить, колотить кость дышать снаряда сердечный сокращать занимать (о чём-либо) переходить, устанавливать иннервационная система занятие ткань горные внутренний орган эластичный, непротиводействующий мышца жара делать кровь кровь слезы требовать спасительный гладкий, ровный бедренная кость, бедро кровячный, малозаметный жарынан зубрильский
at		
attend /ə'tend/ (v) fitness level /'fiṭnəs ˈlevl/ (n)	бірнегін түрү, қызыгу демек физикадан жүргізілген жарыс	посещать уровень физической подготовки
get fit (v)	жасын дәле бітімдегі жарыс	прайти в хорошую физическую форму
individual attention /ɪndɪ'veɪjʊlət̬/ (n) inspire /ɪn'sپر/ (v) instructor /ɪn'strʌktər/ (n) pace /peɪs/ (n)	жеке мекәндегі инструктор инструктор жылданын	индивидуальное внимание вдохновлять инструктор скорость

Word List

English	Kazakh	Russian
shared /ʃə:d/ (adj)	бірлескеншілікtes	совместно используемый, разделенный
Module 5 – Reading for Pleasure		
5a		
appear /ə:pər/ (v)	аралыкталу	появляться
case /keɪs/ (n)	түрір	типори
escape /'eskeɪp/ (v)	дашуу, аткарылу	убегать, спасаться
exist /ɪgzɪst/ (v)	бар болу	существовать
hole /həʊl/ (n)	німә, төзі	дыра
land /la:nd/ (n)	жер, жердә	земля
lava /'la:va/ (n)	жана	лава
ocean floor /'o:sfə:n flɔ:/ (n)	мұртқыштың берлесі	днеокеан
possible /'pɒsəbl/ (adj)	жакшыл	возможный, вероятный
produce /prə'dju:s/ (v)	жадру	производить
stone house /'stəʊn haʊs/ (n)	тағый	каменный дом
surface /'sɜ:fɪs/ (n)	уст	поверхность
surround /sə:raʊnd/ (v)	жорама	окружать
temple /'tempəl/ (n)	табиадаттан	храм
tunnel /'tʌnl/ (n)	расқортуу	туннель
5b		
boredom /'bɔ:rdəm/ (n)	из язсу, салыныш	скучка, тоска
cast /kæst/ (v)	жага	берет
cave /keɪv/ (n)	мог жаңаданын тапшы	струйные конидии, ложак
deliberate /dɛlbə'reɪt/ (adj)	сипаты	искусственный
distant /'dɪstənt/ (adj)	ажыраты	отдаленный, далекий
edge /eɪdʒ/ (n)	жертеу, междау	край
explore /'eksplo:r/ (v)	таждыдан берлесін бар берүүштүрүш	исследовать, изучать
face has sit in there for sit (phr)	тің маңында	у судьбы есть же то для кого-то
fetid /'fɛtɪd/ (adj)	саудар	запертый
hard /ha:d/ (adj)	басып	жесткий, грубый
merchant /'mɜ:tʃənt/ (n)	бұзар	торговец
obey /'əbeɪ/ (v)	бұзары	подчиняться
order /'o:dər/ (n)	бекеттесі	приказывать
passenger /pɑ:senɪdʒə/ (n)	жолушы	пассажир
pore /pɔ:r/ (adj)	жайтуру	чистой
reflect /rɪ'flekt/ (v)	мекит	отражать
school /sku:l/ (n)	жарыл тасымалдау	школа
shipping /'ʃɪpɪŋ/ (n)	басылған жуу	перевозка груза
trapped anger (phr)	тайдын	закованный гнев
wholesome /'həuləmən/ (adj)		полезный
5c		
ask for sb's hand in marriage (phr)		запросить чьей-либо руки в (свои-либо) брак, жениться
attack /a:tæk/ (v)	жарылту	нанести
beloved /'beləvəd/ (adj)	ишибул жылу	излюбленный
bravely /'brævəli/ (adv)	сүйгіл	отважно, храбро
capture /kə'p처ə/ (v)	бигін	захватывать
ciff /tʃɪf/ (n)	алыптау	относив склон
comfort /'kʌmfə:t/ (v)	тік жарыс	утешить, успокоить
desirous /dɪ'sɪrʊəs/ (adj)	жарыту	желание
disappear /dɪ'sɪpər/ (v)	тік	исчезать
effort /'efɔ:t/ (n)	таяна-богу	усилие, вынужка

