

EXCEL

Student's Book

FOR KAZAKHSTAN

GRADE 6

Virginia Evans
Jenny Dooley
Bob Obee

Translations by:
Natalya Mukhamedjanova



Express Publishing



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Textbook language



Pronunciation

Listening

Student's Book: Self-Check 1



Song



Vocabulary

Speaking

Writing

Reading

Portfolio



Workbook: 1a

Across the Curriculum



Workbook: Presentation Skills

Student's Book: Language Review 1c

MODULE 1 Our class

- **What's in this module?**
- Skills Focus:**
- Reading & Listening for specific information and main ideas
 - Speaking: giving personal information, asking for/giving directions
 - Writing an informal email about your school & classroom
- Themes:**
- school subjects • sports
 - classroom objects
 - School rules around the world
 - VALUES: Benefits of learning a foreign language
- Language Focus:**
- present simple/continuous
 - adverbs of frequency
 - verbs + *-ing/to*-infinitive
 - adverbs – comparative forms

Vocabulary

• School subjects

- 1 Listen and repeat. What are these words in your language? Which ones can you see in the pictures?
- English • Geography • Music • History
 - Information & Communication Technology (ICT)
 - Maths • Science • Art • Physical Education (PE)
 - Design & Technology (D&T)
- 2 **Complete the sentences.**
- My favourite school subjects are
- I'm good at I'm not good at



Find the page numbers for

- a boat school
- a football team
- an email to a pen-friend

Reading 1a

Check these words

- school trip
- great sense of humour
- interested in • gymnastics

1 **6.4.1.1** Read and match the pictures to the texts.



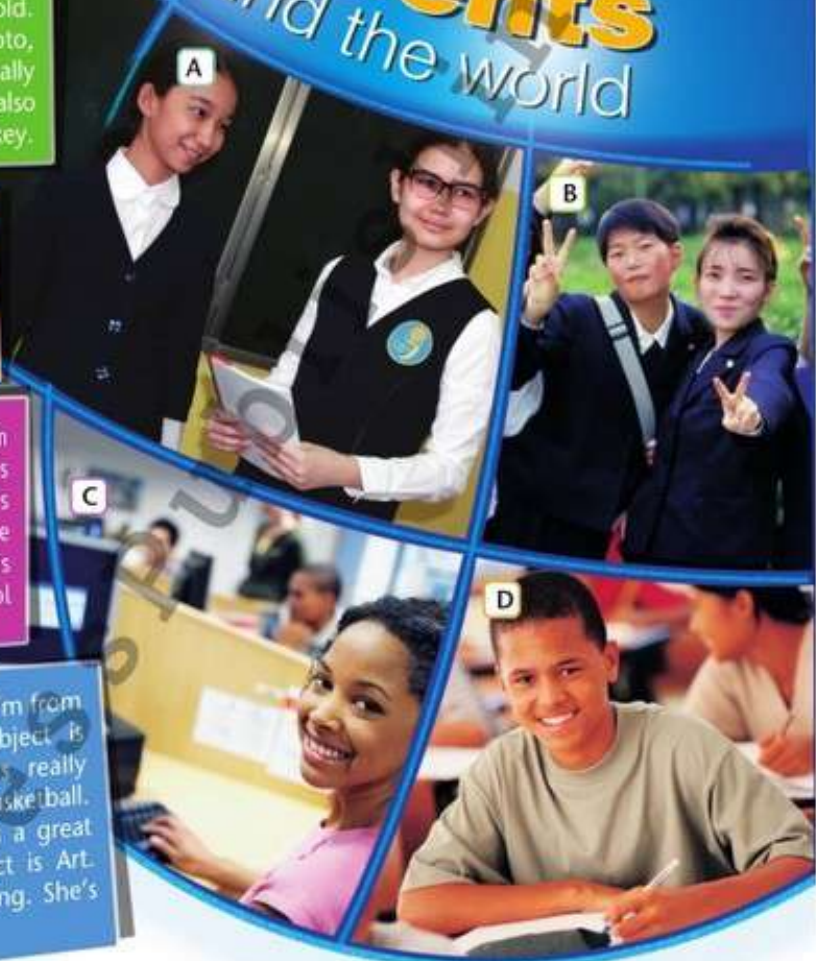
Students around the world

1 My name is Brenda and I'm 12 years old. I'm from London, England. In this photo, I'm in my ICT class. I think ICT is really fun and it's my favourite subject. I also like Music. My favourite sport is hockey.

2 Hello, I'm Miguel and I'm 13 years old. I'm from Monterrey, Mexico. This is a photo of me in my English class. My favourite subject is Geography and my favourite sport is football.

3 Hi. My name's May. I'm 15 years old. I'm from Tokyo, Japan. My favourite subject is Science. I'm really good at badminton; it's easy! This is my friend Lynn. Her favourite subject is Maths and her favourite sport is basketball. In this picture we're on a school trip. We're having a great time!

4 My name is Dina and I'm 12 years old. I'm from Almaty, Kazakhstan. My favourite subject is History of Kazakhstan because it's really interesting and my favourite sport is basketball. This is my best friend, Zarina. She has a great sense of humour. Her favourite subject is Art. She's very good at drawing and painting. She's also interested in gymnastics.



2 Listen to and read the text again. Complete the sentences.

- | | |
|-------------------------------------|---|
| 1 Brenda's from | 4 May's favourite school subject is |
| 2 Miguel's favourite sport is | 5 Dina is from |
| 3 May and Lynn are on a | 6 Zarina is very good at |

3 **6.3.1.1** Complete the table in your notebook, then make sentences.

Name	Country	Favourite subjects	Favourite sport
Brenda	England	ICT & Music	hockey

Brenda's from England. Her favourite subjects are ICT and Music. Her favourite sport is hockey.

Vocabulary 1a

Study Skills

Note-taking

Try to guess what is missing in each gap (e.g. a name, a noun, a number). This will help you do the task.



Compound nouns consist of two parts:

- **noun + noun** → *school bus*
- **-ing + noun** → *swimming pool*
- **adjective + noun** → *whiteboard*

Abstract nouns express an **experience**, an **idea** or something that you **cannot see, hear, touch, taste or smell**. *love, honesty, dream, friendship*

Noun phrases can be a **word** or a **group of words** that act like a noun and change its meaning. *My Maths teacher is Canadian.*

Listening

6 **6.2.2.1**  **Look at gaps 1-5. Which asks for: a name? a noun? a number?**
 **Listen and complete the gaps.**



Name: 0

Surname: 1

Country: 2


Age: 3

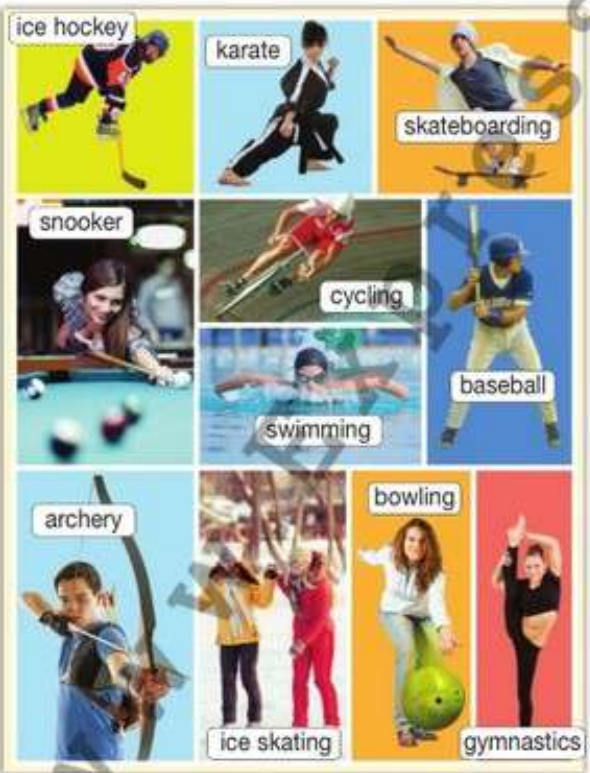
Favourite subject: 4

Favourite sport: 5

4 **6.6.1.1** **Read the theory. Find 3 compound nouns, 2 abstract nouns and 4 noun phrases in the text on p. 6.**

• Sports

5  **Listen and repeat. What are these words in your language? Which is your favourite sport?**



Speaking

• Asking for personal information

7 **6.3.1.1**   **In pairs, ask and answer the questions below. Make notes.**

- | | |
|--------------------------------|----------------|
| What's your name? | My name's |
| How do you spell it? | ..... |
| What's your surname? | ..... |
| Where are you from? | ..... |
| How old are you? | ..... |
| What's your favourite subject? | ..... |
| What's your favourite sport? | ..... |

Writing

8 **Portfolio** **Use the answers in Ex. 7 to write a short text about your partner. Read the text to the class.**

... is from years old. ... favourite subject favourite sport

Use of English 1b

• Present simple vs Present continuous

1 Read the theory. Find examples in the text on p. 6.

We use the **present simple** for:

- **habits** or **routines**. *I always walk to school.* (routine) *I listen to music every night.* (habit)
- **timetables** and **programmes** (buses, trains, etc.) *The lesson starts at 9 o'clock.*

We use the **present continuous** for **actions happening now** or **around the time of speaking**. *We are having a picnic now.*
We're studying hard these days.

Note: Stative verbs (*believe, want, like, etc.*) do not have continuous verb forms.

I want to become a doctor. (NOT: *I'm wanting*)

Time adverbs used with the:

- **present simple:** every day/week/month/year, once/twice a week/year, usually, often, etc.
- **present continuous:** now, at present, these days, for the time being, today, at the moment, etc.

2 **6.6.9.1** Put the verbs in brackets into the present simple or the present continuous. Which verbs are stative verbs?

- A: Dina, what (you/do) here?
B: I (wait) for Kairat.
- A: When (you/play) basketball?
B: Every day, but today it (rain).
- A: Ulan sometimes (help) at the animal shelter after school.
B: I know. He (want) to become a vet.
- A: Why (you/hurry)?
B: I'm late. My bus (leave) at 10:00.
- A: (Ulan/sleep)?
B: No, he (read) in his bedroom.
- A: You (look) tired, Aru.
B: I am. I (study) a lot these days.

3 Copy the table below. Write the third person singular of the verbs: *help, read, tidy, do, enjoy, walk, watch, have, wake up, play, go, finish.*

🔊 Listen and check. Listen again and repeat.

/s/	/z/	/ɪz/
<i>helps</i>		

• Adverbs of frequency

4 Read the sentences. Complete the rule. Use *before* or *after*.

Gulnara is my best friend.

- She always helps me with my homework. ♦♦♦♦
- She usually walks to school. ♦♦♦♦
- She often wears skirts. ♦♦♦♦
- She sometimes plays basketball. ♦♦♦♦
- She is never rude to me. ♦♦♦♦

Adverbs of frequency (*always, usually, often, sometimes, never*) usually go **1** the main verb, but **2** the verb *to be*.

5 **6.6.12.1** Say or write sentences using these adverbs: *now, every day, these days, usually, sometimes, on Mondays, at the moment, never.*

We are having an English lesson now.



Use of English 1b

6 How often do you do any of the following? Write sentences.

- be late for school
I am never late for school.
- go to the park
.....
- help with the housework
.....
- surf the Net in the evening
.....

• Verbs + *-ing*/to-infinitive

7 Read the theory. Are there similar structures in your language?

We often use the *-ing* form after the verbs (**don't**) *like, love, hate, enjoy, (don't) mind, go*.
I like playing football. Let's go swimming!

We use the **to-** infinitive:

- with the verbs *want, promise, hope, need, ask*, etc. *I want to buy a new bike.*
- to **express purpose**. *I'm going to the supermarket to buy some milk.*
- with **would love, would like**. *I'd love to go to the theatre.*

8 **6.6.15.1** Complete the sentences.

- My friend doesn't like *swimming* (swim).
- My brother wants (study) Maths when he grows up.
- My friend and I usually go (dance) on Saturdays.
- I'd love (join) the school sports club.

9 **6.5.3.1** Complete the sentences about you. Tell the class.

- I (don't) like
- I don't mind
- I (don't) want
- I enjoy

• Adverbs – Comparative Forms

Adverbs describe verbs or other adverbs. Adverbs can describe **manner** (how – *carefully, slowly*), **place** (where – *outside, everywhere*), **time** (when – *recently, yesterday*), **frequency** (how often – *regularly, always*).

- We usually form an adverb by adding **-ly** to the adjective. *quick – quickly BUT noisy – noisily*
- Some adverbs do not follow these rules.
good → well, fast → fast, hard → hard, early → early, late → late

10 **6.6.12.1** Form adverbs from the adjectives in brackets.

- Nurgul (easy) passes all her Maths tests.
- Ulan is doing (good) in his end-of-year exams.
- He gets up very (early) every day.
- He sings (wonderful).

The **comparative** form of **adverbs** is formed in the same way as those of adjectives.

Short adverbs: fast → faster, early → earlier

Long adverbs: happily → more happily, carefully → more carefully

Irregular forms: little → less, bad/badly → worse, many/much/a lot of → more, good/well → better

11 **6.6.12.1** Read the theory. How do we form the comparative of: *short adverbs; longer adverbs; irregular adverbs*.

12 **6.6.12.1** Fill in the comparative form of the *adverb* in brackets.

- Sayra reads (quickly) than Jazira.
- Sultan studies (well) in the library than at home.
- Mr Kaliyev talks (loud) than any of my other teachers.

Skills 1c

Classroom objects

- 1 Listen and repeat. What are these words in your language? Which of these are in your classroom?



Reading



- 2 6.4.1.1 6.4.4.1 Look at the pictures and the titles. What is special about these schools? Listen and read to find out.

Special Schools

Check these words

- busy • imagine • huge • flood
- reality • essential • equipment
- include • space • bright
- experiment • relaxation • gather

The Boat Schools of Bangladesh



Where is your school? On a quiet street? On a busy road? Next to a beautiful park? Well, imagine going to school on a boat! In Chalan Beel, Bangladesh, where there are huge floods every year, this is the reality for many students!


Each small wooden boat has got a classroom and there are desks and chairs for 30 children inside. There is even a blackboard and a computer with Internet. The schools are very simple, but they have all the essential equipment including a library with lots of books.

The boat schools are very important because, when there are floods, they are the only schools around. For the children of Chalan Beel, they are not just boats; they are a way to change their lives.




The Vittra Telefonplan School

Can you think of a school without classrooms? In the Vittra Telefonplan School in Sweden, you can! This school is one big open space full of bright colours and different areas. One area is for study, another for doing experiments, a third for relaxation. When students work in a group, they gather around a large table to use a computer. When they work by themselves, they can use their laptops wherever they are. Why laptops? Because in this school, students do everything electronically!






3  **6.4.2.1** Read the texts in Ex. 2 again and decide if statements 1-5 are *T* (true), *F* (false) or *DS* (doesn't say).

- 1 There are 30 boat schools in Chalan Beel.
- 2 Each student in the boat schools has got a computer on their desk.
- 3 The boat schools have got libraries.
- 4 In the Vittra Telefonplan School there are areas for experiments and relaxation.
- 5 When students work by themselves at the Vittra Telefonplan School they sit around a large table.

 **6.1.3.1**   Compare and contrast your school to the schools in the texts.

Listening


4 a)  **6.1.1.1**  **6.2.5.1**  Listen to Jane describing her classroom. Which picture shows her classroom?





b)  In pairs, compare the two classrooms.




Speaking

• Talking about your school & classroom

5  Think about your school and your classroom. Make notes under the headings: *location* – *your classroom*. Use your notes to present your school and classroom to a group of exchange students visiting your school.

Writing

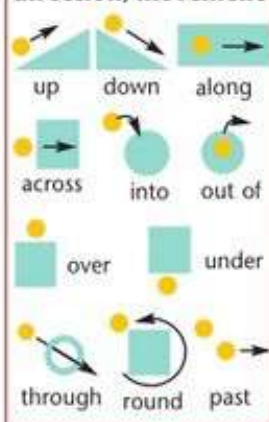
 **6.5.1.1**  Think of your ideal school. Make notes under the headings: *location* – *school areas* – *school subjects*. Write a short article about it (50 words).

7    Draw or write a short text about your ideal classroom. Present it to the class.

Everyday English 1d



Prepositions of direction/movement



1 Listen and repeat. Say the school areas in your language.

Asking for/giving directions

2 **6.4.1.1** Listen to and/or read the dialogue. Which is Andy's classroom? How can he get there?

Andy: Excuse me, where's classroom 3C?
 Mr Smith: Walk along the science lab and turn left. Go past the staffroom and walk down the corridor. Go past the nurse's office and turn right. Then go up the stairs.
 Andy: I'm sorry. Can you repeat the last bit, please?
 Mr Smith: Of course. Go up the stairs. Go down the corridor. Classroom 3C is on your right.
 Andy: Thank you.
 Mr Smith: You're welcome.

Study Skills

Linking sounds
 In spoken phrases, words may be linked together when one word ends with a consonant sound and the next word begins with a vowel. The consonant is pronounced at the beginning of the next syllable.

3 **6.3.2.1** Look at the map of the school and, in pairs, act out similar dialogues to Ex. 2. Use prepositions of direction/movement. Give directions:

- from the science lab to classroom 3A
- from the computer room to the auditorium
- from the library to the nurse's office

Pronunciation (linking sounds)

4 Read the theory. Find the linking sounds in the sentences below.

Listen and check. Listen and repeat.

- | | |
|--------------------------------|--|
| 1 Can I go to the lab? | 3 I hope it's OK for Anna to come with us. |
| 2 I am always late for school. | 4 How about eight o'clock? |

Check these words

- tough
- strange
- uniform
- switch off
- corridor
- packed lunch
- polite

What rules have you got in your school? Do you think the rules are the same in all schools around the world?

6.2.1.1 Listen, read and check.



School rules around the world

Rules, rules, rules! All schools have rules, but they are not always the same. In some countries, students have to wear a uniform, but in others they don't. Some schools have got very tough rules and some schools have got strange rules. Share your thoughts.

Comments

Rules in England

My school has a lot of rules. Here's a list.
 We have to wear uniforms.
 We must switch off mobile phones during lessons.
 We mustn't run in the corridors.
 We can bring a packed lunch or buy food from the school canteen if we need to.
 We can't leave school during lessons.



Posted by: Sally, November 3 at 09:04 am

Rules in Kazakhstan

Here in Kazakhstan, we also have a lot of rules to follow.
 We must be in school by 8:30 a.m. and mustn't be late.
 We should be polite to teachers, each other and visitors.
 We mustn't use mobile phones and other electronic equipment during our lessons.
 We need to keep our classrooms clean and tidy.



Posted by: Ayaulym, November 12 at 08:04 am

We use **must/mustn't** to:

- express **obligation and duty**. *You must wear a uniform at school.* (It's the rule.)
- express **prohibition**. *You mustn't eat in the classroom.* (You aren't allowed.)

We use **need** to express necessity. *I need to talk to you.* (It's necessary.)

We use **should** to give advice. *You should study more.* (It's a good idea.)

2 6.4.2.1 Read the text and mark the sentences **T (true), F (false), or DS (doesn't say)**.

- 1 Sally can't wear casual clothes to school.
- 2 In England, pupils can have a part-time job.
- 3 In Kazakhstan, pupils have to be at school after 8:30 a.m.
- 4 Pupils in Kazakhstan don't use mobile phones during lessons.

3 What are the rules at your school? Post your comments to the blog.

4 6.6.13.1 Read about schools in Japan. Rewrite the sentences using **must, mustn't, need, should**.

- 1 It's necessary to get to school on time.
- 2 It's the rule to wear uniforms at school.
- 3 It's a good idea to help clean the school at the end of the day.
- 4 It's against the rules to dye your hair or wear make-up.



Across the Curriculum 1f

PSHE

shy (adj) a shy person feels nervous or uncomfortable when with other people

- 1** Read the definition and look at the pictures. Have you ever felt shy in any of these situations? How can a person stop feeling shy in situations like these?
- Listen and read the text to find out.

Check these words

- go red • introduce • shake
- experience • comfortable
- eye contact • small talk
- choir • avoid
- conversation • step



meeting new people



don't be

shy!

The teacher asks you a question in class and you go bright red. Your friend introduces you to some new students and your hands start to shake. Is this you? Well, most young people feel shy in new situations. But sometimes shyness can stop you enjoying some great new experiences. Luckily, there are things you can do to stop feeling shy!



joining a club or a team

5 ways to shake off shyness:



speaking in a group

answering a question in class

- 1 Practise in comfortable situations.** When talking to your friends, practise eye contact, small talk and asking questions. That way you will be able to socialise more easily when meeting new people.
- 2 Join in with activities you enjoy.** If you like sport, join a team. If you love singing, join a choir – it doesn't matter whether you can sing well! If you meet people like you, you will probably feel more comfortable with them.
- 3 Think about what to say.** Are you avoiding something because of shyness, like a phone call or a conversation? Don't! Just write down what you want to say first!
- 4 Take small steps.** Don't avoid new experiences because you are shy! Speak to those new people or join that football team and quickly you will feel less shy.
- 5 Know that you can do it!** Many people learn to be less shy. You can too! Above all, remember ... it's OK to be a little shy! Just don't let your shyness stop you from doing what you want!

2 **6.4.4** Read again and answer the questions.

- 1 How can shyness be a problem?
- 2 How can a person feel more confident when meeting new people?
- 3 What can a shy person do before making an important phone call?
- 4 Why do some people avoid new experiences?

3 **6.4.8.1** Find 1 irregular and 4 regular adverbs in the text. Use your dictionary to explain their meaning.



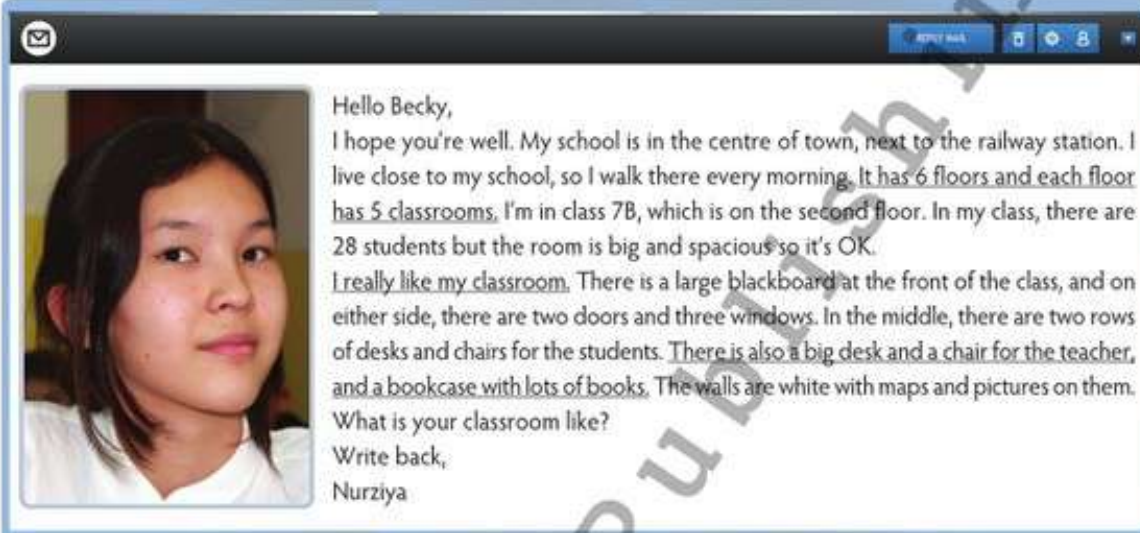
Your friend must give a presentation in class next week, but they don't feel very comfortable. Give them some advice about how to feel less shy. Use ideas from the text.

Don't be worried! Just ... You should also ...

Writing 1g

- An email to a pen-friend about your school & classroom

- 1 **6.4.9.1** Read the email. Look at the underlined sentences. Which express a fact? an opinion?



Hello Becky,

I hope you're well. My school is in the centre of town, next to the railway station. I live close to my school, so I walk there every morning. It has 6 floors and each floor has 5 classrooms. I'm in class 7B, which is on the second floor. In my class, there are 28 students but the room is big and spacious so it's OK.

I really like my classroom. There is a large blackboard at the front of the class, and on either side, there are two doors and three windows. In the middle, there are two rows of desks and chairs for the students. There is also a big desk and a chair for the teacher, and a bookcase with lots of books. The walls are white with maps and pictures on them.

What is your classroom like?

Write back,
Nurziya

- 2 **Punctuate these sentences.**

- | | |
|--------------------------------------|------------------------------------|
| 1 Where is John from | 4 His classroom has got a bookcase |
| 2 She's Spanish | a bin and a blackboard |
| 3 Her class isn't on the first floor | 5 He likes Science a lot |

Speaking

- 3 **6.5.2.1** Compare your class to Nurziya's. Think about: where your classroom is, number of students, what is in your classroom.

Writing (an email about your classroom)

- 6.5.1.1** **Portfolio** Write a reply to Nurziya's email. Tell her about your classroom. Think about: location of classroom, number of students, items in the classroom (60 words). Be careful with punctuation. Follow the plan.

Hi ...

Para 1: opening remarks, school location, classroom location, number of students

Para 2: classroom description

Para 3: closing remarks

Write back,
(your first name)

Study Skills

Punctuation

We use a full stop (.) after affirmative & negative sentences.
I'm Italian. I'm not French.

We use a question mark (?) after interrogative sentences.
Are you in class 6C?

We use a comma (,) to separate a list of items.
My favourite subjects are Science, Maths and Geography.

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

EDUTAINMENT 1



VALUES

Benefits of learning a foreign language

1 **6.1.3.1** Why is it important to learn a foreign language? Use the list to tell the class. Can you think of more reasons?

Learning a foreign language is important because you:

- can find a good job easier
- learn the culture of another country
- can study abroad
- learn songs in other languages
- are able to communicate when you travel
- can make friends from other countries
- understand foreign movies better

2 Do the quiz by completing the gaps.

quiz

- 1 Geography and Science are school
- 2 The boat schools are in
- 3 Students in England must switch off their during lessons.
- 4 In Kazakhstan, students have to be in school by
- 5 In the Vitra Telefonplan School, students do everything,

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

4 **Song:** Listen and read the song.
Which of the things in the pictures are in the song? Find seven school subjects.

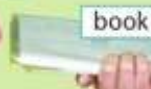
VIDEO

Back to School

Geography, History, Science, Maths
Come on, kids, let's get to class!
Rulers, notebooks, chalk and glue
We can't wait to get to school!

Summer's over, autumn's here
Time to start a new school year
Schoolbags, lessons, fun and friends
Back to school we are again!

Let's begin, you're here at last
Welcome, kids, back to class!
Language, Art and Music too
There's so much to learn in school!



MODULE 2 Helping & Heroes

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: narrating a story, recommending a book
- Writing a biography

Themes:

- historical figures
- appearance & character
- Heroes in Kazakhstan & Scotland
- VALUES: Being a hero

Language Focus:

- past simple (regular/irregular verbs)
- prepositions of movement

Vocabulary

- Historical figures

1 Look at the pictures. Who was a/an: Italian painter? Egyptian queen? Mongolian emperor? Scottish warrior? Kazakh hero? Polish scientist? British nurse? American president?

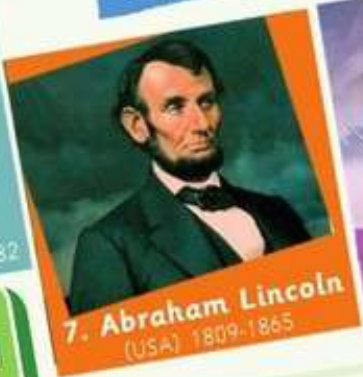
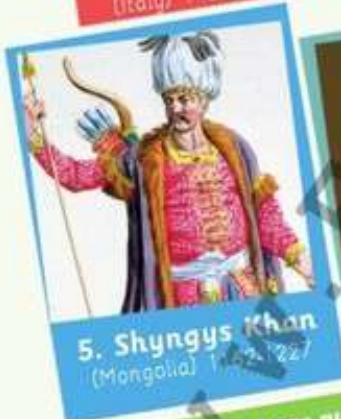
Leonardo da Vinci was an Italian painter.

2 **6.3.6.1 6.6.5.1**  Ask and answer.

A: When was Leonardo da Vinci born?

B: In 1452. When did he die?

A: In 1519.



Find the page numbers for

- a quotation
- a composition plan
- a joke

Reading 2a

- 1 **6.1.1** What do you know about Pocahontas? Why do people call her 'a child of peace'?
 Listen and read to find out.

Check these words

- chief • peace • colonist • settle
- fight • arrest • save • prison
- good manners • ill



Pocahontas

Pocahontas was the beautiful daughter of Powhatan, a very important American Indian chief in Virginia, USA. Her real name was Matoaka and she was very brave and clever. She tried hard to promote peace between her people and the English colonists who arrived in her country and settled there. Pocahontas managed to learn to speak English. She believed that the English could teach her people a lot of new things. One winter, the English didn't have any food so she asked her father to give them food. But soon, the Powhatans and the English started fighting again. During a fight, the American Indians arrested an English captain, John Smith. Pocahontas saved his life. In 1613, the colonists arrested her. Pocahontas stayed in prison for a year. She had such good manners that the English liked her and so they didn't hurt her. In April 1614, she married colonist John Rolfe. This helped end the war between the Powhatans and the English colonists. Unfortunately, while she was in England with her husband and son, Thomas, visiting King James I, she got ill and died. She was only 22.

- 2 **6.4.1** Read the text. For questions 1-4, choose the correct answer A, B or C.

- 1 Pocahontas came from a(n) ...
 A rich family.
 B important family.
 C small family.
- 2 Pocahontas wanted to ...
 A save the English colonists from the American Indians.
 B unite the American Indians and the English.
 C free the American Indians from the English.
- 3 She managed to ...
 A arrest an English captain.
 B save an Englishman's life.
 C hurt herself.
- 4 Pocahontas had a ...
 A big family.
 B bad marriage.
 C short life.

- 3 **6.6.1** Choose the correct word. Check in your dictionary. Find abstract nouns, compound nouns and noun phrases in the text.

- 1 Pocahontas's father was an American Indian chief/settler in Virginia.
- 2 Pocahontas wanted people to live in war/peace.
- 3 The English fought/arrested her and put her in prison.
- 4 The English colonists/captains settled in Virginia trying to start a new life.
- 5 Pocahontas had good sons/manners and the English didn't hurt her.

- 4 **6.3.1** Use the names below to give a summary of the text to your partner.

- Pocahontas • Powhatan • Virginia • Matoaka
- the English • John Smith • John Rolfe • Thomas • King James I

Pocahontas was the daughter of Powhatan.

Famous quotations

*Listen with your heart,
 you will understand.*
 (Pocahontas)

- 6.5.1** **THINK!** What makes Pocahontas a person to remember? Why should people remember her? In three minutes write a few sentences on the topic.
 Read them to the class.

Vocabulary 2a

• Appearance & Character

5 **Fill in:** eyes, mouth, hair, nose, face, lips.

- | | |
|----------------------------|------------------------------|
| 1 curly, wavy, straight, | 3 long, round ... |
| spiky, thick, long, short, | 4 big, small, blue, green .. |
| brown, fair, grey ... | 5 small, wide ... |
| 2 big, long, small ... | 6 thin, full ... |

6 **List the words under the headings:** tall, overweight, short, plump, thin, handsome, slim, beautiful, old, ugly, fat, well-built, attractive, young, middle-aged, of medium height.

HEIGHT	AGE	WEIGHT	LOOKS
tall	old	fat	handsome

7 **Use the words from Exs 5 & 6 to say or write sentences describing the pictures.**



Dave is tall and slim. He's got wavy brown hair and thin lips.

8 **Match the adjectives (1-5) to their opposites (a-e). Complete the gaps with the adjectives (1-5).**

1 <input type="checkbox"/> funny	a lazy
2 <input type="checkbox"/> brave	b impatient
3 <input type="checkbox"/> hardworking	c dishonest
4 <input type="checkbox"/> patient	d boring
5 <input type="checkbox"/> honest	e cowardly

- His dad is He can wait for hours.
- James is He works long hours.
- The clown is very He plays tricks on people.
- Hua Mulan was a soldier. She wasn't afraid to fight.
- My sister is She always tells the truth.

Speaking

• Describing people's appearance & character

9 **Find out about your partner's friends and relatives.**

6.3.6.1 6.6.3.1 6.6.5.1

- A: What does your best friend look like?
 B: He's tall and thin with short straight fair hair, blue eyes and a small nose.
 A: What's he like?
 B: He's patient and honest.

Listening

10 **Listen about a warrior queen and mark the statements T (true) or F (false). Listen again and correct the false statements.**

Boudicca

Britain's First Warrior Queen

- Boudicca was born in France.
- She was tall with short brown hair.
- The Romans ruled Britain in the first century.
- Boudicca went to war with the Romans.
- She died in about 50 AD.

Writing

11 **Complete the paragraph with information from Ex. 10.**

Boudicca was born in ... in the first century. She was ... with ... hair. She went to war with ... She died in ...

Use of English 2b

- **Past simple** (*regular & irregular verbs*)

1 Read the table. How do we form the *past simple*? Find examples in the text on p. 18.

We use the **past simple** to talk about actions that happened at a specific time in the past.

Regular verbs

Affirmative	I played football yesterday.
Negative	He didn't watch TV last night.
Interrogative	Did they play basketball this morning?
Short Answers	Yes, they did./ No, they didn't.

Irregular verbs

Affirmative	We ate a pizza yesterday.
Negative	She didn't go to the museum last week.
Interrogative	Did you go to the party last Saturday?
Short Answers	Yes, I did./ No, I didn't.

Time expressions: yesterday, last week, a month ago, etc.

2 Write the *past simple* of the verbs below.

🔊 Listen and check.

- | | | |
|----------|--------|-----------|
| 1 come | 6 try | 11 take |
| 2 find | 7 have | 12 give |
| 3 change | 8 buy | 13 listen |
| 4 see | 9 look | 14 want |
| 5 eat | 10 go | 15 make |

Pronunciation /t/, /d/, /ɪd/

3 Copy the table. 🎧 Listen and tick (✓). Listen and repeat. Think of more words with the same sounds.

	/t/	/d/	/ɪd/		/t/	/d/	/ɪd/
watched				played			
wanted				stopped			
liked				walked			

4 Put the verbs in brackets in the *past simple*. Which are regular? Which are irregular?

Hi Nurlan,
How are you? Guess what? My parents
1) (take) me on a trip to London last weekend! It 2) (be) great! We 3) (visit) the Victoria and Albert Museum and then we 4) (go) shopping in Oxford Street. In the evening, we 5) (eat) at an Italian restaurant. The next day, we 6) (see) amazing wax models of famous people at Madame Tussauds and then we 7) (walk) to Buckingham Palace. I 8) (have) an amazing time! Write back soon.
Alex



5 Look at the picture and correct the sentences.



- They went to a theme park. (museum)
They didn't go to a theme park. They went to a museum.
- They went with their parents. (grandparents)
- They wore their school uniform. (casual clothes)
- They saw an exhibition about the ancient Greeks. (ancient Egyptians)
- Tom took his MP3 player with him. (digital camera)
- Lucy bought a book from the gift shop. (some pencils)

Use of English 2b

6 **6.3.6.1** **6.6.5.1** Write questions, then answer them, as in the example.

Prince Charles 1558 radium
1865 Alexandria at the age of 35

- 1 When/Elizabeth I/become Queen of England? *When did Elizabeth I become Queen of England? She became Queen in 1558.*
- 2 Where/in Egypt/Cleopatra/live?
- 3 Who/Lady Diana/marry?
- 4 What/Marie Curie/discover?
- 5 When/Florence Nightingale/start working in a hospital?
- 6 When/Abraham Lincoln/die?

• **Passive form (present & past simple)**

7 **6.6.9.1** Read the table. Then fill in: *is, are, was, were.*

	Subject	Verb	Object
Present Simple			
Active	Tourists	visit	the palace every day.
Passive	The palace	is visited by	tourists every day.
Past Simple			
Active	The Italians	built	the bridge.
Passive	The bridge	was built by	the Italians.

- 1 The films shown in the cinema last week.
- 2 Uniforms worn in this school.
- 3 The museum visited by thousands of people every day.
- 4 William Wallace born in 1270.

8 **6.5.2.1** Use the time expressions to write sentences about yourself, as in the example.

yesterday last night yesterday morning
two weeks ago last Sunday
I went to a museum two weeks ago.

• **Prepositions of movement**

9 Look at the pictures and fill in the correct preposition of movement.



Askar was happy when his parents gave him a new mountain bike for his birthday. He put on his helmet and went for a ride. He cycled 1) the road. He went 2) the train station on his left and 3) ... the tunnel. Then he cycled 4) the forest, 5) to the top of the hill and 6) the other side really fast. He rode 7) the bridge above the river and turned right. He parked his bike and went 8) the street to buy a snack. Then he got on his bike and rode 9) the park.

10 **6.5.2.1** Write a short paragraph about what you did last weekend.

Last weekend, I went ... with We ... and then we After, we I had a great time!

Skills 2c

1 **6.3.8.1** Do you know of any tales about giants? Tell the class.

Finn MacCool & the Giant's Causeway



What it is

The Giant's Causeway is a bridge of rocks between Ireland and Scotland. It is made up of tens of thousands of tall pieces of rock. Most of the pieces have six sides that fit together and make a surface people can walk on. They can't walk to Scotland though because most of the Giant's Causeway is under the sea! According to an Irish legend, a very powerful giant called Finn MacCool built the Causeway.

The legend

Once, there were two giants. Finn MacCool lived with his wife in Ireland and Benandonner lived across the sea in Scotland. They were enemies, but they couldn't cross the sea to fight. Then, one day Finn had an idea. He threw rocks into the sea to make a bridge long enough to reach Scotland. After this, he was too tired to stay awake, so he went to sleep. On the other side of the sea, Benandonner started running across the bridge. Finn's wife couldn't wake her husband up so she dressed him in babies' clothes. When Benandonner saw the sleeping baby, he imagined the huge size of the father and was rather terrified. He ran back home over the Causeway and as he ran, he pushed down the rocks to stop Finn following him to Scotland.

The science

Scientists believe that the Giant's Causeway is the result of a volcanic eruption over 50 million years ago. The boiling lava pushed up through the ground and cooled into the shapes we can see today.

So ... what do you think? Is the Giant's Causeway a wonder of nature or is it a mysterious place of myth and legend?

2 **6.1.8.1 6.4.1.1** Listen and read the text. Answer the questions. Compare with your partner.

- 1 What is the Giant's Causeway?
- 2 Why can't people walk to Scotland using the Giant's Causeway?
- 3 Who built it and why?
- 4 Who saved Finn from Benandonner and how?
- 5 How was the Giant's Causeway created according to scientists?

3 **6.5.8.1** Use words from the **Check these words** section to complete the sentences.

- 1 Finn MacCool was a very giant. Everyone was scared of him.
- 2 He managed to tall pieces of rock together to form a bridge.
- 3 Benandonner was when he saw the giant baby.
- 4 A formed the Giant's Causeway according to scientists.
- 5 The Giant's Causeway is a of nature.

Check these words

- giant • fit • surface • legend
- powerful • enemy • awake
- huge • terrified • result
- volcanic eruption
- boiling lava • cool
- wonder of nature
- mysterious • myth



Finn MacCool

Skills 2c

Adverbs of degree
 [(not) quite (√), rather (√√), very/really (√√√) etc] go before adjectives. *Mary is quite shy.* (√) *Qarlygash is rather good at ballet dancing.* (√√) *She is very/really good at History.* (√√√)

too-enough
 • **too** comes before adjectives. It has a negative meaning. *This watch is too expensive to buy.* (I can't buy it.)
 • **enough** comes after adjectives but before nouns. It has a positive meaning. *He is fast enough to win the race.* (He can win the race.)
There is enough food for everyone.

- 4** **6.6.12.1 Choose the correct adverb.**
- 1 Finn's wife was smart **quite/enough** to dress him in babies' clothes.
 - 2 The giant Benandonner was **enough/too** powerful for Finn to fight.
 - 3 Stories about heroes are **quite/too** interesting, but I prefer science fiction stories.
 - 4 Finn MacCool was **very/enough** strong and built a bridge out of rocks.

Listening

- 5** **a) Look at the advert for a new book *Myths & Legends*. What do you think is missing in each gap 1-5: a name? a noun? or a number?**

Myths & Legends

- By **1** _____ Harris
- New edition with over 100 **2** _____
- Over 50 colour **3** _____
- Only £ **4** _____

Find it at your local **5** _____ or order online now at www.great-reads.com

- b) 6.2.6.1** **Listen and complete the gaps.**

Study Skills

Sequence of events
 When telling a story, use words/phrases like **once, one day, after this, then, and then, when, before, in the end**, etc. to show the sequence of events and to help your story flow.

Speaking

- **Narrating a story**

- 6** **a) Make notes from the text about the story of Finn MacCool.**

- b) 6.3.8.1** **Use your notes from Ex. 6a to tell the story of Finn MacCool.**

Finn MacCool and the Giant's Causeway

main characters: *Finn MacCool, a giant & ...*

where he/they lived: ...

how the story began: ...

what happened next: ...

what was the main event: ...

what happened in the end: ...

Once, there was a giant called Finn MacCool ... He lived ...

Writing

- 7** **6.5.2.1 Imagine you went to Ireland and you visited the Giant's Causeway. Write an email to your English-speaking pen-friend about it (60-80 words). Write: where you went, what it looked like, what the legend says, what you thought/how you felt.**

Everyday English 2d

• Recommending a book

1 a) **Listen and repeat. The sentences are from a dialogue between two friends. What is the dialogue about?**

- How was your weekend? • I'm sorry about that. • What did you read?
- It was brilliant. • What's it about? • Sounds exciting.
- Why don't you borrow it from the school library?

b) **Listen and read to find out.**

2 **Read the dialogue and answer the questions. Then, say the sentences in Ex. 1 in your language.**

- | | |
|------------------------------------|--------------------------------|
| 1 What type of book did Bill read? | 3 Did Bill like the book? Why? |
| 2 What was the book called? | 4 What was the book about? |



Ann: Hi, Bill. How was your weekend?
 Bill: Not so good. I was ill so I stayed at home.
 Ann: I'm sorry about that.
 Bill: That's OK. I read a really good classic book.
 Ann: What did you read?
 Bill: The story of *King Arthur and his Knights*. It was brilliant.
 Ann: Really? What's it about?
 Bill: It has a really interesting plot. It's about a boy, Arthur, who pulled a sword out of a stone and became the King of Britain.
 Ann: Sounds exciting.
 Bill: Why don't you borrow it from the school library?
 Ann: That's a great idea!



3 Find sentences in the dialogue which mean the following: *Did you enjoy your weekend? – That's too bad. – Sounds really good.*



4 **Take roles and read the dialogue aloud. Mind your rhythm and intonation.**

5 **You read a good book last weekend. Tell your partner. Use the sentences in Ex. 1a to act out your dialogue. You can use the dialogue in Ex. 2 as a model.**

HEROES

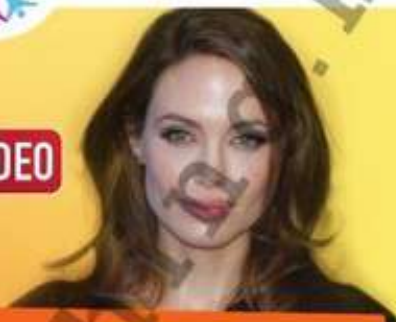


ACROSS CULTURES 2e



Bauyrzhan Momyshuly

was born in Mynbulak village in Zhambyl region in 1910. He was very educated. Bauyrzhan began working as a rural policeman, but after a few years he joined the army and became a military leader. He fought in many battles and was famous for his bravery. Bauyrzhan wrote several books including *One Night's Tale* and *Moscow is Behind Us*. To this day, people remember him as a People's Hero of Kazakhstan.



Angelina Jolie

was born in 1975 in Los Angeles. Her father is called Jon Voight and he is a famous actor. In 1991, Angelina became an actress too and acted in many films. These days, though, most of her time is spent looking after her six children and doing work for charity. She also works for the United Nations and helps the poor people from countries at war.

Check these words

- educated • rural
- military • leader
- battle • several
- include • actor
- actress • charity
- the United Nations
- poor • country

1 **6.2.8.1** Who are the famous figures in the pictures? What do you know about them? What are they famous for?

🔊 Listen and read to find out.

2 **6.4.4.1** Read the text again and answer the questions.

- | | |
|---------------------------------------|--|
| 1 Where was Bauyrzhan Momyshuly born? | 3 Who is Angelina Jolie? |
| 2 How is he remembered? | 4 What does she do for the United Nations? |

3 **6.1.3.1** **THINK!** Complete the sentences. Tell your partner.

- | | |
|---------------------------------|--|
| 1 I love my country because ... | 3 I want to work for a charity ... |
| 2 I hate wars because ... | 4 I want to help poor people because ... |

DID YOU KNOW?

- Assanbek Umuraliyev starred as Bauyrzhan Momyshuly in the 1968 film in *Moscow is Behind Us* (1968).
- In 2011, Angelina Jolie directed *In the Land of Blood and Honey*, a film about the Bosnian War.

Pronunciation (strong forms)

3 🔊 Listen and repeat. Listen again and underline the strong forms in the sentences.

- | | |
|---|---------------------------------|
| 1 Bauyrzhan Momyshuly was a brave hero. | 3 They are both very famous. |
| 2 Is Angelina Jolie Scottish? | 4 Were they both great leaders? |

4 🗣️ Think of a hero from your country. Write a short text about him/her. Present it to the class. Write: who he/she is – what he/she is famous for – what he/she did (60 words).

📖 Student's Book: Language Review 2e

📖 Workbook: Vocabulary Bank 2

MODULE 2



Across the Curriculum 2f

History



1 **6.4.6.1** Look at the picture and read the title. Why do you think people called Florence Nightingale "The Lady with the Lamp"? Read and check.

2 **6.6.15.1** Read again and put the verbs in brackets into the *-ing* or *to-* infinitive. Listen and check.

- 3** **6.4.2.1** Answer the questions.
- 1 Where was Florence Nightingale born?
 - 2 What did she want to be as a child?
 - 3 What country did she travel to during the Crimean War?
 - 4 Why did people call Florence Nightingale the "Lady with the Lamp"?
 - 5 What award did she receive?

4 a) **6.5.8.1** Use words/phrases from the section in their correct form to complete the summary.

Florence Nightingale was born in Italy in a rich family. She had a very **1) c**..... life, but she wanted to **2) b**..... a nurse from a young age. When the Crimean War started, she **3) d**..... to go to Turkey to help the **4) i**..... soldiers. Florence was very **5) d**..... her job and worked hard until late at night. After the war, she continued to help people who were **6) i**..... She started a school for nurses and got the *Royal Red Cross* **7) a**..... from Queen Victoria.

b) **6.3.3.1** **6.5.3.1** How do you feel about Florence Nightingale? In your opinion, what makes Florence Nightingale a hero? Write sentences. Then share your opinion and feelings with the class. *I think Florence Nightingale was a hero because she helped many soldiers in the war.*

Check these words

- move to • comfortable
- become • come true
- decide • injured
- dedicated to • receive
- award • in need
- inspiration



Florence Nightingale

Florence Nightingale was born in Florence, Italy in 1820. Her family moved to Britain in 1821. They were very rich and she had a very comfortable life. However, from a young age, Florence dreamt of **1)** (**become**) a nurse. At the age of 35 her dream came true when she started **2)** (**work**) in a hospital. A few years later, she heard about the Crimean War and decided **3)** (**go**) to Turkey and help the injured soldiers. Florence was very dedicated to her work. She worked all through the night, going around the hospital with a lamp. That is why people called her "the Lady with the Lamp". After the war, she started the first school for nurses in London and received the "Royal Red Cross" award from Queen Victoria. She carried on **4)** (**help**) people who were in need for the rest of her life and is still an inspiration to many young people all over the world.

5 **It's Culture Day at school.** This year, this day will be about 'Florence Nightingale'. In pairs, design a poster to advertise the event.

6 **Collect information about another person who helped others.** Think about: name, when she/he was born, where she/he was from, what they did, how they helped other people. Present this person to the class or write a short text for the school English magazine.

Writing 2g

A biography

- 1 a) Complete the text with these phrases/dates.
 Listen and check.

- 19 • the age of 52 • 1836 • on 14th April
- the next day • to this day • 1809

Check these words

- president • farmhouse
- lawyer • honesty
- courage • elect
- guide • civil war
- shoot • statue • admire



Abraham Lincoln was an American president. He was born in a farmhouse in Kentucky on 12th February, 1)

When he was a child, Abraham loved reading and learning new things. When Abraham was 2), he left the farm. He worked during the day and studied in his free time. In 3), he became a lawyer and was soon famous for his honesty and courage. At 4), he was elected the 16th President of the United States of America.

While he was president, he guided his country through the American Civil War and stopped slavery. As he promised, "... this nation ... shall have a new birth of freedom; – and that government of the people, by the people, for the people, shall not perish from the earth." 5), 1865, John Wilkes Booth shot him while he was at a theatre. He died 6)

Abraham Lincoln was more than just a great leader and a great speaker. He wanted to make life better for everyone. His statue sits in the Lincoln Memorial and, 7), people visit it to admire 'Honest Abe'.

Study Skills

Writing biographies

When we write biographies, we present the events in chronological order. This helps the reader follow the biography better.

- b) 6.2.7.1 List the events in chronological order and tell your partner about Abraham Lincoln.

Listening for ideas

- 2 6.3.8.1 Listen and complete the gaps.

Name: Toktar Aubakirov

When/Where born: 1946 in the 1 _____ region of Kazakhstan

Early years: he left school at age 2 _____; started working in a 3 _____

Achievements: joined the Armavir Military Aviation Institute in

4 _____; flew as a 5 _____ in the Soviet Air Force, tested over 6 _____ types of

aircrafts, became the first Kazakh to go into 7 _____
 Later years: became the director of the National Aerospace Agency of Kazakhstan (KazCosmos) in 8 _____

Writing (a biography)

- 6.5.1.1 Portfolio Use the answers in Ex. 2 to write a biography of Toktar Aubakirov for an international school magazine (60-80 words). Follow the plan. Check your piece of writing and edit it.

- Para 1: name, when/where born
 Para 2: early years (*At the age of 13 he ... He studied and entered ...*)
 Para 3: achievements; later years (*... he tested over ... He was the first Kazakh to ... In 1993, he became ..., To this day, people consider him ...*)
 Para 4: your feelings, comments (*... is a successful ..., He worked hard to ... and he is an inspiration to ...*)

Checkpoint

in + month/year/season
in June, in 2010, in winter
 on + day/date
on Monday, on 3rd April

EDUTAINMENT 2



VALUES

Being a hero

1

a) **6.3.3.1** In pairs, discuss the following quotation.

Quotation

A hero is someone who has given his or her life to something bigger than oneself.
(Joseph Campbell)

b) **6.3.6.1** What does it take to be a hero? With a partner, choose four qualities that a hero needs from the list below.

- brave • rich • popular • friendly • kind
- funny • strong • helpful • clever • honest

c) **6.3.3.1** **6.5.3.1** **THINK!** Who is your personal hero? Think of someone you know and admire (e.g. a parent, a friend, a teacher etc.) and prepare a short text about them. Present him/her to the class. Include: name, job, why you consider him/her a hero. The class votes for the hero of the year.

2

Do the quiz. Complete the sentences.

QUIZ

- 1 Abraham Lincoln was
- 2 Finn MacCool was Benandonner's
- 3 Toktar Aubakirov was the first Kazakh to
- 4 William Wallace was from
- 5 People remember Bauyrzhan Momyshuly as
- 6 Matoaka was Pocahontas's
- 7 Florence Nightingale was called
- 8 Abraham Lincoln died in

3

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

4

6.2.7.1 **Song:** Use the words *strong, true, fight, place, around* to complete the gaps. Listen and check.

VIDEO

HEROES



Heroes are the people
Who stand up for what is right
They're there in times of trouble
And they don't give up the

- 1)
- They're people you can turn to
And they'll never let you down
Whenever they are needed
They will always be
- 2)

We all need a hero
Someone loyal, brave and

3)

But take a look inside you
You could be a hero, too

- Heroes are survivors
They're courageous and they're
- 4)
- And everyone feels safer
When a hero comes along
They save us and protect us
From the dangers that we face
They always do their best
To make the world a better
- 5)



5

6.3.3.1 **6.2.7.1** **THINK!** Who is a hero according to the singer? Do you agree? Why/why not?

MODULE 3 Our countryside

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: booking a holiday
- Writing an informal email comparing two places

Themes:

- geographical features
- activities & adjectives
- weather
- *Natural wonders of the world*
- **VALUES:** Caring about places of natural beauty

Language Focus:

- present perfect
- for/since
- present perfect vs past simple

Vocabulary

• Geographical features

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

2 **Match the places to the continents.**

🗣️ **Listen and check.**

- Mount Everest • Angel Falls
- the Grand Canyon • Malta • Lake Geneva
- the River Nile • Niagara Falls • the Gobi Desert
- Ayers Rock • Mount Vesuvius

Continents

- Africa • Asia • Europe • Australia
- North America • South America

Mount Everest is in Asia.



3 **What geographical features are there in your country? Make sentences.**

Balkhash is a famous lake in the southeast of Kazakhstan.

Find the page numbers for

- weather symbols
- a fox
- a song

Reading 3a



Experiences of a Lifetime

Reading & Speaking

1 a) **6.3.3.1** Describe the pictures. What can you see, hear, smell?

b) **6.1.6.1** Do you know these places? Write a question about each.

Listen and read. Were your questions answered?

Have you ever had an experience that has changed your life? These three young adventurers have! They told 'Young Traveller' all about it.

THE GREAT BARRIER REEF, AUSTRALIA

Nicky has just come back from her fantastic trip to the biggest coral reef on Earth. She says, "The reef is 2,000 km long. I've heard that you can even see it from space! I swam with dolphins and turtles. It was thrilling. There are also over 1,500 species of colourful fish on the reef and they aren't afraid of curious divers. I've taken some amazing underwater photos!"

MACHU PICCHU, PERU

Mary has just been on 'the Inca Trail', a famous jungle hike to the Lost City of the Incas. Mary tells us, "Machu Picchu is an ancient city in the mountains, 2,430 metres above sea level. The 4-day journey up was challenging and amazing! There were spectacular mountain views and rare wildlife – I even saw a hummingbird! People say the ruins were a holiday resort for rich Incas. The Incas built temples, houses and parks and time hasn't destroyed many of them. It's a very mysterious place because nobody knows why the Incas left. I had a brilliant time!"

ALTYN EMEL, KAZAKHSTAN

Not many people can say they've visited a singing hill. Kanat has done that! "The singing dune is a really unique place," he explains. "You drive along a track, and among several trees, you can see eagles, lizards and wild donkeys. Then, you see three tall stones. A legend says that Shyngys Khan put them there, 800 years ago. When you arrive at the tall dune, you walk to the top and as you slide down, it starts to make a loud and beautiful 'singing' sound! In the past, the area was covered in apple forests. It's my new favourite place!"

Check these words

• experience • adventurer
• coral reef • space • species
• curious • diver • underwater
• jungle hike • ancient
• challenging • spectacular
• rare • wildlife • hummingbird
• ruins • resort • temple
• destroy • dune • unique
• stone • arrive • slide down
• be covered in sth

2 a) **6.4.2.1** **6.4.4.1** Read and mark the sentences **T** (true) or **F** (false).

- The fish on the Great Barrier Reef don't get close to divers.
- The Incas used to go on holiday to Machu Picchu.
- We don't know why the Incas left the city of Machu Picchu.
- You can get to the singing dune by car.
- When you go down the dune, it makes a singing sound.

Vocabulary 3a

b) **THINK!** Which facts from the text impressed you? Why? Write a few sentences. Read them to the class.

c) Think of an experience of yours. Tell the class.

3 **6.4.8.1 6.6.3.1** Match the words. Use the phrases to complete the sentences.

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> 1 colourful | <input type="checkbox"/> a journey |
| <input type="checkbox"/> 2 rare | <input type="checkbox"/> b place |
| <input type="checkbox"/> 3 ancient | <input type="checkbox"/> c time |
| <input type="checkbox"/> 4 challenging | <input type="checkbox"/> d reef |
| <input type="checkbox"/> 5 brilliant | <input type="checkbox"/> e fish |
| <input type="checkbox"/> 6 mysterious | <input type="checkbox"/> f wildlife |
| <input type="checkbox"/> 7 coral | <input type="checkbox"/> g city |

- There are a lot of fish that live on a
- We all had a in France last summer!
- We don't really know who built Stonehenge in England. It's a
- Pompeii in Italy is a(n) It's over 2,500 years old.
- You can see a lot of in rainforests like different species of birds and insects.
- The hike to the top of the hill was a for my granddad.
- There are many in the sea around tropical islands.

Activities & adjectives

4 a) Read the phrases. List them under the headings.

TRAVEL

do a bungee jump

swim with dolphins

drive a racing car

SPORTS

volunteer overseas

take pictures under water

play rugby in an international match

ride an elephant

run a marathon

run with bulls

b) Use the adjectives: exciting, fun, difficult, tiring, risky, interesting to act out exchanges, as in the example.

- A: I'd like to play rugby in an international match.
 B: So would I. I think it would be exciting. Would you like to run a marathon?
 A: Not really. I think it would be tiring.

Listening & Writing

5 **6.2.5.1** Ian went on a trip last summer. Listen and put the sentences narrating his experience in the correct order. How did Ian feel at the end of his trip?

- | | |
|---|---|
| <input type="checkbox"/> A It started raining. | <input type="checkbox"/> F Ian went to India last summer. |
| <input type="checkbox"/> B It threw Ian off its back. | <input type="checkbox"/> G They decided to go on an elephant ride. |
| <input type="checkbox"/> C They took him to hospital. | <input type="checkbox"/> H He went with his two friends, Mark and Tony. |
| <input type="checkbox"/> D He stayed at a hotel. | <input type="checkbox"/> I The elephant got scared. |
| <input type="checkbox"/> E They discovered that he broke his arm. | |

6 **6.5.8.1** Listen again, then use the sentences in Ex. 5 to write about Ian's experience.

Use of English 3b

• Present perfect

1 Copy and complete the table. Use the words: *hasn't, have, haven't*. Find examples in the texts on p. 30.

Affirmative	
Long Form	Short Form
I/you have walked/done	I/you 've walked/done
He/She/It has walked/done	He/She/It 's walked/done
We/You/They	We/You/They 've
1) walked/done	walked/done

Negative	
Long Form	Short Form
I/you have not walked/done	I/you haven't walked/done
He/She/It has not walked/done	He/She/It 2) walked/done
We/You/They have not walked/done	We/You/They 3) walked/done

Form: *have/has* + past participle

Use: We use the **present perfect** for:

- actions which started in the past and continue to the present. *They have been here since 2008.*
- life experiences. (time isn't stated) *I've tried Chinese food.*
- actions that happened in the past and we can see their results in the present. *She's broken her leg.* (When? We don't know, but we can see that her leg is in plaster.)

Compare: *He has gone to Niagara Falls.* (He's still there.)
He has been to Niagara Falls. (He's back now.)

Time expressions with the present perfect: since, for, never, ever, yet, already, just, this week, etc.

2 Write the past participles of the verbs below. Which are regular (R)? Which are irregular (I)?

- | | |
|--------------------------|-------------------|
| 1 eat - <i>eaten</i> (I) | 6 listen - |
| 2 write - | 7 run - |
| 3 win - | 8 go - |
| 4 ride - | 9 give - |
| 5 travel - | 10 arrive - |

3 Use the verbs in Ex. 2 to complete the sentences.

- | | |
|--|--------------------------------|
| 1 He <i>hasn't eaten</i> his lunch. (X) | 4 She to his advice. (X) |
| 2 Tom a marathon. (✓) | 5 I a competition! (✓) |
| 3 Simon and Anna around the world. (✓) | 6 They a camel. (X) |

4 Read the table. How do we form questions in the present perfect?

Interrogative	
Have I/you (ever)	} gone hiking in the mountains?
Has he/she/it	
Have we/you/they	
Short answers	
Yes, I/you have. / No, I/you haven't.	
Yes, he/she/it has. / No, he/she/it hasn't.	
Yes, we/you/they have. / No, we/you/they haven't.	

5 Write complete questions. Then answer them.

- you/ever/see/the Sharyn Canyon in eastern Kazakhstan?
 A: *Have you ever seen the Sharyn Canyon in eastern Kazakhstan?*
 B: *Yes, I have./No, I haven't.*
- you/ever/swim/in the sea?
 A:?
 B:
- you/ever/climb/a mountain?
 A:?
 B:
- you/ever/be/in an aeroplane?
 A:?
 B:

Use of English 3b

• for/since

6 Read the examples and say them in your language. How do we use these *adverbs*?

I haven't been to Burabai National Park since I was five years old. No one has lived in Machu Picchu for over 400 years.

Now choose the correct word. Give reasons.

- I have been friends with Mary **for/since** five years.
- Altyn-Emel has been a national park **for/since** 1996.
- Dilnaz has walked 35 kilometres **since/for** Monday.
- Ulan has worked with us **for/since** five months.
- He has lived here **for/since** 2015.

• Present perfect vs Past simple

7 Read the theory. Are there similar structures in your language?

- We use the **present perfect** for **actions which started in the past and continue to the present** or for **personal experiences**.

I've lived here since 2002. He's flown a plane.

- We use the **past simple** for **actions which happened in the past**. The time is stated or it is implied. *He went to the lake last Saturday.* (When? Last Saturday) *Then they walked home.* (When? Implied time – after they left the lake)

8 Put the verbs in brackets into the present perfect or the past simple.

- Damir (travel) to Europe last year.
- Kazakhstan's nature reserves (win) many awards over the years.
- I (never/visit) England in my life.
- The Simpsons (come) back from their trip yesterday.
- Daniya (meet) her friends last night at the cinema.
- Gulsara's uncle (live) in the mountains for 6 years.

• There is/ are – It is

9 a) Read the theory. Are there similar structures in your language?

Impersonal sentences are sentences where there is no natural subject. We usually have the word **there** or **it** in the subject position.

We use:

- There + be** to say that someone/ something exists. *There is a museum in my town.*
- It + be** for identification. *There's a letter for you. It's from overseas.*
- It + be** for distance (*It's 2 km from here to the city centre.*), temperature (*It's hot in here.*), time (*It's one o'clock.*), weather (*It's sunny today.*) and in expressions such as: *it seems/ appears that, it looks like, it doesn't matter, etc* (*It seems that the bus is late.*)

b) Fill in *it* or *there*.

- is a nice playground in the park, but is really crowded in the afternoons.
- seems that we've missed our bus. Luckily, is another one coming in 30 minutes.
- We can walk to the museum; is quite warm and sunny now.
- is 5 km from here to the city centre, but is a bus stop near here.
- is someone on the phone for you. I think is our guide.

Skills 3c

Reading

- 1 **6.2.1.1** What do you know about the Sharyn Canyon? What else would you like to learn about it? Write three questions.

🔊 Listen and read to find out.



Check these words:

- located • flow
- difficult • environment
- surrounding
- breathtaking • scenery
- fascinated • ideal
- destination • hare
- lizard • shape
- building • striped
- cliff • sunset • shadow

An Unforgettable Destination



It's not the biggest canyon in the world, but the Sharyn Canyon in Kazakhstan is a **spectacular** example of natural beauty. The Sharyn River, which flows from the Tien Shan Mountains down through the steppe, formed the canyon that is located 200 kilometres from Almaty.

- The 80-kilometre-long canyon, with its fresh water, trees and many hiding places in the rocks, is an **oasis** in the difficult environment of the surrounding steppe. The **breathtaking** scenery is amazing!
- If you're fascinated by nature, then the Sharyn Canyon is an ideal **destination**. There are many types of **wildlife** here, including steppe hares, foxes, Menzbiev's marmots, snakes, lizards and the *Gymnodontichus dybowskii* fish. Rare ash trees grow at the bottom of the valley and there is an **ancient** Ice Age forest nearby.
- The Sharyn valley is also a geologist's dream. Over thousands of years, the strong winds of the steppe have formed many interesting shapes in the rocks. One part of the canyon, the Valley of the Castles, has rocks that look like buildings! The canyon is very **colourful**, with striped red cliffs above black volcanic rocks. At sunset everything changes, with mysterious shadows moving across the floor of the canyon.

Visiting the Sharyn Canyon is an unforgettable experience that has something for everyone.



6.4.2.1



Read the text again and correct the statements.

- 1 Sharyn Canyon is the biggest canyon in the world.
- 2 It is located 200 kilometres from the Tien Shan Mountains.
- 3 Rare ash trees grow at the top of the valley.
- 4 Thousands of years of strong winds formed the colours on the rocks.
- 5 The whole canyon has rocks that look like buildings.

6.4.5.1

6.4.8.1

Explain the words in bold. You can use your dictionary.

6.3.3.1



Which three facts impressed you from the text? Tell your partner. Does he/she share the same opinion?

QUIZ!
Sharyn Canyon


6.6.2.1 Choose the correct item, then choose T (true) or F (false).

- The Sharyn is a canyon that/where is 80 kilometres from Almaty. T/F
- The river who/which formed the canyon is called the Shan River. T/F
- Geologists who/which go there are sure which/that they will find interesting rocks shapes. T/F
- Visitors go there because they know which/that they will have an unforgettable experience. T/F

Listening


5 **6.2.5.1** Listen and choose the correct answer A, B or C.

0 What's the weather like today?



A B C

1 What's the temperature in Madrid today?



A B C

2 What's Kim's favourite season?




A B C

3 Where's the man from?



A B C

4 How far away is Durston Park?



A B C

Speaking

6 Complete the dialogue.

- A: What's the weather like in your country in the summer?
 B: 1)
 A: How often does it rain?
 B: 2)
 A: What is the highest mountain in your country?
 B: 3)

- A: What is the largest lake in your country?
 B: 4)
 A: What's your favourite season?
 B: 5)
 A: Why do you like this season?
 B: 6)



Writing

7 **6.1.10.1** **6.5.2.1** Imagine you are visiting the Sharyn Canyon. Write a short email to your English pen-friend. Write: where you are, when you arrived, how you went there, what you have/haven't done so far (50-60 words).

Dear John,
Greetings
from ...

Everyday English 3d

Customer
<ul style="list-style-type: none"> • I'd like to book a trip. • How long is the journey? • Where is the hotel? • What's the itinerary? • Can you tell me ...? • How much is the trip? • Would it be possible ...?
Travel Agent
<ul style="list-style-type: none"> • Can I help you? • Where would you like to go? • How many people are travelling with you? • How would you like to pay? • Here you are. • You're welcome.



• Booking a holiday

1

Listen and repeat.

- Can I help you? • I'd like to book a trip. • When would you like to leave?
- How much is the trip? • How would you like to pay? • You're welcome.

2

6.2.6.1 The sentences are from a dialogue between Ms Akhmetova and a travel agent. Where does Ms Akhmetova want to go?

Listen and read to find out.

Travel Agent: Good afternoon. Can I help you?
Ms Akhmetova: I'd like to book a trip to **Bath** for me and my son.
Travel Agent: Wonderful. When would you like to leave?
Ms Akhmetova: **Saturday**, please.
Travel Agent: Right. There is a bus leaving our offices at **8:30 a.m.** on **Saturday**. It arrives in **Bath** at **11 a.m.**
Ms Akhmetova: Okay. What's the itinerary **for the weekend**?
Travel Agent: Well, on **Saturday** there is a tour of the city, from **12 p.m. – 5 p.m.** Then, there is dinner at **Smith's restaurant**, at **7 p.m.** Your hotel is **in the centre**. On **Sunday** there is some free time for shopping. The bus leaves **Bath** at **3 p.m.** and arrives back in London at **5:30 p.m.**
Ms Akhmetova: I'd like to book it now. How much is the trip?
Travel Agent: It's **£180** per person. How would you like to pay?
Ms Akhmetova: **Cash**, please.
Travel Agent: Okay. Here you are.
Ms Akhmetova: Thank you.
Travel Agent: You're welcome. Have a nice day.

3

Find sentences in the dialogue which mean: – *May I help you?* – *I want to buy this holiday.* – *The cost is £180.* – *My pleasure.* – *Enjoy your day.*

4

6.1.14.1 Take roles and read the dialogue aloud. Find four prepositions of time, three of location, one of direction and one prepositional phrase.

5

6.1.1.1 **6.1.14.1** You are on the telephone talking to a travel agent. You want to book a trip from London to Edinburgh. Your partner is the travel agent. Act out your dialogue. You can use the dialogue in Ex. 2. Change the words in colour. Use prepositions of time, location and direction.

Study Skills

Role-playing

Role-playing is effective if you use your imagination. Think of a situation, the setting, who you are, how you feel, what gestures you might use, etc.

Natural Wonders of the World



ACROSS CULTURES 3e

The world is full of beautiful and amazing things. The most amazing wonders of the world are the ones that we can find in nature.



Niagara Falls is one of North America's most famous sights. It lies between the US and Canada. The largest part of the falls is Horseshoe Falls on the Canadian side. Niagara Falls is the second largest falls in the world, after Victoria Falls in Africa. In 1901, a brave tourist, Annie Taylor, was the first to cross the Niagara Falls. The Falls is the largest producer of electric power in the world.

Lake Balkhash is the largest lake in Kazakhstan, and one of the largest lakes in Asia. It is located in the southeast of Kazakhstan. Seven rivers flow into the lake. Half of the lake is freshwater, and the other half is salty. The lake has 43 islands, and is 600 kilometres long. A lot of animals and plants live by the lake.

Check these words

- falls • sight • brave
- cross • producer
- electric power
- southeast
- freshwater
- salty • island

1 6.4.2.1 6.4.5.1 Which of the sentences below are true about the places in the pictures?

Listen and read to find out.

- | | |
|---|---|
| <p>1 Niagara Falls is between two countries.</p> <p>2 Horseshoe Falls is part of Niagara Falls.</p> | <p>3 Lake Balkhash is the smallest lake in Asia.</p> <p>4 Lake Balkhash is 600 km long.</p> |
|---|---|

DID YOU KNOW?

The water that flows over Niagara Falls comes from four of the five Great Lakes.

6.3.2.1 6.3.8.1 Imagine you are at one of the places in the texts. Your English friend wants to know more about it. Act out a telephone conversation with a partner. Talk about:

- where you are • who with • where you are staying
- what the place is like

2 6.1.10.1 Collect information about a place of natural beauty in your country. Make notes under the headings: *Name, Location, Activities*. Use your notes to write a short text about this place for an international tourist magazine (50-60 words).

• Pronunciation (silent letters)

3 Find the silent letters in the words.

Listen and check. Listen and repeat. Find words which contain silent letters in the text.

- east • walk • talk • lake • water • where • listen • clear • castle
- two • often • know

Study Skills

Silent letters

Silent letters are letters you can't hear when you say a word, but exist when you write a word e.g. *g* *ess* (silent 'u')



Across the Curriculum 3f

Geography

Check these words

- make up • cover • join
- volcanic activity
- mountain range • breeze
- monsoon • flood

EARTH'S OCEANS



There are five major oceans that make up much of our planet. They are the Pacific, Atlantic, Indian, Southern and Arctic Oceans. Water covers about 70% of the Earth's surface. The Earth's oceans are all joined to each other.

The **Pacific Ocean** is the largest ocean in the world. It covers 165,250,000 km². It also has the deepest waters. The Mariana Trench is 11,034 metres deep and 2,550 km long. The Pacific Ocean has very bad weather. Many powerful storms form out in the open ocean every year. There is also a lot of volcanic activity in this ocean. In the Pacific, there are many small volcanic islands such as Hawaii, Tonga and Samoa.

The **Atlantic Ocean** is the second largest ocean in the world. It covers an area of over 82,000,000 km². Under the Atlantic ocean lies a mountain range called the Mid-Atlantic Ridge.

The **Indian Ocean** is smaller than the Atlantic. It

covers about 73,000,000 km². It usually has gentle breezes. However, from the months of April to October monsoons form over the ocean. They carry a lot of rain into India that causes terrible floods.

The **Southern Ocean** is the fourth largest ocean. It covers an area of more than 20,000,000 km². It is a very cold ocean because it is near the Antarctic and much of it is covered in ice.

The **Arctic Ocean** is the smallest of all five oceans. It covers about 14,000,000 km². It isn't as deep as the other oceans. It is one of the coldest oceans. Ice covers the central part of the ocean all year round.

²square kilometres

- 1 **6.2.6.1** Name the oceans. How much of the Earth's surface do they cover? Which is the smallest/largest ocean?

Listen and read to find out.

- 2 **6.4.5.1** Read the text and answer the questions.

- | | |
|--|---|
| <p>1 Which is the deepest ocean in the world?</p> <p>2 Which oceans are covered in ice?</p> <p>3 How big is the Atlantic Ocean?</p> <p>4 In which ocean can we find volcanoes?</p> | <p>5 What is the deepest area of the Pacific Ocean called?</p> <p>6 In which ocean is Hawaii?</p> <p>7 What is under the Atlantic Ocean?</p> <p>8 Which ocean has lots of rain for half the year?</p> |
|--|---|

- 3 Say two things you remember about each ocean to your partner.

- 4 **6.1.10.1** Collect information about the five oceans. Prepare a quiz for your classmates or a short presentation. You can use the key word *oceans*.

Writing 3g

An email comparing two places

Check these words

- ski slope
- calm
- hike



1 **6.5.6.1** Read the email and fill in the gaps with: *and, but, when, because, on the other hand*. Compare with your partner.

Dear Alice,

I really love living in Kazakhstan **1** there are so many places to visit. My two favourites are Shymbulak and Burabai!

Shymbulak is in the mountains next to Almaty **2** it has some of the best ski slopes. It's busier than Burabai, **3** it's quiet in the summer months. I love going there to ski with my friends.

Burabai, **4** , is more relaxing and calm. There are many things to do and see there. You can hike through the park or visit lakes and mountains. **5** I go there, I always have a fantastic time!

What about you? Which places in your country do you like most? Why? Write back soon.

Take care,
Damilia

2 **6.5.6.1** **6.6.16.1** Use the linkers in brackets to join the sentences.

- 1 Do you like skiing? Do you prefer snowboarding? (or)
- 2 We go to a restaurant for lunch. We leave the beach in the morning. (after)
- 3 Last year, I went to Hawaii. I learnt how to surf. (where)
- 4 I have breakfast. I go hiking in the park. (before)
- 5 You want to relax. You can go to Burabai. (if)

Study Skills

Linkers

Use appropriate linkers to join sentences. They show the logical relationship between sentences or parts of a sentence. This will make your piece of writing more interesting to the reader.

We use:

- and/or** to link similar ideas,
- but** to link opposing ideas,
- because/so** to express reason,
- where** to show location,
- after/before/when** to express time,
- if** to introduce a possible or unreal situation.

- **It's busy.**
It's quiet in the summer.
It's busy, **but** it's quiet in the summer.

Writing (an email comparing two places)

3 **6.5.1.1** **6.5.3.1** **Portfolio** Write an email to your English pen-friend comparing two favourite places of yours in your country (60-80 words). Follow the plan. Check your piece of writing and edit it.

Dear ...

Para 1: write where you live, state which two places in your country are your favourite ones (*There are so many beautiful places in my country. My two favourites are ... and ...*.)

Para 2: describe the first place (*... is in It is ...*.)

Para 3: describe the second place (*On the other hand, There are ...*.)

Para 4: ask your pen-friend about his/her favourite places; closing remarks
Write back soon,
(your first name)

EDUTAINMENT 3



VALUES

Caring about places of natural beauty

- 1 **6.4.8.1** How can we protect nature reserves? Use the verbs to complete the sentences. Use your dictionary to explain their meaning.

• stay • pick • disturb • collect • follow
• start • drive • cut

Do

- 1 signs.
2 on paths and tracks.
3 litter.
4 carefully.

Don't

- 5 fires.
6 flowers.
7 down trees.
8 wild animals.

- 2 Prepare a 2-minute video about Kazakhstan's nature reserves. Use ideas from this module, as well as your own. Upload the video to the school website.

3

6.5.8.1 Do the quiz by completing the gaps.

Quiz

- Niagara Falls is between
- Sharyn Canyon is 200 km from
- The Atlantic Ocean is the ocean in the world.
- Machu Picchu is an in Peru.
- Lake is in Kazakhstan.
- There are many types of in the Sharyn Canyon.
- Monsoons form in the



Look at Module 3 and write a gap-filling quiz of your own.

Song: Listen to and read the song. What makes our world a 'world of wonders' according to the singer?

6

6.5.3.1 **6.5.8.1** **THINK!** Complete the sentence.

Our world is ... because ...

a WORLD OF WONDERS



Trees as tall as any building
Clouds that drift across the sky
Shining fish in deep blue oceans
Birds that spread their wings and fly

*We live in a world of wonders
Look around and you will see
Perfect, stunning scenes of nature
Fill the sky and land and sea*

Snow upon the highest mountains
Waterfalls that crash and roar
Deserts that stretch on forever
Soft waves on a sandy shore

Flowers growing in my garden
Apples falling from a tree
Raindrops falling on my window
These are stunning scenes to me



MODULE 4 Drama & Comedy

- **What's in this module?**
- Skills Focus:**
- Reading & Listening for specific information and main ideas
 - Speaking: booking tickets for a performance, talking about films
 - Writing a story
- Themes:**
- drama
 - literary elements
 - types of films
 - Famous writers in Kazakhstan & the UK
 - VALUES: The importance of reading
- Language Focus:**
- past continuous
 - past simple vs past continuous

Vocabulary

- Drama



1 Read the definitions of drama, tragedy and comedy. Can you think of any popular tragedies and comedies?

Drama is literature that is written in order to be performed.

Tragedy is a story ending unhappily with something terrible happening to the hero.

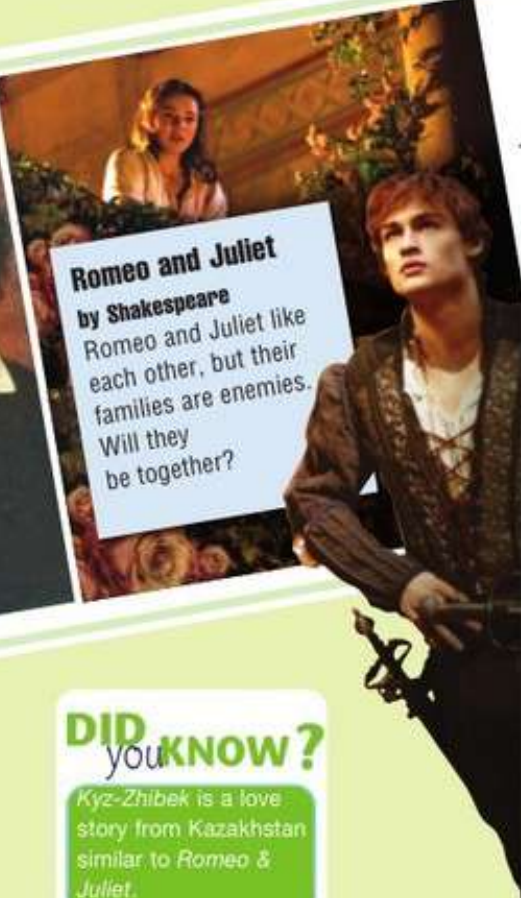
Comedy is a funny story which usually has a happy ending.

2 **6.4.3.1** Read the blurbs and in pairs decide whether these plays are comedies or tragedies. Give reasons.

As You Like It
by Shakespeare
Rosalind dresses up as a boy and escapes into the forest. There she meets Orlando. What will happen when Orlando finds out she is a girl?




Romeo and Juliet
by Shakespeare
Romeo and Juliet like each other, but their families are enemies. Will they be together?



Hamlet by Shakespeare
When his father dies, Hamlet's uncle, Claudius, becomes the king. The ghost of Hamlet's father tells him that Claudius murdered him. Will Hamlet take revenge?



Find the page numbers for

- a film review
- a poem
- a monster

DID YOU KNOW?
Kyz-Zhibek is a love story from Kazakhstan similar to Romeo & Juliet.

Reading 4a



Charles Dickens was an English writer born on 7th February, 1812 in Portsmouth. He grew up in Kent until his father went to prison and young Dickens had to leave school and go to work. He worked in a shoe polish factory when he was only twelve years old. This experience inspired many of his novels about the terrible conditions of the English poor. Some of his best-known books are *Little Dorrit* (1857), *David Copperfield* (1850) and *Oliver Twist* (1839). He died at the age of 58 on 8th June, 1870.

Check these words

- workhouse • master
- serve • pot • decide
- lick • whisper
- elbow • silence
- can't believe my ears
- spoon • appear
- possible • ungrateful

1 What do you know about Charles Dickens? What are some of the books he wrote?

Read the short biography to find out.

2 **6.1.9.1** Look at the picture. Who are the people in the picture? What do you think is happening?

Listen and read to find out.



Oliver Twist

Life in the workhouse

By Charles Dickens

Life in the workhouse was very hard and the boys were always hungry. The food was always the same every day – a bowl of soup, which was mostly water, and on Sundays a small piece of bread. The master of the workhouse served the soup from a big pot, and he gave just one bowl to each boy. The boys became so hungry that one day they decided that someone must ask for more. They thought that if one boy got more soup, they could all get more. They **chose** Oliver. The master served the soup **as usual** and the boys ate it quickly. They licked their fingers and then looked at Oliver and the big pot of soup.

"Go on then! Go on!" they whispered quietly and pushed Oliver with their elbows. Oliver was afraid, but he stood, picked up his empty bowl, and walked slowly to the master. There was complete silence. All the boys were waiting, hopefully. Oliver held out his bowl.

"Please, sir, I want some more."

The master **couldn't believe his ears**. He looked at Oliver's pale, thin face and the empty bowl.

"What???"

"Please, sir, I'm hungry. I haven't had enough to eat. I want some more," said Oliver again.

"Mr Bumble!" shouted the master, angrily, and he hit Oliver on the head with his big soup spoon. All the boys waited to see what would happen.

Mr Bumble appeared at the door.

"**What's the matter**, Master? Have the boys eaten?"


"Oliver Twist wants more soup!"

Mr Bumble's face went red and he looked very angry.

"What? It's not possible! No one has ever asked for more! Oliver Twist, you are a bad **ungrateful** boy."



Vocabulary 4a

3  **6.4.2.1** Read the adapted excerpt from *Oliver Twist*, a novel about a poor orphan growing up in a workhouse. Answer the questions.


- 1 What did the boys eat every day?
- 2 Why did they decide someone must ask for more soup?
- 3 Who did Oliver ask if he can have some more?
- 4 Why did Mr Bumble come into the room?

4 a) Match the words/expressions in bold in the text to the ones below:

- was very surprised
- what's wrong
- picked
- unthankful
- as always

b) **6.6.12.1** Fill in the adverbs. Use: *enough, quite, angrily, quietly, always.*

- 1 The boys in the workhouse were hungry.
- 2 The master did not give them to eat.
- 3 Everyone sat when Oliver went to ask for more.
- 4 The boys were hopeful for more food.
- 5 Mr Bumble looked at Oliver.

5  Why do you think Mr Bumble was angry with Oliver? How do you think Oliver felt? Was the master fair? Why/Why not? Write a few sentences. Read them to the class.

Literary elements

6 **6.3.7.1** Read the definitions. Then, read the excerpt of *Oliver Twist* again and answer the questions.

Script: the written text of a play or film

Plot: what happens in a story

Character: the people in the story

Setting: the time and place in which the story happens

Conflict: the disagreement or contradiction that creates the need for change in the story


Dialogue: a conversation between two or more people in a play, story, etc.

Monologue: a long speech by one person in a play


- 1 Who are the main characters?
- 2 Where does the excerpt take place?
- 3 What happens in the story?
- 4 Which characters are in conflict?
- 5 Is there a monologue or a dialogue in the excerpt?

Speaking & Listening


7 **6.1.6.1** **6.3.8.1**  In pairs, list the main events of the excerpt in Ex. 2. Use your list to give a short summary of it.

8 **6.3.5.1**  In groups, act out the excerpt in your own words.

9 **6.1.3.1** **6.3.4.1**  What do you think happens next in the story? What do you think will happen to Oliver Twist? Discuss in pairs.

10 **6.2.5.1**  Listen and check if your answers in Ex. 9 were correct.

Writing

11  Give the story a different ending. Read your ending to the class. The class votes for the best option.

Use of English 4b

• Past continuous

1 Study the table. How do we form the past continuous? Are there similar structures in your language?

Affirmative	Negative
I was playing .	I wasn't playing .
You were playing .	You weren't playing .
He/She/It was playing .	He/She/It wasn't playing .
We/You/They were playing .	We/You/They weren't playing .
Interrogative	Short Answers
Was I playing?	Yes, I was./No, I wasn't.
Were you playing?	Yes, you were./No, you weren't.
Was he/she/it playing?	Yes, he/she/it was./ No, he/she/it wasn't.
Were we/you/they playing?	Yes, we/you/they were./ No, we/you/they weren't.

We use the **past continuous** for actions which were happening at a certain time in the past.

Time expressions used with the past continuous: while, as, etc.

2 The picture was taken last Sunday afternoon. What were the people doing? Use these verbs in the *past continuous* to complete the sentences.

- take • dance • paint • drink • eat



- Jane ... cola.
- Paul and Laura ...
- John ... pictures.
- Jim and Bob ... sandwiches.
- The clown ... Jessie's face.

3 Look at the picture in Ex. 2 and correct the statements.

- Jane was wearing jeans.
*Jane wasn't wearing jeans.
She was wearing a dress.*
- Paul was eating.
- Jim and Bob were dancing.
- John was painting Jessie's face.
- Jane was dancing.

4 Write questions and answers about what the people were doing at 4 o'clock on Saturday.

- Kairat/act in a school play? X (visit a theatre)
*Was Kairat acting in a school play?
No, he wasn't. He was visiting a theatre.*
- Ulan and Gulnara/watch a film? X (play computer games)
- Nurlan/eat a meal with his family? X (eat popcorn at the cinema with friends)
- Saule/sleep? X (read a book)
- Aidar and Kanat/visit a film set? X (visit a wildlife park)

5 Say where you were last Sunday at 9:00 am, 2:00 pm, 6:00 pm. Your partner asks questions to find out what you were doing.

- A: Last Sunday at 9:00 am
I was at home.
B: Were you reading a book?
A: No, I wasn't. etc

Use of English 4b

• Past simple vs Past continuous

6 Read the theory and say the examples in your language.

- We use the **past simple** for:
 - actions that happened at a certain time in the past.
He left the concert at 10 pm last night. (When? At 10 pm.)
 - actions that happened immediately after each other in the past.
She went to the cinema, then she had dinner with her friends.
- We use the **past continuous** for:
 - an action which was happening at a particular time in the past. *I was watching TV yesterday at 2 pm.*
 - actions happening at the same time in the past.
I was reading a book while my brother was playing the piano.

Note: When one past action interrupts another, we use the **past continuous** for the **action which was happening** and the **past simple** for the **action that interrupted it**. *She was watching an adventure film when the phone rang.*

while + past continuous: *While he was sleeping, the phone rang.*
when + past simple: *He was watching TV when the lights went out.*

7 Put the verbs in brackets into the **past simple** or the **past continuous**. Which verbs have irregular past forms?


Hi Monica,
 Happy New Year! How was New Year's Eve in Madrid? I 1)
 (go) to the Hogmanay performances in Edinburgh with my family. It 2) (be) very cold and it 3) (snow) all evening, but we 4) (have) a fantastic time. There 5) (be) six concerts in different places. People 6) (dance) traditional Scottish dances, others 7) (sing). We 8) (take) a lot of photographs. Some people 9) (wear) very strange costumes. At midnight they 10) (let off) fireworks. We really 11) (enjoy) it. Write to me and tell me what you 12) (do) on New Year's Eve.
 Love,
 Aizhan



• Past simple – Present perfect

8 **6.6.7.1** Put the verbs in brackets into the correct tense, **past simple** or **present perfect**. Then, choose the correct time word in bold.

- All her friends (greet) her when she (arrive) at the concert.
- They (not/watch) a fireworks display for/since years!
- Dana (leave) the house, (get) into her car and (drive) to the mall.
- He (go) to the theatre last night.
- She (see) George Clooney three times since/for she (arrive) here!
- Sanzhar (direct) the school play for/since ten years now.
- What (you/do) for/since I (see) you at 3 o'clock yesterday afternoon?

9 **6.5.2.1**  In three minutes, say or write as many true sentences as you can using the words below. Compare with your partner.

- yesterday at 3:00
- then • last Monday morning
- when
- last Friday evening at 8:00
- while

Yesterday at 3:00 I was reading 'Alice in Wonderland'.

Skills 4c

• Types of films

1 a) Listen and repeat.



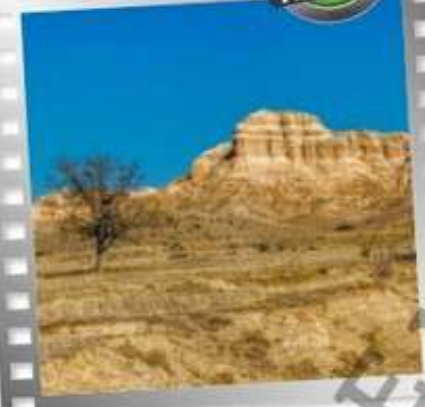
b) Which is your favourite type of film? Why? Discuss with your partner. Use these adjectives: exciting, funny, clever, fast, interesting, boring, scary, violent.

- A: I like comedy films because they are really funny.
 B: Really? I prefer action films. They are exciting and fast.

Reading

2 **Kyzgaldak is a film released in 2008. What is it about? Who are the main characters?**

Listen and read to find out.



Kyzgaldak



In 2008, the Kazakhstani director Sergei Dvortsevoy released the drama film *Kyzgaldak*, which has won many international awards. The story begins with Assa who lives in the countryside, far away from the other cities or towns. He used to be a sailor in the Russian Navy, but now he wants to become a herdsman and marry the only girl in the neighbourhood, *Kyzgaldak*. However, she's not interested because she thinks Assa's ears are too big! But Assa has big dreams and doesn't give up easily.



The setting of the film is the Kazakh steppe and it introduces the audience to the traditions of the Kazakh people. What is interesting about the film is that the actors created much of the dialogue while filming. The whole cast gives a brilliant performance. Askhat Kushinsherekov is excellent in the lead role as Assa. The best thing about *Kyzgaldak* is that you learn about life in rural Kazakhstan. Also, the film has lots of really funny moments. Don't miss it!

3 Read the review again and mark the sentences T (True), F (False) or DS (Doesn't say).


Check these words

- director
- release
- sailor
- herdsman
- give up
- introduce
- audience
- tradition
- create
- cast
- performance
- lead role

- 1 *Kyzgaldak* won an Oscar.
- 2 Assa's dream is to be a herdsman.
- 3 Assa marries *Kyzgaldak*.
- 4 The film is set in a city.
- 5 The actors are not very good.
- 6 Askhat Kushinsherekov has the main role.

- 4 **6.5.3.1 6.5.5.1**   Say or write two reasons why you would go to see this film. Imagine the setting of the film was in a big city, e.g. Astana. How would the film be different?

Speaking & Listening

- 5 **6.2.5.1**  Listen to two friends talking about a film they want to see and complete the gaps.



NEW FILM

Name: The **1** _____ Awakens
 Type: **2** _____
 Actors: Harrison Ford, Mark Hamill, Carrie Fisher
 Cinema: **3** _____
 Time: **4** _____
 Tickets: **5** £ _____

- 6 **6.3.5.1 6.3.7.1** Think about films. In pairs, decide on a film to watch at the cinema.

A: *What are we going to see?*

B: *I want to see a film called 'Great Expectations'.*

A: *What kind of film is it?*

B: *It's a drama film.*

A: *What is it about?*

B: *It's about*

- 7 **6.3.2.1 6.6.7.1** Ask and answer, as in the example.

1 speak to a famous person? – Who? – Askhat Kushinsherekov

A: *Have you ever spoken to a famous person?*

B: *Yes, I have.*

A: *Who did you speak to?*

B: *I spoke to Askhat Kushinsherekov.*

2 see any of the Batman films? – When? – 2 years ago

3 go to see a play? – What? – *Twelfth Night*

4 visit a theatre? – When? – Last summer

Writing

- 8 Write an email inviting your friend to come see a film with you (60-80 words). In your email write: *name; type of film; who stars in it; what the film is about.*

Everyday English 4d

Offering help
<ul style="list-style-type: none"> How can I help you? How can I be of help?
Enquiring
<ul style="list-style-type: none"> I'd like/I want to book ... for ... I'm interested in booking ... Are there tickets available for ...?
Giving information
<ul style="list-style-type: none"> I'm afraid there aren't any left (for ...). I'm sorry but it's sold out (for ...).
Suggesting
<ul style="list-style-type: none"> What/How about the ... show? Would you be interested in the ... show?
Agreeing
<ul style="list-style-type: none"> That is/sounds OK. That would be fine. That should be alright.
Asking about prices
<ul style="list-style-type: none"> How much are the tickets? How much do the tickets cost?

• Booking tickets for a performance

1 Listen and repeat.

- How can I help you? • I'd like to book two tickets for ...
- I'm sorry but it's sold out. • How about the 9 p.m. show?
- That sounds OK. • How much are the tickets? • Enjoy the show!

2 6.4.2.1 The sentences below are from a dialogue between a clerk and a customer. What does Maria want to do?

Listen and read to find out.

Clerk: Hello, The Palace Theatre. How can I help you?
 Maria: Hi. I'd like to book two tickets for *The Rose*, please.
 Clerk: OK. When for?
 Maria: This Saturday at 6 p.m.
 Clerk: I'm sorry but it's sold out for 6 p.m. How about the 9 p.m. show?
 Maria: That sounds OK. How much are the tickets?
 Clerk: They're £40 each.
 Maria: Right, I'd like two, please.
 Clerk: Can I have your name, please?
 Maria: Maria Ibragimova.
 Clerk: Right, Ms Ibragimova, your tickets are booked. You can pick them up at the box office half an hour before the show starts.
 Maria: Thank you very much.
 Clerk: Enjoy the show!

3 Listen to the dialogue again. Take roles and read it aloud.

THEATRE Co

Romeo & Juliet
 by William Shakespeare
 Sunday 18 November
 6 p.m.
 9 p.m.
 Tickets: £25

4 6.3.5.1 Imagine you want to attend the *Romeo & Juliet* performance. In pairs, act out a dialogue similar to the one in Ex. 2.

• Pronunciation

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

	/t/	/d/	/t/	/d/
pick	<input type="checkbox"/>	<input type="checkbox"/>	this	<input type="checkbox"/>
feel	<input type="checkbox"/>	<input type="checkbox"/>	he's	<input type="checkbox"/>
these	<input type="checkbox"/>	<input type="checkbox"/>	visit	<input type="checkbox"/>

Famous Writers



William Shakespeare

The famous playwright William Shakespeare was born in the small town of Stratford-upon-Avon in the year 1564. Shakespeare attended school, most likely in Stratford, but there is not enough information as to whether he attended university or not. When he was eighteen, he married a local woman, Anne Hathaway. They had three children. A few years later he moved to London. He had great success there, working as a playwright and becoming the leader of a group of actors, the *Lord Chamberlain's Men*. Shakespeare is one of the greatest writers in the English language and is the national poet of England. Some of his famous plays are *Romeo & Juliet*, *Othello* and *King Lear*. He died young, at the age of 52, in Stratford-upon-Avon in 1616.



Mukhtar Aueзов



The great Kazakh writer and professor Mukhtar Aueзов was born on the 28th of September in 1897 in Semey, Kazakhstan. He learnt how to read at home. Mukhtar wrote his first play, *Yenlik-Kebek*, in 1917 at the age of 20 while he was still in university in Kazakhstan. After meeting his wife Raihan, he was accepted to continue studying at Leningrad State University in Russia, where he learnt many languages and translated Nikolai Gogol and Shakespeare into Kazakh. They had two children. As the years passed, he became very famous, travelling the world and exploring new places. Today many places in Kazakhstan are named after him, including the Aueзов Institute of Literature and Art and a Aueзов Drama theatre in Almaty. His most famous work is a long novel called *Abai Zholy*, but he also wrote plays, operas and even scripts for films. He died in Moscow in 1961.

Check these words

- playwright
- attend
- move to
- success
- play
- professor
- be accepted
- translate
- explore
- name after

1 a) **6.4.2.1** Listen and read the texts. Complete the table with information about the two writers.

Name	Place/Date of birth	Studies/Family	Achievements	Works	Place/Date of death

b) **6.1.6.1** Use the completed table to give a presentation to the class about the two writers.