Word List

English	Kazakh	Russian
envy /'enveɪ/ (v) gift /gɪft/ (n) ground /grəʊnd/ (n) hatred /'hætrəd/ (n) heartbroken /hɑːrt'broun/ (adj) intelligence /ɪntelɪ'jenstɪə/ (n) leap out /ləp'auτ/ (phr v) reach out /ri:tʃ'auτ/ (phr v)	загу сийміс; жер, көркемшілік ненависть жаралған жердегін жыл, жыл шарық шығу, оқып-загу бірдегіше/бреңде шағып	загу подарок земля, почва ненависть с работой спорить ты, интеллигент выскочить, выскакнуть прятаться, скрываться в чем-то загиб/загибать выводить, выгонять из
strong-willed /strɒŋ'wɪld/ (adj) wicked /'wɪkəd/ (adj)	жыгерб, табанды шарып	жесткий, решительный злой, злобный
S		
beg /beɡ/ (v) cause /kɔːz/ (v) delicate /dɛlkɪt/ (adj) empire /'empɪər/ (n) faithful /fæθfʊl/ (adj) kingdom /'kɪŋdəm/ (n) massacre /mæsə'keɪə/ (n) nanny /'næni/ (n) noble /'nəbl/ (adj) pack /pæk/ (v) patterned /'pætned/ (adj) politeness /pə'lɪnəs/ (n) refuse /rɪ'fjuːs/ (v) region /'rɪdʒən/ (n) tile /taɪl/ (n)	сұру, назашу зардиган хәйди, мөнкі империя жазылар жарылдык жердегі бала шүткін мәдениет ороу, жалту спаржан үсті бас тарту облыс, аймақ плакта, кабель	быть, участвовать привлечь сочный, ягодный империя преданный королевство массонат имя благородный указывать, называть супорок административный отказывать община, регион плакта, кабель
Module 6 The Natural World		
B		
adopt /ədəpt/ (v) bamboo /bæmboʊ/ (n) bully /'buli/ (adj) creature /'kreatʃə/ (n) destruction /dɪstrukʃn/ (n) ensure /ɪn'seər/ (v) fur /fɜːr/ (n) grad /græd/ (n) island /'aɪlənd/ (n) livestock /'laɪvstɔːk/ (n) relative /'relətɪv/ (n) rusty /'rʌsti/ (adj) sponsor /'spɒnsər/ (v) survive /sərvɪv/ (v) tall /tɔːl/ (n) threaten /'θreːθən/ (v) urgent /'ɜːrɡənt/ (adj)	үй баласынан алу шынбауб шебідін, сабакта жарып жарып қалту жеміс болу, жауапкершілік алып торып жемізу дистрикт үй жекеуді тұмындық төң белгісін, есірек дегендерін амал жалу куйрақ жарыту, сіс шұтталған естік, қалыпта	развиваться бамбук громкий, злопод создание разрушение, уничтожение гарантировать, улучшать мех, пушка ритмы, композиция традиционный домашний скот родственник ранний, устаревший спонсор искусство, увлечь хвост угрожать громкий, яростный
G		
gather /'gæðə/ (v) conference /kənf'rens/ (n) forecast /fɔːk'steɪt/ (n) forecast /fɔːk'steɪt/ (v)	шарықшылашып шаманды бесес, тегін отіншілік	собирать данные штабный дата, прогноз просматриваться

Word List

English	Kazakh	Russian
blossom /blɒsəm/ (v)	су басу	затухать, засыхать
bomb /bɒm/ (v)	хәрәкәттүр, жасу	образовывать
mapastic /mæpəstɪk/ (adj)	айбынды	полиэтиленовый
meadow /'meadoʊ/ (n)	жайылым, айвай	лут, пленка
minister /'mɪnɪstər/ (n)	министрү, көрнекі	министр, синь
nestle /'nesl/ (v)	жабыс	прятаться
nestmate /'nesmæt/ (n)	бендердүр, жайы орнының жеткүү	поселяющийся, редородный
scenery /'seɪnəri/ (n)	шайынның жеткүү	декорации
skimming /'skimɪŋ/ (adj)	шайынчылық	лебкис
thick /θɪk/ (adj)	түзүк	опасный
waterfall /'wɔ:təfɔ:l/ (n)	сағыртама	таятильный
6d		водопады
in trouble /trʌbl/		в беде
overstar /'oʊvəstɑ:/ (v)		выходить
movement /'mu:vmənt/ (n)	шығындыс	движение
project /'prɒjekٹ/ (v)	жоба	проект
run out /əv vʌt/ (v), look out /lʊk vʌt/ (v)	шындалу	заканчиваться
tag /teɪg/ (v)	күрәткіштің жеткүү	привешивать, держать
track /træk/ (v)	трактика	следить
volunteering programme /'vɒnlʊtɪnɪŋ p�rəgrəm/ (n)	тәжірибелі мекемесі	программа добровольчества
6e		
crossroads /'krɒsroʊdз/ (n)	шыңын	перекресток
guided cause trip /trɪp/	жолдарын жүргүзу	жидуром на коню
hexture /'hɛktʃər/ (n)	текстур	текстур
landscape /'lændskeɪp/ (n)	жайык	текстура
massive /'mæsɪv/ (adj)	беткендік, күркін	массивный, большой
migrate /'mɪgrēt/ (v)	жыныс	мигрировать
rare /reɪər/ (adj)	орта	редкий
swampy /'swæmpɪ/ (adj)	батырлық	болотистый
wetland /'wetlənd/ (n)	батырлық тұрақтылық	заболоченная местность
6f		
absorb /əb'sɔ:b/ (v)	жасуру	впитывать
carbon dioxide /kɑ:bən dəʊɪd/ (n)	жарылғандаған газ	угольный газ
distinctive /dɪ'stɪktɪv/ (adj)	еркекші	отличительный
dry out /drɪ vʌt/ (v), wet v	жеткүү	высыпать
glucose /'gلوʊsɪs/ (n)	тәзімі	сахар
ingredient /ɪng'reɪdʒənt/ (n)	шаралып жеткүү	ингредиент
mineral /'mɪnɜ:rəl/ (n)	минерал	минералы
nutrient /'nju:tʃənt/ (n)	жарылған сәнбек	питательное вещество
perfume /pɜ:fju:m/ (n)	фотосинтез	инстинкт
photoperiodism /fə'to:pəriədɪzɪsm/ (n)	афтер шейкі	фотосинтез
pipe /paɪp/ (n)	таралу	трубопровод
spread /spred/ (v)	жүргізу	распространяться
structure /'strʌktʃər/ (n)	сору	структур
suck up /sʌk ʌp/ (v), spit v	жадуды	иссасывать
sunlight /'sʌnlɪt/ (n)	айнаудару	солнечный свет
support /sə:pɔ:t/ (v)	жер астында	поддерживать
turn into /tɜ:n ɪntʊ/ (phr v)		превращать
underground /'ʌndəgraʊnd/ (adv)		под землей

Word List

English	Kazakh	Russian	
big steep /'bi:pɪ/ (adj) granite /'grænɪt/ (n) identify /'aɪdəntɪfɪk/ (v) mountaineering /maʊntænɪərɪŋ/ (n) oasis /'oæsɪs/ (n) pond /pɒnd/ (n) valley /'væli/ (n)	білік треугольник граніт знайти, табу тау тұрғын оазис озеро алдау	велик треугольник распознавать горной туризм оазис пруд долина	
Module 7 – Travel & Transport			
7a	travelling /'trævlɪŋ/ (n) a head for heights (phr)	туралы үйі білділдік көрініштік	
at my own pace (phr) attraction /ə'trækʃn/ (n) available /ə'veiləbl/ (adj) cable car /'keibl kɑ:/ (n) departure /dɪ'pærچər/ (n) in advance (phr) landmark /'lændmɑ:k/ (n) off the beaten track (phr) passionate /pæs'nætɪk/ (adj) perspective /pɜ:p'spektɪv/ (n) pier /pi:e/ (n) recommend /rek'mend/ (v) regular /'regjუlər/ (adj) safety helmet /'sefɪti hel'met/ (n) sort out /sɔ:t ou:t/ (phr) spectacular /spɛk'takjular/ (adj) sport /spɔ:t/ (n) the ultimate /ðə 'ʌltɪmət/ (n)	жүккеге алып жеке көтере алып шешкін көрініштік тартақталған, жүккеге арады мұнайдағы жолыны жолда, жерде жету адам да демек андерни бір көрініс көрініс пәндермен железе шары ұтаму жәйі корканиң жағынан, дұмыла басып алу бізнесмендердің жер жоғары жомынды	ездить на машинах, парковые издевательство вынести каким-либо теме доступный кабине канатной дороги отправка, отбытие заране достопримечательность с проторченой дороги известный перспектива парк рекомендовать регулярный защитная маска, шлем разобраться запоминающий место коря (а-чес-ней), лукови (а-чес-ней)	
7c	alien planet /'eɪliən 'plænət/ (n) biologist /baɪɔ:gəst/ (n) cabin /'kæbɪn/ (n) chase /tʃeɪs/ (n) contest /kɒn'test/ (n) continent /kɒn'tinent/ (n) develop /dɪ'veləp/ (v) explode /eksplo:t/ (v) galaxy /'gælæksi/ (n) hurry /'hɜ:ri/ (adv) mainland /meɪnlænd/ (n) nickname /'nɪkneɪm/ (n) rental /rɛn'tæl/ (n) reptile /rɛptɪl/ (n) resistant /rɪ'si:stənt/ (n) silkworm /sɪlkwɔ:m/ (n) sting /stɪŋ/ (v) stun /stʌn/ (v)	богем галактика бакал тұнда. жаду сақыс аралық; демек төзебін сқадары үшінші ұнған арал лишне ж салу бізнесмен жорғалуышты түркін жоба қарын ұйып тұрғанын жабын табет	чужая планета биолог домик преследовать конкурс материя размножаться быстро увеличиваться высокий хрустальный большой остров время остаться рептилии житель искусница бездонный камы дикая природа