William Shakespeare was born in He was from

2 **6.1.10.1 6.5.8.1** **Portfolio** Think of a writer in your country. Collect information and then write a short text about him/her. Pay attention to correct spelling.

Write: name, where/when born, some examples of their works, and their achievements (50-60 words). Then, present it to the class.



Across the Curriculum 4f

Literature



Robert Louis Stevenson (1850-1894) was a Scottish novelist and poet. He began to write at an early age and published his first essays while he was still at university. Stevenson is best known for his novels such as *Treasure Island*, *Kidnapped* and *The Strange Case of Dr Jekyll and Mr Hyde*. His childhood, near the Royal Botanic Garden, inspired many of his charming poems, published in *A Child's Garden of Verses* (1885).

1 **6.4.2.1** Who is Robert Louis Stevenson? What is he best known for? Read the biography to find out.

2 **6.1.9.1** Look at the title of the poem and the picture. What could the poem be about?

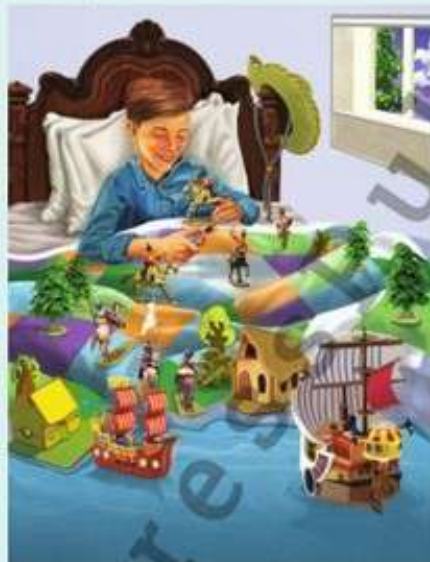
Listen, read and check.

3 **6.4.2.1** Read the poem again and answer the questions.



The Land of Counterpane

by Robert Louis Stevenson



When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bedclothes, through the hills;

And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleassant land of counterpane.

- 1 What is wrong with the boy?
- 2 What does he play with?
- 3 What does he compare himself to?
- 4 What do you think the "counterpane" in the poem is? What helped you find the answer? Check in your dictionary.



THINK! How does this poem make you feel? Why? Tell the class.

4 Find the words that rhyme in the poem.

bed – head

5 Choose a verse from the poem *The Land of Counterpane*. Draw a picture to illustrate its meaning.

Check these words

- counterpane • sick
- pillow • lay
- leaden • uniform
- drill • hill • fleet
- sheet • plant • giant
- still • dale • plain
- pleassant

Writing 4g

Check these words

- travel • excited
- legend • journey
- misty • edge
- move from side to side
- wonder • step back
- in horror • log

• A story

1 **6.4.2.1** The pictures (A-D) tell us a story. Try to put them in the correct order.

🔊 Listen, read and check.

The Monster

Last summer we travelled to Scotland to go to the Edinburgh festival. I was really excited about the festival, but I wanted to visit Loch Ness and see Nessie, the famous monster, too. According to legend, it lived in this lake.

We started our journey to Loch Ness very early in the morning. We soon arrived at the lake. The sun was shining but it was a little misty. I wanted to take some photographs so I walked to the edge of the lake. Suddenly, a long neck appeared from out of the water. It was moving up and down and from side to side. "Was it the Loch Ness monster?" I wondered.

I stepped back in horror, dropped my camera and shouted for help. My family tried to calm me down. A few seconds later my dad started laughing.

"It's not Nessie, John. It's a log moving up and down on the water. Look!" He was right. I started laughing at my mistake. We had a great picnic by the lake and we all enjoyed Mum's sandwiches. It's a pity Nessie wasn't there to have one!



2 **6.1.6.1 6.3.8.1** Read and put the events in the order they happened.

Use *first, then, next, after that* to give the class a summary of the story.

- | | |
|--|---|
| <input type="checkbox"/> They reached the lake. | <input type="checkbox"/> A long neck appeared. |
| <input type="checkbox"/> They started their journey to Loch Ness. | <input type="checkbox"/> They had their picnic. |
| <input type="checkbox"/> John walked to the lake to take pictures. | <input type="checkbox"/> His dad laughed. |
| <input type="checkbox"/> John realised his mistake. | <input type="checkbox"/> John started shouting. |

Listening for ideas

6.2.5.1



Listen to Jim talking about what happened to him during his holiday and answer the questions in the plan.

Para 1: When did the story happen? Where did it happen? Was he with other people?

Para 2: What happened before the main event? (events in order they happened)

Para 3: What was the main event?

Para 4: What happened in the end? How did Jim feel?

Writing (a story)

4 **Portfolio** Use your answers to write Jim's story for the school's English magazine (60-80 words). Present the events in the order they happened. Give the story a title.

Study Skills

Sequence of events in stories

Write the events of a story in chronological order. This helps the reader to follow your story.

EDUTAINMENT 4

VALUES

The importance of reading

- 1 a) **6.6.15.1** Use the verbs into the correct infinitive or -ing form to complete the statements: *escape, relax, laugh, learn, feel, imagine.*

- 1 Reading helps me into other worlds.
- 2 I like funny stories ; they make me
- 3 Reading can be and I get lost in the story.
- 4 I love about new worlds.
- 5 I excited when I read about my favourite characters.
- 6 It is great to experiencing the same situations as the characters of books do.


- b) **6.1.3.1** Why do people need to read books? Discuss in pairs.



- c) **6.1.10.1** You've recently joined the school book club. Choose a story and tell the class about it. Include: *title, author, characters, plot.*

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

QUIZ

- 1 *Kyzgaldak* is a Kazakh comedy.
- 2 Horrors and adventures are types of films.
- 3 Mukhtar Auezov wrote *King Lear*.
- 4 Shakespeare died at the age of 52.
- 5 Charles Dickens wrote *Oliver Twist*.

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

- 4 **6.4.3.1** Song:   Listen and read the song. Which sentence best describes the song's main idea?

- A Books make us clever.
- B Books open a door to a wonderful world.
- C Books teach us how to help others.



Inside a book

When it's raining you sit at home,
Nothing to do, you're all alone,
Do not worry, do not despair,
A book can take you anywhere!

There's so much you can find in a book,
So pick one up and take a look.
A million stories to open your mind,
You never know what you're going to find.

Read about castles, queens and kings,
Monsters, aliens and other things.
Go on an adventure to distant lands,
Just open the pages in your hands!

MODULE 5 Our health

► **What's in this module?**

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: asking/talking about health, ordering food
- Writing an email giving advice

Themes:

- illnesses/ailments • health habits
- takeaway food
- Health services in Kazakhstan & Australia
- VALUES: Healthy habits

Language Focus:

- have to/don't have to
- must/mustn't
- can('t)/could – may/might – should(n't) – ought(n't) to
- countable/uncountable nouns & quantifiers

Vocabulary

• Illnesses/Ailments

- 1 Listen and repeat. Say these words in your language.
- 2 **6.3.1.1** What's wrong with each person? Discuss in pairs, as in the example.

A: *What's wrong with Saule?*
 B: *She's got a sore throat.*



Find the page numbers for

- a menu
- an email
- a leaflet about germs

Reading 5a

- 1 **6.4.4.1** Read the title of the article and look at the pictures. What remedies might someone find at home?
 Listen and read to find out.



Home REMEDIES

We all feel unwell sometimes, but the remedy may be close at hand. Just look around your home; there are all sorts of things that can make you feel a lot better.

Who doesn't have a **headache** every now and then? Lemon is a great ingredient to treat headaches because it is refreshing and relaxing. Drink some lemon juice with warm water to help get rid of that nasty pain.

Toothache is awful. Well, vanilla extract is not just good for cakes. For quick relief from a toothache put some on your tooth. It might help with the pain and it tastes quite nice, too.

If you have a **stomach ache**, you should drink some ginger tea. It's tasty, healthy and good for your stomach.

Natural and tasty honey may help **sore throats**. Add a teaspoonful to a glass of hot water and drink slowly.

At last, a remedy that tastes good! Chocolate has the same ingredient in it as a cough syrup, so it can stop a nasty **cough**.

The things in our homes can help us a lot – but remember, you have to check with a doctor first.

Check these words

- remedy
- ingredient • treat
- get rid of • nasty
- awful • extract
- relief • taste
- teaspoonful
- cough syrup



- 2 a) **6.4.8.1** Read again and choose the correct word. Check in your dictionary.
- 1 Lemon helps relieve/extract headaches.
 - 2 Vanilla is good for earache/ toothache.
 - 3 A teaspoonful/glass of honey helps a sore throat.
 - 4 Chocolate and cough syrup share the same taste/ ingredient.

Vocabulary 5a


b) **6.4.6.1**  What is the author's opinion? Find evidence in the text.

c) **6.3.3.1**  **THINK!** Which remedies did you know about? Which do you think are strange? Tell your partner.

3 **6.6.1.1** Fill in: *lemon, nasty, sore, cough, stomach, good.*

- | | |
|---------------|----------------|
| 1 syrup | 4 throat |
| 2 juice | 5 tastes |
| 3 ache | 6 cough |

6.5.8.1 Use the phrases from above to write sentences based on the text.

4  Create a digital presentation summarising the text.

• Health

5 **6.6.1.1** Complete the sentences with: *balanced, exercise, stay, sugary, junk, take, lose.*

Do

- try to 1) every day for at least ½ hour.
- have a 2) diet – eating healthily can make you feel better and you may also 3) weight.
- 4) short breaks when you feel tired or stressed.

Don't

- drink 5) drinks.
- 6) up late at night.
- eat too much 7) food.

6 Complete the text messages. Use: *hot, sore, get rid, drink, help, cold, better.*




Sorry that you've got a 1)
Why not have a cup of 2) tea with lemon? It'll help you 3) of it.

Still got a 4) throat? You poor thing! Honey can 5)
Add a teaspoonful to a glass of hot water and 6) slowly. You'll feel 7) right away.

Speaking

7 a) **6.2.5.1** What's wrong with Sam? What does Ann advise him to do?

 Listen and read to find out.

- A: Hi, Sam. Are you OK?
B: Hello, Ann. I don't feel very well.
A: What's wrong?
B: I have a terrible headache.
A: Poor you! Why don't you drink some lemon juice with warm water?

b) **6.1.1.1** **6.3.7.1**  In pairs, use the ideas below to act out a similar dialogue to the one in Ex. 7a:

- *cough* – take some cough syrup
- *sore throat* – have a warm drink
- *stomach ache* – drink some ginger tea

Writing

8 **Portfolio** Your English-speaking friend has sent you a text message saying that he's/ she's got a stomach ache. Send him/ her a text message (25-35 words). In your message: express your sympathy – give him/her advice – ask if you can go and visit him/her.

Use of English 5b

• **have to/don't have to**

1 **6.6.13.1** Read the table and the rules. Say the examples in your language.

Affirmative	Negative
I/You have to go. He/She/It has to go.	I/You don't have to go. He/She/It doesn't have to go.
We/You/They have to go.	We/You/They don't have to go.


- We use **have/has to** to express **obligation**.
I have to take my medicine. (The doctor told me.)
- We use **don't/doesn't have to** to express **lack of obligation**. *You don't have to go to the gym to exercise.* (It's not necessary.)

2 **6.6.13.1** Put the verbs in brackets into the correct form.

- 1 My brother *has to take* (take) his medicine after dinner.
- 2 I (not/meet) my friend at the gym. He is sick at home.
- 3 You (eat) lots of fruit and vegetables when you are ill.
- 4 Kairat is feeling better; he (not/go) to the doctor.
- 5 I (cook) dinner today. My mum asked me.

3 **6.6.13.1** Read the table. How do we form the interrogative of *have to*?

Interrogative	Short Answers
Do I/you have to go?	Yes, I/you do./ No, I/you don't.
Does he/she/it have to go?	Yes, he/she/it does./ No, he/she/it doesn't.
Do we/you/ they have to go?	Yes, we/you/ they do./ No, we/you/they don't.

4  **Ask and answer. Use the prompts:** • make your bed • tidy your room • cook dinner • iron the clothes • walk the dog • do your homework

A: *Do you have to make your bed?*
B: *Yes, I do./No, I don't.*

• **must/mustn't**

5 **6.6.13.1** Read the table. Complete the rules. Use *must* or *mustn't*. Are there similar structures in your language?

Affirmative	Negative
I/You/He/She etc must help with chores.	I/You/He/She etc mustn't talk in class.

- We use to express **obligation**. (It's your duty.)
- We use to express **prohibition**. (It's against the rules.)

6 **6.6.13.1** Complete with: *must* or *mustn't*.

Health rules

If you want to be healthy ...

- 1 you eat junk food.
- 2 you drink lots of sugary drinks.
- 3 you exercise regularly.
- 4 you eat a variety of healthy food.
- 5 you sleep 8 hours every night.

7 **6.6.13.1** Choose the correct item.

- 1 You **have to/mustn't** eat a healthy breakfast every morning.
- 2 You **must/mustn't** be careful with what you eat.
- 3 We **mustn't/have to** exercise every day for at least 30 minutes.
- 4 You **must/mustn't** go to the doctor when you have a cold.

Use of English 5b

- **can('t)/could – may/might – should(n't) – ought(n't) to**

8 **6.6.13.1** Read the examples. Say them in your language. Find examples in the text on p. 54.

- You **can** go now. (you're allowed to – permission)
- You **can't** leave the room. (you aren't allowed to)
- **Can/May** I have some more tea? (Is it OK for me to ...? – asking for permission)
- **Can** I help you with the dishes? (Would you like me ... – offer)
- **Could** I have some milk? (Is it possible that ...? – asking for permission)
- He **may/might** come. (It's possible ... – possibility)
- You **should/ought to** be careful what you eat. (It's my advice.)

9 **6.6.13.1** Rewrite the sentences using appropriate modal verbs.

- 1 You aren't allowed to swim after you have eaten lunch.
.....
.....
- 2 Don't eat too much junk food. It's my advice.
.....
.....
- 3 Would you like me to bring you some hot tea?
.....
.....
- 4 Is it OK for me to go home early? I don't feel well.
.....
.....
- 5 It's possible we will order takeaway later.
.....
.....

- **Countable/Uncountable nouns & quantifiers**

10 **6.6.2.1** Read the table. Say the examples in your language.

Countable nouns	Uncountable nouns
are nouns we can count. <i>an/one apple – two apples</i>	are nouns we cannot count. <i>(some) rice</i>
<i>How many apples do you eat?</i>	<i>How much milk do you drink?</i>
<ul style="list-style-type: none"> • too many (more than I need)  • a lot of/lots of  • some/a few  • not many/(very) few  • none  	<ul style="list-style-type: none"> • too much (more than I need)  • a lot of/lots of  • some/a little  • not much/(very) little  • none 
<p>We use any in the negative and interrogative. <i>Is there any milk?</i> We use some in the interrogative with offers. <i>Would you like some pizza?</i></p> <p>• More is used with both countable and uncountable nouns. <i>There is more cheese in the fridge if you want.</i></p> <p>• Less is used only with uncountable nouns. <i>He eats less takeaway food now because he wants to lose weight.</i></p>	

11 Fill in a/an or some. Then mark the nouns as C (countable) or U (uncountable).

- | | | | |
|--------------|-------|-----------------|-------|
| 1 egg | ..... | 3 cheese | ..... |
| 2 rice | ..... | 4 biscuit | ..... |

12 **6.6.2.1** Choose the correct item.

- A: Could you buy me 1) a few/a little eggs?
B: Sure. 2) How much/How many do you need?
A: 3) Not much/Not many. Four are enough.
B: OK! Anything else?
A: Could you get me 4) some/more milk?
B: Sure, no problem.
A: Could you also get me 5) a little/less cheese?
B: 6) How much/How many do you need?
A: 300 g should be enough.
B: OK! Bye for now.

Skills 5c

Paulo's Menu

Main meals

 vegetable soup £5.35	 noodles with bean sprouts £4.20
 chicken tikka masala £5.30	 crispy duck pancakes £6.40
 chicken with boiled rice £5.30	 kebab (lamb in pitta bread) £4.20

Side Dishes

 chicken salad £6.50	 spring rolls £2.05
---	--

Desserts

 ice cream £2.50	 fruit salad £3.00
---	---

Drinks

 cola £1.00	 mineral water (still) £2.50
--	---



VIDEO

Healthy Takeaway UK!

Brits love takeaway food, but some dishes are healthier than others.

Chinese food
The first Chinese restaurant opened in London over a hundred years ago, and now it's one of the nation's favourite takeaways. But next time, try noodles with bean sprouts, which has very few calories compared to crispy duck pancakes or spring rolls.

Indian food
British people love curries. They spend £250 million a year on them – and they usually order too much food! Why not share your chicken tikka masala with a friend? And make sure you order boiled rice, which has very little fat, rather than fried rice.

Kebabs
Immigrants from Turkey and Cyprus brought kebabs to Britain. Now they're a favourite nighttime snack. But ask the owner just to put a bit of meat in the pitta bread, and fill it up with salad.


Ordering takeaway tonight?
Make a healthy choice!

Check these words


- dish • nation • calorie
- compared to • order • boiled
- fried • immigrant • snack • owner

Vocabulary

• Takeaway food


- 1  Look at the menu. Listen and repeat. What are these words in your language?
- 2 **6.3.1.1 6.6.15.1** What would you have as a main meal, side dish, dessert and drink at Paulo's? Choose from the menu and say.
I'd have pasta for a main meal.

Reading

- 3 **6.4.4.1**  What are some typical British takeaways? Read and listen to find out.



Skills 5c

- 4 **6.4.4.1** Read again and complete the sentences.
- 1 The first Chinese restaurant opened in London over
 - 2 Spring rolls have more calories than
 - 3 Fried rice has more fat than
 - 4 Brits often eat kebabs at

5 **6.4.8.1**  Which words in the text can't you understand? Use your dictionary to check the meanings.


6  Which takeaway do you like the most?

Listening
• Ordering food on the phone

7 **6.2.5.1**  Jerry is calling Paulo's. What does he order?
 Listen and complete the order.



1) soup
2) salad
2 bottles of 3)
Price: 4) £
Address: 5) York Road

8 **6.3.7.1** **6.6.15.1**  Work in pairs. Use the menu in Ex. 1 and the sentences from the box below to order food from Paulo's.

Taking an order	Ordering food
<ul style="list-style-type: none"> • Can I take your order? • What would you like ...? • Is there anything else? • That's £... altogether. • Could you give me your name and address? 	<ul style="list-style-type: none"> • Yes, I'd like to order ..., please. • I'd like ... /Yes, a piece of ... • No, thank you. That's all. • I'm ... and I live at ...

Writing

9 **6.1.9.1**   Design your own healthy takeaway menu. Present it to the class.

Everyday English 5d

Asking about health

- Are you OK?/alright?
- What's wrong?/
What's the matter?
- You don't look well.
- You look ill.

Responding

- I feel terrible/awful.
- I've got a terrible/
dreadful (*headache*).
- I don't feel well at all.
- My (*tooth*) is hurting.

Expressing sympathy

- Oh dear! I'm so sorry!
- I'm sorry to hear that.
- Poor you!/You poor thing!
- How awful!

Giving advice

- Why don't you (*take an aspirin*)?
- You should/ought to (*drink some hot tea*).
- If I were you, I'd (*go straight to bed*).
- The best thing you can do is (*see the doctor*).

Everyday English

• Asking/talking about health

1 Listen and repeat.

- Are you OK? • You don't look well. • I feel terrible. • What's wrong?
- I can't stand it any longer. • Then you should see a dentist.

2 **6.4.4.1** Listen and read the dialogue. What is Jenny's advice? What is John going to do?

Jenny: Are you OK, John? You don't look well.
 John: I feel terrible.
 Jenny: Oh dear! What's wrong?
 John: I've got a dreadful toothache.
 Jenny: Why don't you take a painkiller?
 John: I did, but it still hurts.
 Jenny: When did you take it?
 John: About an hour ago.
 Jenny: Well, it should make you feel better soon.
 John: I can't stand it any longer.
 Jenny: Then you should see a dentist.
 John: I hate going to the dentist.
 Jenny: I'm sorry, but you have to go.
 John: I suppose you're right.

3 Find sentences in the dialogue which mean:

- A You look awful. C What's the matter?
 B I feel awful. D I think you are right.

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

5 **6.3.6.1** Act out a similar dialogue. Use the dialogue in Ex. 2 as a model.

Student A: Your friend looks awful. Ask what the problem is, then tell him/her what to do.

Student B: You have a headache. Tell your partner. Agree to do what he/she advises you to do.

• Intonation (*high rising tone to express sympathy*)

6 Listen and repeat.

- I'm so sorry! • Oh dear! • Poor you! • How awful!

Check these words

- Oh dear!
- dreadful
- painkiller
- can't stand
- dentist
- suppose

HEALTH SERVICES around the WORLD



RFDSA

In big countries, it can be really difficult to get medical care to people living in isolated areas. In Australia, they have come up with a unique solution to the problem of providing healthcare to the 6.5 million square kilometres of the Australian Outback. The Royal Flying Doctors Service of Australia (RFDSA) started in 1928 and today it offers healthcare from an aeroplane, 24 hours a day, 365 days a year. The doctors are ready at any time to fly out to remote farms and communities to treat patients, often with only basic equipment. Also, they often have to fly patients to the nearest hospital, sometimes in very dangerous weather conditions. The brave doctors of the RFDSA save hundreds of lives every year, and the service is essential to all the people who live in the vast Australian Outback.



Health Trains

Living in the remote communities of northern Kazakhstan means almost complete isolation for many people. Villages are hundreds of kilometres away from a city and it can take hours to travel to the nearest hospital. The Health Train programme started in 2011 just for these people! Now three specially designed trains travel around northern Kazakhstan providing medical care to people living out on the steppe. The trains are like travelling hospitals with doctors, nurses and all the latest medical technology. This programme has changed the lives of many people living in rural Kazakhstan. They do not have to worry about making the difficult journey to the hospital. The hospital comes to them instead!



1 Look at the pictures, the title and the headings. What do you think the texts are about?

Listen, read and check.

Check these words

- remote
- community
- isolation • provide
- medical care
- unique • solution
- equipment • patient
- essential • vast

2 **6.4.5.1** Read the texts again and answer the questions.

- | | |
|-----------------------|---------------------------------------|
| 1 Where is the RFDSA? | 3 Which people do Health Trains help? |
| 2 When did it start? | 4 How many health trains are there? |

3 **6.1.8.1 6.1.9.1** How have the two health services changed the lives of the people in the two countries?

4 **6.1.10.1 6.5.6.1** Collect information about other health services in your country or in other countries. Think about: name, who the service helps, what the service does. Write a short text.

Across the Curriculum 5f

PSHE

Check these words

- sick • fight • germ • soap
- surface • pot • pan
- dishcloth • store
- container • cooked food
- raw • chopping board

Reading

6.4.4.1



Which of the following sentences are true about germs? Decide in pairs.

Listen, read the text and check.

- | | |
|------------------------------------|--------------------------------|
| 1 Germs destroy food. | 3 Cooking destroys germs. |
| 2 There are germs on all surfaces. | 4 Germs grow fast in the cold. |



Germs

You can't see them, but they are everywhere and they are dangerous. They can make us sick. That's why it is important to fight them. We can stop germs by doing four very simple things.



1 Cleaning

- Clean your hands with soap and water before cooking.
- Clean all kitchen surfaces.
- Use clean pots, pans and dishcloths.

2 Chilling

- Keep fish, meat, cooked food and dairy products in the fridge.
- Store food in different containers in the fridge.
- Don't leave food out of the fridge for more than two hours.

3 Cooking

- Cooking kills germs.
- Always cook food well.
- Re-heat food only once.

4 Cross-contamination

- Keep raw¹ meat away from cooked food.
- Don't use the same knife to cut raw meat and cooked meat.
- Don't cut raw meat and cooked food on the same chopping board.

1 not cooked



Note!

Necessity/Prohibition

I/you/he etc **must** wash my/your/his etc hands. (It's necessary)

I/you/he etc **mustn't** eat so much sugar. (it isn't allowed)

2

6.6.13.1 Use the words below and **must/mustn't** to write complete sentences.

- | | |
|---|--------------------------------------|
| 1 talk/with/your mouth/full | 3 go swimming/after/a meal |
| 2 You mustn't talk with your mouth full. | 4 drink/a lot of water/in the summer |
| 3 eat/a lot of/fruit and vegetables | 5 put/lots of/salt/in the soup |
| | 6 cook/food/well |

3

List the information in the text under the headings **Dos – Don'ts**. Use **must/mustn't** to tell the class.

4

How many types of germs do you know of? Collect information and present it to the class. You can use the key word **Germs**.

Writing 5g

An email giving advice

- 1 **6.4.6.1** Look at the email. Who is writing it? What advice does Miras give to Sanzhar?
 - 2 Read the email and complete the gaps with the correct infinitive or -ing form of the verbs in brackets.
- Listen and check.



Dear Sanzhar,
 I was sorry 1) (hear) that you're feeling stressed about 2) (sit) your exams next week. I think I can help. It would be a good idea 3) (take) short breaks when you feel tired. If you do this, it will help you 4) (clear) your mind and improve your concentration. Another idea is 5) (exercise) and eat healthily. This will boost your energy and help you feel calm. I hope my advice helps. Write back and tell me how things are going. Best wishes,
 Miras

Check these words

- stressed • break
- clear my mind
- improve
- concentration
- boost • advice

- 3 **6.6.13.1** Use the prompts and the language in the box to give advice, as in the example.

- 1 I am very shy. (join a sports club)
You should join a sports club. / It would be a good idea to join a sports club.
- 2 I put on weight. (go on a diet)
- 3 I'm stressed about exams. (do some exercise)
- 4 I'm tired in the morning. (go to bed earlier)

Giving advice

- Why don't you ... ?
- It would be a good idea to ...
- Another idea is to ...
- You could/should (also) ...

Listening for ideas

- 4 **6.2.7.1** Listen to the dialogue between two friends about losing weight. What advice is given? Take notes under the headings: *advice, expected results.*

Study Skills

Taking notes

Focus on the main topic and decide which parts are the most important. Do not write complete sentences. Omit words that are not necessary. Leave space between each point. A clear layout will help you revise the points and expand on them.

Writing (an email giving advice)

- 5 **6.5.1.1** A friend has sent you an email asking for advice on how to lose weight. Use your notes from Ex. 4 to write a short email to him/her giving advice (60-80). Follow the plan. Check your piece of writing and edit it.

Dear ...

Para 1: express sympathy (*I'm sorry...*)

Para 2: your advice (*not miss meals, eat a wide range of healthy food, exercise every day*) and expected results

Para 3: say you hope you were helpful, closing comments (*I hope... Speak to you soon*)

Best wishes,

...
 (your name)

EDUTAINMENT 5

VALUES

Healthy habits

- 1 Do you live a healthy lifestyle? Do the quiz to find out. Circle A (Most days), B (Some days) or C (Never).

Quotation

"It is health that is real wealth and not pieces of gold and silver."

(Mahatma Gandhi)

- | | | | |
|--|---|---|---|
| 1 I eat lots of fruit and vegetables. | A | B | C |
| 2 I drink plenty of water. | A | B | C |
| 3 I walk instead of taking the bus. | A | B | C |
| 4 I avoid fatty, unhealthy food. | A | B | C |
| 5 I sleep at least eight hours at night. | A | B | C |
| 6 I try to do sports and exercise. | A | B | C |
| 7 I avoid sugary drinks. | A | B | C |

Mostly As: You're living a very healthy life. Well done!

Mostly Bs: You're doing alright, but there are still things you can do to be healthier.

Mostly Cs: Oh dear! You need to make some big changes to your lifestyle!



- 2 You're celebrating World Health Day at school. Create a poster to persuade people to lead a healthy lifestyle. Use the ideas in the quiz as well as your own. You can use pictures if you like. Present your poster to the class.

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

Quiz

- The British spend £250 million a year on curries.
- Health trains provide medical care to people in Australia.
- The RFDSA started in 1928.
- Vanilla extract can help with toothaches.
- We can use the same knife to cut raw meat and cooked meat.



- 4 Look at Module 5 and write a T/F quiz of your own.

- 5 **6.2.5.1 Song:** Read and listen to the song. What sports does the singer like doing?



Take Action

Some people like to stay at home
They sit and watch TV
But I can't stand to sit around
That's not the life for me

*I need action every day
There's no sport that I can't play
I love action, I can't stop
Action takes me to the top*

I love to skate, I love to swim
I'm crazy about sport
I love to work out in the gym
Or on the tennis court

- 6 **6.3.3.1 THINK!** Why is it important to do sports and have a healthy body and mind? Tell the class.

MODULE 6 Travel & Holidays

What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: discussing holiday plans, asking for and giving information
- Writing an email about your holiday

Themes:

- types of holidays and holiday activities
- tourist attractions • travel
- Parks around the world
- VALUES: Why we should travel

Language Focus:

- will/won't • be going to
- present continuous (future meaning)

Vocabulary

Types of holidays & holiday activities

- 1 Listen and repeat. What are these words/phrases in your language?
- 2 6.3.3.1 Which of the following do you like doing while on holiday? Tell your partner.

- sunbathe
- take photographs
- send postcards
- swim in the sea
- buy souvenirs
- sit by the pool
- stay at a hotel/in a tent
- go sightseeing
- visit museums
- go to the beach
- go skiing
- eat local dishes
- relax
- play in the snow
- enjoy nature

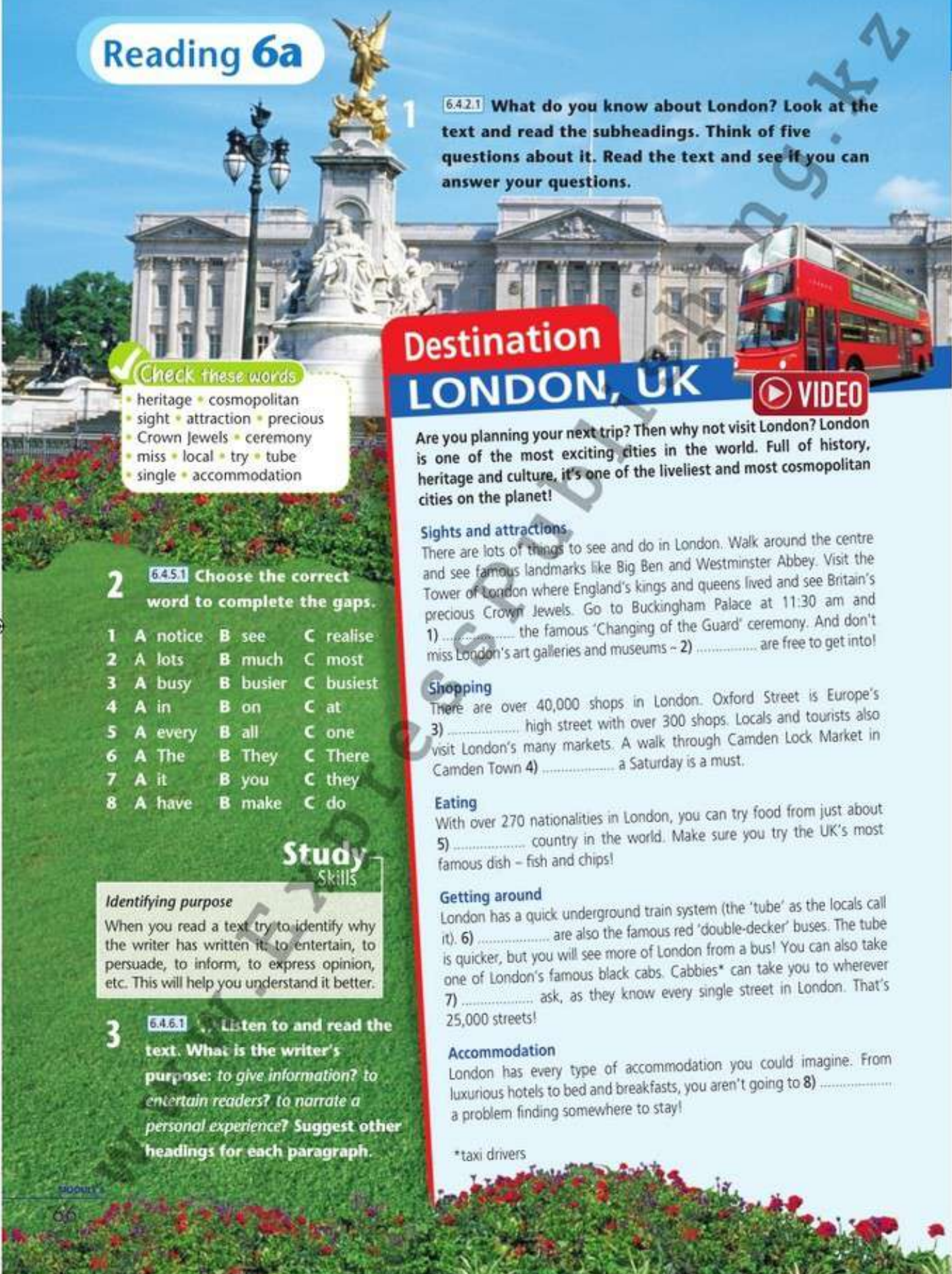
I like beach holidays. I usually go to the beach, sunbathe and swim in the sea.



Find the page numbers for

- an author's biography
- parks
- an email

Reading 6a



1 **6.4.2.1** What do you know about London? Look at the text and read the subheadings. Think of five questions about it. Read the text and see if you can answer your questions.

- Check these words**
- heritage • cosmopolitan
 - sight • attraction • precious
 - Crown Jewels • ceremony
 - miss • local • try • tube
 - single • accommodation

Destination LONDON, UK



Are you planning your next trip? Then why not visit London? London is one of the most exciting cities in the world. Full of history, heritage and culture, it's one of the liveliest and most cosmopolitan cities on the planet!

2 **6.4.5.1** Choose the correct word to complete the gaps.

- 1 A notice B see C realise
- 2 A lots B much C most
- 3 A busy B busier C busiest
- 4 A in B on C at
- 5 A every B all C one
- 6 A The B They C There
- 7 A it B you C they
- 8 A have B make C do

Study Skills

Identifying purpose
When you read a text try to identify why the writer has written it: to entertain, to persuade, to inform, to express opinion, etc. This will help you understand it better.

3 **6.4.6.1** Listen to and read the text. What is the writer's purpose: to give information? to entertain readers? to narrate a personal experience? Suggest other headings for each paragraph.

Sights and attractions

There are lots of things to see and do in London. Walk around the centre and see famous landmarks like Big Ben and Westminster Abbey. Visit the Tower of London where England's kings and queens lived and see Britain's precious Crown Jewels. Go to Buckingham Palace at 11:30 am and 1) the famous 'Changing of the Guard' ceremony. And don't miss London's art galleries and museums - 2) are free to get into!

Shopping

There are over 40,000 shops in London. Oxford Street is Europe's 3) high street with over 300 shops. Locals and tourists also visit London's many markets. A walk through Camden Lock Market in Camden Town 4) a Saturday is a must.

Eating

With over 270 nationalities in London, you can try food from just about 5) country in the world. Make sure you try the UK's most famous dish - fish and chips!

Getting around

London has a quick underground train system (the 'tube' as the locals call it). 6) are also the famous red 'double-decker' buses. The tube is quicker, but you will see more of London from a bus! You can also take one of London's famous black cabs. Cabbies* can take you to wherever 7) ask, as they know every single street in London. That's 25,000 streets!

Accommodation

London has every type of accommodation you could imagine. From luxurious hotels to bed and breakfasts, you aren't going to 8) a problem finding somewhere to stay!

*taxi drivers

Vocabulary 6a

• Tourist attractions

4 **6.3.7.1** Match the attractions (1-8) to what you can see and do there (A-H) and make sentences from your answers.



- A see paintings, sculptures, etc
- B go shopping
- C see fish & aquatic animals
- D see towers, walls, cannons, etc
- E see statues, works of art & historical items
- F admire ancient ruins, temples, etc
- G admire beautiful plants and trees
- H go on rides

You can see towers, walls and cannons in a castle.



5 a) **6.6.1.1** Match the words in the two columns.

- | | |
|---|--------------------|
| <input type="checkbox"/> 1 visit a cosmopolitan | a landmarks |
| <input type="checkbox"/> 2 see famous | b most famous dish |
| <input type="checkbox"/> 3 see the precious | c galleries |
| <input type="checkbox"/> 4 visit art | d city |
| <input type="checkbox"/> 5 try the UK's | e Crown Jewels |
| <input type="checkbox"/> 6 take a black | f hotels |
| <input type="checkbox"/> 7 stay at luxurious | g cab |

b) Use the phrases from Ex. 5a to say or write a summary of the text.

• Discussing holiday plans

6 Imagine you are going to spend your holiday in London. Act out your dialogue. Use ideas from the text in Ex. 1.

- A: *What are you planning to do this summer?*
 B: *We're going to travel to London.*
 A: *Really? What are you going to do there?*
 B: *I'm going to ...*
 A: *Are you going to visit ... ?*

Listening

6.2.5.1 Listen and complete the gaps.

London
AQUARIUM

Visit:

- the 1) tank
- the 2) reef area

You can:

- listen to talks
- feed the 3)

Open: 10:00 am – 4) pm daily

Tickets: Adults £8.25
 Children (3-14) £ 5)

Writing

8 **6.5.6.1** Complete the paragraph about a tourist destination in your country. Think about: *attractions, shopping, food, accommodation.* Use appropriate linkers.

... is in It's ... place and very popular with tourists. There are a lot of things you can do there. You can visit You can eat You can go shopping You can stay

Use of English 6b

• **will / won't**

1 **6.6.8.1** Read the table. Give more examples for each use.

Affirmative	Negative
I/You/He etc will play football tomorrow.	I/You/He etc won't go out.
Interrogative	Short Answers
Will I/you/he etc miss the bus?	Yes , I/you/he etc will . No , I/you/he etc won't .

We use **will + infinitive**:

- to make **predictions** based on what we think will happen in the future. *I think it will rain tonight.*
- to make **on-the-spot decisions**. *I'll close the window.*
- to make **offers**. *I'll carry your luggage.*
- to make **promises**. *I'll be back soon, I promise.*

Time expressions with will: tomorrow, next Monday, next week/month, etc.

2 **6.6.8.1** Write sentences using *will*.

- 1 It's hot. (open/window)
I'll open the window.
- 2 There's a lot of housework to do. (help you)
.....
- 3 I'm going shopping. (come with you)
.....
- 4 I haven't got any money. (lend you some)
.....
- 5 This bag is heavy. (carry it for you)
.....

3 **6.6.8.1** Fill in *will* or *won't* to make true predictions about yourself.

- 1 I go on holiday this summer.
- 2 My parents travel abroad next month.
- 3 My best friend phone me this evening.
- 4 I visit a museum next month.
- 5 I catch a bus tomorrow.

Pronunciation (contracted forms: 'll/won't)

4 Listen and repeat.

I'll help you do the shopping.
I won't go out tonight. I'll stay in.

• **be going to**

5 Read the examples. Say them in your language. Is there a similar structure in your language?

Affirmative	Negative
I'm going to eat.	I'm not going to eat.
Interrogative	Short Answers
Am I going to eat?	Yes, I am./No, I'm not.

We use **going to + infinitive**:

- to talk about our **plans and intentions** in the future. *We're going to spend our summer holiday by the sea. He is going to take a lot of photographs.*
- for **predictions** based on what we see. *Be careful. You're going to have an accident.*

6 Put the verbs in brackets into the correct form of *going to*.

While on holiday ...

- 1 Assel *is going to take* (take) a lot of photographs.
- 2 Kanat (visit) local museums.
- 3 Mr and Mrs Omarov (wake up) late.
- 4 Berik (spend) her mornings on the beach.
- 5 Aidar (try) local dishes.
- 6 Saule and Daniya (stay) at a hotel.
- 7 The Iskakov family (buy) a lot of souvenirs.

Use of English **6b****7 Ulan and Dana are on holiday, but they aren't enjoying it. Write sentences, as in the example.**

- 1 It's cloudy and rainy. (they/not swim in the sea)
They aren't going to swim in the sea.
- 2 Dana doesn't like crowded swimming pools. (she/not sit by the hotel pool)
.....
- 3 The shops are very expensive. (they/not buy many souvenirs)
.....
- 4 Ulan doesn't like spicy food. (he/not try the local cuisine)
.....

8 6.6.8.1 Put the verbs in brackets into will or be going to.

- 1 I think Dad (be) at the airport when we arrive.
- 2 There are lots of clouds. It looks like it (rain) soon.
- 3 I promise I (not/forget) to take the passports with me.
- 4 Masha (book) a ticket to Almaty this evening.
- 5 I (call) the hotel for you if you want.
- 6 Sanzhar (fly) to Astana this December.

9 Use: win, make, crash, wash, watch, play to complete the sentences, as in the example.

1 He's going to crash into the tree.



2 They a film.



3 She a salad.



4 He his car.



5 They tennis.



6 Mary the race.

- Present continuous (future meaning)

10 a) 6.6.10.1 Read the theory. Say the examples in your language.

We use the **present continuous** for:

- actions happening now.
I'm visiting a historic site now.
- fixed future arrangements.
I'm going to a concert tonight.

b) 6.6.10.1 What are you doing: this evening? tomorrow morning? on Saturday morning? on Sunday evening? Tell your partner.

- Present perfect

11 6.6.7.1 Put the verbs in brackets into the present perfect.

- 1 Judy (live) in this town for eighteen months.
- 2 My dad (not/be) to London since 2013.
- 3 How many business trips (their mum/take) since the start of the year?
- 4 We (not/stay) in a luxurious hotel for years!
- 5 (you/visit) the aquarium since it opened?
- 6 They (go) to the same place on holiday for ten years.

Skills 6c

Reading

- 1 **6.4.5.1** Look at the picture and the first sentence of each paragraph. What do you think the letter is about?

 Listen, read and check.



Hi James,


Guess what? Next month I'm going on the perfect holiday. I'm going to the Turgen Gorge in Kazakhstan. The place is in a part of the country that is famous for its beautiful forests, hot springs and lakes. I've heard that it has some of the most spectacular scenery in the world. I can't wait! I'm leaving next week. Paul and Amy, my cousins, are coming with me, so if you're interested you can come too!

There are lots of activities you can do there. The first thing I'm going to do is white-water rafting. This is where you go down a really fast river with lots of rocks in an inflatable raft. I know it sounds a little dangerous, but they show you how to do everything and they provide all the safety equipment you need like helmets, wetsuits and footwear. All you need to take is a swimsuit and towel because you are definitely going to get wet! We're also going to see the famous waterfalls of the Turgen Gorge. There are seven waterfalls, including the Bozgul Falls that are so powerful they have made a tunnel all the way through the rock! Finally, we are going to visit Shyng Turgen, which is famous for its thick fir forests.

This trip is going to be fun. It isn't going to be expensive, either. Accommodation prices range from £45 to £70 per night and the white-water rafting costs about £155 for the whole experience.

So what do you think? Would you like to come with us? I really hope so. I'm sure we'll have a fantastic time!


Talk to you soon,
Ben

 Check these words

- hot spring • scenery
- white-water rafting
- inflatable • raft
- equipment • helmet
- wetsuit • footwear • fir
- accommodation

- 2 **6.4.6.1** **6.4.9.1** Read the letter and choose the correct answer. Which of the sentences express opinion? fact?

- 1 Ben is going on holiday alone/with his cousins/with ten people.
- 2 You do white-water rafting on fast rivers/lakes/hot springs.
- 3 The price to do white-water rafting includes swimsuits/all safety equipment/towels.
- 4 Ben will visit Shyng Turgen to see the waterfalls/forests/tunnel.
- 5 Ben thinks he will/won't/can't enjoy the holiday.

- 3 **6.3.3.1**  Say two reasons why one should visit Turgen Gorge.

- 4 **6.6.1.1** Find two abstract nouns, four compound nouns and four noun phrases in the text in Ex. 1.

6.6.2.1 Fill in: *more, less, little, lots, few.*

- There are tourists in Shyng Turgen than there were ten years ago.
- It costs money to visit the Turgen Gorge than the Grand Canyon.
- You need to bring a things to do white-water rafting.
- Accommodation near the Turgen Gorge costs very money.
- There are of things to see in Shyng Turgen.

Listening

5 **6.2.8.1** Listen to Mark talking about an excursion. For questions 1-5, choose the correct answer A, B or C.

- | | |
|--|---|
| <p>0 Mark went on an activity holiday to
A Wales. B Scotland. C Ireland.</p> <p>1 Mark went
A alone. B with his parents.
C with his friends.</p> <p>2 Mark's favourite activity was
A horse riding. B climbing.
C white-water rafting.</p> | <p>3 Mark stayed
A in a tent. B in a hotel.
C in a wooden chalet.</p> <p>4 The holiday is for children under
A 12. B 16. C 13.</p> <p>5 The holiday costs
A £150. B £200. C £350.</p> |
|--|---|

Speaking

6 **6.3.7.1** Complete the dialogue in your notebooks. Act it out.

- | | |
|---|--|
| <p>A: Where are you going on your school trip this year?</p> <p>B: 1) ...</p> <p>A: Who is going to go with you?</p> <p>B: 2) ...</p> <p>A: How are you going to travel?</p> <p>B: 3) ...</p> | <p>A: When are you leaving?</p> <p>B: 4) ...</p> <p>A: Where are you going to stay?</p> <p>B: 5) ...</p> <p>A: What are you going to do?</p> <p>B: 6) ...</p> <p>A: When are you coming back?</p> <p>B: 7) ...</p> |
|---|--|

Writing

7 **6.6.2.1** **Portfolio** Use your answers from Ex. 6 to complete the letter to your English pen-friend about the school trip you're going on (60-80 words). Use appropriate quantifiers.

Hi ...
How are you? I'm really excited. This week we're going ... with my school. We're leaving ... by We're staying We're going to We're coming back I can't wait.
See you soon!
...



8

- 8** In groups, design a brochure advertising Turgen Gorge. Use information from the text or research on the Internet. You can use pictures if you like.

Everyday English 6d

• Asking for & giving information

1 a) **Listen and repeat. The following sentences appear in the dialogue below. What do you think the dialogue is about?**

- What can I do for you? • I'd like some information, please.
- How much does it cost to get in? • Enjoy your visit ...

b) **6.2.6.1** **Listen to find out.**

2 **6.4.5.1** **Read the dialogue and mark sentences 1-4 as T (true) or F (false). Correct the false statements.**



Kairat: Good afternoon, Almaty Dolphinarium Nemo. What can I do for you?
Bill: Hi, I'd like some information, please.
Kairat: Certainly. What exactly would you like to know?
Bill: Could you tell me your opening times at the weekend, please?
Kairat: At the weekend we are open from 12 in the afternoon until 7 in the evening.
Bill: OK. How much does it cost to get in?
Kairat: Tickets are 3000 tenge for adults and free for children under five. There is a discount if you buy your tickets online.
Bill: I see. Where is the Dolphinarium exactly? I'm on holiday with my family and we are staying in the town centre.
Kairat: From the town centre you need to take the number 12 trolleybus that goes towards the Central Park. The Dolphinarium Nemo is right next to it on Gogol Street.
Bill: Let me write that down, please. The number 12 trolleybus, right?
Kairat: Yes. That's it.
Bill: Thank you for your help.
Kairat: My pleasure. Enjoy your visit to the Dolphinarium.

Check these words

- opening time
- discount • town centre

- 1 Bill is visiting the Dolphinarium in the middle of the week.
- 2 The Dolphinarium is not open at the weekend.
- 3 Children under five don't have to pay to enter the Dolphinarium.
- 4 Bill is on holiday alone.

6.4.7.1 **Find phrases in the dialogue which mean: What price are the tickets? – Could you tell me where the Dolphinarium is? – That's right.**

4 **Listen to the dialogue again. Take roles and read it aloud.**

• Intonation in questions

5 **Read the theory. Listen and repeat the questions.**

- | | |
|-----------------------------|-------------------------------------|
| 1 What are you going to do? | 3 When are they going to come back? |
| 2 Is John coming too? | 4 Are they seeing Ann tonight? |

Yes-No questions:
 final rising pitch
Are you leaving tomorrow?

Wh-questions:
 final falling pitch
Where are you going?

Welcome to the Discovering the World Blog



ACROSS CULTURES 6e

Parks around the World



Discovering the world's top hidden treasures.

by Travelwhizz

Babbacombe Model Village

While I was in - last week, I visited Babbacombe Model Village. It's a miniature English village with beautiful gardens. You can see hundreds of miniature vehicles, shops, houses, castles and famous English landmarks like Stonehenge. It's great. You can even see what happens inside the tiny houses. The best time to go is at night when thousands of lights light up the village.