Word List

English	Kazakh	Russian
Td direct flight /dɪrekٹ flایٹ/ (n) for business or pleasure (phr) passport /pɑːsپɔːٹ/ (n)	тілекін барынг реіс бизнес немесе жаңынан праезд паспорт	прямой рейс для бизнеса или удовольствия паспорт
Tc airline /eərlائن/ (n) architecture /əکٹیکچر/ (n) assassination /اساسینیشن/ (n) boulevard /buːlvارڈ/ (n) construction /کونسٹرکشن/ (n) destination /دیسٹینیشن/ (n) dome /دوم/ (n) land /لند/ (n) official /اوفیسل/ (adj) out of respect (phr) passenger flight /پاسنیج فلایٹ/ (n) terminal /ٹرمینل/ (n) the late president (phr)	ауыз мола согнет жайтуу железнодорожный красивое таганрогская пристань крыша шоу роскошь эркемчесе акылшык реіс терминал мадаре президент	авиалиния архитектура убийство бульвар строительство место назначения купол принадлежащая официальный из уважения пассажирский рейс терминал последний президент
Tf bracelet /bræسليٹ/ (n) break off (book 'off' (phr-v)) care /کارے/ (v) decline /دکلائے/ (v) disappear /دیسپارے/ (v) extinction /ایکستینشن/ (n) global warming /گلوبال ورمینگ/ (n) illegal /ایلیگل/ (adj) influenza /اینفلوئنزا/ (n) law /لے/ (n) natural organism /نیچے کی طبیعتیہ/ (n) necklace /نیکلے/ (n) poacher /پاؤچر/ (n) protect /پروٹرکٹ/ (v) sacredness /ساقریت/ (n) shell /شل/ (n) tribesman /ٹریبیزمن/ (n) task /تکسٹ/ (n) under threat (phr) unique /اونیکی/ (adj)	білесіз түркі алу екшету аюш таяны бетүү шарылду гламур жыныду жасло куру он тірткіш	браслет отложить лечить умножаться исчезать измирение глобальное потепление незаконный болезнь закон живой организм
Tg ash /æش/ (n) bonfire /بونفائر/ (n) funny /فنی/ (adj) garland /گارلینڈ/ (n) test /تیسٹ/ (n) tree /ٹری/ (n) watercolor /واتر کولر/ (n) yellow /ولیوے/ (n)	аға алыу «Фон» стиліндегі гарланда созыту жасык желтік тапкыр сүзү жарын	золна, зола костер в стиле «фон» гарланда дизайн спираль основанием бледно-желтый

Module 8 – Food & Drink

Ba ash /æش/ (n) bonfire /بونفائر/ (n) funny /فنی/ (adj) garland /گارلینڈ/ (n) test /تیسٹ/ (n) tree /ٹری/ (n) watercolor /واتر کولر/ (n) yellow /ولیوے/ (n)	аға алыу «Фон» стиліндегі гарланда созыту жасык желтік тапкыр сүзү жарын	золна, зола костер в стиле «фон» гарланда дизайн спираль основанием бледно-желтый
---	---	---

Word List

English	Kazakh	Russian
peat /pe:t/ (n) population /pɒpjʊlætʃən/ (n) rhythms /rɪθmz/ (n) stuff /stʌf/ (n) sticky /stɪkɪ/ (adj) stuffed /stʊfd/ (adj) the early hours (phr) unique /ju:nɪk/ (adj)	ауза терпіліктер зрек дұрыс, салынғыш жабысқы тарталған-ет шұраны сирі бірлесін	кох население ритм вещь, припасы липкий фаршированный ранние часы одинаковый
S		
amino acid /ə'mino eɪd/ (n) bean /bi:n/ (n) cell /sel/ (n) chemical /kemɪkəl/ (n) complicated /kɒmplɪkɪteɪt/ (adj) connection /kɒnnekʃn/ (n) copper /'kɔ:pər/ (n) effect /e:fekt/ (n) fat /fæt/ (n) fatty acid /fæti 'eɪd/ (n) function /fʊŋkʃn/ (n) iron /'aɪən/ (n) mineral /'mɪnɜ:rl/ (n) memory /'meməri/ (n) micronutrient /maɪkro'nju:trent/ (n) mineral /'mɪnɜ:rl/ (n) neuron /'nju:rn/ (n) organ /'ɔ:gən/ (n) substance /'sʌbstəns/ (n) vegan /'ve:gən/ (n) vine /vaɪn/ (n)	аминокислоты лоби жасты химия, химиялық изкусство связь никель воздействие жир жировые кислоты функция железо минерал ес мікронутрієнт минерал нейрон найдро память вспомогательный минерал минерал нейрон орган вещество строгий вегетарианец виноград	аминокислоты фасоль клетка химическое вещество сложный химическая яд воздействие жир жировые кислоты функция железо минерал орган вещество строгий вегетарианец виноград
S		
killing /'kɪlɪŋ/ (n) light /laɪt/ (n) offer /'ofər/ (n) omelette /'o:melɪt/ (n) under /'ʌndə/ (n) plain /pleɪn/ (adj)	сүйеніш жарыс ұйын омлет дағыс беру жарынан	убийство легкий предложение салат зажигать крестик
S		
berry /'beri/ (n) jam /dʒæm/ (n) marmalade /'mɑ:mələd/ (n) partridge /'pɑ:tɪdʒ/ (n) preparation /prɛ'reɪʃn/ (n) black pudding /blæk 'pudɪŋ/ (n) sausage /'sɔ:gz/ (n)	жидек джен, тиран мармелад сұдан жарыс бешкесі дайкончик жара тұнушы шукша.	ягоды джен, парень мармелад овощная каша подогреватель черный пудинг колбаса, сосиска
S		
complain /kəm'pleɪn/ (v) consultant /kəns'kʌltənt/ (n) convention /kən'venʃn/ (n) contact /kən'tækt/ (n) display /daɪ'splaɪ/ (v) forecast /fɔ:k'rest/ (n)	шарынын бағдару тұтынулау тұтын байланысу шарыту шарттама	жаловаться потребовать использование смыться испытывать моделирование

Word List

English	Kazakh	Russian
informed decision (phr.)	дал оид жағын	обоснованное решение
ingredient /ɪn'grɪdʒənt/ (n)	ингредиент	переднее
label /lelbəl/ (n)	шабсай, бирка	наклейка, бирка
law /laʊ/ (n)	закон	закон
prepare /prɛpər/ (v)	дайындау	подготовить
satisfied /sætɪsfɪd/ (adj)	шештегендей	удовлетворенный
store /stu:/ (n)	сақтау	хранить
trussed food /trʌstɪd fu:d/ (n)	көпсерілдер	консервы
9a		
category /kætɪgori/ (n)	бадырмаш	сектор
chop /tʃɒp/ (v)	жасу, разделывать	разрезать
drain /dreɪn/ (v)	брәемүү	дренировать
dry /draɪ/ (v)	тозу	воздушный
grate /græt/ (v)	кушур	нарезать
herb /hɜ:b/ (n)	разлагател	переваривать
peel /pi:l/ (v)	жары	трескать
pour /pu:/ (v)	тапшыру	изливать
recipe /ri'spi:kə/ (n)	устакану күр-	рецепт
sauerkraut /'sau:kraʊt/ (n)	роташт	квашня
season /'si:zən/ (v)	коштару	приправлять
sprinkle /sprɪŋkl/ (v)	турмактуу	сыпать
stalk /stɔ:k/ (n)	себү	стебель
	сақ	чечевица

Module 9 – The World of Work

9b		
coach /kəʊtʃ/ (v)	жеткүү	пилотировать
double sb's size (phr.)	жеткүү иң күчтүү	адвокат (дважды) вдвое больше (четыре) по размеру
dressing room /drɛsɪŋ ru:m/ (n)	бөйкөттөрүүлөмөк, кимбистерүүлөмөк	тремплини
exterior /ɪk'striər/ (n)	жогон	радикальный
fairy /feəri/ (adj)	тобеर	волшебный
in good shape (phr.)	жогондуктүү	в зеркальной форме
losing status /'lɔ:zɪŋ stætjʊs/ (n)	торжество	занавес
newbie /nju:bɪ/ (n)	жеткүүчи	инициал
still /stɪ:l/ (adj)	жеткүүлүк	инициальный
swing heavy (v)	брекет	разгонять
take a rest (phr.)	демалыну алу	передолгнуть
tolerant /tə'lərənt/ (adj)	сағылыш	терпеливый
wink /wɪnk/ (v)	бандуу	подмигивать
9c		
adventure /əd'ventʃər/ (n)	жолчык салуу	приключение
aim (for sth) /aɪm/ (v)	бүркүлүп түрүсүү	стремиться (к чему-либо)
average /ə'veρɪdʒ/ (n)	жадиги	обычный
capture /kæptʃər/ (v)	ес	поймать
career /kə'reər/ (n)	карьера	карьера
demanding /dɛməndɪŋ/ (adj)	талантын	требовательный
desire /dɪ'sɪər/ (v)	шагуу	расширять
dream /drɪm/ (n)	аракчылдуулыш	работа мечты
focus (on sth) /fə'kʊs/ (v)	бүркүлүп көрүү жүргүү	сосредоточиться (на чем-либо)
followed sb's footsteps (phr.)	бөркүлдүп көрүү жүргүү	следовать по чьим-либо стопам
passion /pæ'siən/ (n)	люксусийлүү	страсть