12 COMMENTS

Travel

Torgai

Babbacombe



Almaty Central Park

Last year I went to Almaty Central Park, a fantastic amusement park in Kazakhstan. It's got lots of activities and attractions for the whole family. There are many different fairground rides, a cinema and you can even go on a camel ride around the park! If you want some exercise you can rent a bicycle and go on a bike ride. You can also enjoy the beautiful plant and flower arrangements that are all around the park.

25 COMMENTS

Almaty

Central Park



Check these words

- hidden • treasure
- miniature • landmark
- tiny • light up
- amusement park
- attraction
- fairground ride
- arrangement

1

6.2.8.1 Look at the pictures and read the title. What is special about these parks?

Listen and read to find out.

2

6.1.6.1 6.5.7.1 Think of a park in your country. Where is it? What is there in it? What can someone do/see there? Collect information, then post your comments to Travelwhizz's blog.

3

Imagine you have created a miniature model park. What attractions from your country does it include? Why? Present your park to the class.

Our park is in It has There are also

Student's Book: Language Review 6e

Workbook: Vocabulary Bank 6

MODULE 6



Across the Curriculum 6f

Literacy

Check these words

- go mad • dark • upset
- look for • fall asleep
- build • explore • area
- shine • soft • ape
- creature



H. G. Wells (1866-1946) was a famous English science-fiction writer. His most famous books include *The Invisible Man*, *The War of the Worlds* and *The First Men in the Moon*. In his first story, *The Time Machine* (1895), a clever inventor builds a machine that can travel through time. He visits the future and has many strange adventures. Then, one day, the Time Traveller can't find his Time Machine ...



1 a) Who's H.G. Wells? What is he famous for? Read the biography to find out.

b) **6.2.8.1** What is this extract from *The Time Machine* about? How are the pictures related to it?

Listen to find out.



The Time Machine



I felt I was going mad. I ran around hitting the bushes. Crying and shouting, I went to the big stone building. It was very dark inside. I found a hall with little people sleeping in it. I woke them up and shouted, 'Where is my Time Machine?' Some of them laughed loudly but most of them were **scared**.

It was bad to upset them, so I quickly ran outside. I was very **worried**. For hours I looked for my Time Machine. At last I was so **tired** I fell asleep on the ground. When I woke up there were birds near me on the grass. I was calmer now but what if I couldn't find the Time Machine? I could stay there and build another Time Machine but it would be **exhausting**.

I decided to explore the area. I found an old house and went inside. It was very dark and I couldn't see well. Suddenly, I stopped walking. There was someone in the house. I could see the eyes shining in the dark. I put out my hand and touched something soft. The eyes looked away and something grey ran past me fast. It looked like an ape with red eyes and long arms. I followed the creature carefully.

2 **6.4.2.1** Read the text and put the events in the order they happen. Then retell the story or create a graphic organiser of it.

- 1 The Time Traveller went into a big stone building.
- 2 He woke the little people up because he couldn't find the Time Machine.
- 3 He got away and looked for the Time Machine.
- 4 He followed the creature.
- 5 A strange-looking creature appeared.
- 6 He fell asleep on the ground.
- 7 There were little people in the hall.
- 8 He woke up and went into an old house.

3 **6.4.5.1** Look at the bold words. Which describe how someone feels?

4 **6.1.2.1** **6.1.3.1** What do you think happens next in the story? Discuss in pairs and report back to the class.

Listen and check if your answers were correct.

Writing 6g

An email about your holiday

1 Look at the email. Who is writing it? Who is going to read it? Where is the writer? Discuss. Read through and check.

2 **6.4.2.1** Read the email and complete the gaps (1-4) with the missing sentences (a-d).

Listen and check.

Check these words

- arrive • view • chilly
- explore • sightseeing
- tour • protect
- species • home



- a The city looks amazing.
- b Tomorrow, we are all going to the Korgalzhyn Nature Reserve.
- c See you in two weeks' time.
- d How are you?

Hi Kamila,

1 We arrived in Astana last Sunday. We are staying in a really great hotel right in the centre of the city. It has an amazing view of the Bayterek Monument. It's a bit chilly here but we don't mind.

2 We can't wait to explore everything. Today we are taking a sightseeing bus for a tour of the city. We are going to see the Presidential Palace and the Fountain Circus. My mum and my sister can't wait to go on the river boat tour. My dad and I are going to visit the National Museum of Kazakhstan.

3 It's famous for protecting 300 bird species as well as other wildlife. There are so many impressive buildings here and I'm looking forward to seeing them all. I'm especially excited about seeing the fantastic Astana Arena. It is the home of the Kazakhstani National Football Team.

That's all my news for now. **4**

Take care,
Luiza

Study

Skills

- Use a variety of adjectives to make your writing more interesting.

It was a warm day.

Note!

When we use more than one adjective, we usually put them in the order below:

opinion	beautiful
size	tall
age	old
shape	square
colour	grey
origin	French
material	steel
noun	building

3 What is each paragraph about?

- greeting & where people are/stay
- plans for tomorrow
- fixed arrangements for today
- closing remarks

4 **6.6.3.1** Put the adjectives in the correct order.

- | | |
|---------------------------|------------------------------------|
| 1 a big/shiny/new hotel | 3 a(n) tall/amazing/white monument |
| 2 a blue/small/steel boat | 4 a(n) red/large/old bus |

Writing (an email about your holiday)

Portfolio You are on holiday. Write an email to your pen-friend about it. Follow the plan (60-80 words). Check your piece of writing and edit it.

Dear ...,

Para 1: opening remarks; where you are, when you arrived, where you are staying, what the weather is like (*Hi! How are you? We arrived ... and we're really ... We are staying ... The weather ...*)

Para 2: your plans for today (*Today, we're going to ... My mum ... My dad ... I'm ...*)

Para 3: your plans for tomorrow (*Tomorrow, we're going to ... I'm excited about ...*)

Para 4: closing remarks (*That's all my news. See you in ...*)

Take care,
...

Student's Book: Self-Check 6

Workbook: 6g

EDUTAINMENT 6



VALUES

Why we should travel

- 1 a) **6.1.3.1** Read the quotation. What does it mean? Do you agree or disagree? Why? Discuss.

Quotation

The world is a book and those who do not travel read only one page.
(Unknown)

- b) **THINK!** Look at the list of reasons why people travel. Tick the statements that are true for you. Can you think of any other reasons?

- 1 I learn about new places and things.
- 2 I meet new people.
- 3 I relax and have fun.
- 4 I visit museums and art galleries.
- 5 I spend time with my family.
- 6 I try new and interesting food.

- c) **6.5.3.1** Use the ideas in Ex. 1b to write a short paragraph expressing your opinion.

- 2 **6.5.8.1** Do the quiz. Complete the sentences.

quiz

- 1 There are over 300 s in Oxford Street.
- 2 You can see h of miniature vehicles, shops, houses and landmarks in Babbacombe Model Village.
- 3 You can see f arrangements at the Almaty Central Park in Kazakhstan.
- 4 There are seven w in Turgen Gorge.
- 5 Shyng Turgen is famous for its thick fir f

3

- Look at Module 6 and write a quiz of your own similar to the one in Ex. 2.

4

- Song:** Listen to the song.

- 6.1.3.1** **THINK!** What does the singer mean by: "Live in the moment, tomorrow's too late"? Discuss.

DON'T WASTE A SECOND



Let's take a holiday, just me and you
Let's take a break and explore somewhere new

Let's take a plane, or a boat or a bus
All the world's wonders are waiting for us

Don't waste a second, there's so much to do
Let's have adventures and try something new
Let's pack our bags and we'll be on our way
We can go anywhere, let's leave today

Let's grab our passports and let's book some flights
Let's see the world and its magical sights
Live in the moment, tomorrow's too late
Come on, let's go now, I don't want to wait



MODULE 7

Reading for pleasure

► What's in this module?

Skills Focus:

- **Reading & Listening** for specific information, detail and main ideas; distinguish fact from opinion; 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 map/poster, create a story, draw a story in 15 frames

Themes:

- fiction stories; fairy tales
- **VALUES:** Heroes vs Villains

Language Focus:

- it-there
- determiners; all-other-another-any

Vocabulary

• Characters

1 6.4.5.1 Match the descriptions to the pictures.

Which of the characters in the pictures are heroes/heroines and which are villains?

- 1 Forced to work as a servant in her own house by her **evil** stepmother, will this beautiful, kind girl finally get a chance of happiness?
- 2 Growing up on the streets with no money, this poor, **brave** and **kind** young man's life changes when he helps the **wicked** and **greedy** advisor of the king to find a lamp. How will this lamp change his life?
- 3 After escaping from a miserable workhouse, this young, **honest** and **caring** boy lives on the streets with other children. The **cruel** man he meets will make his life even more difficult.

2 Look at the adjectives in bold. Which of the adjectives are *positive*? *negative*? Check in your dictionary.

A Stepmother
Cinderella

B Bill Sikes
Oliver Twist

C Jafar
Aladdin

Find the page numbers for

- a story about trees
- a spidergram
- a scarecrow

7a The Wonderful Wizard of Oz



- 1 **6.4.1.1 Who was L. Frank Baum? What type of stories did he write? Read the biography to find out.**



Frank Baum (1856-1919) was born in Chittenango, New York in the United States. He wrote many children's books, but he is most famous for the fairy tale, *The Wonderful Wizard of Oz*. It is about a young girl Dorothy and the friends she makes on her way back to her hometown.

- 2 **6.4.4.1 The pictures (A-D) tell us a story. Who are the characters in the pictures?**

Listen and read to find out.



As Dorothy and Toto were walking through beautiful fields, they saw a Scarecrow. He smiled and waved at her. Dorothy was very surprised.

"Can you talk?" she asked.

"Of course!" said the Scarecrow.

"My name is Dorothy, I'm going to the Emerald City. I want the Great Oz to help me get back to Kansas."

"Where is the Emerald City?" asked the Scarecrow. "And who is the Great Oz?"

"Don't you know?" asked Dorothy.

"No," replied the Scarecrow. "I don't know anything because I don't have a brain."

"What do you mean?" asked Dorothy.

"Well," said the Scarecrow. "A man made me to scare birds. But they weren't scared of me because they knew I wasn't a real man. I want a brain, so I can be a real person."

"I'm sure the Great Oz can help you," said Dorothy.

Together, they followed the yellow brick road into a forest. Suddenly, Dorothy saw a Tin Man with an axe, not moving at all.

"Look!" shouted Dorothy. "He can't move! The poor thing!"

"Please help me!" begged the Tin Man.

Dorothy saw an oil can on the ground. She picked it up and oiled the poor Tin Man. He slowly moved his arms, his head and then his legs.

"Oh, thank you!" he said. "You saved my life! Who are you?"

"I'm Dorothy. This is the Scarecrow, and this is Toto. We're going to the Emerald City to see the Great Oz."

"Why do you want to see the Great Oz?" asked the Tin Man.

"I want him to help me get home to Kansas," said Dorothy. "And the Scarecrow wants a brain."

"I don't have a heart," said the Tin Man. "Do you think that the Great Oz can help?"

"I don't know," replied Dorothy. "Why don't you come with us, and we can ask?"



As they walked through the forest, the Tin Man told them his story.

"A long time ago, I was a real man," he began. "I had a heart, and



3 **6.4.5.1** Read the extract again and choose the correct answer (A, B or C).

- Who lives in the Emerald City?
A Dorothy B The Great Oz
C The Wicked Witch of the East
- The Scarecrow is sad because he doesn't have a(n)
A brain. B heart. C axe.
- Who was originally a real man?
A The Tin Man B The Scarecrow
C The Lion
- Who does the Lion want to bite?
A Dorothy B The Tin Man C Toto

4 **6.1.7.1**   Compare the characters in the story. How important is it for them to find the Emerald City? Why?

I fell in love with a girl. But the girl lived with an old woman who didn't want us to marry, so she asked the Wicked Witch of the East to turn me into a Tin Man with no heart. I want a new heart so that I can love her again and marry her."

"I hope the Great Oz can help you," said Dorothy. "Do you know how far it is to the Emerald City?"

"I don't know how far it is," said the Tin Man, "but I know it is a dangerous journey."

Just then, they heard a loud roar. A Lion ran out of the forest and stood in the road in front of them.

"Don't bite Toto!" shouted Dorothy.

"I didn't bite him," he said.

"No, but you wanted to!" said Dorothy. "You're just a coward!"

"I know," said the Lion sadly. "I'm a coward. I'm afraid of everything. I need some courage."

"Come to the Emerald City with us. Maybe the Great Oz can help all of us!"

Dorothy and her new friends followed the yellow brick road out of the forest. After some time, they saw a green light shining in the distance.

"That's where the Great Oz lives!" said Dorothy.

Check these words

field • scarecrow • wave • get back to • reply • brain
scare • real • axe • brick • poor thing • oil can • ground
fall in love • marry • turn into • far • coward • courage

5 Complete the sentences. Use: oiled, waved, heard, followed, fell.



- When the Tin Man had a heart, he in love with a girl.
- As they entered the forest, they a strange noise.
- The friends the yellow brick road towards the Emerald City.
- After Dorothy the Tin Man, he started to move his arms, head and legs.
- Dorothy was surprised when the Scarecrow at her.

Speaking & Writing

6 a) **6.4.1.1**  Put the events in the order they happened.

- They met a Lion who tried to bite Toto.
- They all decided to find the Wizard together.
- They heard a loud roar.
- Dorothy and Toto saw a Scarecrow with no brain.
- Dorothy saw a Tin Man with an axe.
- Dorothy and her friends saw a green light shining in the distance.
- Dorothy got the oil can and oiled the Tin Man.

b) **6.4.2.1** **6.5.4.1**  Use the events to say or write a summary of the story.

7 **6.3.5.1**   What do you think happens next in the story? Does Dorothy get back to her hometown? Discuss in groups.

8 **6.4.8.1**  Research the whole story or watch the **VIDEO**. How close were your guesses?

7b Peter Pan



J.M. Barrie
(9th May
1860 - 19th
June 1937)
was born in
Kirriemuir,

Scotland, and became a writer when he left university. He wrote many famous books, but none were ever quite as successful as *Peter Pan*. Peter Pan is a boy who wouldn't grow up, and spends his time having adventures.

Check these words

- lagoon • cave • forest
- upside down • leaf
- sew • asleep • lost
- lift up • blow
- fairy dust

1 **6.4.1.1** Who was J.M. Barrie? Which famous character did he create? Read the biography to find out.

2 **6.4.2.1** The pictures show Peter Pan, Wendy and her brothers. What do you think happens in the extract?

Listen and read to find out.



The Darling children often dreamed of the magical land called the Neverland. They saw the strange land with its lagoons, caves and forests. The Neverland was different for each of the children. John lived in a boat turned upside down on the sand. Michael lived in a wigwam, while Wendy lived in a house made of leaves sewn together. They all dreamed of Peter, however, especially Wendy. She knew that Peter Pan often came to the children's room at night while they were asleep. When she told her mother about this, Mrs Darling did not believe her.

"No one can get into the house, dear", said Mrs Darling.

"I think Peter comes in through the window", said Wendy.

Mrs Darling was sure that Peter was just a dream, but the next night Wendy finally met Peter Pan and he was real! She wanted to know more about this interesting boy.

"How old are you?" asked Wendy.

"I don't know", said Peter. "But I am quite young. I ran away the day I was born. I didn't want to grow up, you see."

Wendy was very surprised. "So, where do you live now?" asked Wendy.

"I live in the Neverland with the Lost Boys", said Peter. "They are boys who were lost when they were babies and their parents never found them, so they don't have mothers."

"Oh, the poor boys!" cried Wendy.

"Will you fly to Neverland with me and be a mother to the Lost Boys?" asked Peter.


"I can't!" said Wendy. "I can't fly!"

"Just think of lovely thoughts and they will lift you up in the air."



Wendy woke her brothers up. "Can you teach John and Michael, too?"

Peter blew fairy dust on them and they began to fly around the room. Peter took Wendy's hand, and the four children flew out of the window and into the night sky.



3  **6.4.4.1** Read the extract again and for questions 1-3 choose the correct answer (A, B or C).

- In the Neverland, Wendy dreamed of living in
A a wigwam. B a house made of leaves.
C a boat.
- How does Peter get into the house?
A through the window
B through the door
C through the walls
- Who ran away the day he was born?
A Michael B Peter C John

4   **6.4.2.1** **6.4.4.1** Who does what? Read and complete the sentences. Use: *Peter – Mrs Darling – Wendy – the Lost Boys – John & Michael.*

- often dreamed of the magical land called the Neverland.
- thought that Peter was just a dream.
- He lives in Neverland with
- Peter wants to become a mother to the Lost Boys.
- Wendy woke up.
- blew fairy dust on them.
- flew out of the window.

Study Skills

• it-there


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

- to talk about weather. *It's a bit chilly today.*
- to talk about time. *It's 10 o'clock.*
- to talk about distance. *How far is it to the Neverland?*
- to comment on something. *It was great to be there. It's nice to meet you.*

to identify something or someone. *Who is it? It's Peter Pan. Look, it's Mrs Darling, Wendy's mother.*

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



- to introduce something new. *There has been an attack by the pirates.*
- to say something exists in a particular place. *There are caves and lagoons in the Neverland.*

5  **6.4.7.1** Fill in with *it* and *there* to complete the summary of the story.

The Darling children often dreamt of the Neverland. 1) is a magical place with lagoons and forests. One day, 2) was a noise at their window. 3) was Peter Pan! Peter Pan told Wendy that 4) are boys in the Neverland that have no mothers. Peter wanted Wendy to become their mother. Peter took some fairy dust, blew 5) on Wendy, John and Michael, and they all flew away.

6  **6.1.7.1** Where would you go if you could fly? Why?






Speaking & Writing

7   **6.5.4.1** Use the pictures in Ex. 2 to write or give the class a summary of the story. Make three mistakes. Your partner corrects them.

8   In groups, act out the extract.

9 a)  **6.3.5.1** What do you think happens next in the story? Decide in groups.

b) Watch the  VIDEO. Were your guesses correct?

10      **6.1.4.1** **6.3.5.1** Work in groups. Create your own Neverland. Draw a map. Where is it? What can you find there? Think about: geographical features (forests, lagoons, caves, lakes, etc), who lives there (pirates, fairies, animals, etc). Present it to the class.

7c The Grove of the Dancing Birches

Reading & Listening

Check these words

- pine tree • grove
- decide • competition
- intelligence • skill
- strength • realise
- recognise • jewel
- grace • seat
- compliment • turn into
- admire

1

6.14.1 Look at the picture and read the title of the text. How did this grove come to be? Discuss in groups.

 Listen and read to find out.



The Grove of the Dancing Birches

In the mountains of northern Kazakhstan, there is a lake with clean water called Burabai. Around the lake, there are beautiful pine trees and pretty groves of birch trees. But how did these trees come to be? There is a story about one of these groves.

Once upon a time, there was a lovely village by the side of Burabai. One day, its people decided to organise a special festival. There were games and competitions to test the **intelligence**, skill and strength of the young people, as well as songs and poetry. But the most important part of the festival was the dancing!

When the Khan heard about the festival, he decided to go and see the singing, dancing and games for himself. But he realised that if any of the other people **recognised** him, they would be uncomfortable and wouldn't dance or sing freely. So, he took off all of his rich jewels and put on simple clothes to look like an **ordinary** person. In this way, he could go to the festival secretly!

At the festival, everyone was having a great time playing games and sports. Eventually, the music started and all the young women got up and started dancing. The Khan was so **amazed** by their **grace**. He jumped up out of his seat and started complimenting the dancers on their skill and beauty. The girls recognised the Khan. They were so terrified that they froze where they stood and turned into a **grove** of white birch trees!

To this day, many people from Kazakhstan and other parts of the world travel to the Grove of the Dancing Birches to admire its beauty and hear the incredible story of the Khan and the girls who became trees.

2 **6.4.1.1** **6.4.4.1** Read the text again and answer the questions.

- 1 What surrounds Lake Burabai in Kazakhstan?
- 2 Why does the Khan want to go secretly to the festival?
- 3 What was everyone doing before the dancing started?
- 4 Why did the Khan jump out of his seat?
- 5 What happened to the girls after they saw the Khan?

3 **6.4.8.1** Complete the sentences. Use: *turned, froze, took, recognised, realised, decided*. You can use your dictionary.

- 1 The Khan to go to the festival in disguise.
- 2 He off his rich jewels and put on simple clothes.
- 3 All the girls at the festival suddenly the Khan.
- 4 Everyone was very surprised when they who was at the festival.
- 5 The young women where they stood.
- 6 When they saw the Khan, all the girls into birch trees.

4 **6.4.8.1** Match the words in bold in the text to their definitions. You can use your dictionary.

- elegance • understanding • normal
- identified • impressed
- a small group of trees

5 **6.4.9.1** Find two sentences in the text that express fact and two that express opinion. Compare with your partner.

6 **6.1.7.1** **THINK!** Why were the girls so surprised to see the Khan? Discuss.

7 a) **6.4.7.1** Read the theory. Find examples in the text.



A determiner is used to modify a noun. They are used with countable and uncountable nouns. **Other** and **another** give additional information.
*What **other** books have you read by Charles Dickens?*
*I don't like this story. I prefer the **other** one.*
*Would you like me to read you **another** story?*
All refers to the whole of a group.
***All** of the people were dancing.*
Any indicates something that is not specified.
*It could be **any** lake in Kazakhstan.*



b) **6.6.4.1** Complete the sentences with *all, other or another*.

- 1 What traditional folk stories do you know?
- 2 of the regions of Kazakhstan have interesting stories.
- 3 of the girls turned into beautiful white birch trees.
- 4 There are many beautiful lakes in Kazakhstan, apart from Burabay.
- 5 Is there story about the Khan?

Speaking & Writing

8 **6.5.4.1**    List the main events of the *Grove of the Dancing Birches* in order. Use your notes to give or write a summary of the story.

9   In groups, draw the story in 6 pictures. Present them to the class.

10   Create your own version of the story. How did the grove of the birches come to be? Think about: *setting, characters, plot*. Present it to the class.

7d Er-Tostik

Er-Tostik is one of the greatest legendary heroes of Kazakhstan. Many stories are told about his bravery and his adventures, and recently, the legend was made into a film! In 2013, the director Zhaken Danenov released the animated film *Er-Tostik and Aydahar*. It was the first full-length animated film made in Kazakhstan and it features the voices of many well-known Kazakhstani actors.



- 1 **Who is Er-Tostik? What is he famous for? Discuss in pairs. Read and check.**

Reading & Listening

- 2 **6.4.4.1 How are these names related to Er-Tostik: *Ernazar – Bapy Khan – Kenjegen?***
Listen and read to find out.

Er-Tostik

A long time ago on the Kazakh steppe, there was a man called Ernazar who lived happily with his wife and eight sons. There was a legend that one of their sons would grow up to become a hero that would destroy Bapy Khan, the lord of the underworld. When Bapy Khan heard this legend, he sent a terrible winter to the steppe, which killed a lot of animals and people. Ernazar knew he had to send his sons away to find food for their livestock.

As time went by and his sons did not return, Ernazar and his wife became more

and more hungry. One day, Ernazar caught a horse and gave the brisket to his wife to eat. To their amazement, the old woman fell pregnant and they had a baby son, Er-Tostik. The boy grew up very fast and was soon a strong, handsome man. When he met a beautiful young woman called Kenjegen, they fell in love and got married.

In the underworld, Bapy Khan realised that Er-Tostik was the hero of the legend. So, he sent one of his servants to capture Er-Tostik's father, Ernazar, and bring him to the underworld. When Er-Tostik discovered his father was gone, he immediately set off to rescue him.

On the way, he met three giants. Each of them had a special power; one could shake mountains, one could move extremely fast and the last one could drink up whole lakes! Together, they headed towards the underworld to save his father.

When he reached the underworld, Er-Tostik faced many challenges but, with the help of his friends, he was able to rescue his father. Bapy Khan got very angry. He sent a dragon to eat the sun egg of the Samruk bird and bring the whole world into darkness. Er-Tostik and the giants fought with the dragon and won, bringing peace and happiness to the steppe.

Check these words

- destroy • lord • underworld • livestock • brisket • pregnant
- handsome • get married • servant • capture • set off
- rescue • reach • challenge • bring into darkness • peace

3 **6.4.4.1** Read again and answer the questions.

- 1 How many sons did Ernazar have before Er-Tostik was born?
- 2 Who was the lord of the underworld?
- 3 What did Ernazar's wife eat before becoming pregnant?
- 4 Who did Er-Tostik fall in love with?
- 5 What powers did the three giants have?
- 6 What would happen if the dragon ate the sun egg?

4 **Correct the statements.**

- 1 Ernazar sent a terrible winter to the steppe.
.....
- 2 Bapy Khan's servant captured Er-Tostik's mother.
.....
- 3 One of the giants could drink whole rivers.
.....
- 4 A giant went to eat the sun egg of the Samruk bird.
.....

5 **6.1.7.1** **THINK!** **If you were Er-Tostik, would you go and rescue somebody from the underworld? Why/Why not? Discuss in pairs.**

6 **a) Read the theory box. Then, complete the spidergram in your notebook.**

Fairy tales are stories that are passed down over the generations which usually have a moral or a lesson to learn. Although they differ from place to place, they have many similar features all over the world:

- They usually start with "Once upon a time..." or a similar phrase.
- They are set a long time ago.
- There is a battle between good and evil.
- There are royal or magical characters e.g. *kings, princes, khans, giants and witches*
- There is a problem that needs to be solved e.g. *The evil witch captured the princess.*
- There is a happy ending e.g. *The dragon is killed and they live happily ever after.*



b) **6.1.7.1** **6.5.5.1** Use your notes from Ex. 6a to tell the class why *Er-Tostik* is a good example of a fairy tale.

7 **6.4.1.1** **Draw the story of *Er-Tostik* as a comic strip in 15 frames.**

8 **There's a storytelling competition at your school. Choose a fairy tale from your country or from other countries you believe would make a good animated film. Draw a poster displaying your story/film, then list the main events in the order they happened. Use your list to present your fairy tale to the class.**

EDUTAINMENT 7



VALUES

Heroes vs Villains

- 1 a) **6.1.7.1** Look at the quotation. What do you think it means? Tell the class.

"EVERY VILLAIN IS A HERO IN HIS OWN MIND."

Tom Hiddleston

- b) **6.1.4.1** What characteristics do you see as important to a great villain/hero? Choose three for each from the list below. Compare your choices with your partner's. Give examples.

• rich • good leader • evil • intelligent • brave
• honest • beautiful • proud • wicked • poor
• cruel • strong • greedy • kind • caring

- c) **THINK!** Are there any characteristics that both heroes and villains could have?

- 2 **6.1.7.1** **THINK!** Think of your favourite film or TV hero(ine)/villain. What makes this character special? Think about: *the character's name, where he/she appears, personality, what happens in the story, what makes him/her special.*

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

quiz

- 1 L. Frank Baum was born in 1860.
- 2 J.M. Barrie wrote *Peter Pan*.
- 3 Er-Tostik killed the dragon.
- 4 Wendy is the mother of John and Michael.
- 5 Peter Pan doesn't know how old he is.
- 6 Bapay Khan sent a servant to capture Er-Tostik.
- 7 Dorothy used an oil can to help the Scarecrow.
- 8 Burabay is a lake in northern Kazakhstan.

4



- Look at Module 7 and write a T/F quiz of your own similar to the one in Ex. 3.

5

- Song:** Listen and fill in the missing words. Then listen again and sing along.



The story never ends

There is a very special 1)
Where nothing is what it seems,
It's a magic fairyland
You can go there in your 2)

There's a place where stories live
And all of our dreams come true,
Where mermaids swim and 3) fly
It's waiting there for you.

In the magical 4) of a book
You can make new friends,
So come with me, take my hand,
The story never ends.

6



- 6.4.6.1** **THINK!** What is the writer's attitude towards reading books?

MODULE 8 Our neighbourhood

► **What's in this module?**

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: asking for and giving directions
- Writing an email about your new house and neighbourhood

Themes:

- shops and products
- places in a city
- Markets around the world
- VALUES: Being a good neighbour

Language Focus:

- a/an – some/any/every/no & compounds
- the passive

Vocabulary

• Shops

1 Listen and repeat. What are these words in your language? Name one thing you can buy/do in each shop.

You can buy aspirin at a chemist's.

2 Use these prepositions to ask for and give directions, as in the example.





A: Excuse me. Where's the bakery?
 B: It's on Apple Street next to the chemist's.




Find the page numbers for

- a street map
- signs
- skyscrapers

Reading 8a

- 1 **6.1.3.1**  Look at the pictures and read the title and the introduction. What do you think each place is like? How do they differ? Discuss in pairs.  Listen and read to find out.

- 2 a) **6.4.6.1**  Mark the statements **T** (true), **F** (false) or **DS** (doesn't say). What is the author's purpose?

A Verona, USA

- Verona is a state in the USA.
- It is a quiet town.
- It is great for people who love the outdoors.
- Hotels there are expensive.

B Verona, Italy

- Verona is a historic city in Italy.
- Not many people visit it.
- Restaurants only serve local dishes.
- The nightlife there is boring.

b) **6.6.1.1** Fill in: *cosy, tree-lined, local, cosmopolitan, ancient, nature, clothes*. Make sentences using them.

- streets
- shops
- restaurants
- cafés
- city
- city walls
- lovers

c) **THINK!** Imagine you could live in any of the two places. Which city would you choose? Why? Use the phrases in Ex. 2b to say or write a few sentences.

TWIN CITIES

Different Worlds



One is a modern town only 160 years old, the other an ancient city which was built 2,000 years ago. One is home to a few thousand families and nature lovers while the other is home to a rich history, culture and an energetic lifestyle.

Check these words

- nature lover • picturesque
- tree-lined • trail • hiking
- cosy • cosmopolitan
- city walls • tower • bridge
- palace • serve • trendy

Verona, Wisconsin, USA

The town of Verona is a very small, picturesque city in the south of the State of Wisconsin. There are many quiet neighbourhoods and tree-lined streets there. There are a lot of parks to relax in and great trails for hiking and cycling. There aren't any tall buildings, just pretty houses with big gardens! In the summer, people go swimming in the huge lakes near the town and in the winter, they can go ice-skating. In the city centre, there are some very nice clothes shops. There are also nice local restaurants and cosy cafés around the town.



Verona, Italy

The ancient city of Verona is situated by the Adige River in the north of Italy. It is a large cosmopolitan city and it is famous for its ancient city walls, towers and bridges and palaces. Thousands of tourists walk around the narrow streets in the summer. They can shop in the fashionable boutiques and at the local markets. They can even see Juliet's balcony – Verona was the home of Shakespeare's *Romeo and Juliet*. There are also a lot of restaurants that serve local or international dishes and trendy nightclubs and cafés. Verona is an exciting city for both locals and tourists.

Vocabulary 8a

• Places in a city

3 Match the places to the signs.



- 1 library
- 2 street
- 3 playground
- 4 aquarium
- 5 school



• Shops & products

4 Where would you hear the following sentences (1-8)? Match them to the shops (a-h). Which words helped you?

- 1 Biscuits are in aisle 12.
- 2 I'd like a bunch of tulips, please.
- 3 Do these trousers come in blue?
- 4 Have you got the latest 'Vogue'?
- 5 How much is that silver chain in the window?
- 6 Are those cakes freshly-baked?
- 7 Would you like milk with your tea, sir?
- 8 Can I have a kilo of minced beef, please?

- a café
- b butcher's
- c newsagent's
- d clothes shop
- e bakery
- f florist's
- g supermarket
- h jeweller's



Listening & Speaking

5 Name the places in the pictures. Now listen to three dialogues. In which of the places does each take place?



6 In pairs, act out a similar dialogue for another shop.

- A: How can I help you?
 B: I'd like a bunch of roses, please.
 A: Certainly, ... etc.

• Linkers (contrast)

7 a) Read the sentences. Say them in your language.

- There are many tall buildings in New York, **whereas** in Dublin most buildings only have a few storeys.
- There aren't any supermarkets in the village, **but** there are two small greengrocer's and a baker's.
- The town is very far from the sea. **However**, it has a great public swimming pool.

b) **6.5.6.1 THINK!** Read the text again and compare the two cities. Use: *whereas, however, but.*

Verona in Wisconsin is a small city whereas Verona in Italy is a large cosmopolitan city.

Writing

8 Write a short paragraph comparing your town/city/village to Verona, Italy. Think about: *streets, parks, shops, markets, buildings, houses, restaurants.*

I live in It is a ... in It's It has got ... and

Use of English 8b

- a/an – some/any/every/no & compounds

1 **6.6.6.1** Read the table. Say the examples in your language.

- **a/an** + countable nouns in the singular
*Can I have **a** banana, please?*
*There is **an** apple in the fridge.*
- **some** + countable nouns in the plural/ uncountable nouns (affirmative sentences/ questions to offer sth) *We'll take **some** tulips.*
*There's **some** milk in the fridge. Would you like **some**?*
- **any** + countable nouns in the plural/ uncountable nouns (negative sentences/ questions) *There isn't **any** butter. Are there **any** apples in the fridge?*
- **every** + countable nouns in the singular *There's a chair for **every** child in the class.*
- **no** + countable nouns in the plural/ uncountable nouns (affirmative sentences to express negative meaning) *There are **no** eggs. I have **no** money.* (= not any)

	Affirmative	Negative/ Interrogative
People	someone, everyone, no one	anyone
Things	something, everything, nothing	anything
Places	somewhere, everywhere, nowhere	anywhere

2 **6.6.6.1** Use some, every, any and their compounds to complete the postcard.

Hi Bob,
Greetings from Astana. We're having a great time. 1) here is great – the weather, the hotel and the food. We do 2) different 3) day. I'm planning to go shopping tomorrow. I want to buy souvenirs for 4) back home. Is there 5) you want me to bring you?
See you in two weeks.
Alex



Bob Stevens,
105 Norman Road,
Birmingham,
England

3 **6.6.6.1** Choose the correct word.

- 1 This bread is fresh but **that/those** isn't.
- 2 I looked in the fridge for eggs, but there aren't **some/any**.
- 3 'We/Us are cooking a big dinner on Sunday.' 'Can I/me come?'
- 4 **That/Those** are my favourite two shops in town.
- 5 You've got a lot of sweets – give me **every/some!**

- **The passive (present simple & past simple)**

4 **6.6.9.1** Read the theory. How do we form the passive?

We use the **passive** when we don't know who did the action or it is obvious from the context (*The roads **are** closed today.*) or when the action is more important than the person who did it. (*The new stadium **was** opened last Monday by the mayor.*)

	Active	Passive
Present Simple	A lot of tourists visit Spain every year.	Spain is visited by a lot of tourists every year.
Past Simple	They served dinner at 9 pm.	Dinner was served at 9 pm.

Changing from active to passive

Subject Verb Object

Active: *The mayor **opened** the new museum.*

Passive: *The new museum **was opened** by the mayor.*

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

The **active verb** changes into a passive form.

The **subject** of the active verb becomes the agent.

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

Note: by + person: *Macbeth was written by Shakespeare.*

with + object: *The building was made with marble.*

Use of English 8b

- 5** **6.6.9.1** **Fill in: is, are, was or were (x2).**
- 1 Astana visited by hundreds of tourists every day.
 - 2 Two new malls opened last Monday.
 - 3 The Parthenon statues designed by Phidias.
 - 4 The Taj Mahal built in the 17th century.
 - 5 The Galápagos Islands visited by many people every year.

- 6** **6.6.9.1 6.6.14.1** **Fill in: by or with.**
- 1 The Grand Mall is visited lots of people.
 - 2 The bottle is filled water.
 - 3 Their ice cream is made fresh local milk.
 - 4 The centre is managed Mr Harris.
 - 5 *Romeo and Juliet* was written Shakespeare.
 - 6 The house was built my grandfather.

7 **6.6.9.1** **Rewrite the sentences in the present simple passive.**

- 1 Millions of tourists visit Astana every year.
.....
- 2 They use the Saryarka Velodrome mainly for track cycling events.
.....
- 3 They hold the President's Cup tennis tournament at the Daulet National Tennis Centre every year.
.....
- 4 The Astana Arena stadium holds 30,000 spectators.
.....



- 8** **6.6.10.1** **Put the verb in brackets into the correct form of the present or past continuous.**
- 1 I (walk) along King Street when I saw Tom.
 - 2 It was a lovely day – the sun (shine) and the birds (sing).
 - 3 (you/meet) Dave in the city centre tomorrow?
 - 4 I can't speak right now – I (have) lunch with my aunt.
 - 5 When the rain started, (you/run) in the park?
 - 6 Dad (go) shopping in an hour – can you go with him?

6.6.9.1 **Write the sentences in the passive voice.**

The Winged Victory

- 1 They made it with white marble in 190 BC.
- 2 A French archaeologist discovered it on the island of Samothrace in 1863.
- 3 He sent it to Paris in 1863.
- 4 They keep it in the Louvre.
- 5 Thousands of tourists admire it every day.



- 10** **6.6.9.1** **Collect information about a statue or monument in your country. Write a short text about it or prepare a presentation. Use the passive. Present it to the class.**

Workbook: 8b & Use of English 8

Skills 8c

Check these words

• cathedral • elevator • develop
 • steel • living space • beam
 • sailor • mast • skyline
 • storey • impressive • apartment

Reading

1 Listen to the music. Imagine you are in one of the buildings in the pictures. What can you see through the windows? How do you feel?

2 6.2.4.1 What do you know about skyscrapers? What is the origin of the word 'skyscraper'? Listen to find out.

Buildings above the clouds



Big buildings are nothing new. The ancient Egyptians built the Pyramids. The Italians built tall towers in the Middle Ages. The French built huge cathedrals. However, it was difficult to build very tall buildings because the bricks were not strong enough. Then, in 1852, Elisha Otis invented the elevator and in the 1880s engineers developed a new building technique using steel. It was now possible to build tall buildings with strong steel without worrying how to get to the top.

In big cities such as Chicago and New York that needed living space for families, and offices for businesses, skyscrapers were the perfect solution. Some very brave men worked on these buildings as it was a dangerous job. Imagine walking along narrow beams hundreds of feet* above the ground! For this reason, Mohawk Indians from Canada and ex-sailors did most of the work as they were not scared of heights. In fact, the word 'skyscraper' comes from the name sailors gave to the tallest mast on a ship. In 1885, the world's first skyscraper, a ten-storey office building, opened in Chicago. Between 1930 and 1931, the Empire State Building grew almost one floor higher every day. The 3,400 men who worked on it finished it in 14 months.

These days, skyscrapers decorate every city skyline, and each year taller and taller buildings appear all over the world. At present, the world's tallest building is the Burj Khalifa, in the United Arab Emirates. With over 1,200 stores, this building is a city in itself. Astana, the capital of Kazakhstan, also has its share of skyscrapers. The Triumph of Astana is one of the most impressive. It was finished in 2006 and it has 39 floors, with shops, offices, apartments and a hotel.

Who knows what's next. The sky is the limit!

* 1 foot = 30.48 cm

a) 6.4.7.1 Read the text and answer the questions.

- 1 Why couldn't people build really tall buildings in the past?
- 2 When could people start building skyscrapers?
- 3 How did the invention of the elevator change the history of buildings?
- 4 Why did people want to build skyscrapers in cities?
- 5 Why are tall buildings called 'skyscrapers'?
- 6 How fast did the Empire State Building grow?
- 7 What can you find in the Triumph of Astana in Kazakhstan?

DID YOU KNOW?


The Empire State Building is struck by lightning 100 times a year.

b) 6.4.6.1 **THINK!** Say or write three things that impressed you from the text. What is the author's purpose?

4 **6.6.1.1** Fill in: *living, skyscraper, steel, brick, elevators, skyline.*

- 1 People use to go up or down a building.
- 2 Engineers use to build strong tall buildings.
- 3 Tall buildings provide space for many families.
- 4 The Empire State Building is a in New York.
- 5 The Burj Khalifa dominates the
- 6 He built a wall around the garden so that people couldn't see inside.

Listening

5 **6.2.5.1**  Listen to Jane and Sam talking in a department store. For questions 1-5, choose the correct item.

- 1 Jane wants to buy a baseball cap/basketball/tennis racquet.
- 2 Jane cannot spend over £15/£17/£25.
- 3 Sam is going to the book department/electrical department/music department.
- 4 The DVD Sam wants is called 3000 BC/3030 BC/3033 BC.
- 5 Jane and Sam are meeting Harry at 1 o'clock/in an hour/in five minutes.

Speaking & Writing

• Expressing likes/dislikes

6 **6.6.15.1** **6.5.3.1** Use the phrases in the list to make five sentences about yourself.

• don't mind • love
• enjoy • hate • want
• like • don't like

• go to the cinema • play football
• eat out • go to the pool • buy books
• visit the theme park • go shopping


I like going to the cinema. I want to go to the pool.

Note!

- like, love, enjoy, don't mind, don't like, hate + -ing
I hate eating mushrooms.
- want + to-infinitive
He wants to go out tonight.



Portfolio Find videos/photos about the buildings in the text. Prepare a presentation for the class or write one fact about each.

8  Prepare a poster with buildings in your country. Write a few sentences about each. Display it to the class.

Everyday English 8d

• Asking for/Giving directions

1 Listen and repeat. Find the stressed syllables.

- Excuse me. • Could you tell me how to get to the hospital?
- I'm sorry, what road was that? • On the right, did you say?
- Thank you very much.

2 6.2.5.1 The sentences in Ex. 1 appear in the dialogue below. Where does Kairat want to go?

Listen and read to find out. Then, say the sentences in Ex. 1 in your language.

3 Read the dialogue. Show the route on the map.



Asking for directions

- Where's the ...?
- How do I get to ...?
- Could you tell me how to get to ...?

Giving directions

- Go up/down/past/through ...
- It's on your right/left ...
- Turn left/right ...
- It's on the corner of ...
- It's next to/near/opposite/between ...

Kairat: Excuse me. Could you tell me how to get to the hospital?
 Passer-by: Yes, certainly. Go up Kingswell Street and turn left onto Eaton Road.
 Kairat: I'm sorry, what road was that?
 Passer-by: Eaton Road. Follow Eaton Road all the way down. Go through the traffic lights and past the library. The hospital is on the right.
 Kairat: On the right, did you say?
 Passer-by: Yes, that's right. The hospital is on the right opposite the park.
 Kairat: OK. Thank you very much.
 Passer-by: You're welcome.

4 6.3.2.1 6.6.14.1 Look at the map. Act out dialogues asking for/giving directions from: the hospital to the post office – the park to the café – the car park to the library – the police station to the café.

Use the phrases in the box. You can use the dialogue in Ex. 3 as a model. Mind the intonation.



Markets Around the World



The English Market, Cork

The English Market in Cork, Ireland is in a beautiful 400-year-old building. It has got a courtyard with balconies and a lovely fountain. It is right in the centre of the city and is a favourite shopping and meeting place for both local people and tourists. At this market, people can buy anything from fresh fruit and vegetables to meat and fish.

Check these words

- courtyard • fountain • selection
- dried fruit • nut • seller • offer

1 6.4.7.1 Describe the markets in the pictures. Which of the items: honey, vegetables, meat, tea, nuts, fish, dried fruit, chocolate, do you think you can find in each market?
 Listen, read and check.

2 6.6.1.1 Fill in: friendly, selection, meeting, local. Use the phrases to make sentences about the markets in the texts.

1 friendly sellers	4 of fruit
2 people	and vegetables
3 place	

3 Think of a popular market or shopping centre in your town/city. Collect information, then write a paragraph about it. Write: where it is, what it is like, what you can buy there. Present the market to the class.

Word Stress (three-syllable words)

4 List the three-syllable words as in the box.
 Listen and check. Listen and repeat.

tropical
selection

- tropical • souvenirs • vegetables • popular • balconies
- tradition • together • exciting • expensive • selection



The Green Bazaar, Almaty

The Green Bazaar is also known as the Zelionyj Bazaar and it is the most well-known market in Almaty. It's got a wonderful selection of fruit and vegetables, as well as dried fruit and nuts. You can also buy many types of honey or some special chocolates. The sellers are very friendly and will offer you a taste before you buy!



Across the Curriculum 8f

Citizenship

Check these words

- local community
- town council
- encourage • create
- develop • improve
- shape your character
- reduce

1 a) Read the list of public facilities and say which ones your town/city has. Which ones can you see in pictures 1-5?

- park • stadium • swimming pool • library • cycle path
- skate park • community centre • sports/leisure centre • museum
- art gallery • wildlife reserve/national park • car park • playground

b) What are your favourite free-time activities? Which of the public facilities in Ex. 1a do you use to do them? Tell your partner.

I like swimming so I go to the swimming pool twice a week.

2 a) **6.1.3.1** How can leisure/sport facilities improve a town/city for the local community? In pairs, think of two ways.

b) Listen and read. Does the text mention your ideas?

LEISURE AND SPORT IN THE LOCAL COMMUNITY



Sport and leisure is not only good for your health, it can also bring a community together. Local town councils can play a key role by encouraging people of all ages to do sports and by creating places where they can play.

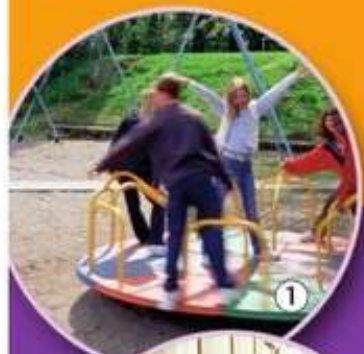
They can:

- create and develop sporting facilities, sports clubs and sports competitions.
- give anyone the opportunity to help by volunteering their time.
- use sport centres to create more job opportunities and reduce unemployment.
- use sport to give children and young people the chance to improve their skills and shape their character.
- use sport to reduce crime.

Local authorities can definitely make a difference to people's lives and the places they live.

3 **6.5.3.1** Write three ways local town councils can improve the local community.

4 **6.5.3.1** **THINK!** Which two of the facilities in Ex. 1a can benefit the area you live in? In three minutes say or write a few sentences.



1



2



3



4



5



Writing 8g

An email about your new house & neighbourhood

1 **6.4.6.1** Read the email and complete the gaps with the sentences in the list. Look at the underlined sentences. Which express fact? opinion?

- A Our new flat is just gorgeous.
- B Anyway, I've got to go now.
- C How are you? I hope you're OK.
- D Everyone here is friendly.

Check these words

- move house • block of flats
- view • balcony
- neighbourhood • nearby



Hi Nurlan,

1 Sorry I didn't write earlier but we were busy moving house.

2 It is on the third floor of a five-storey block of flats. It's got a great view of the park from the balcony. The neighbourhood is really nice and quiet with a few shops. Our block of flats is next to a baker's and a florist's. There's also a supermarket and a café nearby but there isn't a cinema. **3** I've got some new friends. We go to school together. My new school is a 10-minute walk from home.

4 Dad needs help making dinner. Talk to you later.

Andrew

2 **6.5.8.1** Think of your neighbourhood. Brainstorm for ideas. Then complete the sentences below about it.

- | | |
|------------------------------------|---|
| 1 I live in a(n) | 5 There isn't/aren't |
| 2 My neighbourhood is | 6 The people here |
| 3 It has | 7 I really like my neighbourhood because |
| 4 There are | |

Writing (an email about your new house & neighbourhood)

6.6.9.1 **Portfolio** Use your answers from Ex. 2 to write an email to your pen-friend about your house and your neighbourhood (60-80 words). Follow the plan. Be careful with punctuation.

Hi,

Para 1: greet pen-friend; apologise for not writing earlier giving reasons

Para 2: describe your house (location, rooms) & neighbourhood (shops, people, etc); your feelings

Para 3: closing remarks

Yours,

(first name)

Study Skills

Brainstorming

Before you start writing, brainstorm for ideas. Organise your ideas under headings, then expand the words in complete sentences. This will help you do the writing task.

Topic: My neighbourhood

Ideas: • big • quiet
• people • houses
• greengrocer's • park
• friendly

Headings: • Location
• Shops • People

EDUTAINMENT 8



VALUES

Being a good neighbour

- 1 Read and mark the sentences ✓ (I agree) or X (I don't agree).**
- A good neighbour ...*
- 1 plays loud music at night.
 - 2 knows the neighbour's name.
 - 3 greets the neighbour when he/she meets them.
 - 4 lets his/her pet play freely in the neighbourhood.
 - 5 cleans up after his/her pet.
 - 6 leaves rubbish on the street.
 - 7 invites neighbours for dinner.
 - 8 returns any borrowed items quickly.