Word List

English	Kazakh	Russian
spirit /'spɪt/ (n) talent /'telənt/ (n) value /'væljuː/ (n) wildlife /'wɪldlaɪf/ (n)	РУД дары природы; смысъ, сущность; животные в дикой природе	ДУХ талант качество, ценность живая природа
9d candidate /kændɪdeɪt/ (n) CV (Curriculum Vitae) /'sɜːkjuːləm vɪteɪ/ (n) enthusiastic /ˌɛnθu'siæstɪk/ (n) quality /'kwaɫɪt̬/ (n) position /pəzɪʃn/ (n) sales assistant /'seɪlz̬ əsɪstənt/ (n)	кандидат трансляция вдохновение; смысъ; должность стажёр	кандидат рекомендация вдохновение качество должность стажёр
9e shore /ʃɔː/ (n) crown /kraʊn/ (n) celebration /səlɪ'bɪteɪʃn/ (n) handkerchief /hænˈkɛf/ (n) in honour of /ɪn 'haʊər əv/ (phr.) off work /'ɒf wɜːk/ (n) pattern /'pætn/ (n) public holiday /'pʌblɪk hə'lɪdəɪ/ (n) ribbon /'rɪbən/ (n) rural area /'rʊəl ə'reə/ (n) shake /ʃeɪk/ (n) spirit /'spɪt/ (n) sweet treat /'swiːt trēt/ (n)	ұйбындағы армас төбе корона жыл орналауды біреуден күрметтеп арнестастың орнамент шеберлік мәдениеттің майрамы бей күнделіктер бұзғалықтар бұзғалу РУД таттық насле	рубка на берегу корона праздника национальный праздник в честь чего-либо вне работы выход государственный праздник листа сельская местность развлекать ДУХ сладкие угощения
9f bad-tempered /'bæd tə'mperɪd/ (adj) blow out /'bləʊ uʊt/ (phr-v) button /'bʌtn/ (n) chin /tʃɪn/ (n) clerk /'klɜːk/ (n) convenient /kən'venɪənt/ (adj) die up (adv) /dɪp̬ uːp/ (phr-v) double /'dʌbəl/ (n) far /fɑːr/ (adj) instantly /'ɪnstanʃlɪ/ (adv) mean /miːn/ (v) matter /'mætər/ (n) slide /slɪd/ (n) stand /stænd/ (n) treat /triːt/ (v) wage /'weɪdʒ/ (n)	антипатичный снаряд туба подбородок подбородок конфетти чай Макарону желту даль тес-арка, сол-арка изнадады продалду табак открытие сидя акции	раздражительный задувать кнопочка подбородок желтое удобно засыпать огранение спиртово-водочный немедленно, тотчас становить брить горка таблетка относиться зарегистрированная плата

American English	British English	American English	British English
A		P	
account	bank account	parents	parents
airplane	aeroplane	partygoers	partygoers
anywhere/anywhere	anywhere	parking lot	car park
apartment	flat	passenger	road surface
B		pedestrian crossing	zebra crossing
bathroom	loo/bathroom	(postal) chips	chips
bathrobe	bath robe	public school	state school
bill	bun	pounds	pounds
billions/thousand million	billions/million million	postbag	postbox
baby (phone)	babypig (phone)	postbox	postbox
C		R	
car	auto	radios	radios
car phone	car telephone	rainbow	rainbow
car	car	rainbow road	rainbow road
candy	sweets	S	
check	bill (restaurant)	sales (UK)/sales girl	sales assistant
cheat	cheat	schole	school
carrot (telephone)	carrot	shorts (underwear)	shorts
cooker	cooker	sidewalk	sidewalk
core	core	stand in line	queue
crazy	craze	store, shop	shop
D		subways	underground
desk clerk	receptionist	T	
desert	deserted (deserted)/wasteland	truck	van, van
downstairs	(UK): stairs	two-wheeler	two-wheeler
drop-in	drop-in	V	
druggist/pharmacy	chemist	vacation	holiday(s)
drunks	drunks	vacation	holiday
E		vacation	vacation
eggplant	aubergine	W	
electric	elec.	whiteboard (UK)/flipchart (US)	black or white
F		X	
fall	autumn	yard	garden
Merry	fall	fallen	(pronounced "fallen")
first floor, second floor, etc	ground floor, first floor, etc	fallen	fallen
fast-food	fast food	fallen	fallen
French fries	fries	fallen	fallen
front desk (hotel)	reception	Z	
G		zip	postcode
garbage/bait	rubbish	Use of English	
garbage can	trashbin	He just went out.	He has just gone out.
gas	petrol	He has just gone out.	He has just gone out.
gas station	petrol station/garage	Hello, is that Novel?	Hello, is that Novel?
grade	class/year	Did you have a car?	Did you get a car?
H		Spelling	
hamburger	hamburger	photograph	photograph
harmless	harmless	analyze	analyse
harmless	harmless	center	centre
harmless	harmless	cheek	cheek
harmless	harmless	color	colour
harmless	harmless	house	house
harmless	harmless	poetry	poetry
harmless	harmless	practiced, etc	practised, etc
harmless	harmless	program	programme
harmless	harmless	rescue	rescue
harmless	harmless	rise	rise
harmless	harmless	traveled	travelled
I		Expressions with prepositions and particles	
impressions	impressions	different from/like	different from/like
intersection	intersection	live on X street	live on X street
inlet	inlet	on a team	as a team
inner	inner	on the weekend	at the weekend
inner	inner	Monday through Friday	Monday to Friday
J			
juice	juice		
K			
know-how	know-how		
know-how	know-how		
know-how	know-how		
L			
lawn chair	lawn chair		
M			
make a reservation	make a reservation		
memory/M.	memories		
memories	memories		
memories	memories		
memories	memories		
N			
news stand	newsagent		
O			
office (post/telephone)	post office		
one-way (ticket)	single (ticket)		
overlook	overlook		

Self-Check Key**Self-Check 1**

- | | | |
|------------------|------------------|------------|
| 1 1 register | 3 perceive | 5 withdraw |
| 2 habit | 4 face | |
| 2 1 natural | 3 adapt | 5 excess |
| 2 rare | 4 career | |
| 3 2 volunteering | 3 working | 5 empathy |
| 2 to participate | 4 to visit | |
| 4 1 time | 3 time (Because) | |
| 2 because | 4 because | |
| 5 1 c | 2 d | 3 b |
| 6 1 b | 2 e | 3 c |
| 7 1 c | 2 d | 3 e |

Self-Check 2

- | | | |
|-----------------------------------|------------------|-----------------|
| 1 1 additional | 3 perceive | 5 savings |
| 2 express | 4 reduce | 6 income |
| 2 1 d | 2 e | 3 a |
| 2 play | | 4 c |
| 3 1 has been doing | 3 is going | 5 it never done |
| 2 play | 4 but never done | |
| 4 1 practice | 3 am thinking | 5 for |
| 2 eat | 4 already | |
| 5 1 How can I help you. | | |
| 2 Is it still in stock? | | |
| 3 Do you know what size there is? | | |
| 4 Here you are. | | |
| 5 Can I pay by credit card? | | |
| 6 That's £29.99, please. | | |
| 7 That's your card and receipt. | | |

Self-Check 3

- | | | |
|--------------------|---------------------|--------|
| 1 1 escort | 4 recommend | 7 name |
| 2 attend | 5 hundred | |
| 3 attraction | 6 picturesque | |
| 2 1 b | 2 e | 3 d |
| 2 arrived | 3 went | 4 had |
| 3 stopped | 6 was | |
| 4 1 used to | 2 have | 3 is |
| 2 didn't go | 3 stopped | |
| 5 1 What was like? | 4 Did you enjoy it? | |
| 2 It was terrible. | 5 Not really. | |
| 3 What did you do? | | |

Self-Check 4

- | | | |
|------------|-------------|------------|
| 1 1 flight | 3 natural | 5 bare |
| 2 flight | 4 digestive | |
| 2 1 GOLF | 3 PLATES | 5 SWIMMING |
| 2 SKATING | 4 SWIM | 6 ALONE |

- 3 7 1 will manage
2 'I'm going to kick
3 is going to meet, is meeting
4 will run