2 **6.6.13.1** Use *must(n't)*, *should(n't)* to tell the class what makes a good neighbour.

3 **6.1.3.1** **6.3.3.1** **THINK!** Why do we need to be good neighbours and to help each other? Discuss in groups.

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

QUIZ

- 1 Verona in Italy is a modern city.
- 2 The Green Bazaar is in Verona.
- 3 Elisha Otis built the first skyscraper.
- 4 Sport centres create unemployment.
- 5 Indians helped build the first skyscraper.
- 6 The English Market in Cork is in a 400-year-old building.

5 Look at Module 8 and write a T/F quiz of your own.

6 **Song:** Listen to and read the song. Which lines best describe the picture?



Market day



Busy shoppers fill the street
Buying tasty things to eat
All the goods are on display
Come and shop, it's market day

*Hurry, hurry, don't delay
Grab your bags, it's market day
Time to shop and have some fun
Hurry, hurry, everyone*

Find fresh fruit or herbs and spices
Always at the lowest prices
Find a bargain, stop to buy
Anything that takes your eye

Smell the fresh fruit in the air
See the colours everywhere
Hear the people – call and shout
That's what market day's about



7 **THINK!** Imagine you are at the market in the picture. Describe what you can see, smell, hear and do there for a TV audience.

8 Design your own market. Think about: location, things to sell, opening hours. Present the market to the class.

MODULE 9 Transport

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: buying a train ticket
- Writing a pros & cons essay about travelling by aeroplane/bus

Themes:

- means of transport
- rules
- Means of transport around the world
- VALUES: Green Transport

Language Focus:

- comparative/superlative
- question tags
- relative pronouns/defining relative clauses

Vocabulary

• Means of transport

- 1 Listen and repeat. What are these words in your language?
- 2 Look at the means of transport in Ex. 1. Which are land, sea or air transport? List them under the correct heading:
• Land • Air • Sea

- 3 **6.3.7.1** Use the adjectives to complete the sentences.

- comfortable ≠ uncomfortable • fast ≠ slow
- expensive ≠ cheap • safe ≠ dangerous
- exciting ≠ boring • relaxing ≠ tiring

- 1 I enjoy *travelling by plane*. It's fast.
- 2 I don't enjoy
- 3 I'd like to travel
- 4 I think travelling by.....



Find the page numbers for

- a riddle
- a leaflet
- cycling rules

Reading 9a

Exploring the World

1 **6.4.4.1** Look at the pictures. In which country can you see these means of transport?
 Listen and read to find out.



Hi Anna,
 I am in Venice, Italy with my family. Today we went on a ride in a gondola! It is an excellent way to see this beautiful city. The tour sets off from Campo Santa Maria del Giglio and heads through San Marco and Castello. The friendly gondoliers sing traditional Italian songs as you travel up and down the canals and pass by old buildings. It is an experience of a lifetime!
 Talk to you soon,
 Damira

Hi Gail,
 Greetings from Ko Ngai, Thailand! It's quite warm here. Today we're going sightseeing in a longtail boat. The locals use these banana-shaped boats to travel around the island. It's more convenient than taking a bus and you have the chance to see more things. I can't wait!
 Bye for now!
 Saule

Hi Adam,
 I arrived in China two days ago and I'm having a brilliant time! I got in a rickshaw and went on a tour of Beijing's streets. You can actually ask the driver to stop anywhere you like if you want to take a look around. Prices are not too high as well. You should try it if you ever go to China. See you soon.
 Miras

Check these words

- gondola
- set off
- gondolier
- canal
- pass
- longtail boat
- banana-shaped boat
- convenient
- have the chance
- rickshaw
- price

2 a) **6.4.2.1** Read the texts again and answer the questions.

- 1 What's the best way to see Venice?
- 2 What do the gondoliers do as you travel the canals?
- 3 What does a longtail boat look like?
- 4 How do the locals use longtail boats?
- 5 Is a rickshaw tour expensive?

b) **6.6.3.1** Find the adjectives in the text. Which describes opinion? age? shape? origin?

Study Skills

Note:
 by + train/bus/car etc
He came by train.
 on foot *She left on foot.*
 in a/his/her etc car, van, taxi *He came in his car.*
 on + (a/the) bus, coach, train, ship, plane, boat
He spent two days on a boat.

3 **THINK!** Which tour would you like to go on? Why?

4 **Fill in the correct preposition: by, on, in.**

- 1 I like travelling train.
- 2 Mirgul usually goes to school foot.
- 3 My sister used to walk to school but now she goes bike.
- 4 You can get around the city a taxi or use the metro.

Vocabulary 9a



- 6 **6.6.4.1** Fill in: *any, all, other, no, every*.
- There aren't boats out today because it's windy.
 - You can park your car on the side of the road.
 - I had chance to see anything in Rome because I was there for work.
 - It snowed, so plane in the airport was delayed.
 - visitors to this beautiful country enjoy their stay.

Listening & Speaking

- 7 **6.2.4.1** **6.3.8.1** Listen to James and Stella describing their journey to school. Which means of transport does each person use? Listen again. How long does it take each person to get to school?

- 5 **6.6.8.1** Choose the correct item.
- I promise I **will/am going to** try a green curry in Thailand.
 - We **will/are going to** take a gondola ride today – I arranged it last night.
 - I **will/is going to** call a taxi for you.
 - I think cars **won't/aren't going to** need drivers in 50 years.
 - You're packing a suitcase. Will you/**Are you going to** go on holiday?
 - It's started raining, so we **won't/aren't going to** go to the open market this morning.

- 8 **6.3.7.1** Describe your journey to school to your partner.

Writing

- 9 **6.5.9.1** **Portfolio** You are on holiday and you've travelled in a strange means of transport. Complete the postcard to your English pen-friend (50-60 words).

Hi ...
 Greetings from It's (weather).
 There are lots of things to
 Yesterday, we I've got lots of
 photographs.
 See you soon.
 ...



Use of English 9b

• Comparative/Superlative

1 **6.6.2.1** Read the table. Say the examples in your language.

	Adjective	Comparative	Superlative
Short Adjectives	clean	cleaner (than)	the cleanest
	big	bigger (than)	the biggest
	noisy	noisier (than)	the noisiest
	nice	nicer (than)	the nicest
Long Adjectives	exciting	more exciting (than)	the most exciting
Irregular	good	better	best
	bad	worse	worst
	much/many	more	most

*The tour was more exciting than I expected.
It's the deepest ocean in the world.
Planes are faster than trains.
Planes are the most expensive means of transport.
She's the best student of all.*

To compare two people/things/places, etc we use:

- **than** – *New York is bigger than York.*
- **as ... as** – *New York is as noisy as Los Angeles.*
- **not as ... as** – *York isn't as crowded as New York.*
- **much + comparative** – *New York is much noisier than York.*
- **less ... than** – *York is less expensive than New York.*

2 Complete the sentences with the adjectives in the comparative form.

- 1 London is (expensive) than Bath.
- 2 London is (noisy) than Bath.
- 3 London is (big) than Bath.
- 4 London is (crowded) than Bath.

3 Compare two cities/towns/ villages in your country.

4 **6.6.2.1** Look at the pictures. Compare the two means of transport. Use: *fast, relaxing, expensive, noisy, comfortable, safe, exciting.*



*Trains aren't as fast as planes.
Planes are much faster than trains.*

5 Make comparisons with your partner, as in the example.

- 1 London/Sao Paulo/Tokyo (crowded)
*A: London is very crowded.
B: Yes, but Sao Paulo is much more crowded than London.
A: Tokyo is the most crowded of all.*
- 2 Kazakhstan/Greenland/Antarctica (cold)
- 3 cars/trains/planes (fast)
- 4 The Yangtze River/The River Amazon/The River Nile (long)

6 Compare the three cars.

	Ulan's	Aidar's	Damir's
expensive	*	**	***
fast	*	**	***
comfortable	***	**	*
small	**	*	***

*Ulan's car is expensive.
Aidar's car isn't as expensive as Damir's.
Aidar's car is more expensive than Ulan's.
Damir's car is the most expensive of all.*

7 Put the adjectives into their superlative forms, then complete the sentences with the nouns in the list.

- Vatican City • Russia • Blue Whale
- Pacific • Angel Falls

Listen and check.

- 1 The (deep) ocean in the world is the
- 2 The (big) country in the world is
- 3 The (large) animal in the world is the
- 4 is the (high) waterfall in the world.
- 5 is the (small) country in the world.

Use of English 9b

8 **6.6.2.1** Make comparisons, as in the example.

- comfortable – bus/car
In my opinion, a car is more comfortable than a bus./A bus is less comfortable than a car.
- exciting – flying/driving
- convenient – coach/taxi

• Question tags

9 **6.6.5.1** Read the theory and complete the question tags. Then listen and mark the intonation.

Question tags are short questions at the end of a sentence. They are formed with the auxiliary or modal verb from the sentence and the appropriate subject pronoun.

When the verb in the main sentence is in the **present simple**, we form the question tag with **do/does**. *He likes fast cars, doesn't he?* When the verb is in the **past simple**, we use **did**. *She went to Thailand, didn't she?*

A **positive statement** is followed by a negative question tag. *Flying is exciting, isn't it?* A **negative statement** is followed by a positive question tag. *She wasn't at the bus stop, was she?*

We use question tags to:

- ask about something we don't know. The intonation of the question tag goes up. *John is OK, isn't he?* ↗ (We don't know how John is.)
- ask for confirmation. The intonation of the question tag goes down. *He won't come, will he?* ↘ (We know he's sick; we are asking for confirmation.)

- | | | |
|---|---------------------------------|--|
| 1 | He has got a red car, | |
| 2 | He isn't feeling well, | |
| 3 | She can't go out, | |
| 4 | Tickets were expensive, | |
| 5 | They can't come, | |
| 6 | He went on a boat ride, | |
| 7 | You weren't at the café, | |
| 8 | Kairat is at the station, | |

• Relative pronouns/defining relative clauses

10 **6.6.17.1** Read the theory. Then choose the correct pronouns.

We use:

- who/that** for people. *George is the man who/that drives the school bus.*
- which/that** for animals or things. *The train on platform 2 is the one which/that goes to London.*
- whose** to show possession. *That's the woman whose bus ticket I found on the ground.*

A **defining relative clause** gives necessary information and is **essential** to the meaning of the main sentence. We never put it in commas. *The man who/that lives next door is a pilot.*

- The bike **that/who** is across the road belongs to Aibek.
- The man **which/who** was sitting by me in the bus was very polite.
- That's the girl **whose/which** father drives a taxi.
- That's the shop **which/who** sells postcards.

11 **6.6.17.1** Join the sentences. Use **who, which or whose**.

- There is the cycle path. It leads to the town centre.
There is the cycle path which leads to the town centre.
- Nurzhan is the mechanic. He fixed my bike.
.....
.....
- This is the bus. It goes to the airport.
.....
.....
- Serik is the man. His car is parked outside my house.
.....
.....

Skills 9c

smart RULES to cycle safely



It's a beautiful day and there's no school. It's the perfect time to go for a ride with your friends. You get on your bike and you feel as free as a bird. Cycling is fun, but sometimes accidents happen, so you should cycle safely. Here are a few tips to help.

- The most important thing to remember is that you must wear a helmet. Your helmet will protect your head in case you fall off your bike. Remember to wear a helmet that fits you and never wear a hat under your helmet.
- It's also important that drivers can see you. You must put reflectors on your bike and wear something bright, such as a reflective belt. At night-time you must also have the lights on.
- You shouldn't wear loose clothes or headphones. Gloves and knee pads are a good idea.
- You must respect road signs and use hand signals to tell drivers that you want to change direction.
- You mustn't ride too close to cars, especially parked cars. People can open car doors suddenly.
- Last but not least, remember to keep your bike in good condition. Check the brakes, tyres and chain regularly.



Study Skills

Understanding a text
Before you read a text think of what you know about it. This will help you understand the text better.

Check these words

- accident • helmet
- protect • reflector
- reflective belt
- loose clothes
- headphones
- knee pad • respect
- hand signal • brake
- tyre • chain
- regularly

1 **6.1.10.1** Have you got a bike? Do you like cycling? Why (not)?

2 **What do you know about safe cycling? Look at the pictures and discuss.** Listen, read and check.

3 **6.1.8.1 6.4.1** Read the text and mark the sentences **T** (true), **F** (false) or **DS** (doesn't say).

- 1 Bicycle accidents happen occasionally.
- 2 You should wear a hat under your helmet.
- 3 A reflective belt helps drivers see you.
- 4 You shouldn't wear headphones when you cycle.
- 5 You must put oil on your chain every week.

4 **6.3.7.1** Which sentences from the text describe the pictures? Then use the pictures. Tell the class how you can cycle safely.

5 **6.4.8.1** Use words from the **Check these words** box to complete the sentences. Use your dictionary.

- 1 If you cycle safely, you can avoid having a(n)
- 2 When cycling you need to wear a(n) to protect your head.
- 3 A(n) and a(n) help drivers see a bike.
- 4 Don't wear while cycling. Always wear tight clothes.

6 **6.6.15.1** Put the verbs in brackets into the (to-)infinitive or -ing form.

- 1 Dave really enjoys (go) for bike rides at the weekend.
- 2 Your bike lights aren't working – you should (change) the batteries.
- 3 Pull on your brakes (stop) your bike.
- 4 Jane would love (do) a cycling tour of France.
- 5 I go (cycle) in the park most Sundays.
- 6 Henry needs (change) the front tyre of his bicycle.

Listening

7 **6.2.4.1** Listen to Steve talking to Jane about buying a new bike. For questions 1-6, choose the correct word.

- 1 The bike Steve wants is an XB20/a BMX20/a BX20.
- 2 The new bike is blue/silver/black.
- 3 The bike shop is in Carlton/Bingley/Bradford.
- 4 The address of the shop is 38 Station Street/38 Treetops Street/38 Clifton Road.
- 5 The bike Steve wants now costs £100/£150/£200.
- 6 Steve also wants to get some knee pads/a helmet/some gloves.

Speaking

8 **6.3.2.1** **6.3.7.1** Student A, you are from the UK. Read the following information and be ready to answer Student B's questions.

RULES

To ride a motorcycle in the UK you ...

- 1 have to be at least 17 years old.
- 2 have to have a licence.
- 3 must display 'L' plates as a learner.
- 4 have to wear a helmet.
- 5 must not carry more than one person on the back.

Student B, ask Student A to find out about riding a motorcycle in the UK. Ask about: *age – licence – L plates – helmet – people on the back.*

9 Collect information about how to stay safe while using public transport. Prepare a leaflet. Present it to the class.

Everyday English 9d

Customer
• I'd like ...
• Can I have ...?
• Would it be possible ...?
• Can you tell me ...?
• How much is ...?
• Which platform does ... from?
• What time does ...?
Ticket Clerk
• Can I help you?
• Would you like ...?
• Can I see ...?
• You're welcome.



• Buying a train ticket

- 1 a) Listen and repeat.
- Can I help you? • What time would you like to leave? • Single or return?
 - Can you tell me which platform the train leaves from? • You're welcome.

b) **6.2.4.1** The sentences are from a dialogue between Mr Omarov and a ticket clerk. Where does Mr Omarov want to go?

Listen to find out.

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

Ticket Clerk: Good afternoon, sir. Can I help you?
 Mr Omarov: Yes, I'd like an adult's and a child's ticket to Brighton, please.
 Ticket Clerk: What time would you like to leave?
 Mr Omarov: 15:45.
 Ticket Clerk: Single or return?
 Mr Omarov: Single, please.
 Ticket Clerk: That's £54.
 Mr Omarov: Here you are. Can you tell me which platform the train leaves from?
 Ticket Clerk: Certainly, sir. It leaves from platform 4.
 Mr Omarov: Thank you.
 Ticket Clerk: You're welcome. Have a nice trip.

- | | |
|---|---|
| 1 Mr Omarov is travelling to Brighton alone. | 3 He plans to come back the next day. |
| 2 He wants to buy a ticket for his daughter. | 4 He pays fifty-four pounds for the journey. |

Study Skills

Role-playing

Role-playing is effective if you use your imagination. Think of a situation, the setting, who you are, how you feel, what gestures you might use, etc.

- 3 Find sentences in the dialogue which mean: *May I help you?* – *The cost is £54.* – *My pleasure.* – *Enjoy your trip.*




- 4 Look at the dialogue in Ex. 2. Take roles and read it aloud.

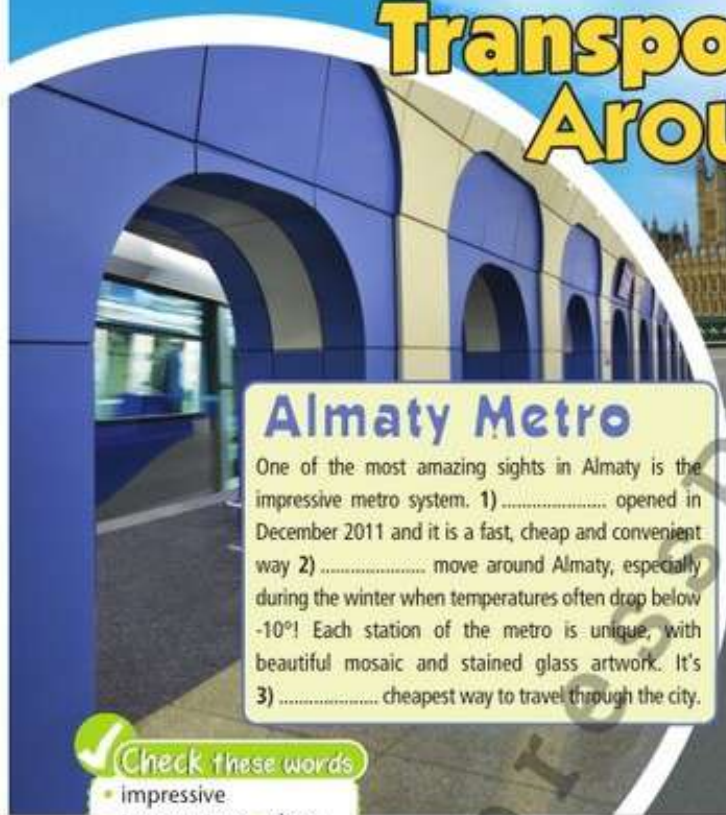


- 5 **6.3.2.1** **Portfolio** You are at King's Cross train station in London. You want to buy a ticket to Cambridge (single ticket £50; return ticket £90). Your partner is the ticket clerk. Change the words in colour in the dialogue and act out your dialogue. You can use the dialogue in Ex. 2 as a model. Record yourselves.



- 1 **6.4.4.1** What can you see in the pictures? What would you like to know about these means of transport? Read through and check.
- 2 **6.1.8.1** Read the texts and complete the gaps with the correct word.
 Listen and check.

Transportation Around the World



Almaty Metro

One of the most amazing sights in Almaty is the impressive metro system. 1) opened in December 2011 and it is a fast, cheap and convenient way 2) move around Almaty, especially during the winter when temperatures often drop below -10°! Each station of the metro is unique, with beautiful mosaic and stained glass artwork. It's 3) cheapest way to travel through the city.

London black cab

One of 4) most famous sights in London is the black cab. This type of cab has carried passengers around London 5) almost 200 years. Every black cab driver must pass a special test called the *Knowledge* before they get their licence. To pass, they must learn every single street 6) London. That's more 7) 25,000 streets! Although they're quite expensive, you know you'll get to your destination as fast 8) possible!

Check these words

- impressive
- temperature • drop
- mosaic • stained glass
- artwork • cab
- passenger • licence
- destination • possible

- 3 **6.3.7.1** Compare and contrast the means of transport in the texts in Ex. 2.



Pronunciation /eɪ/

- 4 Find the /eɪ/ sound in the following sentences. Then  listen and repeat.

- | | |
|---|---------------------------------------|
| 1 We will soon arrive at our destination. | 3 I like taking the bus. |
| 2 Are we on Friday street already? | 4 The metro station is near the bank. |

People use me to travel out of this world. Can you guess what I am?



- 5   Work in groups to plan a trip around your country using different means of transport. Collect information. Think about: *where to go – how to travel – what to see and do*. Present it to the class (50-60 words).



Across the Curriculum 9f

Citizenship

- 1 Look at the pictures. Which picture shows: *someone planting a tree? someone putting rubbish in a recycling bin? some people cleaning the road? How are the pictures related to the text?*

Listen and read to find out.



Check these words

- wonder • clean up • harmful gas
- public transport • reuse • recycle
- area • set an example • pick up • bin

A Little Goes a Long Way

So many of us wonder what we can do to clean up our planet. Well, the answer is much simpler than we think. If everyone helps to keep their own neighbourhood clean, they are helping the planet, too. Here are some easy tips to make your neighbourhood a cleaner place.



A



B

C



1 Don't use cars

Cars give out harmful gases, so try to use your bicycle or public transport to get around. For short distances, you can also walk. It's not only good for the environment – it's good for your body.

2 Reuse and recycle

Try to think of another way to use the item that you are going to throw away. If you can't reuse it, recycle it.

3 Organise a town clean-up

You can organise a clean-up day in your neighbourhood. Ask your neighbours and your friends to join you and clean up the rubbish from the parks and the streets in your area.

4 Plant flowers and trees

Plant flowers and trees to make your neighbourhood more beautiful. Trees also give us oxygen so it makes our air cleaner, too.

5 Set an example

You should always set a good example. If you see rubbish on the ground, pick it up and throw it in a bin. If people see you doing this, they might do it too.

2 Answer the questions.

- 1 Why should we avoid using our cars?
- 2 What means of transport are less harmful to the environment?
- 3 What can we do if we can't use an item again?
- 4 Who can help you to clean up your neighbourhood?
- 5 Why are trees important?
- 6 What should we do if we see rubbish on the ground?
- 7 **THINK!** What do we need to do to keep our own neighbourhood clean? In three minutes write a few sentences. Read them to your partner.
- 8 What is the author's attitude?

- 3 Do you know of any other ways you can help keep the planet clean? Collect information and present it to the class. Use the key phrase *clean planet*.

Writing 9g

A Pros & Cons essay



1 **6.4.21** Read the essay and complete the table.

We all like travelling to different places, but what is the best means of transport? To many people the aeroplane is their first choice. There are certain advantages to travelling by plane. **Firstly**, it is the fastest means of transport. Planes are ideal if you want to travel to another country in a few hours. **Also**, travelling by plane is comfortable. You can relax, read a book, listen to music or play your favourite games. **On the other hand**, there are drawbacks to travelling by aeroplane. First of all, it's quite expensive. Tickets cost a lot of money. **Secondly**, it is not environmentally friendly. Planes cause a lot of pollution because of the large amount of fossil fuels they consume.

To sum up, there are arguments both for and against travelling by plane. Although planes are fast, they are most suitable for long distances. For shorter journeys, it is better to use a form of transport that is cheaper and causes less pollution.

Pros	Justifications/Examples
Cons	Justifications/Examples

2 Look at the linkers in bold in the text. Which of them:

- list points
- conclude
- introduce an opposing opinion

Writing (a pros & cons essay)

3 **6.1.10.1** Read the statements 1-4. Which are pros/cons of travelling by bus? In groups, think of justifications/examples.

- | | |
|--------------------------------|--|
| 1 It is a cheap way to travel. | 4 It's an environmentally friendly means of transport. |
| 2 They can be tiring. | |
| 3 They can be crowded. | |

Study Skills

Linking ideas

When presenting your arguments, link your points with appropriate linkers. This helps the reader follow your essay.

Check these words

- ideal
- drawback
- environmentally friendly
- pollution
- fossil fuel
- consume
- argument
- suitable
- distance

6.5.6.1 **Portfolio** Use ideas from Ex. 3 to write an essay about the pros and cons of travelling by bus (60-80 words). Follow the plan below. Use appropriate linkers.

- Para 1: state the topic
- Para 2: advantages & justifications/examples (*There are certain advantages to travelling by bus. Firstly, ... Also, ...*)
- Para 3: disadvantages & justifications/examples (*On the other hand, there are certain drawbacks to travelling by bus. First of all, ... Secondly, ...*)
- Para 4: your opinion (*To sum up, ... Although ... , they are ...*)

EDUTAINMENT 9

VALUES

- 1 a) Complete the sentences. Use: *exercise, reduce, make, save.*



Green Transport

Little things can 1) a big difference!

- Ride a bike or walk to school/work. It is good 2) for the body.
- Use public transport instead of cars. It helps 3) air pollution.
- It will help you 4) money if you don't use your car for short journeys.

- b) 6.4.6.1 Look at the leaflet in Ex. 1a. What benefits of green transport are mentioned?

- c) 6.3.7.1 **THINK!** Which of the above do you already do? Which will you do in the future?

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

QUIZ

- 1 You mustn't wear a hat under your bicycle helmet.
- 2 You should cycle close to cars.
- 3 Trees give us oxygen.
- 4 Cars give out harmful gases.
- 5 You must know every street in London to drive a black cab.
- 6 A rickshaw tour in China is very expensive.
- 7 People can travel around the island of Ko Ngai in a longtail boat.
- 8 Every station of the Almaty metro is the same.

- 3 Look at Module 9 and write a T/F quiz of your own.

- 4 a) **Song:** Listen and complete the gaps, then sing along.



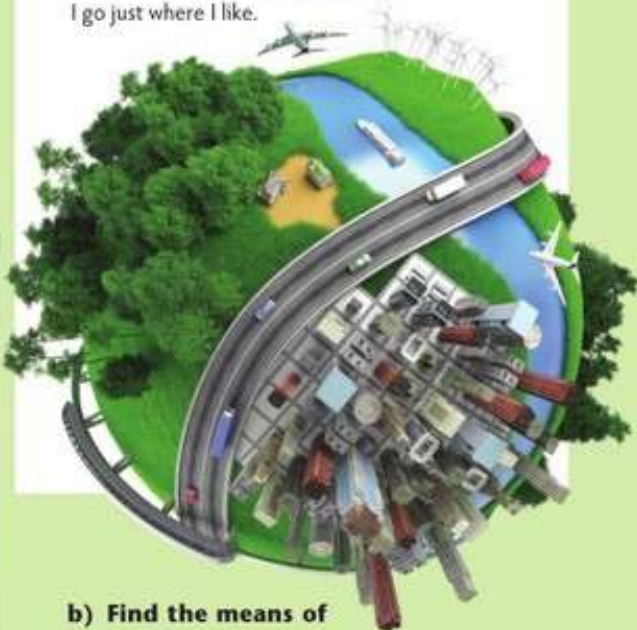
Going around

When I want to go on a trip
I always go by 1)
It takes me where I want to go
And brings me 2) again.

Everybody travels
To places 3) and far
By bus or train, by boat or plane,
Bicycle or 4)

When we go into the 5)
We often go by bus.
There's a bus stop near our 6)
It's so easy for us!

When I go to school each 7)
I like to go by 8)
And at the weekends when I'm free
I go just where I like.

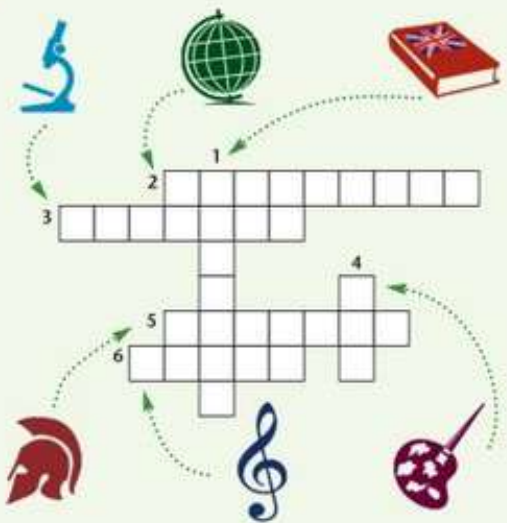


- b) Find the means of transport in the song.

Language Review 1

1a

1 Write the correct school subjects.



2 Fill in: *best, favourite, good, school (x2), interested.*

- English and Science are subjects.
- My sport is football.
- I'm at Maths.
- I'm in History.
- Kunsulu is my friend.
- We are on a trip.

1c

3 Fill in: *reality, experiment, library, blackboard, essential, open.*

- We are doing an interesting in Science today.
- Does your school have all the equipment?
- There isn't any space at my school.
- Boat schools are a(n) for many students in Bangladesh.
- How often do you visit the school to study?
- Is there a(n) in your classroom?

1e

4 Choose the correct word.

- The school rules are very tough/**tidy**.
- We can bring a **packed**/shared lunch to school.
- Students in Japan mustn't dye/**wear** their hair.
- Students can't **switch off**/leave during lessons.
- Students should be **polite**/late to teachers.

1f

5 Match the words. Then, use four phrases to complete the sentences.

- | | | | |
|----------------------------|--------|---|---------|
| <input type="checkbox"/> 1 | bright | a | contact |
| <input type="checkbox"/> 2 | eye | b | shy |
| <input type="checkbox"/> 3 | small | c | red |
| <input type="checkbox"/> 4 | join | d | talk |
| <input type="checkbox"/> 5 | feel | e | a team |

- People who avoid give the impression that they are not confident.
- Some students go when the teacher asks them a question.
- If you want to meet new people then why don't you ?
- Some students when they meet new people.

Prepositions

6 Choose the correct preposition.

- Everyone must come to school **in/on** time.
- He can't wake up early, so he's always late **for/to** school.
- Salima is really good **at/in** History.
- My classroom is full **at/of** bright colours.
- Korkem is not allowed **to/for** stay up late at night.

Language Review 2

2a

1 Fill in: *arrest, saved, end, promote, settled.*

- Pocahontas tried to peace between her people and the English.
- Colonists arrived and in the country.
- They wanted peace and hoped to the war.
- An American Indian his life and took him to the village.
- They tried to him and put him in prison.

2 Fill in: *spiky, round, full, real.*

- | | |
|--------------|--------------|
| 1 name | 3 lips |
| 2 hair | 4 face |

2c

3 Fill in: *powerful, crossed, sleeping, eruption, boiling, wonder.*

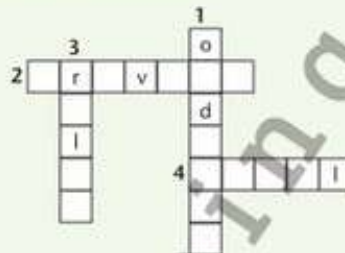
- A myth says that a giant threw the island into the sea.
- lava flowed down the side of the volcano.
- They the sea with a small boat.
- You have to be quiet, so you don't wake the baby.
- A volcanic covered the town in ash.
- The Giant's Causeway is a true of nature.

2e

4 Choose the correct word.

- William Wallace was a **brave/weak** warrior.
- Bauyrzhan Momyshuly was a **rural/military** leader.
- The warrior died a **cruel/strong** death.
- The Romans ruled most of Europe in **old/ancient** times.

5 Do the crossword.



- The king the arrest of all enemy leaders.
- He is famous for his in many battles.
- His army many countries in Europe.
- Bauyrzhan Momyshuly was a policeman before he joined the army.

2f



6 Fill in: *award, inspiration, injured, came.*

- Florence's dream true when she was 35 years old.
- She helped many soldiers.
- Queen Victoria gave her the 'Royal Red Cross'
- She became a(n) to many people around the world.

Prepositions

7 Choose the correct preposition.

- When did the colonists arrive **in/at** America?
- According **of/to** legend, a giant built the bridge.
- She stayed **in/at** prison for a year.
- Bauyrzhan Momyshuly fought **to/in** many battles.
- He dreamt **of/for** a free country.
- Florence Nightingale dedicated her whole life **in/to** helping others.

Language Review 3

3a

1 Choose the correct word.

- The Great Barrier Reef has many **species/wildlife** of colourful fish.
- It is very difficult to **drive/ride** a camel.
- Machu Picchu is an **ancient/old** city.
- Islands with beautiful beaches very quickly become holiday **resorts/reefs**.
- Altyn Emel is a **challenging/unique** place.
- At the end of their journey, they enjoyed spectacular mountain **views/sights**.
- You should visit these ancient ruins before time **disappears/destroys** them.

2 Do the crossword. Find the hidden word.



3c

3 Fill in: shadows, breathtaking, natural, shapes, oasis.

- The Sharyn Canyon has scenery.
- The wind formed many different in the rocks.
- As the sun goes down, mysterious move across the canyon.
- It is a place of amazing beauty.
- It is a(n) in the steppe with water, plants and trees.

3e

4 Fill in: famous, electric, endangered, salty.

- | | |
|----------------|----------------|
| 1 water | 3 animal |
| 2 sights | 4 power |

5 Fill in: lies, cross, flow, freshwater, located.

- You can only the river by boat.
- Balkash lake is in the southeast of Kazakhstan.
- The waterfall between the USA and Canada.
- Half of the lake is salty and half of it is
- Seven rivers into the lake.

3f

6 Choose the correct word.

- Oceans have very **deep/long** waters.
- The Himalayas is a huge mountain **area/range** in Asia.
- The Indian Ocean has **gentle/powerful** breezes.
- There's **volcanic/central** activity in the area.
- Monsoons can cause terrible **breezes/floods**.

Prepositions

7 Choose the correct preposition.

- The fish on the reef aren't afraid **of/off** divers.
- We are playing **on/in** an international rugby match next week.
- The mountain is covered **in/on** snow.
- We're going on a trip **to/of** the rainforest.
- What time did they arrive **in/at** the resort?
- There are many types **of/with** wildlife in the park.

Language Review 4

4a

- 1 Fill in:** *silence, ungrateful, appeared, pale, workhouses.*
- The boys were scared when the master at the door.
 - Poor children were sent to live in in Victorian times.
 - The children ate their food in
 - The master thought the boys were very because they wanted more food.
 - The boys were all and thin from hunger.

2 Choose the correct word.

- Once a week the boys got a **piece/pot** of bread.
- He couldn't **believe/whisper** what he was hearing.
- The boys sent Oliver to **look/ask** for more soup.
- They **licked/served** dinner at 7 pm.

4c

3 Fill in: *historical, science-fiction, action, horror, comedy, animated.*

- Computer films are now more common than hand-drawn cartoon films.
- The new film is about life in the future.
- films are my favourite because I like exciting adventures.
- We all thought the new film was funny!
- I couldn't watch the new film because it was too scary!
- My mum likes to watch films about life in Victorian England.

4e

4 Choose the correct word.

- Many streets and squares are named **from/after** him.
- William Shakespeare is **known** as the **local/national** poet of England.
- Auezov **attended/accepted** school in Kazakhstan and Russia.
- He wrote several **scripts/plays** for films as well as novels.
- Shakespeare **born/became** the leader of a group of actors.

4f

5 Fill in: *pillow, giants, pleasant, leaden, dale, fleet.*

- Burabai is a land with beautiful mountains and lakes.
- Talgat loves to play with his soldiers.
- The of ships sailed across the ocean.
- Nurzhan put his head on the and fell asleep.
- There are many stories about huge that live in the mountains.
- The village is in a green between the hills.

Prepositions

6 Choose the correct preposition.

- Jamie moved **to/in** London when he was younger.
- He wrote his first book **on/at** the age of 20.
- According to legend, a huge monster lives **in/at** the lake.
- Suddenly, Mr Bumble appeared **at/on** the door.
- Kate watched fireworks **in/on** New Year's Eve in Edinburgh.

Language Review 5

Sa

- 1 Fill in:** *sore, ache, remedies, extract, get, syrup.*
- If you have a(n) throat, try some milk and honey.
 - Some people prefer natural to normal medicine.
 - Why don't you take some cough
 - Ginger tea helps to relieve stomach
 - Try some lemon juice with warm water to rid of that headache.
 - Use some vanilla for your toothache.

- 2 Fill in:** *sugary, ginger, lemon, nasty, balanced, junk.*

- | | |
|----------------|---------------|
| 1 food | 4 juice |
| 2 drinks | 5 pain |
| 3 diet | 6 tea |

Sc

- 3 Write the words in the correct boxes.**
- chicken salad • ice cream
 - mineral water • cola • spring rolls
 - kebab • crispy duck pancakes

main meals	
side dishes	
desserts	
drinks	

Se

- 4 Match the words. Then use them to complete the sentences.**

- | | | | |
|----------------------------|---------|---|------------|
| <input type="checkbox"/> 1 | medical | a | conditions |
| <input type="checkbox"/> 2 | brave | b | doctors |
| <input type="checkbox"/> 3 | weather | c | community |
| <input type="checkbox"/> 4 | remote | d | care |

- Health trains provide to people living out on the steppe.
- It is very dangerous to fly in bad
- The of RFDSA have to treat patients with only basic equipment.
- My grandparents live in a , far away from the city.

Sf

- 5 Choose the correct word.**

- Germs can **make/do** us sick.
- Always **clean/clear** your hands with soap.
- Give me two **dishcloths/surfaces**, please.
- Don't **live/leave** food out of the fridge overnight.
- Cut vegetables on a chopping **board/container**.
- Milk and cheese are dairy **products/pots**.

Prepositions

- 6 Choose the correct preposition.**

- Noodles with bean sprouts have very little fat compared **to/in** doner kebabs.
- Eating healthily is essential **to/for** everyone.
- The Australian Flying Doctors are ready to help people **at/in** any time.
- Store raw and cooked food **in/on** different containers.
- Try eating fruit and vegetables instead **of/for** takeaways.
- If you are ill, you should stay **at/in** home.

Language Review 6

6a

1 Fill in: *amusement, cosmopolitan, art, luxurious, precious, accommodation.*

- Paris is one of the most cities in the world.
- The museum has old statues and many jewels.
- We stayed at one of the most hotels in the city.
- We went on the roller coaster twice at the park.
- You can see paintings in a(n) gallery.
- Paris has every type of from hotels to youth hostels.

2 Choose the correct word.

- Don't **miss/lose** the Changing of the Guard.
- Dublin is a(n) **alive/lively** city, full of friendly people.
- You can **see/look** most of the city on a bus tour.
- He's going on a short **travel/trip** to London.
- Taxi drivers know every **single/only** street in the city.
- You won't have a **trouble/problem** finding a hotel.

6c

3 Label the pictures.



6e

4 Replace the words in bold with their opposites.

• different • best • tiny • famous • miniature

- | | |
|----------------------------------|-------------------------------------|
| 1 unknown landmarks | 4 full-size model park |
| 2 huge houses | 5 same rides |
| 3 worst time | |

5 Fill in: *light up, attractions, fairground, arrangement.*

- There are so many at the Almaty Central Park.
- At night lots of lamps the area.
- The roller coaster is my favourite ride.
- I've made a beautiful flower for Dana.

6f

6 Fill in: *asleep, exploring, followed, shining, crying.*

- The baby is because it's hungry.
- I was so tired that I fell at 9 o'clock.
- He likes new places.
- At night, I could only see the cats' eyes in the dark.
- The man's dog him as he walked through the park.

Prepositions

7 Choose the correct preposition.

- The gorge is in a beautiful part **of/from** the country.
- Raygul spent her holidays **with/by** the sea.
- They were looking **for/of** the aquarium all day.
- London is famous **for/at** its high-street shops.
- We rode down the river **in/at** an inflatable raft.
- Hotel rooms range **at/from** £30 to £80 per night.

Language Review 7

7a

1 **Fill in with:** *followed, waved, scared, fell, replied.*

- Dorothy to the Tin Man's question.
- He the birds away from the fields.
- Yenlik as the car drove away.
- The two young people in love.
- They all the road towards the city.

7b

2 **Match the words. Then use four of them to complete the sentences.**

1	magical	a	thoughts
2	fairy	b	away
3	run	c	land
4	turn	d	dust
5	lovely	e	upside down

- They dreamed of a with caves and lagoons.
- When they were babies, they had from their parents.
- The secret to flying is thinking
- Peter blew on them.

7c

3 **Fill in:** *terrified, grace, recognised, admired.*

- She her brother's voice before she saw him.
- Askar screamed because he is of spiders.
- The Khan the beautiful dancing of the young girls. They were all great dancers.
- The dancers moved with to the music.

7d

4 **Complete the summary of Er-Tostik with:**

- lord • darkness • face • legend • brisket
- peace • servant • rescue

Once upon a time, a man called Ernazar lived on the steppe. According to **1)** one of his sons would destroy Bapy Khan, the **2)** of the underworld. One day, Ernazar caught a horse and gave the **3)** to his wife to eat. She soon became pregnant and gave birth to a son called Er-Tostik. The boy grew up very strong so Bapy Khan sent out his **4)** to capture Er-Tostik's father. Er-Tostik went out with his friends to **5)** his father from the underworld. He was successful, but Bapy Khan was not defeated. He sent a dragon to swallow the sun and bring **6)** to the land. Er-Tostik went out to **7)** the dragon and won, bringing **8)** to the steppe.

Prepositions

5 **Choose the correct preposition.**

- The young man fell **in/at** love with the girl.
- The children always dreamed **at/about** the magical land.
- He lifted up **in/on** the air and flew out the window.
- The Tin Man stood **by** the tree not moving **at/in** all.
- The Lion started to cry because he was afraid **at/of** everything.

Language Review 8

8a

1 Replace the words in bold with their opposites.

- international • modern • tall • narrow
- rich • ancient

- | | |
|------------------------------|-----------------------------|
| 1 old town | 4 poor history |
| 2 low buildings | 5 wide streets |
| 3 new city | 6 local dishes |

2 Match the words. Then, use four phrases to complete the sentences.

- | | |
|--|-------------|
| <input type="checkbox"/> 1 energetic | a city |
| <input type="checkbox"/> 2 picturesque | b boutiques |
| <input type="checkbox"/> 3 tree-lined | c streets |
| <input type="checkbox"/> 4 fashionable | d cafés |
| <input type="checkbox"/> 5 cosy | e buildings |
| <input type="checkbox"/> 6 tall | f lifestyle |

- We walked along the town's quiet
- It is the most beautiful, in the country.
- You can sit all day in one of the
- We shopped at the in the town centre.

8c

3 Fill in: *invent, developed, living, decorate, comes from.*

- The word 'skyscraper' a word sailors used.
- Each year taller buildings the skyline.
- When did Elisha Otis the elevator?
- The engineers a new building technique.
- There is enough space for ten people.

8e

4 Match the words. Then, use four phrases to complete the sentences.

- | | |
|-------------------------------------|------------|
| <input type="checkbox"/> 1 meeting | a place |
| <input type="checkbox"/> 2 fresh | b people |
| <input type="checkbox"/> 3 local | c fountain |
| <input type="checkbox"/> 4 friendly | d fruit |
| <input type="checkbox"/> 5 lovely | e sellers |

- There are who offer you a taste before you buy.
- Eat and vegetables every day.
- The courtyard has a in the middle.
- The market is also a for people who live in the town.

8f

5 Choose the correct word.

- Sports facilities can improve a local **council/ community**.
- Town councils can **develop/encourage** people to do sports.
- New shops can **make/create** job opportunities for young people.
- More jobs can help **reduce/improve** employment in the town.
- Good teachers make a **role/difference** to your education.
- Sports clubs can improve your fitness and **create/shape** your character.

Prepositions

6 Choose the correct preposition.

- They are **in/at** charge of keeping the area clean.
- Look! The children are throwing snowballs **for/at** each other!
- She's crazy **of/about** football.
- She's well-behaved and never gets **onto/ into** trouble at school.
- He wakes up early to get ready **for/to** school.
- People **of/in** all ages can join the sports club.

Language Review 9

9a

1 Match the words. Then, use four phrases to complete the sentences.

- | | | | |
|----------------------------|-------------|---|---------------|
| 1 <input type="checkbox"/> | gondola | a | songs |
| 2 <input type="checkbox"/> | brilliant | b | prices |
| 3 <input type="checkbox"/> | traditional | c | boat |
| 4 <input type="checkbox"/> | experience | d | ride |
| 5 <input type="checkbox"/> | longtail | e | time |
| 6 <input type="checkbox"/> | high | f | of a lifetime |

- 1 Tourists often go on a(n) in Venice.
- 2 Swimming with dolphins is a(n)
- 3 You can go sightseeing in a(n) in Ko Ngai island.
- 4 They had a(n) during their holiday in Paris.

2 Fill in: *catch, take, drive, ride, in the correct tense.*

- 1 He to school on his bicycle.
- 2 I usually the train back to London at 5.00 pm.
- 3 We usually to Italy but this year we're flying.
- 4 How much time does it you to get to school?

9c

3 Fill in: *wear, fall off, happen, change, protect.*

- 1 Accidents can when you're cycling.
- 2 You should a helmet at all times.
- 3 Bicycle helmets your head in case of an accident.
- 4 Don't cycle too fast or you might your bike!
- 5 Check for passing cars before you direction.

4 Fill in: *knee, reflective, road, loose.*

- | | |
|-----------------|---------------|
| 1 clothes | 3 pads |
| 2 belt | 4 signs |

9e

5 Fill in: *convenient, drop, passengers, destination, transportation.*

The metro system has become an important means of 1) in Almaty. It is a 2) way to get to your 3) as fast as possible; especially in winter, when temperatures 4) below 0°C. The metro is an inexpensive way for 5) to travel around the city.

9f

6 Fill in: *throw away, recycle, organise, plant, set, avoid.*

- 1 You can a clean-up day.
- 2 It helps to flowers and trees in your area.
- 3 Don't those books. Recycle them instead.
- 4 Use public transport and using a car.
- 5 You can a good example for others to follow.
- 6 You should all your paper and plastic waste.

Prepositions

7 Choose the correct preposition.

- 1 Make sure your bike is **from/in** good condition.
- 2 We're going **on/in** a boat tour this afternoon.
- 3 Are we able to cross the river **with/by** boat?
- 4 Askar missed the bus to school, so he went **on/by** foot.
- 5 You must be **at/with** least 17 years old to drive.
- 6 You should pick up any rubbish that is **in/on** the ground.

Self-Check 1

1 Fill in: uniform, busy, contact, interested, trip, floods.

- Students wear a(n) at school.
- There are huge that cover Bangladesh in water all the time.
- Dilnaz is on a school to Almaty.
- I like ICT because I'm in computers.
- The school is on a very road.
- Practise eye when talking to your friends.

(Points: $\frac{6 \times 3}{18}$)

2 Complete the crossword with the sports.

1 2 3

4

5

6

(Points: $\frac{6 \times 3}{18}$)

3 Choose the correct word.

- He likes **playing**/play basketball.
- We usually go **dance**/dancing on Saturday evenings.
- She doesn't mind **get up**/getting up early.
- I want to **become**/becoming a nurse.
- My brother hates **swim**/swimming.

(Points: $\frac{5 \times 4}{20}$)

4 Put the verbs into the present simple or present continuous.

- (you/get up) early in the morning?
- Where (he/go) now?
- Nazym (not/wash) the car now.
- She (not/want) to go out tonight.
- (he/speak) Kazakh?
- She (stay) with her aunt these days.

(Points: $\frac{6 \times 4}{24}$)

5 Complete the dialogue.

- Go past the staff room and turn left
- Where's the science lab
- Of course. Go past the staff room. Turn left and go down the corridor
- Can you repeat the last bit, please

Aida: Excuse me, 1)

Mrs Smagulova: Go out of the classroom and turn right. Go down the stairs. 2)

Aida: I'm sorry. 3)

Mrs Smagulova: 4)

The science lab is on your left.

(Points: $\frac{4 \times 5}{20}$)

(My score: $\frac{\quad}{100}$)

CHECK your progress

Mark.

- talk about school subjects ☆☆☆
- talk about sports ☆☆☆
- talk about habits & routines ☆☆☆
- describe actions happening now ☆☆☆
- talk & write about your school and classroom ☆☆☆
- ask for/give directions ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 2

1 Write the opposites.

- patient = i.....
- honest = d.....
- hardworking = l.....
- old = y.....
- funny = b.....
- brave = c.....
- plump = t.....
- beautiful = u.....

(Points: $\frac{8 \times 2}{16}$)

2 Match the words.

- | | | | |
|----------------------------|-------|---|-------|
| 1 <input type="checkbox"/> | spiky | a | lips |
| 2 <input type="checkbox"/> | blue | b | hair |
| 3 <input type="checkbox"/> | full | c | face |
| 4 <input type="checkbox"/> | round | d | mouth |
| 5 <input type="checkbox"/> | wide | e | eyes |

(Points: $\frac{5 \times 2}{10}$)

3 Put the verbs in brackets into the past simple.

- I (watch) TV last night.
- They (wear) fancy dress costumes at the party.
- He (not/play) basketball yesterday.
- I (buy) an MP3 player two days ago.
- She (work) late yesterday.
- They (not/visit) us last weekend.
- He (travel) to Spain last summer.
- (you/take) any photos at the museum?
- Nazira (go) to Almaty last week.
- Kanat (make) pizza last night.