- 4 2 could
2 Will feel

5 1 a

2 b

3 c

4 d

5 e

6 f

7 g

8 h

9 i

10 j

11 k

12 l

13 m

14 n

15 o

16 p

17 q

18 r

19 s

20 t

21 u

22 v

23 w

24 x

25 y

26 z

27 aa

28 bb

29 cc

30 dd

31 ee

32 ff

33 gg

34 hh

35 ii

36 jj

37 kk

38 ll

39 mm

40 nn

41 oo

42 pp

43 rr

44 ss

45 tt

46 uu

47 vv

48 ww

49 xx

50 yy

51 zz

52 aa

53 bb

54 cc

55 dd

56 ee

57 ff

58 gg

59 hh

60 ii

61 jj

62 kk

63 ll

64 mm

65 nn

66 oo

67 pp

68 rr

69 ss

70 tt

71 uu

72 vv

73 ww

74 xx

75 yy

76 zz

77 aa

78 bb

79 cc

80 dd

81 ee

82 ff

83 gg

84 hh

85 ii

86 jj

87 kk

88 ll

89 mm

90 nn

91 oo

92 pp

93 rr

94 ss

95 tt

96 uu

97 vv

98 ww

99 xx

100 yy

101 zz

102 aa

103 bb

104 cc

105 dd

106 ee

107 ff

108 gg

109 hh

110 ii

111 jj

112 kk

113 ll

114 mm

115 nn

116 oo

117 pp

118 rr

119 ss

120 tt

121 uu

122 vv

123 ww

124 xx

125 yy

126 zz

127 aa

128 bb

129 cc

130 dd

131 ee

132 ff

133 gg

134 hh

135 ii

136 jj

137 kk

138 ll

139 mm

140 nn

141 oo

142 pp

143 rr

144 ss

145 tt

146 uu

147 vv

148 ww

149 xx

150 yy

151 zz

152 aa

153 bb

154 cc

155 dd

156 ee

157 ff

158 gg

159 hh

160 ii

161 jj

162 kk

163 ll

164 mm

165 nn

166 oo

167 pp

168 rr

169 ss

170 tt

171 uu

172 vv

173 ww

174 xx

175 yy

176 zz

177 aa

178 bb

179 cc

180 dd

181 ee

182 ff

183 gg

184 hh

185 ii

186 jj

187 kk

188 ll

189 mm

190 nn

191 oo

192 pp

193 rr

194 ss

195 tt

196 uu

197 vv

198 ww

199 xx

200 yy

201 zz

202 aa

203 bb

204 cc

205 dd

206 ee

207 ff

208 gg

209 hh

210 ii

211 jj

212 kk

213 ll

214 mm

215 nn

216 oo

217 pp

218 rr

219 ss

220 tt

221 uu

222 vv

223 ww

224 xx

225 yy

226 zz

227 aa

228 bb

229 cc

230 dd

231 ee

232 ff

233 gg

234 hh

235 ii

236 jj

237 kk

238 ll

239 mm

240 nn

241 oo

242 pp

243 rr

244 ss

245 tt

246 uu

247 vv

248 ww

249 xx

250 yy

251 zz

252 aa

253 bb

254 cc

255 dd

256 ee

257 ff

258 gg

259 hh

260 ii

261 jj

262 kk

263 ll

264 mm

265 nn

266 oo

267 pp

268 rr

269 ss

270 tt

271 uu

272 vv

273 ww

274 xx

Self-Check 8

- | | | |
|--|--------------|--------------|
| 1 1 border | 3 connection | 5 population |
| 2 2 skills | 4 memory | 6 garlands |
| 2 1 PIZZA | 2 CEREAL | 3 BURGERS |
| 2 2 MELONSPARE | 4 CABBAGE | 6 BEANS |
| 3 1 a little | 3 much | 3 a few |
| 2 2 A lot of | 4 very | 5 many |
| 4 1 cartoon | 3 bus | 2 car |
| 2 2 bag | 4 pocket | |
| 5 1 Are you still serving breakfast?
2 What can I get you?
3 I'd like some tea, please.
4 Would you like anything else? | | |

Self-Check 9

- | | | |
|---|-----------|-------------|
| 1 1 average | 3 shape | 5 tall |
| 2 2 happy | 4 down | |
| 2 1 shop | 3 humour | 8 low |
| 2 2 heart | 4 fashion | 10 pressure |
| 3 1 long | 7 travel | |
| 4 2 pool | 8 right | |
| 5 1 She said (that) he had painted the walls green.
2 Abbie asked me when I was starting the new job.
3 Rita told me (that) she should meet me the next following day after work. / Rita told to me (that) she'd would meet me the next/following day after work.
4 Szymon told me (that) he was going to the exhibition on hour.
5 Maria said (that) he would visit Maria the week after the following week. | | |
| 4 1 said | 2 told | 5 just |
| 2 2 told | 4 said | |
| 6 1 Come in and sit down.
2 why do you want to work for us.
3 I am hardworking, honest and patient.
4 there are a number of other companies.
5 I look forward to hearing from you. | | |

Irregular Verbs

www.ExpressPublishing.kz

www.ExpressPublishing.kz

EXCEL

FOR KAZAKHSTAN
GRADE 8

EXCEL for Kazakhstan Grade 8 is a challenging course for today's learners of English at CEFR Level Mid B1.

The course provides a variety of stimulating topics and rich texts presented in themed modules which follow the order of the English language Curriculum in Kazakhstan. It is accompanied by a wide range of fully interactive digital components and video material which broadens learners' understanding and deepens their engagement with the topic.



For the Student



Student's Book



e-Book software
(offline – Windows,
MacOSX)

Express
Digibooks



Workbook &
Grammar Book



DVD Activity
Book



For the Teacher



Teacher's Book

Interactive
Whiteboard Software
(offline – Windows,
MacOSX)



Workbook &
Grammar Book



Express
Digibooks



Class CDs
(1-2-3)



DVD Activity
Book



DVD Activity
Book Key



Teacher's Resource
Pack & Tests CD-ROM



DVD Video (PAL)



Express Publishing