(Points: $\frac{10 \times 3}{30}$)

4 Write complete questions in the past simple.

- Where/be/Bauyrzhan Momyshuly/from?
- William Wallace/live/in Italy?
- when/he/die?
- Florence Nightingale/die/in 1910?
- when/you/last go to the cinema?
- you/visit/a museum/last Saturday?
- they/leave/party/at 10 pm?
- What time/you get home/yesterday?

(Points: $\frac{8 \times 3}{24}$)

5 Complete the exchanges.

- What's it about • Not so good
- That's a great idea • It was brilliant

- A: How was your weekend?
B:
- A: What book did you read?
B: King Arthur.
- A: ?
B: It's about a boy who pulls a sword out of a stone.
- A: Why don't you borrow it from the school library?
B: !

(Points: $\frac{4 \times 5}{20}$)

(My score: $\frac{\quad}{100}$)

CHECK your progress

Mark.

- talk and write about the past ☆☆☆
- narrate a story ☆☆☆
- write about a hero ☆☆☆
- describe people's appearance and character ☆☆☆
- recommend a book ☆☆☆
- write a biography ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 3

1 Choose the correct word.

- There are thousands of different **species/groups** of fish in the sea.
- Machu Picchu is an **aged/ancient** city.
- I think it would be exciting to volunteer **underwater/overseas**.
- Have you ever **ridden/driven** a camel?
- We enjoyed the breathtaking **scenery/surrounding** in the mountains.
- We had a brilliant **occasion/time** in Italy last summer!
- I could see my **shadow/shape** on the wall in the afternoon sun.

(Points: $\frac{\quad}{7 \times 2} = 14$)

2 Match the words.

- colourful
- holiday
- coral
- rare
- brilliant

- time
- reef
- resort
- fish
- wildlife

(Points: $\frac{\quad}{5 \times 4} = 20$)

3 Put the verbs in brackets into the present perfect or the past simple.

- (you/ever/do) a bungee jump?
- I (send) an email to the wrong person yesterday!
- They (go) to Astana twice this year.
- (you/see) Sanzhar last week?
- (they ever/try) Thai food?
- They (swim) with dolphins last summer.
- She (just/cook) dinner.
- I (not/watch) a film last night.
- He (not/taste) snails before.
- (Saula/already/finish) her History project?

(Points: $\frac{\quad}{10 \times 3} = 30$)

4 Put the words in the correct order.

- never/he's/scuba diving/before/been
- seen/Gulnara/I/2013/since/haven't
- you/ever/have/camping/been?
- Nurlybek/play/football/did/Saturday/last?
- went/to/a Chinese restaurant/we/yesterday

(Points: $\frac{\quad}{5 \times 4} = 20$)

5 Complete the dialogue with:

- Have a nice day
- When would you like to leave
- Cash please
- How much is it

A: I'd like to book a trip to Leicester.

B: Wonderful. 1)

A: Sunday, please.

B: Right. There is a bus leaving our offices at 9 am on Sunday.

A: Okay. I'd like to book it now.

2)

B: It's £25. How would you like to pay?

A: 3)

B: Here you are.

A: Thank you.

B: You're welcome. 4)

(Points: $\frac{\quad}{4 \times 4} = 16$)

(My score: $\frac{\quad}{100}$)

CHECK your progress

Mark.

- talk about geographical features ☆☆☆
- talk/write about life experiences ☆☆☆
- talk/write about what you have/haven't done ☆☆☆
- book a holiday ☆☆☆
- name and talk about the oceans ☆☆☆
- write an email comparing two places ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 4

1 Choose the correct word.

- 1 She couldn't believe/understand her ears when they told her she won the competition.
- 2 The director released/introduced the film in 2008.
- 3 Gulnaz wanted to play the master/lead role in the school play.
- 4 The whole audience/cast gave an amazing performance.
- 5 Is there a monster in the river that is moving from side to edge/side?

(Points: $\frac{\quad}{5 \times 4} = 20$)

2 Complete the sentences with: explore, success, fleet, horror, decided, ungrateful.

- 1 The boys to ask for more food.
- 2 I screamed in and ran away from the water.
- 3 Mukhtar Auezov wanted to travel the world and new places.
- 4 The of ships sailed across the sea.
- 5 The boy never said "thank you" for the food they gave him.
- 6 The writer's book was a great all over the world.

(Points: $\frac{\quad}{6 \times 4} = 24$)

3 Put the verbs in brackets into the past continuous.

- 1 The children (not/wear) strange costumes at the party. They (wear) casual clothes.
- 2 (Annie/act) in the play at 7 o'clock yesterday afternoon? No, she (read) a book at home.
- 3 Dilnaz and Aida (not/sleep) when you called. They (drink) orange juice.
- 4 (Aybek/sleep) when you got home? No, he (eat) his dinner.

(Points: $\frac{\quad}{4 \times 3} = 12$)

4 Put the verbs in brackets into the past continuous or the past simple.

- 1 We (watch) the performance at 6 pm yesterday.
- 2 He (not/go) to the cinema.
- 3 Kanat (sing) while Farida (take) photographs when we saw them.
- 4 When (the circus/come) to town?
- 5 What (you/do) at 4:00 yesterday?
- 6 She (cook) dinner when Berik (arrive).

(Points: $\frac{\quad}{6 \times 4} = 24$)

5 Complete the dialogue with:

- How much are the tickets
- Thank you very much
- Can I have your name, please
- When for

A: I'd like two tickets for Hamlet, please.

B: OK. 1)

A: This Saturday at 8 pm.

B: Certainly.

A: 2)

B: They're £40 each.

A: Right, I'd like two, please.

B: 3)

A: Damir Serik.

B: Your tickets are booked Mr Serik.

A: 4)

B: Enjoy the show!

(Points: $\frac{\quad}{4 \times 5} = 20$)
(My score: $\frac{\quad}{100}$)

CHECK your progress

Mark.

- talk/write about films and entertainment ☆☆☆
- buy tickets for a performance ☆☆☆
- write a short text about a writer/author ☆☆☆
- write a story ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 5

1 Fill in: *medical, patient, improve, advice, ingredient.*

- Chocolate contains a(n) that helps with coughs.
- It is difficult for many people to access care.
- Exercising can help your concentration.
- The doctor told his to take the medicine twice a day.
- Temir gave his friend some for losing weight.

(Points: $\frac{\quad}{5 \times 4 = 20}$)

2 Cross the odd one out.

- main meal – side dish – dessert – nation
- toothache – sore throat – cough syrup – headache
- taste – awful – nasty – unique
- boiled – stressed – fried – cooked

(Points: $\frac{\quad}{4 \times 4 = 16}$)

3 Choose the correct item.

- You **must/might** eat in here. It's against the rules to eat outside.
- We **have to/mustn't** get up early to go to school.
- Should/Can** I use your computer for a while?
- Sarah **might/has to** come late, but I'm not sure.
- You **must/may** leave early today if you like.

(Points: $\frac{\quad}{5 \times 4 = 20}$)

4 Choose the correct item.

- I want **a/some** milk, please.
- Here's **a/an** orange.
- There's too **much/many** sugar in my tea.
- There are **a few/little** biscuits left.
- There is **more/less** food in the fridge if you want.
- There's **some/a few** cake left.
- How **much/many** apples do they need?
- He drank **many/a lot of** water.

(Points: $\frac{\quad}{8 \times 3 = 24}$)

5 Complete the dialogue with:

- I feel terrible.
- Are you OK?
- What's wrong?
- I suppose you're right.
- You should see a doctor.

A: Hi Marzhan. 1)

You don't look very well.

B: 2)

A: Really? 3)

B: I've got a terrible stomach ache.

A: 4)

B: I don't like doctors.

A: It won't get better itself.

B: 5)

(Points: $\frac{\quad}{5 \times 4 = 20}$)

(My score: $\frac{\quad}{100}$)

CHECK your progress

Mark.

- talk/write about illnesses and ailments ☆☆☆☆
- discuss health habits ☆☆☆☆
- talk about obligation, prohibition & possibility ☆☆☆☆
- order food on the phone ☆☆☆☆
- ask/talk about health ☆☆☆☆
- write an email giving advice ☆☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 6

1 Fill in: *sights, amusement, try, ancient, local, public, spectacular, safety, opening, famous.*

- 1 Turgen Gorge in Kazakhstan has some scenery.
- 2 Thousands of people visit parks every week to go on the rides.
- 3 Are you a or a visitor?
- 4 We visited some ruins with my school.
- 5 Don't do extreme sports without equipment.
- 6 What are the times at the museum?
- 7 I'm going to all the local dishes.
- 8 He spent a week seeing the in Paris.
- 9 London is for its shops.
- 10 Nurlan enjoyed the beautiful trees and flowers in the garden.

(Points: $\frac{\quad}{10 \times 2 \quad 20}$)

2 Fill in: *cosmopolitan, inflatable, hot, luxurious, historic, art, precious, busy.*

- | | |
|-----------------|----------------|
| 1 city | 5 raft |
| 2 sites | 6 hotels |
| 3 gallery | 7 jewels |
| 4 streets | 8 spring |

(Points: $\frac{\quad}{8 \times 2 \quad 16}$)

3 Complete the sentences with the correct form of *will* or *going to*.

- 1 'I'm going swimming.' 'I (come) with you.'
- 2 We (visit) our grandparents next weekend. It's months since we last met them.
- 3 Look at that boy! He (fall)!
- 4 I'm cold. I (close) the window.
- 5 I think Sultan (call) me tonight.
- 6 I'm going on holiday next Monday. I (lie) on the beach every day!

(Points: $\frac{\quad}{6 \times 4 \quad 24}$)

4 Complete with the correct future tense.

- 1 Yenlik (fly) to Italy at the moment.
- 2 Look out! You (break) it!
- 3 Great idea! I promise I (buy) the tickets online tonight.
- 4 Be careful! You (fall).
- 5 I promise I (help) you with your homework.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

5 Complete the dialogue with:

- It stops right outside the Dolphinarium.
- Thank you for your help.
- How much does it cost to get in?
- Where is the Dolphinarium exactly?

A: Good morning, the Dolphinarium. What can I do for you?

B: Hello, I'd like some information, please.

A: Certainly.

B: 1)

A: From the town centre, take the number 12 trolleybus. 2)

B: OK. 3)

A: Tickets are 3000 tenge for adults and free for children under 5.

B: 4)

A: You're welcome. Enjoy your visit.

(Points: $\frac{\quad}{4 \times 5 \quad 20}$)

(My score: $\frac{\quad}{100}$)

CHECK your progress

Mark.

- discuss holiday plans ☆☆☆
- talk about fixed arrangements and future plans ☆☆☆
- ask for and give information ☆☆☆
- make future predictions ☆☆☆
- write an email about your holiday ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 7

1 Complete with: *courage, reply, admire, competition, peace, coward.*

- Jazira wanted to enter the dancing
- He has no and is scared of everything.
- After many years of war, there was finally and happiness on the steppe.
- Many people him for his skills and intelligence.
- The Lion was afraid of everything; he was a(n)
- Daniya didn't to his questions because she didn't hear him.

(Points: $\frac{6 \times 4}{24}$)

2 Fill in: *brick, handsome, special, fairy, terrible, magical.*

- | | |
|------------------|---------------|
| 1 road | 4 power |
| 2 coldness | 5 land |
| 3 man | 6 dust |

(Points: $\frac{6 \times 2}{12}$)

3 Choose the correct word.

- The **evil/brave** witch turned him into a frog.
- A strong wind **blew/sewed** the curtains.
- Bapy Khan wanted to **reach/bring** the world into darkness.
- He went to the underworld to **rescue/capture** his father.
- Nurlan used a(n) **brick/axe** to cut down the tree.
- The Tin Man **fell/turned** in love with a young girl.

(Points: $\frac{6 \times 4}{24}$)

4 Complete the sentences with *all, other or another.*

- That's a lovely song! Can you sing one?
- the children flew away to Neverland.
- L. Frank Baum wrote many books after *The Wizard of Oz*.
- I'd like to read legend from Kazakhstan.
- They set off together towards the Emerald City.

(Points: $\frac{5 \times 4}{20}$)

5 Fill in *it or there.*

- A long time ago, was an old man called Ernazar.
- When Dorothy saw the oil can, she picked up.
-'s really exciting to learn how to fly.
- is a beautiful village by the side of the lake.
- There was a legend about Bapy Khan; said that Er-Tostik would destroy him.

(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{\quad}{100}$)

CHECK your progress

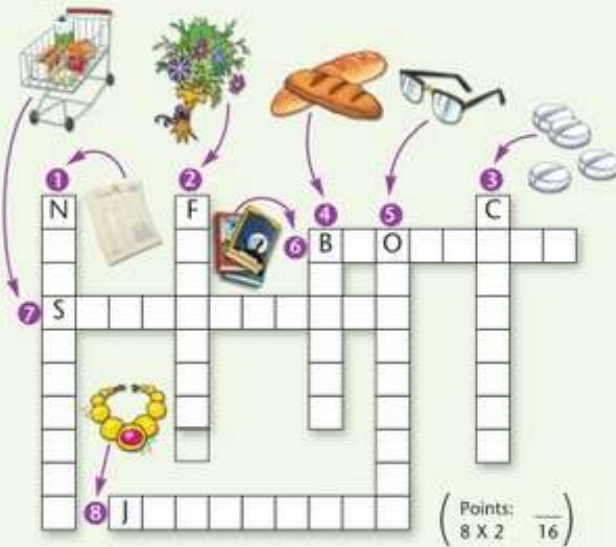
Mark.

- talk about different characters ☆☆☆
- write/talk about the summary of a story ☆☆☆
- talk about fairy tales ☆☆☆
- write/talk about your favourite hero(ine)/villain ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 8

1 Complete the crossword with the shops.



(Points: 8 X 2 = 16)

2 Fill in: selection, elevator, picturesque, reduce, encourage, shape.

- 1 Aiman's grandma lives in a small, village in the mountains.
- 2 We should students to exercise more.
- 3 The local shop has an amazing of food and drinks.
- 4 Team activities can help young people's character.
- 5 You can use the to get to the top of the building.
- 6 The police started a new programme to crime in the neighbourhood.

(Points: 6 X 4 = 24)

3 Fill in: is, are, was, were.

- 1 Some of the tallest buildings in the world located in Dubai.
- 2 Many skyscrapers built by Canadian Mohawk Indians in the 1930s.
- 3 The world's tallest building completed in 2009.
- 4 Astana visited by lots of people every year.

(Points: 4 X 5 = 20)

4 Fill in the gaps with any, every, some and their compounds.

- 1 phoned and asked for you a while ago.
- 2 Did you buy nice at the market?
- 3 loved the food at the dinner party.
- 4 Is Aishat going to invite else over for the weekend?
- 5 Nurgul loves about her new flat.

(Points: 5 X 4 = 20)

5 Choose the correct response.

- 1 A: Sorry! What street was that?
B: a Go up Apple Street.
b Dame Street.
- 2 A: Excuse me. How do I get to the post office?
B: a It's next to the library.
b Just turn left after the bakery.
- 3 A: On the left, did you say?
B: a Yes, that's right.
b Yes, certainly.
- 4 A: Thank you very much.
B: a Thanks.
b You're welcome.

(Points: 4 X 5 = 20)

(My score: 100)

CHECK your progress

Mark.

- talk about places in towns ☆☆☆
- talk about shops and markets ☆☆☆
- ask for and give directions ☆☆☆
- write about a market ☆☆☆
- write an article about your new house and your neighbourhood ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 9

1 Replace the adjectives in bold with their opposites. Use: cheap, dangerous, comfortable, relaxing, slow.

- The new trains are very **uncomfortable** and clean.
- You can book **expensive** tickets online.
- Travelling in an aeroplane is very **tiring**.
- The buses are very **fast** in the morning.
- It can be **safe** to ride on a snowmobile.

(Points: $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$)

2 Fill in: respect, protect, destination, public, temperature, passenger, friendly, pollution.

- Cycling is an environmentally way to travel around the town.
- You should always the rules of the road and cycle safely.
- The bus stopped to pick up a
- Cars are one of the biggest causes of
- It will take four hours to reach our by train.
- Sezim always uses transport to get to school.
- Wear gloves to your hands from the cold.
- In the summer, the in Almaty can reach 30°C.

(Points: $\frac{\quad}{8 \times 3} = \frac{\quad}{24}$)

3 Complete the question tags.

- Anna arrived by bus, ?
- The train is very slow, ?
- Ulan drives a motorbike, ?
- That's not a new car, ?
- Dilnaz won't come, ?

(Points: $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$)

4 Put the adjectives in brackets in the comparative/superlative form.

- The Golden Gate Bridge is one of the (**famous**) bridges in the world.
- Victoria Falls is (**large**) than Niagara Falls.
- July and August are the (**hot**) months in Death Valley.
- The Pacific Ocean is (**deep**) than the Atlantic Ocean.

(Points: $\frac{\quad}{4 \times 4} = \frac{\quad}{16}$)

5 Complete the dialogue with:

- Which platform does it leave from
- Can I have a student ticket to London, please
- What time does it leave
- Single or return

A: Hello. 1)

B: Yes, of course.

A: 2)

B: At 5:00. 3)

A: Single, please.

B: That's £12.50.

A: Here you are. 4)

B: Platform 9.

(Points: $\frac{\quad}{4 \times 5} = \frac{\quad}{20}$)
(My score: $\frac{\quad}{100}$)

CHECK  **your progress**

Mark.

- talk about different means of transport ☆☆☆
- make comparisons ☆☆☆
- buy a train ticket ☆☆☆
- talk about rules & regulations ☆☆☆
- write a pros & cons essay ☆☆☆

GOOD ★ **VERY GOOD** ★★ **EXCELLENT** ★★★

Key to Phonetic Symbols

Vowels and diphthongs

ɑ:	calm, ah	ɔ:	claw, faun
ɑ:	heart, far	ɔɪ	boy, joint
æ	act, mass	ʊ	could, stood
aɪ	drive, cry	u:	you, use
aɪə	fire, tyre	ʊ	lure, pure
aʊ	out, down	ɜ:	turn, third
aʊə	flour, sour	ʌ	fund, must
e	met, lend, pen	ə	the first vowel
eɪ	say, weight		in about
eə	fair, care	ə	the first vowel
i	fit, win		in forgotten
i:	feed, me	i	the second
ɪə	near, beard		vowel in very
ɒ	lot, spot	u	the second
əʊ	note, coat		vowel in actual

Consonants

b	bed, rub	s	soon, bus
d	done, red	t	talk, bet
f	fit, if	v	van, love
g	good, dog	w	win, wool
h	hat, horse	w	why, wheat
j	yellow, you	x	loch
k	king, pick	z	zoo, buzz
l	lip, bill	ʃ	ship, wish
ɔl	handle, panel	ʒ	measure
m	mat, ram		leisure
n	not, tin	ŋ	sing, working
ɒn	hidden,	tʃ	cheap, witch
	written	θ	thin, myth
p	pay, lip	ð	then, bathe
r	run, read	dʒ	joy, bridge

Abbreviations

adj	adjective
adv	adverb
conj	conjunction
det	determiner
n	noun
num	number
phr	phrase
phr v	phrasal verb
pl n	plural noun
prep	preposition
pro	pronoun
v	verb

English	Kazakh	Russian
Module 1 – Our class		
1a great sense of humour (phr) gymnastics /dʒɪmˈnæstɪks/ (n) interested in /ɪntərəstɪd ɪn/ (adj) school trip /sku:l ˈtrɪp/ (n)	әзілі жарасымды гимнастика қызығу, қуығар болу экскурсия	хорошее чувство юмора гимнастика заинтересованный в чем-либо школьная поездка
1c bright /braɪt/ (adj) busy /bɪzi/ (adj) equipment /ˈkwɪpmənt/ (n) essential /ɪsenʃəl/ (adj) experiment /ɪkˈspɛrɪmənt/ (n) flood /flʌd/ (n) gather /ˈgæðə/ (v) huge /hʌdʒ/ (adj) imagine /ɪˈmædʒɪn/ (v) include /ɪnˈklu:d/ (v) reality /rɪˈæləti/ (n) relaxation /rɪˈlæksɪʃən/ (n) space /speɪs/ (n)	ашық жұмысбасты жабдық қажетті, негізгі эксперимент, тәжірибе су тасқыны жинау, жиналу дәу елестету, қиялдау (өзін-өзі) қосу шындық босаңсу кеңістік	яркий занятой снаряжение, оборудование необходимый, основной эксперимент наводнение собирать, собираться огромный представлять себе, воображать включать (в себя) реальность расслабление, релаксация пространство
1e corridor /kɒrɪdɔ:/ (n) packed lunch /ˈpækt ˈlʌntʃ/ (n) polite /pəˈlaɪt/ (adj) strange /streɪndʒ/ (adj) switch off /swɪtʃ ˈɒf/ (phr v) tough /tʌf/ (adj) uniform /ˈjuːnɪfɔ:m/ (n)	дәліз оралған ланч сыпайы оғаш, өзгеше сөндіру, өшіру қатаң бірыңғай үлгідегі киім	коридор упакованный ланч вежливый странный, необычный выключать жесткий униформа

Word List

English	Kazakh	Russian
1f		
avoid /ə'vɔɪd/ (v)	бір нәрседен қашу	избегать чего-либо
choir /kwaɪə/ (n)	хор	хор
comfortable /kəmftəbəl/ (adj)	ыңғайлы, жайлы	удобный, комфортный
conversation /kɒnvə'seɪʃən/ (n)	сұхбат, әңгіме	беседа, разговор
experience /ɪk'spɪəriəns/ (n)	тәжірибе	опыт
eye contact (phr)	көру байланысы	зрительный контакт
go red (phr)	қызару	покраснеть
introduce /ɪntrə'dju:s/ (v)	(біреуді) таныстыру	представлять (кого-то)
shake /ʃeɪk/ (v)	сілку, сілкілеу	трясти, трястись
small talk /smɔ:l tɔ:k/ (n)	бос әңгіме айту, бос сөз	разговор о пустяках, болтовня
step /step/ (n)	қадам	шаг
Module 2 – Helping & Heroes		
2a		
arrest /ə'rest/ (v)	тұтқындау	арестовывать, задерживать
chief /tʃi:f/ (n)	басшы, жетекші	глава, руководитель
colonist /kə'lɒnɪst/ (n)	жаңа қоныстанушы	поселенец
fight /faɪt/ (v)	күресу, төбелесу	бороться, драться
good manners (phr)	жақсы әдет	хорошие манеры
ill /ɪl/ (adj)	ауру, сау емес	больной, нездоровый
peace /pi:s/ (n)	Әлем, тыныштық	мир, спокойствие
prison /prɪzən/ (n)	түрме	тюрьма
save /seɪv/ (v)	құтқару, сақтау	спасать, беречь
settle /setl/ (v)	қоныстану, жайғасу	поселиться, обосновываться
2c		
awake /ə'weɪk/ (adj)	сергек	бодрствующий
boiling /'bɔɪlɪŋ/ (adj)	қайнаған	кипящий
cool /ku:l/ (v)	суыту, суу	охлаждать, остывать
enemy /enə'mi/ (n)	дұшпан	враг
eruption /ɪ'rʌpʃən/ (n)	жанартаудың атқылауы	извержение вулкана
fit /fɪt/ (v)	сәйкес келу (өлшемі мен пішініне)	соответствовать, подходить (по размеру, форме)
giant /dʒaɪənt/ (n)	алып	гигантский
huge /hju:dʒ/ (adj)	дәу	огромный, громадный
lava /lævə/ (n)	лава	лава
legend /'ledʒənd/ (n)	аңыз	легенда
mysterious /mɪ'stəriəs/ (adj)	жұмбақ, құпия	загадочный, таинственный
myth /mɪθ/ (n)	аңыз	миф
powerful /'paʊəfəl/ (adj)	қуатты, әсерлі	могущественный, влиятельный
result /rɪ'zʌlt/ (n)	нәтиже	результат
surface /sə'fɪs/ (n)	үсті	поверхность
terrified /terə'faɪd/ (adj)	қорыққан	испуганный
volcanic /vɒl'kænɪk/ (adj)	жанартаулы	вулканический
wonder of nature (phr)	табиғат ғажабы	чудо природы
2e		
battle /bætl/ (n)	қырғын, шайқас	бой, битва
educated /edʒukeɪtɪd/ (adj)	білімді	образованный
include /ɪn'klu:d/ (v)	(өзін-өзі) қосу	включать (в себя)
leader /li:də/ (n)	көшбасшы, жетекші	лидер, руководитель
military /mɪlɪtəri/ (adj)	әскери	военный
rural /ruərəl/ (adj)	ауылдық	сельский
several /sevərəl/ (adj)	бірнеше	несколько

English	Kazakh	Russian
2f award /ə'wɔ:d/ (n) become /bɪ'kʌm/ (v) come true (phr) comfortable /kəm'fɜ:bəl/ (adj) decide /dɪ'saɪd/ (v) dedicated to /dedɪ'keɪtɪd tu/ (adj) injured /ɪn'dʒʊəd/ (adj) in need (phr) inspiration /ɪn'spɪ'reɪʃən/ (n) move (to) /mu:v/ (v) receive /rɪ'si:v/ (v)	ұсынылған марапат болу іске асырылу, орындалу ыңғайлы, жайлы шешу арналған, біреуге, бәр нәрсеге берілген жараланған, зақымдалған мұқтаж шабыт (бір жаққа) көшу алу	присужденная награда становиться сбываться, воплотиться удобный, комфортный решать посвященный, преданный кому/чему-либо раненный, травмированный нуждающийся вдохновение перебраться (в) получать
2g admire /əd'maɪə/ (v) civil war /sɪvəl 'wɔ:/ (n) courage /kə'reɪdʒ/ (n) elect /ɪ'lekt/ (v) farmhouse /fɑ:m'haʊs/ (n) guide /ɡaɪd/ (v) honesty /'ɒnəstɪ/ (n) lawyer /'lɔ:jə/ (n) president /prezɪ'dənt/ (n) shoot /ʃu:t/ (v) statue /stætʃu:/ (n)	таңырқау Азамат соғысы батылдық, ержүректілік сайлау фермер үйі бағыттау, жүргізу шындық заңгер президент ату мүсін	восхищаться гражданская война смелость, мужество избирать фермерский дом направлять, вести честность юрист президент стрелять статуя
Module 3 – Our countryside		
3a adventurer /əd'ventʃərə/ (n) ancient /eɪn'ʃənt/ (adj) arrive /ə'raɪv/ (v) be covered in sth (phr) challenging /tʃæləndʒɪŋ/ (adj) coral reef /kərəl 'ri:f/ (n) curious /kjuəriəs/ (adj) destroy /dɪ'strɔɪ/ (v) diver /daɪvə/ (n) dune /dju:n/ (n) experience /ɪk'spɪəriəns/ (n) hike /haɪk/ (n) hummingbird /hʌmɪŋbɜ:d/ (n) jungle /dʒʌŋɡəl/ (n) rare /reə/ (adj) resort /rɪ'zɔ:t/ (n) ruins /ru:nz/ (pl n) slide down /slaɪd daʊn/ (phr v) space /speɪs/ (n) species /spɪ'ʃi:z/ (n)	оқиғаны іздеуші қонға, ескі (көлікпен) келу бір нәрсемен жабылу қиындықты еңсеру үшін қандай да бір амалдармен қорғану, қиын, бірақ қызық маржан рифі әуес құрту, жою сүңгуір дөң тәжірибе жаяу экскурсия калибри ну орман сирек шипажай, демалыс орны қираған жерлер сырғанау, жылжып түсу ғарыш (жануарлар мен құстардың және т.б.) түрі	искатель приключений древний, старинный прибывать быть покрытым чем-либо требующий усилий в преодолении, трудный, но интересный коралловый риф любопытный уничтожать, разрушать водолаз, ныряльщик дюна опыт пешая экскурсия калибри джунгли редкий курорт, место отдыха руины, развалины соскальзывать, сползать космос вид (животных, птиц и т.д)

Word List

English	Kazakh	Russian
spectacular /spek'tækjələ/ (adj) stone /stəʊn/ (n) temple /'tempəl/ (n) underwater /'ʌndəwɔ:tə/ (adj) unique /ju:'ni:k/ (adj) wildlife /waɪldlaɪf/ (n)	жарқыраған, таңғаларлық тас гибадатхана су асты бірегей, қайталанбайтын жабайы табиғат	блистательный, поразительный камень храм подводный уникальный, неповторимый живая природа
3c brehtaking /breθteɪkɪŋ/ (adj) building /'bɪldɪŋ/ (n) cliff /klɪf/ (n) destination /destɪneɪʃən/ (n) difficult /dɪfɪkəlt/ (adj) environment /ɪn'vaɪrənmənt/ (n) fascinated /fæsn'eɪtɪd/ (adj) flow /fləʊ/ (v) hare /heə/ (n) ideal /aɪ'di:əl/ (adj) lizard /lɪzəd/ (n) located /ləʊ'keɪtɪd/ (adj) scenery /sɪ'nəri/ (n) shadow /'ʃædəʊ/ (n) shape /ʃeɪp/ (n) striped /straɪpt/ (adj) sunset /sʌnset/ (n) surrounding /sə'raʊndɪŋ/ (adj)	еліктіргіш, қызықты, айрықша ғимарат тік жарғас белгілеу орны, келу пункті қиын қоршаған орта таңғалған ағу қоян мінсіз кесіртке орналасқан көрініс, панорама көлеңке пішін жолақ күннің батуы қоршаған, көрші	захватывающий, потрясающий здание отвесная скала место назначения, пункт прибытия трудный окружающая среда очарованный течь, протекать заяц идеальный ящерица расположенный вид, панорама тень форма полосатый закат солнца окружающий, соседний
3e brave /breɪv/ (adj) cross /krɒs/ (v) electric /ɪ'lektrɪk/ (adj) falls /fɔ:lz/ (pl n) freshwater /frefʃwɔ:tə/ (adj) island /aɪlənd/ (n) power /paʊə/ (n) producer /prə'dju:sə/ (n) salty /sɔ:lti/ (adj) sight /saɪt/ (n) southeast /saʊθi:st/ (n)	батыл қиып өту, кесіп өту электрі сарқырама тұщы сулы арал энергия өндіруші тұзды көрікті әнерлер оңтүстік-шығыс	храбрый пересекать электрический водопад пресноводный остров энергия производитель соленый достопримечательность юго-восток
3f breeze /brɪz/ (n) cover /kʌvə/ (v) flood /flʌd/ (n) join /dʒɔɪn/ (v) make up /meɪk 'ʌp/ (phr v) monsoon /mɒn'su:n/ (n) mountain range /maʊntɪn reɪndʒ/ (n) volcanic activity (phr)	самал жел жабу су тасқыны қосу, байланыстыру құру жаңбыр мезгілі тау жотасы жанартаулық белсенділік	легкий ветерок, бриз покрывать наводнение соединять составлять муссон, сезон дождей горный хребет вулканическая активность
3g calm /kɑ:m/ (adj) hike /haɪk/ (v) ski slope /ski: sləʊp/ (n)	тыныш, байсалды жаяу саяхаттау шаңғы баурайы	тихий, спокойный путешествовать пешком лыжный склон

English	Kazakh	Russian
Module 4 – Drama & Comedy		
4a appear /ə'piə/ (v) can't believe my ears (phr) decide /dɪ'saɪd/ (v) elbow /el'bəʊ/ (n) lick /lɪk/ (v) master /mɑːstə/ (n) possible /pɒsɪbəl/ (adj) pot /pɒt/ (n) serve /sɜːv/ (v) silence /saɪləns/ (n) spoon /spuːn/ (n) ungrateful /ʌn'grɛɪtəfəl/ (adj) whisper /wɪspə/ (v) workhouse /wɜːkhaʊs/ (n)	пайда болу өз құлағыма сенбеймін шешу шынтақ жалау қожайын мүмкін, қисыны бар кәстрөл беру тыныштық қасық ризашылығы жоқ сыбырлау еңбек лагері	появляться не могу поверить своим ушам решать локоть облизывать хозяин возможный кастрюля подавать тишина ложка неблагодарный шептать трудовой лагерь
4c audience /ɔːdiəns/ (n) cast /kɑːst/ (n) create /kriːeɪt/ (v) director /dɪ'rektə/ (n) give up /gɪv 'ʌp/ (phr v) herdsman /hɜːdzmən/ (n) introduce /ɪntrə'djuːs/ (v) lead role /liːd rəʊl/ (n) performance /pɜːfɔːmɑːns/ (n) release /rɪ'liːs/ (v) sailor /seɪlə/ (n) tradition /trə'dɪʃən/ (n)	көрермендер актерлер құрамы құру, жарату режиссер берілу бақташы ұсыну, танастыру жетекші рөл рөлдерді орындау шығару теңізші дәстүр	зрители актерский состав создавать режиссер сдаваться пастух представлять ведущая роль исполнение роли выпускать моряк традиция
4e attend /ətend/ (v) be accepted /bi ək'septɪd/ (v) explore /ɪkspləʊ/ (v) move (to) /muːv/ (v) name after /neɪm ɑːftə/ (phr v) play /pleɪ/ (n) playwright /pleɪraɪt/ (n) professor /prə'fesə/ (n) success /sək'ses/ (n) translate /trænzleɪt/ (v)	қатысу қабылдану оқып білу, зерттеу көшіп бару ... құрметіне байланысты атау пьеса драматург профессор табыс аудару	посещать быть принятым изучать, исследовать переехать (в) называть в честь пьеса драматург профессор успех переводить
4f counterpane /kaʊntə'peɪn/ (n) dale /deɪl/ (n) drill /drɪl/ (n) fleet /fliːt/ (n) giant /dʒaɪənt/ (n) hill /hɪl/ (n) leaden /'ledən/ (adj) lie (-lay, -lain) /laɪ/ (v) pillow /'pɪləʊ/ (n) plain /pleɪn/ (n)	жамылғыш алқап саптық даярлық флот дәу дөң қорғасын жату жастық жазық, дала	покрывало долина строевая подготовка флот великан холм свинцовый лежать подушка равнина

Word List

English	Kazakh	Russian
plant /plɑ:nt/ (v) pleasant /plezənt/ (adj) sheet /ʃi:t/ (n) sick /sɪk/ (adj) still /stɪl/ (adj) uniform /ju:nɪfɔ:m/ (n)	отырғызу жағымды төсек жайма ауру, сау емес қозғалмайтын фирмалық киім	сажать приятный простыня больной, нездоровый неподвижный форменная одежда
4g edge /edʒ/ (n) excited /ɪk'saɪtɪd/ (adj) in horror (phr) journey /dʒɜ:ni/ (n) legend /ledʒənd/ (n) log /lɒg/ (n) misty /mɪsti/ (adj) move from side to side (phr) step back /step 'bæk/ (phr v) travel /trævəl/ (v) wonder /wʌndə/ (v)	шет, қыр шатыққа бөлену зәресі үшу сапар, саяхат әпсана борене тұманды бір жақтан екінші жаққа қозғалу шегіну, бір қадам артқа жүру саяхаттау қызығу, мәселенің соңына түсу	край в восторге в ужасе поездка, путешествие легенда бревно туманный двигаться из стороны в сторону отступить, сделать шаг назад путешествовать интересоваться, задаваться вопросом
Module 5 – Our health		
Sa awful /ɔ:fəl/ (adj) cough syrup /kɒf 'sɪrəp/ (n) extract /ek'strækt/ (n) get rid of (phr) ingredient /ɪn'grɪdiənt/ (n) nasty /næsti/ (adj) relief /rɪ'li:f/ (n) remedy /remədi/ (n) taste /teɪst/ (v) teaspoonful /ti:spu:nfʊl/ (n) treat /tri:t/ (v)	қорқынышты, сұмдық жөтел дәрісі сығынды арылу, құтылу ингредиент жібіркенішті, жағымсыз (аурудан, азаптан) жеңілдеу дәрілік құрал ... дәмнің болуы шай қасық емдеу	ужасный сироп от кашля экстракт избавляться ингредиент отвратительный, противный облегчение (боли, страдания) лекарственное средство иметь вкус чайная ложка лечить
Sc boiled /bɔɪld/ (adj) calorie /kæləri/ (n) compared to (phr) dish /dɪʃ/ (n) fried /fraɪd/ (adj) immigrant /ɪmɪgrənt/ (n) nation /neɪʃən/ (n) order /ɔ:də/ (v) owner /əʊnə/ (n) snack /snæk/ (n)	қайнатылған калория салыстырғанда тағам қуырылған келімсек халық тапсыру ие, қожайын басытқы	вареный калория по сравнению с блюдо жареный иммигрант народ заказывать владелец закуска
Sd can't stand (phr) dentist /dentɪst/ (n) dreadful /dri:dɪfəl/ (adj) Oh dear! (phr) painkiller /peɪn'kɪlə/ (n) suppose /sə'pəʊz/ (v)	шыдамау тіс дәрігері сұмдық Құдай-ай! ауруды басатын дәрі жобалау	не выносить стоматолог ужасный ой, Боже! болеутоляющее средство полагать

English	Kazakh	Russian
5e		
care /keə/ (n)	қамқорлық	забота
community /kə'mju:nəti/ (n)	ел қоныстанған жер	населенный пункт
equipment /'kwɪpmənt/ (n)	жабдық	оборудование
essential /'esənsjəl/ (adj)	қажетті	необходимый
isolation /aɪsə'leɪʃən/ (n)	шалғайлық, оқшаулау	отдаленность, изоляция
medical /'medɪkəl/ (adj)	медициналық	медицинский
patient /'peɪʃənt/ (n)	емделуші, науқас	пациент
provide /prə'vaɪd/ (v)	қамтамасыз ету	обеспечивать
remote /rɪ'məʊt/ (adj)	шалғайдағы	отдаленный
solution /sə'lu:ʃən/ (n)	шешім	решения
unique /ju:'ni:k/ (adj)	бірегей, қайталанбайтын	уникальный, неповторимый
vast /vɑ:st/ (adj)	орасан зор	огромный
5f		
chopping board /tʃɒpɪŋ bɔ:rd/ (n)	азық-түлікті тұрайтын тақта	разделочная доска
container /kən'teɪnə/ (n)	контейнер	контейнер
cooked /kʊkt/ (adj)	дайындалған	приготовленный
dishcloth /dɪʃkloʊθ/ (n)	ыдыс жуатын шүберек	тряпка для мытья посуды
fight /faɪt/ (v)	күресу	бороться
food /fu:d/ (n)	ас, тамақ	еда, пища
germ /dʒɜ:m/ (n)	микроб	микроб
pan /pæn/ (n)	кәстрөл	кастрюля
pot /pɒt/ (n)	кішкентай қазан	казанок
raw /rɔ:/ (adj)	шикі	сырой
sick /sɪk/ (adj)	ауру	больной
soap /səʊp/ (n)	сабын	мыло
store /stɔ:/ (v)	сақтау	хранить
surface /sɜ:fɪs/ (n)	үсті	поверхность
5g		
advice /əd'vaɪs/ (n)	кеңес	совет
boost /bu:st/ (v)	жоғарлату	повышать
break /breɪk/ (n)	үзіліс	перерыв
clear my mind (phr)	ойды тиянақтау	прояснять ум
concentration /kɒnsən'treɪʃən/ (n)	ой жинақтау	концентрация
improve /ɪm'pru:v/ (v)	жақсарту	улучшать
stressed /strest/ (adj)	есенгіреген, күйзелген	перегруженный эмоционально
Module 6 – Travel & Holidays		
6a		
accommodation /ə'kɒmə'deɪʃən/ (n)	тұрғын үй	жилье
attraction /ə'trækʃən/ (n)	аттракцион	аттракцион
ceremony /sə'reməni/ (n)	рәсім	церемония
cosmopolitan /kɒz'mɒpəlɪtən/ (adj)	көпұлтты	многонациональный
Crown Jewels /kraʊn 'dʒu:əlz/ (pl n)	корольдік асыл заттар	королевские драгоценности
heritage /'herɪtɪdʒ/ (n)	мұра	наследие
local /ləʊkəl/ (adj)	жергілікті	местный
miss /mɪs/ (v)	откізіп алу	упустить
precious /preɪʃəs/ (adj)	асыл, қымбат	драгоценный
sight /saɪt/ (n)	көрікті жерлер	достопримечательность
single /sɪŋɡəl/ (adj)	арқайсысы бөлек	каждый отдельный
try /traɪ/ (v)	дәмін қору	пробовать
tube /tju:b/ (n)	метро	метро

Word List

English	Kazakh	Russian
6c accommodation /əˌkɒməˈdeɪʃən/ (n) equipment /ɪkwiˈpmənt/ (n) fir /fɜː/ (n) footwear /ˈfʊtweə/ (n) helmet /ˈhelmt/ (n) hot spring /hɒt ˈsprɪŋ/ (n) inflatable /ɪnˈfleɪtəbəl/ (adj) raft /rɑːft/ (n) scenery /ˈsiːnəri/ (n) wetsuit /ˈwetstʌɪt/ (n) white-water rafting /ˌwaɪt wɔːtə ˈrɑːftɪŋ/ (n)	тұрғын үй жабдық шырша аяқкиім дулыға ыстық бұлақ үрмелі сал пейзаж су кәстүмі қатты өзеннен ағызу	жилье снаряжение, оборудование ель обувь шлем горячий источник надувной рафт, плот пейзаж гидрокостюм сплав по бурной реке
6d discount /ˈdɪskaʊnt/ (n) opening time /ˌəʊpənɪŋ taɪm/ (n) town centre /taʊn ˈsentə/ (n)	жеңілдік ашу мерзімі қаланың орталығы	скидка время открытия центр города
6e amusement park /əˈmjuzəmənt pɑːk/ (n) arrangement /əˈreɪndʒmənt/ (n) attraction /əˈtrækʃən/ (n) fairground /ˈfeɪgraʊnd/ (n) hidden /ˈhɪdn/ (adj) landmark /ˈlændmɑːk/ (n) light up /laɪt ʌp/ (phr v) miniature /ˈmɪniətʃə/ (adj) ride /raɪd/ (n) tiny /taɪni/ (adj) treasure /ˈtreʒə/ (n)	ойын-сауық саябағы уағдаластық аттракцион жәрмеңке алаңы жасырылған көрікті жерлер жану, тұтану шағын, қыдыру кіп-кішкентай қазына	парк развлечений договоренность аттракцион ярмарочная площадь спрятанный достопримечательность зажигаться миниатюрный, маленький кататься крошечный сокровище
6f ape /eɪp/ (n) area /eəriə/ (n) build /bɪld/ (v) creature /ˈkri:tʃə/ (n) dark /dɑːk/ (adj) explore /ɪksplɔː/ (v) fall asleep (phr) go mad (phr) look for /lʊk fɔː/ (phr v) shine /ʃaɪn/ (v) soft /sɒft/ (adj) upset /ʌpˈset/ (v)	маймыл территория, облыс салу жаратылыс қараңғы оқып білу ұйықтап қалу есінен адасу іздеу жарқырау жұмсақ ренжіту	обезьяна территория, область строить существо, создание темный исследовать, изучать засыпать сходить с ума искать сиять, блестеть мягкий огорчать
6g arrive /əˈraɪv/ (v) chilly /ˈtʃɪli/ (adj) explore /ɪksplɔː/ (v) home /həʊm/ (n) protect /prəˈtekt/ (v) sightseeing /saɪtsiːɪŋ/ (n) species /ˈspiːʃiːz/ (n) tour /tʊə/ (n) view /vjuː/ (n)	келу салқын оқып білу үй қорғау көрікті жерлерді тамашалау (жануарлардың, құстардың) түрі экскурсия көрініс, панорама	прибывать прохладный изучать дом защищать, охранять осмотр достопримечательностей виды (животных, птиц) тур, экскурсия вид, панорама

English	Kazakh	Russian
Module 7 – Reading for pleasure		
7a		
axe /æks/ (n)	балта	топор
brain /breɪn/ (n)	ми	мозги
brick /brɪk/ (n)	кірпіш	кирпич
can /kæn/ (n)	қолдан келу, жасай алу	мочь, уметь
courage /kʌrɪdʒ/ (n)	батылдық	смелость
coward /kaʊəd/ (n)	қорқақ	трус
fall in love (phr)	ғашық болу	влюбиться
far /fɑː/ (adv)	алыс	далеко
field /fi:ld/ (n)	алқап	поле
get back to /get 'bæk tə/ (phr v)	бір жерге оралу	вернуться к чему-либо/куда-либо
ground /graʊnd/ (n)	жер	земля
marry /'mæri/ (v)	үйлену	жениться
oil /ɔɪl/ (n)	май	масло
poor thing (phr)	байгүс	бедняжка
real /riəl/ (adj)	нағыз	настоящий
reply /ri'plai/ (v)	жауап беру	ответить
scare /skeə/ (v)	қорқыту	пугать
scarecrow /'skeəkrəʊ/ (n)	үркітуге арналған қарауыл	пугало
turn into /tɜːn into/ (phr v)	бірнәрсеге айналу	превращаться во что-либо
wave /weɪv/ (v)	(қолды) бұлау	махать (рукой)
7b		
asleep /ə'sli:p/ (adj)	ұйықтап жатқан	спящий
blow /bləʊ/ (v)	үрлеу	дуть
cave /keɪv/ (n)	үңгір	пещера
fairly dust (phr)	сиқырлы шаң	волшебная пыль
forest /'fɒrɪst/ (n)	орман	лес
lagoon /lə'ɡuːn/ (n)	шағын мүйіс	лагуна
leaf /li:f/ (n)	жапырақ	листва
lift up /lɪft 'ʌp/ (phr v)	көтеру	поднимать
lost /lɒst/ (adj)	жоғалған	потерянный
sew /seʊ/ (v)	тигу, тігіп қою	шить, пришивать
upside down /'ʌpsaɪd 'daʊn/ (adv)	аяғы аспаннан келу	перевернутый вверх дном
7c		
admire /əd'maɪə/ (v)	қайран қалу	восхищаться
competition /kɒmpə'tɪʃən/ (n)	жарыс	соревнование
compliment /'kɒmplɪmənt/ (v)	қошемет сөздер айту	говорить комплименты
decide /dɪ'saɪd/ (v)	шешу	решать
grace /ɡreɪs/ (n)	әсемдік, сымбат	изящество, грация
grove /ɡrəʊv/ (n)	шағын орман	роща
intelligence /ɪn'telɪdʒəns/ (n)	интеллект	интеллект
jewel /dʒu:əl/ (n)	асыл заттар	драгоценность
pine tree /paɪn triː/ (n)	қарағай	сосна
realise /riəlaɪz/ (v)	сезіну	осознать
recognise /'rekəɡnɪz/ (v)	тану	узнать
seat /si:t/ (n)	орын, орындық	место, сиденье
skill /skɪl/ (n)	ікемділік, шеберлік	умение, мастерство
strength /streŋθ/ (n)	күш	сила
turn into /tɜːn into/ (phr v)	қызғы - не үшін оңай	превращаться во что -либо

Word List

English	Kazakh	Russian
7d		
bring into darkness (phr)	қараңғылыққа батыру	вводить во тьму
brisket /brɪskɪt/ (n)	төс	грудинка
capture /kæptʃə/ (v)	ұстап алу	схватить
challenge /tʃælɪndʒ/ (n)	қзын тапсырма	сложная задача
destroy /dɪstrɔɪ/ (v)	жою, құрту	уничтожать
get married (phr)	үйлену	пожениться
handsome /hændsəm/ (adj)	әдемі	красивый
livestock /laɪvstɒk/ (n)	үй малы	домашний скот
lord /lɔ:d/ (n)	әмірші	властелин
peace /pi:s/ (n)	тыныштық	мир, спокойствие
pregnant /pregnənt/ (adj)	жүкті	беременный
reach /ri:tʃ/ (v)	қол жеткізу	достигать
rescue /reskjʊ/ (v)	құтқару	спасать
servant /sɜ:vənt/ (n)	үй қызметшісі	слуга
set off /set ɒf/ (phr v)	жолға шығу	отправиться в путь
underworld /ʌndəwɜ:ld/ (n)	жер асты әлемі	подземный мир
Module 8 – Our neighbourhood		
8a		
bridge /brɪdʒ/ (n)	көпір	мост
city walls /sɪti wɔ:lz/ (pl n)	қала қабырғалары	городские стены
cosmopolitan /kɒzməˈpɒlɪtən/ (adj)	көпұлтты	многонациональный
cosy /kəʊzi/ (adj)	жайлы	уютный
hiking /haɪkɪŋ/ (n)	жаяу экскурсия	пешеходная экскурсия
nature lover (phr)	табиғат сүйісін	любитель природы
palace /ˈpæləs/ (n)	сарай	дворец
picturesque /ˈpɪktʃəresk/ (adj)	көркем, бейнелі	живописный
serve /sɜ:v/ (v)	беру, қызмет көрсету	подавать, обслуживать
trail /treɪl/ (n)	соқпақ	тропа
tree-lined /tri: laɪnd/ (adj)	ағаштармен отырғызылған	обсаженный деревьями
trendy /trendi/ (adj)	сәнді	модный
tower /taʊə/ (n)	мұнара	башня
8c		
apartment /əˈpɑ:tmənt/ (n)	пәтер	квартира
beam /bi:m/ (n)	бөрене, теңгергіш	балка, балансир
cathedral /kəθɪˈdræl/ (n)	шіркеу/собор	собор
develop /dɪˈveləp/ (v)	дайындау, әзірлеу	разработать
elevator /elɪˈveɪtə/ (n)	лифт	лифт
impressive /ɪmˈprestɪv/ (adj)	әсерлі	впечатляющий
living space (phr)	тұрғын алаңы	жилая площадь
mast /mɑ:st/ (n)	тірек	мачта
sailor /ˈseɪlə/ (n)	теңізші	моряк
skyline /ˈskaɪlaɪn/ (n)	көкжиек сызығы	линия горизонта
steel /sti:l/ (n)	құрыш	сталь
storey /ˈstɔ:ri/ (n)	қабат	этаж
8e		
courtyard /kɔ:rtjɑ:d/ (n)	аула	двор
dried /draɪd/ (adj)	кептірілген	сушеный
fountain /ˈfəʊntɪn/ (n)	субұрқақ	фонтан
fruit /fru:t/ (n)	жемістер	фрукты
nut /nʌt/ (n)	жаңғақ	орех

Word List

English	Kazakh	Russian
offer /ɒfə/ (v) selection /səˈleɪʃən/ (n) seller /ˈselə/ (n)	ұсыну таңдау сатушы	предлагать выбор продавец
8f community /kəˈmjuːnəti/ (n) create /kriːeɪt/ (v) develop /dɪˈveləp/ (v) encourage /ɪnˈkʌrɪdʒ/ (v) improve /ɪmˈpruːv/ (v) local /ləʊkəl/ (adj) reduce /rɪˈdjuːs/ (v) shape your character (phr) town council /taʊn ˈkaʊnsəl/ (n)	қоғам құру дамыту мадақтау жақсарту жергілікті төмендеті өз мінезінді қалыптастыру қалалық кеңес, әкімшілік	общество создавать развивать поощрять улучшать местный снижать формировать свой характер городской совет, акимат
8g balcony /ˈbælkəni/ (n) block of flats /blɒk əv ˈflæts/ (n) move house (phr) nearby /nɪəbaɪ/ (adv) neighbourhood /neɪbəʊhd/ (n) view /vjuː/ (n)	балкон көппәтерлі тұрғын үй көшу жақын жерде тұрғын аудан көрініс, панорама	балкон жилой многоквартирный дом переезжать поблизости жилой район вид, панорама
Module 9 – Transport		
9a banana-shaped boat (phr) canal /kəˈnæl/ (n) convenient /kənˈviːniənt/ (adj) gondola /ɡɒndələ/ (n) gondolier /ɡɒndəˈliə/ (n) have the chance (phr) longtail boat /lɒŋteɪl ˈbəʊt/ (n) pass /pɑːs/ (v) price /praɪs/ (n) rickshaw /rɪkʃəʊ/ (n) set off /set ˈɒf/ (phr v)	бананға ұқсас қайық арна ыңғайлы гондала (бір есектегі қайық) гондольер (қайықты есуші адам) мүмкіншілігі болу сопақ қайық өту баға рикша (жеңіл арба) жолға шығу	лодка в форме банана канал удобный гондола гондольер иметь шанс лодка продолговатой формы проходить цена рикша отправляться (в путь)
9c accident /æksɪdənt/ (n) brake /breɪk/ (n) chain /tʃeɪn/ (n) hand signal /hænd ˈsɪɡnəl/ (n) headphones /hedfəʊnz/ (pl n) helmet /helmt/ (n) knee pad /niː pæd/ (n) loose clothes (phr) protect /prətekt/ (v) reflective belt /rɪˈflekɪv ˈbel/ (n) reflector /rɪˈfleks/ (n) regularly /ˈregjələli/ (adv) respect /rɪˈspekt/ (v) tyre /taɪə/ (n)	апат, бақытсыздық оқиға үзіліс, өзгеріс шыныжыр қолмен берілетін белгі құлаққап дулыға тізеқап бос, кең киім қорғау күн сәулесімен шағылыстыратын лента шағылыстырғыш үнемі құрметтеу, сақтау дөңгелек	авария, несчастный случай перерыв перемена цепь знак рукой наушники шлем наколенник свободная, просторная одежда защищать отражающая лента отражатель регулярно уважать, соблюдать шина

Word List

English	Kazakh	Russian
9e artwork /ˈɑːtwɜːk/ (n) cab /kæb/ (n) destination /ˌdestreɪʃən/ (n) drop /drɒp/ (v) impressive /ɪmˈpresɪv/ (adj) licence /ˈlaɪsəns/ (n) mosaic /məʊzeɪk/ (adj) passenger /ˈpæsəndʒə/ (n) possible /ˈpɒsəbəl/ (adj) stained glass /steɪnd ˈɡlɑːs/ (n) temperature /ˈtemprətʃə/ (n)	графикалық рәсімдеу такси межелі орын құлау, жіберу әсерлі лицензия мозайка жолаушы ықтимал, мүмкін витражды әйнек температура	графическое оформление такси пункт назначения падать, опускаться впечатляющий лицензия мозаика пассажир возможный витражное стекло температура
9f area /ˈeəriə/ (n) bin /bɪn/ (n) clean up /kliːn ˈʌp/ (phr v) gas /ɡæs/ (n) harmful /hɑːmfəl/ (adj) pick up //pɪk ˈʌp/ (phr v) public transport /ˈpʌblɪk ˈtrænspɔːt/ (n) recycle /ˈrɪːsaɪkəl/ (v) reuse /ˈriːjuːz/ (v) set an example (phr) wonder /ˈwʌndə/ (v)	аудан, территория қоқыс контейнері тазалау, жинау газ зиянды теріп алу қоғамдық көлік қайта өндіру, қайта жасау қайта пайдалану үлгі болу қойып қарау, қызығу	район, территория мусорный контейнер приводить в порядок газ вредный подбирать, поднимать общественный транспорт перерабатывать повторно использовать подавать пример интересоваться
9g argument /ˈɑːɡjʊmənt/ (n) consume /kənˈsjuːm/ (v) distance /dɪstəns/ (n) drawback /ˈdrɔːbæk/ (n) environmentally friendly <i>/ɪnvaɪrənməntli ˈfrendli/ (adj)</i> fossil fuel /ˈfɒsəl ˈfjuːəl/ (n) ideal /aɪˈdɪəl/ (adj) pollution /pəˈluːʃən/ (n) suitable /suːtəbəl/ (adj)	дәлел жарату аралық қашықтық кемшілік қоршаған ортаға зиянсыз органикалық отын мінсіз ластану лайықты	аргумент потреблять дистанция недостаток безвредный для окружающей среды органическое топливо идеальный загрязнение подходящий

American English

British English

A

account
airplane
anyplace/anywhere
apartment

B

bathrobe
bathtub
bill
billion=thousand million
busy (phone)

C

cab
call/phone
can
candy
check
closet
connect (telephone)
cookie
corn
crazy

D

desk clerk
dessert
downtown
drapes
drugstore/pharmacy
duplex

E

eggplant
elevator

F

fall
faucet
first floor, second floor, etc.
flashlight
French fries
front desk (hotel)

G

garbage/trash
garbage can
gas
gas station
grade

I

intermission
intersection

J

janitor

K

kerosene

L

lawyer/attorney
line
lost and found

M

mail
make a reservation
motorcycle
movie
movie house/theater

N

news-stand

O

office (doctor's, dentist's)
one-way (ticket)
overalls

bill/account
aeroplane
anywhere
flat

dressing gown

bath
banknote
billion=million million
engaged (phone)

taxi

ring up/phone
tin
sweets
bill (restaurant)
wardrobe
put through
biscuit
sweetcorn, maize
mad

receptionist

pudding/dessert/sweet
(city) centre
curtains
chemist's (shop)
semi-detached

aubergine

lift

autumn

tap
ground floor, first floor, etc.
torch
chips
reception

rubbish

dustbin/bin
petrol
petrol station/garage
class/year

interval

crossroads

caretaker/porter

paraffin

solicitor
queue
lost property

post

book
motorbike/motorcycle
film
cinema

newsagent

surgery
single (ticket)
dungarees

American English

British English

P

pants/trousers
pantyhose/nylons
parking lot
pavement
pedestrian crossing
(potato) chips
public school
purse

R

railroad
rest room

S

sales clerk/sales girl
schedule
shorts (underwear)
sidewalk
stand in line
store, shop
subway

T

truck
two weeks

V

vacation
vacuum (v.)
vacuum cleaner
vest

W

with or without (milk/cream in
coffee)

Y

yard

Z

(pronounced, "zee")
zero
zip code

trousers
tights
car park
road surface
zebra crossing
crisps
state school
handbag

railway
toilet/droakroom

shop assistant

timetable

pants

pavement

queue

shop

underground

lorry, van

fortnight/two weeks

holiday(s)

hoover

hoover

waistcoat

black or white

garden

(pronounced, "zed")

nought

postcode

Grammar

He just went out.
He has just gone out.

He has just gone out.

Hello, is this Steve?

Hello, is that Steve?

Do you have a car?
Have you got a car?

Have you got a car?

Spelling

aluminum
analyze
center
check
color
honor
jewelry
practice(n,v)

program
realize
tire
trave(l)ler

aluminium
analyse
centre
cheque
colour
honour
jewellery
practice(n)
practise(v)
programme
realise
tyre
traveller

Expressions with prepositions and particles

different from/than
live on X street
on a team
on the weekend
Monday through Friday

different from/to
live in X street
in a team
at the weekend
Monday to Friday

Self-Check Key

Self-Check 1

- 1 1 uniform 3 trip 5 busy
2 floods 4 interested 6 contact
- 2 1 GYMNASTICS 3 SWIMMING 5 BOWLING
2 SKATEBOARDING 4 BASEBALL 6 CYCLING
- 3 1 playing 3 getting up 5 swimming
2 dancing 4 become
- 4 1 Do you get up 3 isn't washing 5 Does he speak
2 is he going 4 doesn't want 6 is staying
- 5 1 Where's the science lab
2 Go past the staff room and turn left
3 Can you repeat the last bit, please.
4 Of course. Go past the staff room. Turn left and go down the corridor.

Self-Check 2

- 1 1 impatient 4 young 7 thin
2 dishonest 5 boring 8 ugly
3 lazy 6 cowardly
- 2 1 b 2 e 3 a 4 c 5 d
- 3 1 watched 5 worked 9 went
2 wore 6 didn't visit 10 made
3 didn't play 7 travelled
4 bought 8 Did you take
- 4 1 Where was Bauyrzhan Momyshuly from?
2 Did William Wallace live in Italy?
3 When did he die?
4 Did Florence Nightingale die in 1910?
5 When did you last go to the cinema?
6 Did you visit a museum last Saturday?
7 Did they leave the party at 10 pm?
8 What time did you get home yesterday?
- 5 1 Not so good 3 What's it about
2 It was brilliant 4 That's a great idea

Self-Check 3

- 1 1 species 3 overseas 5 scenery 7 shadow
2 ancient 4 ridden 6 time
- 2 1 d 2 c 3 b 4 e 5 a
- 3 1 Have you ever done 6 swam
2 sent 7 has just cooked
3 went 8 didn't watch
4 Did you see 9 has not/hasn't tasted
5 Have they ever tried 10 Has Saule already finished
- 4 1 He's never been scuba diving before.
2 I haven't seen Gulnara since 2013.
3 Have you ever been camping?
4 Did Nurlybek play football last Saturday?
5 We went to a Chinese restaurant yesterday.

- 5 1 When would you like to leave
2 How much is it
3 Cash please
4 Have a nice day

Self-Check 4

- 1 1 believe 3 lead 5 side
2 released 4 cast
- 2 1 decided 3 explore 5 ungrateful
2 horror 4 fleet 6 success
- 3 1 were not wearing/were wearing
2 Was Annie acting/was reading
3 were not sleeping/were drinking
4 Was Aybek sleeping/was eating
- 4 1 was watching 4 did the circus come
2 didn't go 5 were you doing
3 was singing/took 6 was cooking/arrived
- 5 1 When for
2 How much are the tickets
3 Can I have your name, please
4 Thank you very much

Self-Check 5

- 1 1 ingredient 3 improve 5 advice
2 medical 4 patient
- 2 2 nation 3 taste
2 cough syrup 4 stressed
- 3 1 must 3 Can 5 may
2 have to 4 might
- 4 1 some 3 much 5 more 7 many
2 an 4 few 6 some 8 a lot of
- 5 1 Are you OK? 4 You should see a doctor.
2 I feel terrible. 5 I suppose you're right.
3 What's wrong?

Self-Check 6

- 1 1 spectacular 5 safety 9 famous
2 amusement 6 opening 10 public
3 local 7 try
4 ancient 8 sights
- 2 1 cosmopolitan 4 busy 7 precious
2 historic 5 inflatable 8 hot
3 art 6 luxurious
- 3 1 will come 4 will close
2 are going to visit 5 will call
3 is going to fall 6 am going to lie

Self-Check Key

- 4 1 *is flying*
2 *are going to break*
3 *will buy*
- 4 *are going to fall*
5 *will help*

- 5 1 *Where is the Dolphinarium exactly?*
2 *It stops right outside the Dolphinarium.*
3 *How much does it cost to get in?*
4 *Thank you for your help.*

Self-Check 7

- 1 1 *competition* 3 *peace* 5 *coward*
2 *courage* 4 *admire* 6 *reply*
- 2 1 *brick* 3 *handsome* 5 *magical*
2 *terrible* 4 *special* 6 *fairly*
- 3 1 *evil* 3 *bring* 5 *axe*
2 *blew* 4 *rescue* 6 *fell*
- 4 1 *another* 3 *other* 5 *all*
2 *All* 4 *another*
- 5 1 *there* 3 *it* 5 *it*
2 *it* 4 *There*

Self-Check 8

- 1 1 NEWSAGENTS 4 BAKERY 7 SUPERMARKET
2 FLORISTS 5 OPTICIANS 8 JEWELLERS
3 CHEMISTS 6 BOOKSHOP

- 2 1 *picturesque* 3 *selection* 5 *elevator*
2 *encourage* 4 *shape* 6 *reduce*

- 3 1 *are* 2 *were* 3 *was* 4 *is*

- 4 1 *Someone* 3 *Everyone* 5 *everything*
2 *anything* 4 *anyone*

- 5 1 *b* 2 *b* 3 *a* 4 *b*

Self-Check 9

- 1 1 *comfortable* 3 *relaxing* 5 *dangerous*
2 *cheap* 4 *slow*
- 2 1 *friendly* 4 *pollution* 7 *protect*
2 *respect* 5 *destination* 8 *temperature*
3 *passenger* 6 *public*
- 3 1 *didn't she* 3 *doesn't he* 5 *will she*
2 *isn't it* 4 *is it*
- 4 1 *most famous* 3 *hottest*
2 *larger* 4 *deeper*
- 5 1 *Can I have a student ticket to London, please*
2 *What time does it leave*
3 *Single or return*
4 *Which platform does it leave from*

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/ / were /wɜ:/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/	let /let/	let /let/	let /let/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /bɪ'gɪn/	began /bɪ'geɪn/	began /bɪ'gɪn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /lʊz/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
can /kæn/	could /kʊd/	(been able to) /bi:n 'eɪbəl tə/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /'ri:zn/
choose /tʃʊz/	chose /tʃəʊz/	chosen /tʃəʊzn/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /seɪd/	said /seɪd/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /deɪlt/	dealt /deɪlt/	send /send/	sent /sent/	sent /sent/
dig /dɪŋ/	dug /dʌŋ/	dug /dʌŋ/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /seʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /drem (dremd)/	dreamt (dreamed) /drem (dremd)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /draʊv/	driven /draɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'eɪtən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɛlən/	sing /sɪŋ/	sang /sæŋ/	sang /sæŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'baɪd/	forbade /fə'baɪd/	forbidden /fə'bɪdn/	spend /spend/	spent /spent/	spent /spent/
forget /fə'ɡet/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtn/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'ɡɪv/	forgave /fə'ɡɪv/	forgiven /fə'ɡɪvn/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
freeze /fri:z/	froze /froz/	frozen /'frozən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /ɡɪv/	gave /ɡeɪv/	given /ɡɪvn/	swear /swɛə/	swore /swɔ:/	sworn /swɔ:n/
go /ɡəʊ/	went /went/	gone /ɡɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/	swim /swɪm/	swam /swæm/	swam /swæm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tʊk/	taken /'teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /tɪə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	tell /tel/	told /tɔld/	told /tɔld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtn/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

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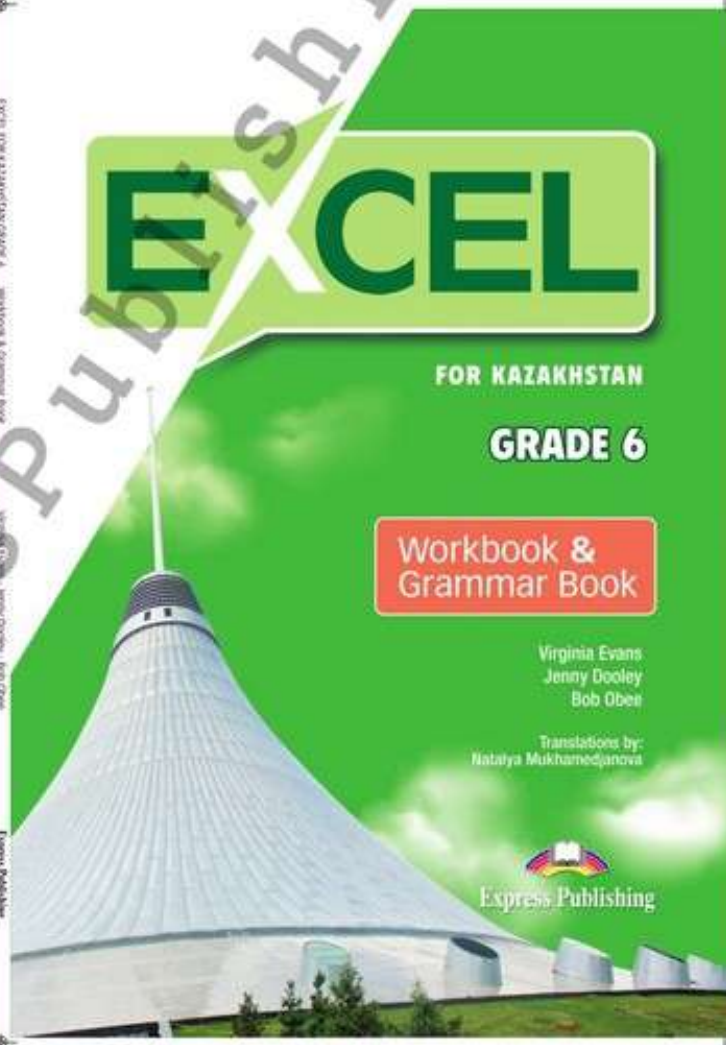
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1a

Vocabulary

• Sports

1 ★ Find six sports in the word search, then use these words to label the pictures.



O	D	A	Z	C	O	Y	I	U	H	Y
K	W	G	U	A	R	C	H	E	R	Y
A	O	Y	Z	U	S	V	C	O	N	K
R	C	M	A	C	Z	K	Y	H	V	U
A	U	N	F	X	V	B	C	I	W	B
T	B	A	S	E	B	A	L	L	W	O
E	N	S	P	V	W	C	I	U	X	B
E	Q	T	A	B	X	Z	N	B	R	K
I	N	I	M	C	Z	A	G	P	R	D
M	I	C	E	H	O	C	K	E	Y	I
B	J	S	B	T	Y	P	Q	Z	Z	Z



• Phrases

2 ★ a) Match the words to form phrases.

1 <input type="checkbox"/>	favourite	a	class
2 <input type="checkbox"/>	English	b	at drawing
3 <input type="checkbox"/>	school	c	friend
4 <input type="checkbox"/>	best	d	subject
5 <input type="checkbox"/>	good	e	trip
6 <input type="checkbox"/>	interested	f	in gymnastics

★ b) Use phrases to complete the sentences.

- 1 My is Maths.
- 2 Her is Gulsara. They are in the same class.
- 3 Kairat is Look at his pictures. They are great.
- 4 We are having a great time on the

• School subjects

3 ★ Look at the pictures. Complete with the name of the correct school subject.



What's your favourite school subject?

4 ★ Find the odd word out.

- 1 Maths – ICT – snooker – Science
- 2 Art – ice skating – History – English
- 3 karate – bowling – gymnastics – Music
- 4 skateboarding – Art – Science – Geography

5 ★★ Complete the sentences so they are true about you.

- 1 I'm from
- 2 I'm good
- 3 I'm interested
- 4 My best friend is
- 5 My favourite subject is

6 ★ a) Match column A with column B to form words or phrases.

A	B
1 <input type="checkbox"/> friend	a board
2 <input type="checkbox"/> English	b book
3 <input type="checkbox"/> black	c ship
4 <input type="checkbox"/> note	d shoes
5 <input type="checkbox"/> running	e teacher

★★ b) Which words from Ex. 6a are

- abstract nouns?
- compound nouns?
- noun phrases?

★ c) Use the phrases from Ex. 6a to complete the sentences.

- 1 The teacher writes on the
- 2 The is teaching grammar today.
- 3 The students write down the lesson in their
- 4 You must wear for the marathon.
- 5 Aida and Gulnaz have a great ; they know each other really well.

1b

Use of English

• Present simple

- 1 ★ Complete the text with the verbs in the present simple.

Aisha 1) (be) 14 years old and she is from Kazakhstan. She is a student at secondary school. Every day, she 2) (walk) to school with her friends. She 3) (not/take) the school bus. A lot of her classmates like ICT, but she 4) (enjoy) Science more. She 5) (go) home in the afternoon and 6) (relax) in front of the TV. Then, she 7) (do) her homework and 8) (listen) to music. She 9) (love) solving maths exercises. She 10) (want) to become a Maths teacher!

- 2 ★★ Make questions based on Ex. 1 and answer them, as in the example.

- Aisha/go/to secondary school?
Does Aisha go to secondary school?
Yes, she does.
- She/take/the bus to school?
.....
- Aisha's classmates/enjoy/ICT?
.....
- Aisha/go out/in the evening?
.....
- Aisha/want/to become a Maths teacher?
.....

• Present continuous

- 3 ★ Use the verbs to write questions and answers, as in the example.

- chat • shop • jog
- play • sleep

- Anna/walking the dog?
Is Anna walking the dog?
No, she isn't. She's jogging.
- Mike/work/at the moment?
.....
- Jane/write/a letter?
.....
- Brian and his dad/watch TV/now?
.....
- Lucy and Beth/have/lunch?
.....



• Present simple vs Present continuous

- 4 ★ Circle the correct verb forms.

- When are you starting / do you start school every day?
- Does Olga speak / Is Olga speak Russian?
- Kanat is studying / studies History in his room now.
- Alisher and Inzhu aren't watching / don't watch TV at the moment.
- Mum is cooking / cooks dinner every night.



• Adverbs – Comparative

5 ★ Fill in the comparative forms of the adverbs in brackets.

- 1 Askar's dad drives (carefully) than his mum.
- 2 Nurlan reads (well) when it is quiet.
- 3 Gulnar can run (fast) than any of her friends.
- 4 Nurzhan wakes up (early) than his sister.
- 5 Inkar works much (hard) than other students in his class.
- 6 I eat my food (quickly) than my friend Serik.

• Adverbs of frequency

6 ★ Put the words in the correct order.

- 1 never/is/late/Leyla/school/for
.....
- 2 play/on/they/usually/snooker/Saturdays
.....
- 3 Nurzhan/homework/forgets/to do/his/sometimes
.....
- 4 helps/always/mum/her/with/Karen/housework/the
.....
- 5 often/Alice/to/late/bed/goes
.....

• -ing form & to-infinitive

7 ★ Complete the sentences with the -ing form or the to-infinitive.

- 1 Aiyngul wants (be) a nurse.
- 2 Let's go (cycle) this afternoon.
- 3 I just hate (get up) early on Saturdays.
- 4 Shara doesn't mind (work) late.

• Use of English revision

8 ★ Choose the correct answer.

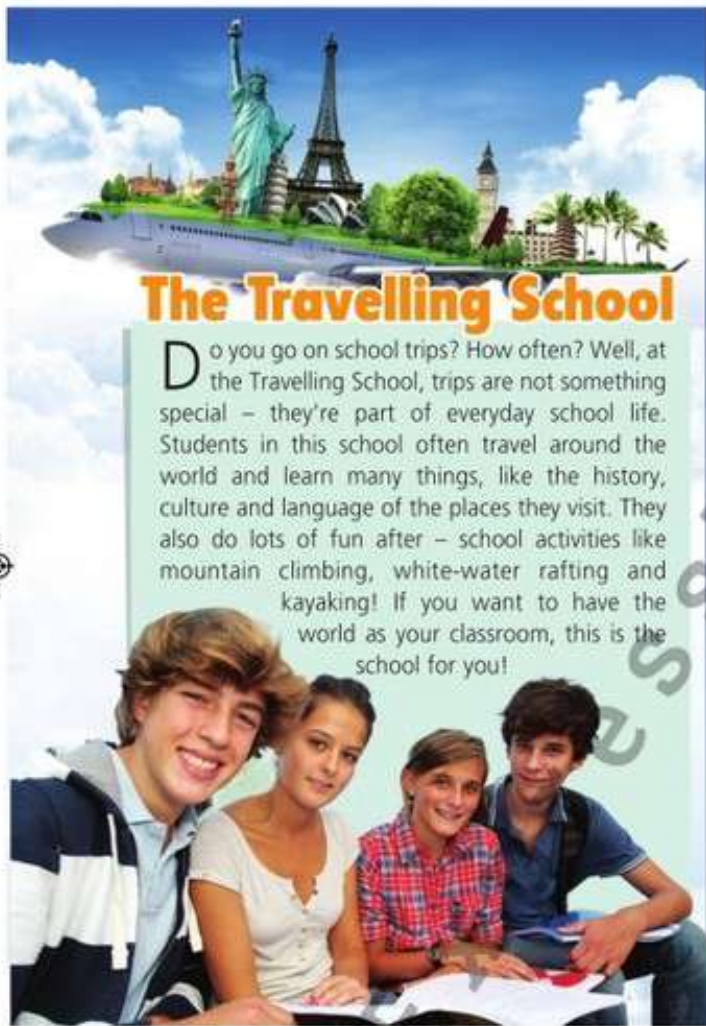
- 1 Patrick to school.
A not walk B doesn't walk
C don't walk
- 2 I TV every evening.
A watches B am watching C watch
- 3 Jansulu the dog at the moment.
A is walking B walks C are walking
- 4 Yenlik is very polite. She's rude to people.
A always B never C often
- 5 We football three times a week.
A are playing B plays C play
- 6 out tonight?
A You are going B Are you going
C Do you go
- 7 Do you want the sports club?
A join B to join C joining
- 8 James always early.
A wakes up B wake up
C is waking up
- 9 Sally out on weekdays.
A doesn't go B isn't going C don't go
- 10 Max hates at the weekend.
A working B work C works
- 11 What to do now?
A are you wanting B you want
C do you want
- 12 her homework? Yes, she is.
A Is Amy doing B Amy does
C Does Amy do

9 ★★ Write sentences about yourself using: *sometimes, don't mind, want, never, at the moment, always, don't like, hate, every day.*

1c

Reading

- 1 ★ Read the text. Then mark the statements *T* (true), *F* (false) or *DS* (doesn't say).



The Travelling School

Do you go on school trips? How often? Well, at the Travelling School, trips are not something special – they're part of everyday school life. Students in this school often travel around the world and learn many things, like the history, culture and language of the places they visit. They also do lots of fun after – school activities like mountain climbing, white-water rafting and kayaking! If you want to have the world as your classroom, this is the school for you!

- 1 School trips are special occasions at the Travelling School.
- 2 They often travel to France.
- 3 They visit different countries.
- 4 History is not part of their lessons.
- 5 They learn the English and Italian languages.
- 6 Students do adventurous sports.

Classroom objects

- 2 ★ Unscramble the words to form classroom objects. Then, use them to complete the sentences.

amp sked carih barbldoack
ockbosea inb jetprotco

- 1 Mr Aibekov writes the new words on the
- 2 Zaura throws the paper in the
- 3 I put my notebook on the and started writing.
- 4 The teacher asks Raisa to point to England on the
- 5 Temir goes to get a dictionary off the in the corner.
- 6 Alina is sitting on a because she is tired.
- 7 Mrs Karimova uses a to show the class a film.

- 3 ★ Fill in: *flood, library, experiment, classroom, area.*

- 1 I'm going to the ; I need to get a book for my English project.
- 2 The Geography is on the second floor, room 12.
- 3 Our school has a special for relaxation.
- 4 When there is a, we have to travel around by boat.
- 5 The Science teacher shows the students an interesting

Listening

4 ★ Listen and tick (✓) the correct answer.

1 What has Sam got?



A



B



C

2 What is Aidar's favourite sport?



A



B



C

3 What is Damir's favourite school subject?



A



B



C

4 How old is Nurlan?

12

A

13

B

14

C

5 Where's Emma from?



A



B



C

5 ★ a) Match the words to form phrases.

- | | |
|--------------------------------------|-------------|
| 1 <input type="checkbox"/> essential | a boat |
| 2 <input type="checkbox"/> wooden | b colours |
| 3 <input type="checkbox"/> busy | c school |
| 4 <input type="checkbox"/> bright | d equipment |
| 5 <input type="checkbox"/> open | e road |
| 6 <input type="checkbox"/> special | f space |

★ b) Choose four of the phrases above and write sentences using them.

- 1
- 2
- 3
- 4

Dictation

6 ★ Listen and complete the school timetable.

Timetable	
Monday	
9:00	
9:45	
10:30	BREAK
10:45	
11:30	
12:15	LUNCH
1:00	
1:45	
2:30	BREAK
2:50	

1d, e, f

Vocabulary

1 ★ Complete the sentences with the words below.

- polite • dye • uniform • use • tough
- equipment • packed • corridors

- 1 Students aren't allowed to their mobile phones during lessons.
- 2 Students should always be to their teachers.
- 3 Japanese students aren't allowed to their hair.
- 4 Many accidents happen when students run in the
- 5 We can buy food from the canteen when we don't have lunch with us.
- 6 Students can't wear casual clothes. They should wear a
- 7 Students are not allowed to do experiments without the right
- 8 The school has many rules that students must follow.

2 ★ Match the phrases. Use four of them to complete the sentences.

- | | |
|-----------------------------------|------------------|
| 1 <input type="checkbox"/> hands | a a phone call |
| 2 <input type="checkbox"/> speak | b by little |
| 3 <input type="checkbox"/> turned | c talk |
| 4 <input type="checkbox"/> little | d bright red |
| 5 <input type="checkbox"/> small | e start to shake |
| 6 <input type="checkbox"/> make | f in a group |

- 1 A lot of people find it difficult to because they don't like everyone listening to and looking at them.
- 2 After joining the football team,, she started to feel more comfortable around new people.
- 3 I often feel nervous before I I prefer to speak to people face-to-face.
- 4 Everyone was laughing at her and she

3 ★ Circle the correct item.

- 1 You shouldn't avoid / lose doing things because of shyness.
- 2 Don't let shyness stop you enjoying new experiences / events.
- 3 Sam greeted / introduced Andy to his friend Jenny at the party.
- 4 Starting a talk / conversation can be difficult for shy people.
- 5 Saule doesn't feel confident / shy when meeting new people. She always thinks she won't know what to say.

Everyday English

4 ★ Complete the dialogue with the correct item. One sentence doesn't match.

- Where is the library • How do I get there
- Can you repeat the last bit, please
- past the computer room • Of course
- You're welcome

- A: Excuse me, 1)?
- B: Walk along the science lab and 2) Turn right and go past the staffroom.
- A: I'm sorry. 3)?
- B: 4) Turn right and go past the staffroom. The library is on your left.
- A: Thank you.
- B: 5)

5 ★★ Imagine you asked for information about how to get to your classroom at your school. Write a dialogue using the ideas in Ex. 4 as a model.

Writing

• An email about your ideal school

- 1 ★ Look at the email and read the first paragraph. Who is Sarah writing to and why?

<p>Dear Laura, Hi! How are you? My ideal school is on an island. The classrooms are outside or under the trees. We have only basic equipment like notebooks. There are no projectors and we definitely have no laptops in my school. Lessons last half an hour each. We have many interesting lessons like Science but we also go on trips in the forest every day to see the wildlife. We also do lots of fun after-school activities like swimming and mountain climbing. What is your ideal school like? Write back. Sarah</p>	
---	---

- 2 ★ Now read the whole email. What is Sarah's ideal school like? Complete the table.

Location	
Classrooms	
Equipment/Classroom objects	
Lessons	
After-school activities	

- 3 ★ Rewrite the sentences using correct spelling, punctuation, and capital letters.

- I get up lute on sundays
I get up late on Sundays.
- does nurlybek go to school on Saterdays!
.....
- Wow this classroom is big
.....
- after I do my homework I help my mum in the kitchen
.....
- anna goes to richmond school she is in class 7C.
.....

- 4 ★ Think about your ideal school. Make notes under the headings.

Location	
Classrooms	
Equipment/Classroom objects	
Lessons	
After-school activities	

- 5 ★★ a) Use your notes in Ex. 4 and the plan to send an email to your English-speaking friend about your ideal school. Use the email in Ex. 1 as a model.

Dear ...,
Para 1: opening remarks, school location, classroom, equipment/classroom objects
Para 2: lessons, after-school activities
Para 3: closing remarks
Write back,
(your first name)

- b) Proofread your work. Check spelling, punctuation and capital letters.

2a

Vocabulary

• Historical figures

- 1** ★ **Fill in:** leader, warrior, emperor, nurse, painter, scientist, president.
- Marie Curie was a Polish She discovered polonium and radium.
 - Florence Nightingale was a British She started the first school for nurses.
 - Leonardo da Vinci was an Italian His work is in many famous museums.
 - Shyngys Khan was a great Mongolian He started the Mongol Empire.
 - Abraham Lincoln was an American He stopped slavery in his country.
 - Bauyrzhan Momyshuly was a Kazakh military He was famous for his bravery.
 - William Wallace was a Scottish He fought the English to free his country.

2 ★ **Read the clues and find the words in the puzzle.**

- After a war, there is usually p _ _ _ _ .
- Polite people always have good m _ _ _ _ .
- The c _ _ _ _ was the leader of a tribe of American Indians.
- Some English people went to Virginia and s _ _ _ _ there during the time of Pocahontas .
- The police catch criminals and put them in p _ _ _ _ .
- C _ _ _ _ _ lived in a country that did not belong to them.



3 ★ **Fill in with the appropriate verb from the list using the past simple.**

- arrest • save • promote
- settle • fight • die
- get married • learn

- The English colonists in Pocahontas' country.
- The English settlers with the American Indians.
- Pocahontas to speak English.
- She John Smith from her people.
- The English her and put her in prison.
- Pocahontas peace between her people and the colonists.
- She to an Englishman.
- Pocahontas in England at the age of 22.



4 ★★ **Choose four verbs from Ex. 3 and use them in sentences of your own.**

-
-
-
-

• **Appearance and character**

5 ★ Match the words (1-8) to their opposites (a-h).

- | | | | |
|----------------------------|------------|---|----------|
| 1 <input type="checkbox"/> | curly | a | tall |
| 2 <input type="checkbox"/> | thick | b | short |
| 3 <input type="checkbox"/> | plump | c | slim |
| 4 <input type="checkbox"/> | attractive | d | thin |
| 5 <input type="checkbox"/> | long | e | ugly |
| 6 <input type="checkbox"/> | young | f | straight |
| 7 <input type="checkbox"/> | big | g | old |
| 8 <input type="checkbox"/> | short | h | small |

6 ★ Choose the correct adjective to fill in the gaps.

- patient • funny • brave
- lazy • boring • cowardly
- honest • hardworking

- 1 Tom is He makes me laugh.
- 2 This book is It's very slow and nothing happens.
- 3 Soldiers that go into battle are very
- 4 My brother is He never cleans his room.
- 5 Altyngul always works extra hours. She is
- 6 It is important to be with young children. They can be very noisy.
- 7 I am with my friends. I always tell them the truth.
- 8 Patrick is afraid of everything. He's so

7 ★ Complete Damir's letter to his new pen-friend. Fill in the gaps with the correct words.

- tall • small • impatient • short • well-built
- brown • honest

Dear Jim,

I'm your new pen-friend, Damir. I live in Astana, Kazakhstan and I'm fourteen years old. Let me tell you a little more about myself.

I'm very 1) almost 1.78 metres. I'm also 2) I've got 3) straight brown hair and big 4) eyes. I have a 5) thin nose. I'm very clever and I get very good grades at school. My friends say that I'm funny, too.

I've got many friends but my best friend is Ulan. He's a very 6) person. He always tells the truth, but he is 7) and hates to wait for anything.

Anyway, that's all about me. How about you? Write back soon,

Damir

8 a) Choose the correct words.

My mum's name is Kim. She is 1) tall/high and 2) narrow/slim. She has 3) blonde/yellow hair that is 4) short/tall and 5) plump/wavy. She has 6) great/big green eyes and a long 7) small/thin nose. I think she is very 8) handsome/beautiful.

b) ★★ Use the words on this page to describe someone you know.

.....

.....

.....

.....

.....

.....

.....

.....

2b

Use of English

Past simple (regular and irregular verbs)

1 Write the past simple form of the verbs.

- | | |
|--------------------|-----------------|
| 1 go - | 9 do - |
| 2 see - | 10 eat - |
| 3 decide - | 11 have - |
| 4 give - | 12 come - |
| 5 wear - | 13 live - |
| 6 discover - | 14 say - |
| 7 buy - | 15 take - |
| 8 drop - | |

2 Read Jamie's list and make sentences about what she did/didn't do yesterday.

Things to do!

- go to supermarket - buy eggs, bread, milk ✓
- write a letter to pen-friend X
- send an email to the bank ✓
- give Mum a call about Dad's birthday X
- meet Bob at 7:30 outside the cinema ✓
- finish Geography project X

- 1 She went to the supermarket and bought eggs, bread and milk.
- 2 She didn't write a letter to her pen-friend.
- 3
- 4
- 5
- 6

3 Put the verbs in brackets into the past simple.

Amelia Earhart 1) (live) in America. She 2) (become) a nurse during the First World War, but 3) (stop) nursing when she 4) (visit) an airfield. At that moment, she 5) (decide) to be a pilot. Amelia 6) (learn) how to fly and, in 1928, she 7) (fly) across the Atlantic Ocean on her own. Amelia 8) (be) very popular, but in 1937 her plane 9) (disappear) somewhere over the Pacific Ocean and no one ever 10) (see) her again.

4 Put the words in the correct order to form questions. Answer them based on the text in Ex. 3.

- 1 live/France/in/Amelia Earhart/did?
Did Amelia Earhart live in France?
No, she didn't. She lived in America.
- 2 become/Amelia/did/a/doctor/as?
.....
- 3 she/across/Atlantic/fly/1928/the/did/in?
.....
- 4 disappear/the/Atlantic/Amelia's plane/did/over/Ocean?
.....
- 5 anyone/did/Amelia/again/see?
.....

5 Expand the prompts to make questions, then answer them.

- 1 when/you/last visit a castle?
When did you last visit a castle?
.....
- 2 Where/you/live/when you were six years old?
.....
- 3 What/you/eat/for breakfast/this morning?
.....
- 4 Who/send you a text message/yesterday?
.....

• Prepositions of movement

6 Fill in the correct preposition of movement.

- through • into • up • under
- across • down • along • past



1 John left his house and walked the road.



2 He walked the river.



3 He went a farm house.



4 He went the tunnel.



5 He walked the hill.



6 He ran the other side of the hill.



7 He walked the bridge.



8 He went his house.

• Use of English revision

7 ★ Choose the correct answer.

- 1 What did you for dinner yesterday?
A eats B ate C eat
- 2 Aisulu to the cinema last Saturday.
A did go B went C go
- 3 Artyom walked the road.
A under B through C across
- 4 I what to say!
A didn't know B not know
C didn't knew
- 5 Walk the hospital to get to the train station.
A down B past C along
- 6 Erkezhan a long letter to her pen-friend.
A writes B write C wrote
- 7 the horror film on TV last night?
A Do you see B Did you saw
C Did you see
- 8 Alex went to the park and his friends.
A met B meet C meets
- 9 When?
A did da Vinci died B did da Vinci die
C da Vinci died
- 10 He tripped and fell the stairs.
A into B along C down
- 11 We had an amazing time
A tonight B yesterday C tomorrow
- 12 They a long time at the museum.
A didn't spend B didn't spent
C not spend

8 ★★ Write sentences about yourself using the expressions in the list.

- the day before yesterday
- in 2015
- two hours ago
- yesterday
- last weekend
- last night

2c

Skills

Reading

- 1 ★ Read the text below and mark the statements *T* (true), *F* (false) or *DS* (doesn't say).

How Māui slowed down the sun

According to Maori legend, in ancient times, the sun moved quickly across the sky. People were very unhappy because the days were too short and they couldn't get all their work done.

One day, a young Maori fisherman called Māui decided he wanted to make the sun travel more slowly. He and his brothers made some ropes out of flax. Then, they travelled towards the east to where the sun rises.

After 12 days, they arrived at the edge of a huge, red-hot pit where the sun was sleeping. They hid behind some rocks. When the sun began to rise, they threw their ropes over it. "Aaaarrhh!" the sun roared in anger. "What are you doing?" "From now on you will travel slowly across the sky!" Māui ordered the sun. The sun refused and tried to get free. But Māui wouldn't let him go. "What about just some of time?" said the sun. Māui thought, "OK, Sun. If you promise to go slowly for six months of the year, I will release you." Then the sun promised ... and that's the story of why we have longer days in summer.



- 1 Māui and his brothers were fishermen.
- 2 Māui put the ropes on the sun while the sun was asleep.
- 3 The sun promised to go slowly for half the year.

- 2 ★★ Read again and answer the questions.

- 1 Why were people not happy?
.....
- 2 Who was Māui?
.....
- 3 Where did Māui go to trap the sun?
.....
- 4 Where did Māui and his brothers hide from the sun?
.....
- 5 How did Māui and his brothers trap the sun?
.....
- 6 What did Māui want the sun to do?
.....
- 7 What arrangement did Māui make with the sun?
.....

Listening

- 3 ★ Listen to Adam talking to Sophie about what he and his friends did at the weekend. Match the people to the activities.

People	Activities
<input type="checkbox"/> 1 Amy	A swim in the pool
<input type="checkbox"/> 2 Paul	B stay home
<input type="checkbox"/> 3 Alex	C study at the library
<input type="checkbox"/> 4 Kate	D walk the dog
<input type="checkbox"/> 5 Jordan	E tidy the flat
	F order a takeaway
	G cook breakfast
	H play tennis

Vocabulary

4 ★ Complete the text with the words below.

- fought • ran back • enemy • once
- before • terrified • powerful • while

Odysseus and the One-eyed Giant

1) there was a Greek hero, Odysseus. He 2) against the Trojans and then wanted to sail home to the island of Ithaca. On the way, he and his men landed on the island of the Cyclops. The Cyclops were 3) one-eyed giants and they ate men!

One of them trapped Odysseus and his 4) men in a cave. Every day, the one-eyed giant ate two of them. One night, 5) the giant was asleep, Odysseus put a huge piece of wood into the eye of his 6) The giant

couldn't see and Odysseus and his men 7) to their ship. Odysseus had many more adventures 8) he finally arrived home ten long years later.



5 ★ Match the words to make phrases.

- | | | | |
|----------------------------|------------|---|-----------|
| 1 <input type="checkbox"/> | volcanic | a | together |
| 2 <input type="checkbox"/> | boiling | b | eruption |
| 3 <input type="checkbox"/> | wonder | c | place |
| 4 <input type="checkbox"/> | mysterious | d | lava |
| 5 <input type="checkbox"/> | fit | e | of nature |

6 ★ Use the phrases from Ex. 5 to complete the sentences.

- 1 The Giant's Causeway is a on the Irish coast.
- 2 People say it's a really of myth and legend.
- 3 There was a millions of years ago.
- 4 The formed into strange six-sided shapes.
- 5 The shapes and people can walk on them.

7 ★ Fill in: *surface, legend, huge, result, cools, cross.*

- 1 When lava, the becomes hard enough to walk on.
- 2 When Benandonner saw Finn MacCool dressed in babies' clothes, he imagined the size of the father and was afraid.
- 3 The giants wanted to the sea between Ireland and Scotland.
- 4 The of Finn MacCool is well-known in Ireland.
- 5 Scientists say the Causeway is a of something that happened a long time ago.

Dictation

8 ★★ 🎧 Listen and complete the story.

Hercules was a great hero in Greek mythology. The story says that he was a very 1) man.

Hercules was 2) He was very 3) He killed many beasts and won many battles. He was also 4)

Hercules was the only hero to become a god. He was a 5)

2d, e, f

Vocabulary

1 ★ Circle the correct word.

- 1 Marzhan's dream **came** / **became** true when she visited Disneyland.
- 2 William Wallace **attacked** / **fought** against the English.
- 3 Many people **join** / **remember** him as a hero of their country.
- 4 He was very brave and he fought **against** / **in** many battles.
- 5 She worked all night because she was very **dedicated** / **educated** to her work.
- 6 The English **arrested** / **ordered** William Wallace and killed him.
- 7 Florence Nightingale **received** / **carried** the 'Royal Red Cross' award.

2 ★ Match the words. Then use them to complete the sentences below.

1 <input type="checkbox"/>	military	a	country
2 <input type="checkbox"/>	cruel	b	leader
3 <input type="checkbox"/>	injured	c	death
4 <input type="checkbox"/>	comfortable	d	soldiers
5 <input type="checkbox"/>	free	e	life

- 1 A long time ago, Scotland wasn't a because England ruled it.
- 2 The leader of the Scots, 'Braveheart', died a
- 3 Florence Nightingale lived a when she was a child.
- 4 After the battle, there were many
- 5 Bauyrzhan Momyshuly was a who fought in many battles.

Everyday English

3 ★ Replace the phrases (1-5) with those from the list.

- Sounds amazing?
- What's the plot?
- Don't worry about it.
- It was really good. • That's too bad.

- 1 It was brilliant.
- 2 I'm sorry about that.
- 3 What's it about?
- 4 That's OK.
- 5 Sounds exciting?

4 ★ Complete the dialogue with the correct item.

- It was brilliant • Really? What's it about
- How was your weekend
- Why don't you borrow it from the school library

- A: 1) ?
 B: Not too bad. I read a really good book called *The Adventures of Tom Sawyer*.
 2) !
 A: 3) ?
 B: It's a classic story about a young boy's adventures.
 A: Sounds interesting.
 B: 4) ?
 A: That's a great idea!

5 ★★ You are discussing a book you read last night. Write a dialogue. Use the dialogue in Ex. 4 as a model.

Writing

• A biography

1 ★★ Read the text and complete the notes in the fact file.



Leonardo da Vinci

Leonardo da Vinci was an artist, sculptor, architect and inventor. He drew early designs for many of the things we use today. He was born in 1452 and as a child he lived in Vinci, a small town near Florence, Italy.

When he was 14, he started working for a local artist. He was clever and creative, so people soon began to ask him to paint for them. In 1482, he moved from Florence because he wanted to work for the Duke of Milan. During this time, he continued to paint and he also designed buildings and weapons. Leonardo moved back to Florence in 1500 and painted the *Mona Lisa*, the most famous painting in the world. At the age of 65, Leonardo went to live in Amboise, France. He died there three years later, in 1519. To this day, people go to see Leonardo da Vinci's amazing work in museums and galleries all around the world.

FACT FILE

Name:

Where/When born:

Early years:

Achievements:

Later years:

Where/When died:

2 ★ Read again and underline all the phrases that show the sequence of events e.g. *in 1452, as a child.*

3 ★★ Look at the fact file about Marie Curie. Use the phrases in the list to write sentences about her, as in the example.

- on 7th November, 1867
- As a child
- In 1891
- When she was 30
- In 1903
- 8 years later
- at the age of 66

FACT FILE

Name: Marie Curie

Where/When born: Warsaw, 7th November, 1867

Early years: very good at Mathematics and Physics, 1891 – went to study at Sorbonne University in Paris

Achievements: 1898 – discovered polonium and radium, 1903 – won Nobel Prize in Physics, 1911 – won Nobel Prize in Chemistry

Later years: 1906 – first woman professor at the Sorbonne, promoted X-ray machines during First World War

Where/When died: Savoy, France, 4th July, 1934

Marie Curie was born on 7th November, 1867.

.....

.....

.....

.....

.....

.....

.....

.....

4 ★★ Use the fact file and your sentences in Ex. 3 to write a biography of Marie Curie. Use the biography in Ex. 1 as a model.

Para 1: name, where/when born

Para 2: early years

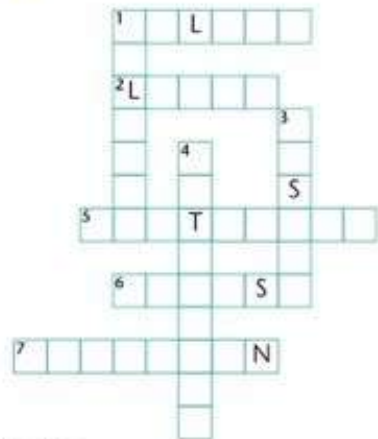
Para 3: achievements, later years, date/place she died

Para 4: your feelings, comments

3a

• Geographical features

1 ★ a) Complete the crossword.



Across

- 1 Low land between hills.
- 2 There are five of these between the USA and Canada.
- 5 Europe is one of these.
- 6 There are a lot of trees in it.
- 7 The world's highest is Everest.

Down

- 1 Vesuvius is a famous one.
- 3 The most famous one is the Sahara.
- 4 Water that flows over the edge of a mountain or a cliff.

★ b) Use words from Ex. 1a to label the pictures.



2 ★ Fill in: colourful, unique, mysterious, holiday, coral, ancient, rare, brilliant.

Hi Sam!
I'm having a(n) **1)** time here in Jordan. Yesterday, I visited the **2)** city of Petra. It's in the middle of the desert and it's a really **3)** place because we don't know a lot about the people who lived there. See you soon.
Amy



Dear Mum and Dad,
This **4)** resort is fantastic! I went diving this morning near the **5)** reef. There were **6)** fish everywhere. Back home on Tuesday!
Danny

Hi Robbie,
Peru is a **7)** place. The people are so friendly and dress in traditional costumes. We went into the rainforest two days ago and we saw some **8)** wildlife. Wish you were here!
Rachel



3 ★ Write sentences using four of the phrases from Ex. 2, as in the example.

- 1 *I always have a brilliant time when I'm on holiday.*
- 2
- 3
- 4

4 ★ Fill in: experience, challenging, spectacular, curious, ruins.

- 1 The view from the window was ! I could see beautiful mountains and valleys.
- 2 The climb up the mountain was quite It wasn't easy to walk uphill for so long.
- 3 We walked among the ancient of the city.
- 4 My holiday was an of a lifetime!
- 5 The fish are and often swim close to the divers.

5 ★ Complete the gaps in the sentences with the adjectives in the list.

- boring • difficult • scary • exciting
- interesting

- 1 The book was really I learnt many things about Africa from reading it.
- 2 I almost fell asleep during the film. It was very
- 3 Bungee jumping was so I was shaking like a leaf when I jumped off the bridge!
- 4 The activities on the adventure holiday were really I can't wait to go back next year!
- 5 My Maths homework is I don't think I can do it.

6 ★★ Find eight adjectives that describe activities in the word search.



7 ★ Match the words.



- | | | | |
|---|---------------|---|---------------------------|
| 1 | do | a | bulls |
| 2 | run with | b | a bungee jump |
| 3 | play rugby | c | under water |
| 4 | volunteer | d | a racing car |
| 5 | ride | e | an elephant |
| 6 | drive | f | a marathon |
| 7 | run | g | with dolphins |
| 8 | take pictures | h | in an international match |
| 9 | swim | i | overseas |

★★ Complete sentences 1 & 2 with activities from Ex. 7 to make them true for you. Then use the activities and adjectives from these two pages to write four more similar sentences.

- 1 I'd like to because I think it would be challenging.
- 2 I wouldn't like to because I think it would be scary.

- 3
- 4
- 5
- 6

9 ★★ Imagine you just had the experience of a lifetime. Write a short paragraph about: where you went, what you saw & did there, what you ate. Use vocabulary from these two pages.

3b

Use of English

• Present perfect

1 ★ Write the past participles of the verbs below.

- | | |
|-----------------|------------------|
| 1 eat – | 7 ride – |
| 2 drive – | 8 do – |
| 3 see – | 9 catch – |
| 4 sing – | 10 fly – |
| 5 have – | 11 go – |
| 6 play – | 12 visit – |

2 ★ Fill in the gaps in Marzhan's email with the present perfect form of the verbs in brackets.

Hi Sally!

How are you? I 1) (be) here in Thailand with my family for a week now and I'm having a fantastic time! We 2) (do) so many exciting things! My brother and I 3) (go) on a river raft and my brother 4) (even/do) a bungee jump! We 5) (not/ride) an elephant yet, but we're going to do that tomorrow. My parents 6) (not/do) so many adventurous things, but my dad 7) (take) lots of photos under water at the beach – they're amazing! Well, that's all for now. 8) (you/have) a nice summer so far? See you next week,
Marzhan



3 ★★ Look at the pictures and prompts and write questions and answers about what has happened, as in the example.

- catch the bus
- score a goal
- sell their house
- win a medal
- see a ghost



- 1 Has she won a medal? Yes, she has.
- 2
- 3
- 4
- 5

• for/since

4 ★ Fill in: for or since.

- 1 I haven't seen Saule her birthday party.
- 2 Aidar has lived overseas seven years.
- 3 I went on holiday to Wales two weeks.
- 4 NurasyI has worked at the bakery last summer.
- 5 The weather has been really bad Monday.

• Present perfect vs past simple

5 ★★ Complete the exchanges with the verbs in the present perfect or the past simple.

- 1 A: (Laura/ever/run) a marathon before?
B: Yes, she (run) one two years ago.
- 2 A: I (not eat) pizza for ages!
B: Really? We (have) one last night.
- 3 A: Zhaniya (go) on holiday twice this year.
B: She's lucky. I (not/have) a holiday for three years.
- 4 A: (try) ice-skating?
B: Yes, actually I (go) ice-skating lots of times.
- 5 A: Oh no! Askar (break) Mum's new vase.
B: She only (buy) it yesterday!
- 6 A: (you/see) Ann at the party?
B: No, she (not/be) there. She (be) ill since last week.

6 ★★ Write questions and answers, as in the example.

- 1 you/go/on holiday/this year?
Have you been on holiday this year?
No, I haven't. / Yes, I have. I went to France for a week in May.
- 2 you/walk to school/this morning?
.....
.....
- 3 your parents/ever/go/to/South America?
.....
.....
- 4 your friend/do something interesting last weekend?
.....
.....

• Use of English revision

7 ★ Choose the correct item.

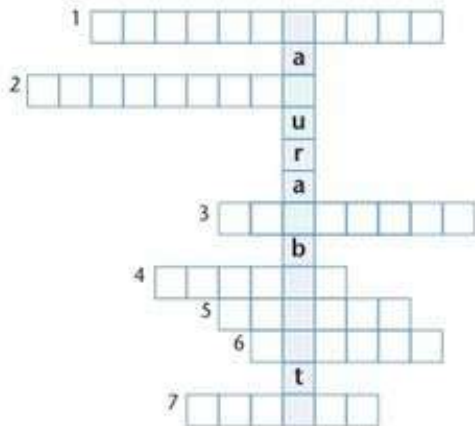
- 1 I anything since breakfast.
A didn't eat B haven't eaten
C haven't ate
- 2 an accident?
A He has had B Had he
C Has he had
- 3 Sezim three letters yesterday.
A has written B wrote
C have written
- 4 I haven't seen my friends
A last week B this week C already
- 5 The first time Emma to Spain was in 2014.
A has been B went C goes
- 6 Tina has some amazing photos.
A taken B took C takes
- 7 Nurgul to work last week.
A hasn't been B hasn't gone
C didn't go
- 8 Andrea to Seville before.
A has never been
B never went
C has never visited
- 9 He feed the sharks at the aquarium.
A hasn't B wasn't C didn't
- 10 ridden a camel?
A You have ever
B Did you ever
C Have you ever

8 ★★ Imagine you're on an amazing holiday. Write a short email to a friend about what you have/haven't done. Use the email in Ex. 2 as a model.

3c

Vocabulary

- 1 ★ Read the clues and complete the words to find the missing word.



- The natural world where an animal, person or plant lives and which changes because of global warming.
- This is someone who studies different kinds of rock.
- This is all the wild animals that live in a particular area.
- The space between two hills or mountains is called a
- A dark shape which follows you wherever you go.
- This is what happens at the end of the day when the sun goes down.
- The Sharyn and the Grand are two famous examples of this.

- 2 ★ Circle the odd word out.

- snow – ice – freezing – hot
- rain – snow – wind – dry
- Summer – Winter – August – Spring
- geologist – volcano – valley – canyon

Listening

- 3 Listen and choose the correct answer A, B or C.

- 1 What's the weather like today?



- A B C

- 2 What's the temperature in Athens today?



- A B C

- 3 What's his favourite season?



- A B C

- 4 Where's he from?



- A B C

- 5 How far is the nearest train station?



- A B C

- 4 ★★ What is the weather like in your city in winter/summer? Write sentences.

.....

.....

.....

.....

Reading

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

KALAHARI DESERT

Deserts cover about a fifth of the world's land area. The Kalahari desert covers most of Botswana, parts of Namibia and stretches into South Africa. It is one of the world's largest deserts and it is four times the size of Britain.

In the daytime, it is extremely hot, but at night it is cold. The Kalahari does not have many plants and most of the animals that live there can survive underground. This is because of the heat during the day, but they come out at night when it is cool.

However, the climate is changing and this desert does not have as much rain as it did a few years ago. Experts say that the wind is becoming stronger, too. This means that the sand is moving around and the desert is actually getting bigger. In fact, the sand might soon cover large areas of farm land.

Unfortunately, this could mean that the poorest people might have an even harder time surviving in the desert. Most of them might have to move to a better place.



- 1 Deserts cover half of the world's land area.
- 2 The Kalahari covers all of Botswana.
- 3 Namibia is next to South Africa.
- 4 Britain is smaller than the Kalahari.
- 5 There are no animals in the Kalahari.
- 6 The Kalahari has more rain now than in the past.
- 7 The wind brings more rain to the desert.
- 8 The Kalahari is growing.
- 9 There are people living in the Kalahari.
- 10 The Kalahari people live in tents.

6 ★★ Read the text again and answer the questions.

- 1 In which continent is the Kalahari Desert?
.....
- 2 How big is the Kalahari Desert?
.....
- 3 Where do most of the animals in the Kalahari live?
.....
- 4 Why is the Kalahari Desert getting bigger?
.....
- 5 Why might the people who live there have to move somewhere else?
.....

Dictation

7 ★★ Listen and fill in the gaps.

Antarctica is the fifth

- 1) and has an area of 2) km². Almost all of Antarctica is covered with 3) which is over a kilometre and a half thick. It is the 4) place on Earth. Scientists consider it to be 5) because it gets very little 6) The only people who live there are 7) and researchers. The only large animals that live there are 8) , and there aren't many plants either.

3d, e, f

Vocabulary

1 ★ Match the words to form phrases. Then use the phrases to complete the sentences.

- 1 hydro-electric
- 2 powerful
- 3 mountain
- 4 make
- 5 volcanic
- 6 famous

- a sight
- b range
- c activity
- d storms
- e power
- f up

- 1 Every year, many form out in the Pacific Ocean.
- 2 There is a lot of in the Pacific Ocean. Islands such as Hawaii and Tonga have lots of volcanos on them.
- 3 Niagara Falls is a very in North America.
- 4 Niagara Falls is the largest producer of in the world.
- 5 The Mid-Atlantic Ridge is a under the Atlantic Ocean.
- 6 Five major oceans most of our planet.

2 ★ Choose the correct words.

- 1 We can find many wonders in wild / nature.
- 2 It rains a lot in India from April to October. The rain causes terrible floods / monsoons.
- 3 Water covers / joins 70% of the Earth's surface.
- 4 Several rivers flow / fall into Lake Balkash.
- 5 Niagara Falls is the biggest maker / producer of hydro-electricity.
- 6 Annie Taylor was the first brave person to cross / travel the falls.
- 7 There are usually gentle winds / breezes over the Indian Ocean.

Everyday English

3 ★ Complete the dialogue with the correct sentences. There is one you don't need to use.

- Can I help you
- Cash, please
- You're welcome
- How much is the trip
- How many people are travelling with you

Travel Agent: Good morning. 1) ?

Nurzhan: Yes, I'd like to book a trip to Newcastle.

Travel Agent: 2) ?

Nurzhan: Two. Me and my son.

Travel Agent: When would you like to leave?

Nurzhan: Sunday, please. 3) ?

Travel Agent: It's £65 per person. How would you like to pay?

Nurzhan: 4)

Travel Agent: OK. Here you are.

Nurzhan: Thank you.

Travel Agent: 5)

4 ★★ Write a new dialogue using the ideas below.

A

B

- | | | |
|--|---|--|
| Greet B. Ask how you can help. | → | Greet A./Reply. Ask to book a trip to Liverpool. |
| Ask how many people are travelling | → | Say three. |
| Ask when they want to leave. | → | Say on Saturday./ Ask how much it costs. |
| Reply £40 each./Ask how they are going to pay. | → | Say with a credit card. |
| Accept./Give tickets. | → | Thank A. |
| Say you're welcome. | → | |

Writing

• An email recommending places to visit

1 ★ Read the email and fill in the gaps with the words in the list.

- can • interesting • most famous
- more • much • popular • really

From: Suzie
To: Roza
Subject: places to visit in my country



Dear Roza,
 Thanks for your email. It's great that you're coming to England this summer! Let me tell you about two great places to visit: the Lake District **and** Bath.

The Lake District is in the north of England and it's a **1)** beautiful place with lots of lakes and mountains. The **2)** lake there is called Lake Windermere. You can go boating on the lake **and then** you can walk around a pretty town called Keswick. It gets very crowded in the summer, **but** it's **3)** more peaceful than Bath!

Bath is a city that's also very **4)** with tourists, but it's a much bigger, **5)** historical place than the Lake District. You **6)** visit the old Roman Baths there and there are many museums, parks and cafés.

I think you should visit these two places **because** they are both very **7)** places. Let me know what you think of them!

Take care,
 Suzie

2 ★ a) Which of the words in bold in the text:

- 1 link similar ideas?
- 2 link opposite ideas?
- 3 express reason?
- 4 show the order of events?

★★ b) Fill in *and, but, because or and then*.

- 1 Brighton is a very busy place in the summer, it gets much quieter in the winter.
- 2 I really like visiting Almaty it's a beautiful place.
- 3 In Cornwall last year, we spent a few days at the beach we visited some pretty little villages.
- 4 I find Edinburgh bigger more exciting than Dundee.

Adjectives

Use a variety of adjectives to make your writing more interesting.

3 ★ Read the note, then fill in: *friendly, exciting, crowded, amazing*. Circle the adjectives in the email in Ex. 1.

- 1 The streets are with people every weekend.
- 2 There are lots of things happening there every evening.
- 3 There are views from the top of the mountain.
- 4 The people there are very

4 ★ Imagine your friend is visiting your country this summer. Answer the questions in the plan.

- Para 1: Which places are you going to recommend?
- Para 2: What is the first place like? How is it different to the second place?
- Para 3: What is the second place like? How is it different?
- Para 4: Why should your friend visit these two places?

5 ★★ Use your answers in Ex. 4 to write your email. Use the email in Ex. 1 as a model.

4a

Vocabulary

1 ★ Complete the crossword.



2 ★ Use the verbs in the list in the correct form to complete the sentences.

- serve • appear • choose • whisper • ask • shout

- I to eat some cake instead of an ice cream for dessert.
- The music was very loud so Ulan had to
- Mum dinner every day at 7 o'clock.
- I was still hungry so I for some more food.
- Nurlan at the door to say hello to everyone.
- Gulnaz to her friend so that no one else could hear what she said.

3 ★★ Choose four verbs from Ex. 2 and use them in sentences of your own.

-
-
-
-

4 ★★ Match the words to make phrases, then use them to complete the sentences.

1	bowl	a	of bread
2	piece	b	silence
3	pale	c	face
4	ungrateful	d	of soup
5	complete	e	boy

- The boy had a because he was so hungry and tired.
- The master used a big spoon to serve each boy a
- No one was speaking; there was
- Aidar is a(n) because he never says thank you.
- I asked for a to eat with my soup.

5 ★★ Read the text and fill in the gaps with the words from the list.

- terrible • same • hungry • left
- care • away • poor • master

Life in the WORKHOUSE

In Victorian London, there were lots of very 1) people who had no money or family to take 2) of them. Those who didn't have a job had to go to a workhouse. Children lived in other workhouses 3) from their parents, where they had to work in 4) conditions.

Each workhouse had a 5) who told everyone what to do and also served the food. The food was always the 6), and it often wasn't enough so they were 7)

The children did not get any education and when they 8) the workhouse, they often could not get good jobs. It was very difficult to change their situation, so when they became adults, a lot of them had to go back to the workhouses to work and earn money.

• Literary elements

6 ★★ Find five literary elements.

E	H	V	S	C	R	I	P	T	U
O	P	Z	Q	Y	M	I	S	B	F
C	H	A	R	A	C	T	E	R	Y
J	N	R	P	H	I	L	T	U	P
B	T	S	L	P	U	O	T	X	H
T	M	C	O	N	F	L	I	C	T
I	J	O	T	B	G	C	N	Q	A
Z	K	D	I	A	L	O	G	U	E
A	G	K	M	Q	E	T	N	R	H

7 ★ Choose the correct feeling A, B or C to complete the sentences.

- 1 She was very after a long day of travelling.
A tired B sad C happy
- 2 I was when I found out I passed all my exams.
A thrilled B disappointed C sad
- 3 My brother was when his friend didn't come to the party.
A happy B disappointed
C tired
- 4 I was so when my parents got me a dog as a present.
A sad B tired C happy
- 5 The children were to see a bird in the classroom.
A surprised B bored C disappointed

8 ★ Choose the correct word.

- 1 The party was very **bored** / boring.
- 2 It was a very **tired** / tiring day yesterday.
- 3 You look **surprised** / surprising.
- 4 Ann was **disappointed** / disappointing when she failed her exams.
- 5 It was an **excited** / exciting ride.

9 ★★ Now write sentences about yourself. Use the following words:

- 1 I feel disappointed when
- 2 I feel surprised when
- 3 I feel bored when
- 4 I feel happy when

4b

Use of English

Past continuous

1 ★ Tom took this photo last week. Look at the picture and put the verbs in brackets into the *past continuous*.



This is a photo of my family at the town carnival last week. The sun 1) (shine) and everyone 2) (have) a fantastic time. My mum 3) (watch) the parade. The people on the floats 4) (wear) amazing costumes! My little brothers 5) (play) with their balloons and they 6) (wear) funny masks! Dad 7) (eat) some delicious street food. I 8) (take) the photo!

2 ★ The Adams family were preparing for a fancy dress party yesterday afternoon at 4:00. Use the words to write sentences about what each person was doing, as in the example.

- 1 Mary/blow up balloons X (bake a cake)
Mary wasn't blowing up balloons. She was baking a cake.
- 2 Dad/clean the kitchen X (clean the bathroom)
.....
- 3 Mum/prepare the food X (do the shopping)
.....
- 4 John/wash the windows X (organise the music)
.....
- 5 Grandma and Granddad/make masks X (make John's costume)
.....

3 ★ Look at the picture. Form questions, then answer them.



1 the family/celebrate the girl's birthday?

Were the family celebrating the girl's birthday? Yes, they were.

2 they/eat the cake?

.....

3 they/smile?

.....

4 the girl/sit on a chair?

.....

5 she/open her presents?

.....

6 her brother/sit next to her?

.....

4 ★★ Answer the questions.

What were you doing:

1 yesterday morning at 9:00?

.....

2 last Saturday at 5:00 pm?

.....

• **Past simple vs past continuous**

5 ★★ Put the verbs in brackets into the past simple or the past continuous.

- A: We 1) (have) a picnic in the park on Sunday when it 2) (start) raining heavily.
B: What a shame! What 3) (you/do)?
A: We quickly 4) (put) everything in the car and 5) (go) home.
- A: What time 6) (you/arrive) at the party?
B: At about 9:00. Everyone 7) (dance) and 8) (eat) when I 9) (get) there.
- A: What 10) (Tom and Sue/do) while you 11) (talk) to me on the phone?
B: They 12) (watch) TV.

6 ★★ Complete the sentences with your own ideas. Use the past simple and the past continuous.

- 1 I was cooking in the kitchen when
- 2 Andy was eating a sandwich while Paul
- 3 At 4 pm yesterday, Kate was when
- 4 Sam and Jane then they
- 5 Last Friday, Amanda

• **Use of English revision**

7 ★ Choose the correct answer.

- 1 they watching the parade this afternoon?
A Was B Did C Were
- 2 What at 9:00 last night?
A were you doing B you were doing
C did you do
- 3 Tom reading at 3:00 today.
A didn't B wasn't C weren't
- 4 I some amazing costumes at the carnival.
A was seeing B saw C were seeing
- 5 Grace and Sammy all night at the party.
A dancing B was dancing
C were dancing
- 6 sleeping when I called you yesterday?
A Was you B Were you C You were
- 7 Miras sat down and to the band.
A listened B was listening
C were listening
- 8 to the food festival last week?
A Were you going B You went
C Did you go
- 9 My parents were sitting in the garden while we a DVD.
A was watching B were watching
C watched
- 10 her costume for the parade this afternoon? Yes, she was.
A Was Sally making B Did Sally make
C Sally was making
- 11 Stuart was taking photos at the party everyone else was dancing.
A then B while C so
- 12 at 3:00 this afternoon?
A Were your parents sleeping
B Did your parents sleep
C Your parents were sleeping

4c

Skills

Reading

1 ★ Read the text and fill in the gaps with the words.

- turns • later • come
- about • and • this • in



Pinocchio

In 1940, Walt Disney produced his second animated film, *Pinocchio*.

The film is 1) a toymaker, Geppetto, who makes a wooden puppet and names him Pinocchio. Geppetto wanted Pinocchio to come alive 2) be his son. 3) the story, a beautiful blue fairy makes Geppetto's wish 4) true.

The fairy tells Pinocchio that to be a real boy he must be good. Pinocchio finds 5) hard and gets into a lot of trouble. Pinocchio tells a lot of lies, so his nose becomes longer and longer. 6), Geppetto has an adventure when a giant whale swallows him. Pinocchio saves him and the blue fairy 7) Pinocchio into a real boy.

2 ★★ Read again and choose the correct answers.

- 1 What happened in 1940?
 - A Walt Disney made his second animated film.
 - B Pinocchio turned into a real boy.
 - C *Pinocchio* became the second best animated film.
- 2 Who made the wooden toy?
 - A Geppetto B Pinocchio C Walt Disney
- 3 Why did Geppetto want Pinocchio to be a real person?
 - A He wanted his own child.
 - B He wanted to show what a good toymaker he was.
 - C He wanted to be friends with him.
- 4 What was Pinocchio's character like in the film?
 - A sad B naughty C happy
- 5 What did the giant whale do to Geppetto?
 - A It saved him.
 - B It turned him into a boy.
 - C It swallowed him.
- 6 What happened at the end of the film?
 - A Geppetto got his wish.
 - B Pinocchio got into more trouble.
 - C The fairy turned Pinocchio into a toy.

Listening

3 ★ Listen to Laura and Max talking about their friends. Which activity is each person doing on Saturday? For questions 1-5, write a letter (A-H) next to each person. You will hear the conversation twice.

People	Activities
1 <input type="checkbox"/> Yenlik	A go shopping
2 <input type="checkbox"/> Aidar	B have a party
3 <input type="checkbox"/> Klara	C go bowling
4 <input type="checkbox"/> Tamara	D have a dance lesson
5 <input type="checkbox"/> Sanzhar	E go to a pop concert
	F visit grandparents
	G go to the cinema
	H go ice-skating

4c

4 ★ What type of film does each picture show? Choose the correct word.



1 science-fiction/
western



2 animated/comedy



3 historical/horror



4 action/fantasy

5 ★ Fill in: interesting, violent, funny, scary, boring.

- 1 I thought the comedy was so *funny* that I couldn't stop laughing.
- 2 Horror films are too for me, I don't like them.
- 3 Westerns are often very with everyone fighting.
- 4 I don't usually like historical films but this one was quite
- 5 The story was so that I fell asleep before the end.

6 ★ a) Match the words to form phrases.

1	lead	a	a herdsman
2	far	b	role
3	drama	c	performance
4	international	d	film
5	brilliant	e	away
6	become	f	award

★★ b) Choose four of the phrases from Ex. 6a and write sentences using them.

- 1
- 2
- 3
- 4

7 ★ Fill in: director, release, audience, sailor, give.

- 1 Nurlan's favourite band is going to their new CD in June.
- 2 At the end of the play, the stood and cheered.
- 3 The tells the actors in the film what to do.
- 4 Nurlan's grandfather was a; he worked on many ships.
- 5 I found the test really difficult, but I didn't up.

Dictation

8 ★★ Listen and complete the gaps.

What's on in Gloucester?

The 1 [] Theatre presents
2 [] by 3 []
Monday- Friday 7:30 pm, Saturdays
4 [] pm & 8 pm
Adults: £20, Seniors: £15, Under 16s:
5 £ []

4d, e, f

Everyday English

- 1 ★ **Match the words to form phrases. Then use the phrases to complete the sentences.**

1 leaden
2 local
3 pleasant
4 long
5 national

a land
b soldiers
c poet
d woman
e novel

- Cervantes wrote *Don Quixote* and is the of Spain.
- England is a with green hills and pretty villages.
- The Lord of the Rings* is a and it took me half the year to read it.
- Rustam likes to act out famous battles with his
- When he was 22, Askhat married a from his village.

- 2 ★ **Choose the correct words.**

- Christopher Columbus sailed a **sheet/fleet** of ships to America.
- I put my head on the **pillow/hill** and went to sleep.
- Askar went to many different countries and **explored/translated** new places.
- Sezim was really excited when she was **attended/accepted** into university.
- Robert Louis Stevenson had great **success/scripts** as a poet and a novelist.
- Nursultan wanted to work in the theatre and be a **professor/playwright**.

- 3 ★ **Choose the correct response.**

- A: I'd like four tickets for the show on Saturday.
B: a That sounds OK.
b I'm sorry, but it's sold out.
- A: Tickets are £35 each.
B: a You can pick them up at the box office.
b Right, I'd like three, please.
- A: How about the 6 pm show?
B: a That should be alright.
b OK. When for?
- A: How much are the tickets?
B: a That would be fine.
b £40 each.

- 4 ★ **Use the sentences to complete the dialogue.**

- Enjoy the show • How can I help you
- When for • How much do the tickets cost
- Can I have your name, please

- Clerk: Hello, *The Auezov Theatre*. 1)
- Miras: Yes, I'd like to book four tickets for *Macbeth*, please.
- Clerk: OK. 2)
- Miras: This Sunday at 6 pm.
- Clerk: I'm afraid there aren't any left for the 6 pm. What about the 9 pm?
- Miras: That is OK. 3)
- Clerk: They're £35 each.
- Miras: Right. I'd like four, please.
- Clerk: 4)
- Miras: Miras Aliyev .
- Clerk: Right, Mr Aliyev, your tickets are booked. You can pick them up at the box office.
- Miras: Thank you very much.
- Clerk: 5)

Writing

• A story

1 ★ Read the story and put the events (A-F) in the order they happened (1-6).

- 1 One day last summer, my two best friends and I set out on a day trip to a theme park. We were all really excited as we sat on the bus. We wanted to try the park's amazing new roller coaster!
- 2 We soon arrived at the park and found the new ride. It was very fast, but it was great fun! Then, suddenly, at the very top, the roller coaster stopped! We waited for about half an hour, but the ride didn't start again!
- 3 We waited and waited, for one hour, then for two hours. Some people were shouting and crying now. Then, suddenly, we heard fire engines. Fire fighters put huge ladders up to the roller coaster and started climbing up! The fire fighters helped us all to climb out of the roller coaster and down a ladder! It was very scary!
- 4 After, on the ground, we all felt very shocked and we were shaking! After a while, Dan said, "Come on, no one is hurt, let's enjoy our day!" After that, we watched a parade and we went on a fantastic boat ride, but we didn't go on any more scary rides!

- A We waited for a long time.
- B Fire fighters rescued us with big ladders.
- C The roller coaster stopped.
- D We enjoyed the rest of our day.
- E We set out on a day trip to a theme park.
- F We arrived at the park and went on the new ride.

2 ★ Use your answers in Ex. 1 to write a short summary of the story. Use *first, then, next, after that*.

3 ★ Which paragraph (1-4) tells us: *what happened in the end?* – *where/when the story happened?* – *what the main event was?* – *what happened before the main event?* – *how the writer felt about what happened?*

4 ★ Match the pictures (1-4) below with the events (a-d) of a story.



- a The boat was moving up and down. / My brother fell out of the boat.
- b Last Sunday, my dad and I took my little brother to the park to go boating on the lake.
- c My dad dived in and saved my brother. / The park keeper told us a local story about a monster fish that lives in the lake.
- d We got in the boat and started rowing. / Something started hitting the bottom of the boat.

Setting the scene

In the first paragraph of your story, include details that set the scene *e.g. where & when the story happened, who was there, feelings, the weather etc.*

5 ★ Underline the phrases/sentences in the story in Ex. 1 that set the scene.

6 ★★ Complete the notes below about the story in Ex. 4, then write a first paragraph for it.

When:
Where:
Who:
How felt: happy, excited about boating

7 ★★ Use the events in Ex. 4, your first paragraph from Ex. 6 and the plan to write your story. Think of a title for it.

Para 1: set the scene
Para 2: say what happened before the main event
Para 3: describe the main event
Para 4: describe ending/feelings

5a

Vocabulary

1 ★ **What's wrong with each person? Find six illnesses in the word search. Then use these words to complete the sentences under the correct picture.**

S	H	Z	D	U	I	O	P	B	C	D	J
T	O	O	T	H	A	C	H	E	D	O	G
O	A	S	T	G	U	J	X	A	X	R	H
M	D	S	O	R	E	T	H	R	O	A	T
A	C	K	J	B	E	I	V	A	R	V	J
C	O	L	D	E	G	U	S	C	X	G	O
H	U	Y	I	P	V	S	E	H	A	H	F
A	G	F	H	L	P	E	U	E	I	A	Z
C	H	D	F	H	K	L	F	A	V	G	H
H	Q	I	J	L	D	D	U	P	W	Z	E
E	U	U	F	D	J	F	I	X	L	O	M
A	E	F	Y	N	I	K	O	P	C	D	W



Kanat's got a(n)
1)



Laura's got a(n)
2)



Gemma's got a(n)
3)



Lucy's got a(n)
5)



Claire's got a(n)
6)



Mark's got a(n)
4)

2 ★ **Complete the sentences (A-E) with words from the list, then match them to the sentences (1-5).**

- add • enjoy • get • drink • put

- 1 To treat a headache ...
- 2 To stop a nasty cough ...
- 3 To get rid of a sore throat ...
- 4 To get rid of a stomach ache ...
- 5 To get rid of a toothache ...

- A honey to a glass of hot water and drink it.
- B some hot chocolate!
- C some vanilla extract on your tooth.
- D ginger tea.
- E have some lemon juice to rid of the pain.

3 ★ Complete the sentences with words from the list.

- home • feel • tasty • exercise • close

- 1 Try this soup; it's really
- 2 Nurislam tries to every day in order to stay healthy.
- 3 I always keep some vanilla extract at hand, in case I get a toothache.
- 4 There are lots of remedies that you can make yourself for free!
- 5 You will much better if you eat healthily and exercise more often.

4 ★ Fill in: weight, diet, late, food, drinks, breaks, to make phrases.

- 1 balanced
- 2 junk
- 3 put on
- 4 sugary
- 5 stay up
- 6 take short



5 ★ Use the phrases from Ex. 4 to complete the sentences.

- 1 Don't drink too many ; they can damage your teeth.
- 2 Ulan shouldn't every night because he is always tired in the morning.
- 3 If you don't exercise you might
- 4 It's important to when you're working hard.
- 5 Sue is not healthy because all she eats is such as chips and burgers.
- 6 Having a is important for good health.

6 ★ Complete the sentences with the adjectives in the list.

- good • terrible • nasty • quick
- same • healthy

- 1 A: I've got a headache.
B: Why don't you take a painkiller?
- 2 Hot tea is really for treating sore throats.
- 3 For relief from a headache, try squeezing the top of your nose.
- 4 Many medicines share the ingredient.
- 5 A: I can't stand this cough.
B: Would you like me to get you a glass of water?
- 6 A: I want to lose weight.
B: You should stop eating junk food! Eat food instead.

7 ★★ Complete the sentences to make them true about you.

- 1 I when I have a headache.
- 2 When I have a cold, I to feel better.
- 3 I exercise
- 4 I eat junk food
- 5 When I feel tired, I
- 6 When I feel stressed, I

5b

Use of English

• Have to

- 1 ★ **Read the advert for tennis lessons. Complete the sentences below with *have to/don't have to*.**

FOREST HILL
Tennis Club

Are you between 10 and 16 years old?

Come and learn how to play tennis.
Lessons cost: £25.00 for non-members
£15.00 for members
Membership costs: £5.00 a week.

What you need:

- a tennis racquet (don't buy an expensive one)
- trainers • comfortable clothes

All other equipment provided.

- 1 You be 10 years old or older.
- 2 Learners wear trainers.
- 3 Club members pay £25.00 a lesson.
- 4 You bring a tennis racquet.
- 5 Students bring tennis balls.
- 6 You buy an expensive tennis racquet.

- 2 ★ **Complete the dialogue with: *have to, has to, don't have to, doesn't have to*.**

A: I can't play tennis with you today, Andy. I 1) wash my dad's car.

B: Really? Do you 2) help with a lot of chores at home, Andy?

A: Yes, I do! My sister 3) wash the car on Saturdays, but she 4) help my mum with the cleaning. During the week, we 5) do the washing-up. We 6) do anything on Sundays, though! What about you?

B: Oh, I 7) do a lot. I just 8) make my bed and tidy my room. That's all. My little sister is only five, so she 9) do anything!

A: She's lucky!

• Mustn't/Don't have to

- 3 ★★ **Rewrite the sentences. Change the words in bold and use one of the modals in the list:**

• must • mustn't • don't have to

- 1 You can go to the party, but **only if you come back by 11 pm.**
You
- 2 **It isn't necessary to** take out the rubbish every day.
You
- 3 **It's against the rules to** bully people at school.
We
- 4 **I am not obliged to** go to the study group.
I
- 5 **It's your duty to** tidy your room every week.
You
- 6 You **aren't allowed to** chew gum in class.
You
- 7 **Kanat is obliged to** phone his mum if he's late.
Kanat
- 8 **Never be late** for school.
We

• Can/ Could/ Might

- 4 ★★ **Rewrite the sentences using *can, can't, could or might*, as in the example.**

- 1 You are allowed to go out tonight.
You can go out tonight.
- 2 Is it OK if I use your phone?
.....
- 3 It is possible that Kelly will go to the dance.
.....
- 4 Do you want me to help you with the cooking?
.....
- 5 It's possible she will be late.
.....
- 6 I want a glass of water, please.
.....
- 7 We aren't allowed to go out alone.
.....

Grammar

• Countable/Uncountable nouns

5 ★ Write the words in the correct basket.

- pasta • meat • coffee • biscuit • bread
- apple • tomato • cherry • vegetables
- pizza • butter • egg



• Quantifiers

6 ★ Circle the correct item.

- 1 There is a **few** / a little coffee left.
- 2 My mum needs **some** / any sugar for this recipe.
- 3 There was **lots of** / not any food on the table. It was full.
- 4 Dana eats **few** / too many sweets. She should cut down.
- 5 She had very **few** / little flour, so she couldn't make pancakes.
- 6 We should drink **many** / a lot of water every day.
- 7 Would you like some **more** / less honey in your tea?
- 8 Mum put **too many** / too much salt in the soup.
- 9 You don't need **much** / many butter to make this cake.
- 10 Did he eat any rice? **Not much** / Not many.

• Use of English revision

7 ★ Choose the correct item.

- 1 Meyirgul eats junk food.
A too much B too many C a few
- 2 You put your rubbish in the bin.
A must B might C could
- 3 I'm sorry, but you eat in class.
A could B don't have to C mustn't
- 4 Jo make dinner. I did it yesterday.
A has to B might C doesn't have to
- 5 I help you with the cleaning?
A Mustn't B Might C Can
- 6 Shynar study tonight. She has a History test tomorrow.
A have to B could C has to
- 7 Take your umbrella – it rain today.
A must B might C can
- 8 I borrow your pen, please?
A Might B Must C Could
- 9 walk the dog now?
A Do you have to
B You have to
C Don't you
- 10 How apples are there in the fridge?
A many B much C few
- 11 Would you like milk in your coffee?
A some B a few C little
- 12 You don't need eggs to make an omelette.
A a lot B many C much

8 ★★ Write one thing you: *have to, must, don't have to, mustn't, can, can't, might do tonight.*

5c

Skills

Reading

1 ★★ Read the text and fill in the gaps with the words from the list.

- taste • choices • unhealthy • serve
- ask • illnesses

What's cooking in the canteen?



Do you eat your lunch in the school canteen? What does it usually **1)**? School meals are healthier than in the past, with more fresh fruit and vegetables, but some schools still serve **2)** choices like chicken nuggets, chips, pizza and other junk food.

What's the problem?

The problem with junk food is that it has high levels of sugar, salt and fat. It might **3)** good but it makes us put on weight. It can also cause serious **4)**

What can we do?

We can take our own food to school. A chicken sandwich with a bowl of salad and an apple or some orange juice are tasty and healthy! We can also **5)** the canteen to serve food and drinks which are low in sugar, salt and fat such as salads and fruit juices. If school canteens improve service and food quality, students could have healthier food **6)**

2 ★★ Read the text in Ex. 1 again and for questions (1-5) choose the correct answers (A-C).

- 1 What did school canteens serve in the past?
A unhealthy options B fresh fruit
C healthy meals
- 2 What does the writer consider as an unhealthy option?
A vegetables B fresh fruit
C junk food
- 3 What does the writer say about junk food?
A it tastes too salty
B it tastes awful
C it has high levels of sugar, salt and fat
- 4 What can junk food cause?
A weight loss B serious illnesses
C happiness
- 5 What can students do to avoid eating junk food at school?
A bring lunch from home
B buy a chicken sandwich
C eat healthily

3 ★ Circle the odd one out.

DANA'S RESTAURANT!



- | | |
|---------------------|--|
| Side dishes: | duck pancakes – spring rolls – boiled rice – chicken salad |
| Main meals: | kebab – ice cream – noodles with bean sprouts – chicken tikka masala |
| Desserts: | fruit salad – ice cream – chocolate cake – vegetable soup |
| Drinks: | mineral water – cola – spring rolls – lemonade |

4 ★ Match the words to form phrases.

1 <input type="checkbox"/>	mineral	a	takeaway
2 <input type="checkbox"/>	side	b	meal
3 <input type="checkbox"/>	order	c	water
4 <input type="checkbox"/>	main	d	snack
5 <input type="checkbox"/>	nighttime	e	dish

5 ★ Use the phrases from Ex. 4 to complete the sentences.

- Let's There's nothing in the fridge and I'm hungry.
- Can I have a glass of, please?
- Would you like a like spring rolls or chicken salad?
- Ulan got out of bed and went to get a
- Nursultan chose the chicken tikka masala for his

6 ★ Fill in: *nation, compared, share, owner, calories.*

- Chicken and boiled rice is a more healthy option to kebab.
- Would you like to my lunch? I'm not very hungry today.
- Mr Akhmetov is the of that new restaurant in the town centre.
- Chinese food is the 's favourite kind of takeaway.
- If you want to lose weight, you should eat food that is low in

7 ★ Listen and choose answers A, B, or C.

1 When is the restaurant closed?

Monday Saturday Sunday

A B C

2 What is Asyl going to eat?



3 Where is Ulan?



4 How many scoops of ice cream does Kairat order?

1 2 3
A B C

5 What is Berik's mum's job?



Listening

8 ★★ Listen and fill in the gaps.

TECHNO FOOD

Type: 1 café
 Location: 125, Brook Street, Newton.
 Near the 2 .

Dishes: Burgers, 3 , pasta and pizza.
 Opening hours: 1 pm until 4
 Website: 5



5d, e, f

Vocabulary

1 ★ The pictures show things related to health. Fill in the correct words.



1 W__ your hands to stop g_____.

2 You must go to s__ the d_____t regularly.

3 Doctors use a lot of m_ d _ _ _ l e _ _ _ _ t.

5 There are p_t_ n_ and d_c_ _ _ in a h_ _ _ l.

4 You should't _ _ a p_ _ _ _ r for the pain.

6 The n_ _ _ e is preparing some m_ _ _ _ e.

2 ★ Fill in: remote, clean, grow, community, raw, dairy, chopping board, provide.

- 1 You must all kitchen surfaces before cooking.
- 2 Germs quickly in food that we don't store in the fridge.
- 3 Never store meat with cooked food.
- 4 Milk, cheese and yoghurt are products.
- 5 Use the if you are going to cut up vegetables.
- 6 Gulnaz lives in a small far from any hospital.
- 7 The local doctors healthcare for lots of people.
- 8 Hospitals in areas often don't have access to medical technology.

Everyday English

3 ★ Complete the dialogue with the correct item.

- What's wrong • I feel terrible • You don't look well
- I can't stand it any longer • Why don't you
- I suppose you're right

A: Hi Maya. Are you OK? 1)

B: Oh, 2), Jazira.

A: Oh dear! 3)

B: I've got a terrible headache.

A: Really! 4) lie down for a while and relax?

B: I'd love to, but I've got to cook dinner for everyone.

A: Did you take a painkiller?

B: Yes, I took one a couple of hours ago.

A: Oh! And it still hurts?

B: Yeah, 5)

A: Maybe you should see your doctor.

B: 6)

A: Go on then. I can finish cooking for you.

B: That's so nice of you. OK!

4 ★★ Your friend has got a toothache. Write a short dialogue similar to the one in Ex. 3 giving him/her advice.

Writing

• An email giving advice

1 ★ Look at the email. Who is Marzhan writing to and why?

2 ★ Now read the whole email again. What is Marzhan's advice? What are the expected results?

Advice	Expected Results

3 ★ a) Find and write the colloquial/ everyday words or phrases in the text which mean:

- I'd like to tell you
- If you do this
- It is fine to be
- I must stop writing now.

★ b) Find and circle examples of contractions (e.g. I'm) and pronouns that are omitted (e.g. (I) better go now!) in the text.

4 ★ Choose the correct item. Then match them to their definitions.

- fail to keep up
- rest
- having
- discuss
- work to understand the lesson fully

- You shouldn't fall **behind/back** with your schoolwork.
- Don't forget to get some exercise and eat healthily to help your body and your mind **relax/calm**.
- Perhaps you need to **read/study** with others.
- Have you tried **taking/joining** extra lessons?
- Talk/Chat over the problem with your parents, so they understand why your grades are falling.

5 ★★ Imagine your English-speaking friend has sent you an email asking for your advice on how to improve her/his grades at school. Use the ideas in Ex. 4 and the plan below to write an email to your English pen-friend giving him/her advice. Use the email in Ex. 1 as a model.

Hi ..., (your friend's first name),
 Para 1: express sympathy (I'm really sorry...)
 Paras 2/3: your advice and expected results
 Para 4: say you hope you were helpful, closing comments (I hope... Speak to you soon)
 Best wishes,
 ...
 (your first name)

6a

• Holidays

1 ★ Look at the pictures and match them with the words below.

a. cruise d. safari
 b. sightseeing holiday e. beach holiday
 c. skiing holiday f. walking holiday

2 ★ Fill in the correct verb from the list.

- visit • stay • take • send • swim
- relax • eat • go • sit

This year, Jenny is going to spend her holiday by the sea. During her holiday:

- she is going to ...
- 1) in the sea all morning
 - 2) local dishes
 - 3) photographs
 - 4) by the pool
 - 5) at a hotel by the sea



- she isn't going to ...
- 6) postcards to her friends
 - 7) sightseeing
 - 8) museums
- Jenny feels so tired, so during her holiday she just wants to 9) and enjoy the sunshine.

3 ★ Fill in: cosmopolitan, precious, accommodation, attractions, ceremony.

- 1 The holiday package includes plane tickets and hotel
- 2 There are so many in London such as shops, museums and famous landmarks.
- 3 London is a lively, city with lots of things to do.
- 4 There is a every day outside Buckingham Palace called the Changing of the Guard.
- 5 Be careful not to lose this ring. It's very

4 ★ Choose the correct words.

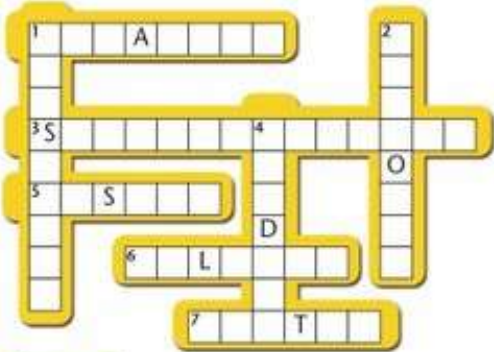
- 1 Don't lose / miss Oxford Street when you visit London. It's got over 300 shops!
- 2 There are many famous sights / views in London such as Big Ben and Westminster Abbey.
- 3 The locals / residents as well as the tourists like to visit London's many markets.
- 4 London taxi drivers or 'cabbies' usually know every single / simple street in the city!
- 5 The Tower of London is one of London's most known / famous attractions.

5 ★ Match the words in column A to the words in column B to form collocations.

A	B
1 <input type="checkbox"/> famous	a dishes
2 <input type="checkbox"/> Crown	b landmarks
3 <input type="checkbox"/> high	c street
4 <input type="checkbox"/> local	d jewels
5 <input type="checkbox"/> luxurious	e hotel

• Tourist attractions

6 ★ Complete the crossword.



Across

- 1 You can watch fish swimming around in tanks there.
- 3 You can do some shopping there. (2 words)
- 5 You can see statues, vases, etc from ancient civilisations there.
- 6 You can see paintings there.
- 7 This is a place where kings and queens used to live.

Down

- 1 You can go on rides and play games at this type of park.
- 2 You can admire ruins of old buildings and ancient towns at this type of site.
- 4 You can walk and smell beautiful flowers in these places.

7 ★★ Find six types of attractions tourists can visit.



8 ★★ Complete the sentences with the correct verb, as in the example.

- take • feed • go on
- stay • visit • try • see
- go • walk through



- 1 Let's *take* a black cab to the city centre.
- 2 Are you going to the sharks at the aquarium?
- 3 I'm going to lots of rides at the amusement park tomorrow!
- 4 Are Kanat and Aigul going to in a luxurious hotel when they go to Paris?
- 5 We're going to lots of museums and galleries in Rome.
- 6 Did you fish and chips when you went to London? It's England's most famous dish!
- 7 What landmarks are you going to in London?
- 8 Sally is going to shopping on Oxford Street tomorrow.
- 9 Don't forget to Camden Market on a Sunday when you go to London. It's great!

9 ★★ Imagine you are writing a short paragraph about a city you know for a tourist brochure. Write: what sights/attractions tourists can see there, how they can get around, what food they can try, where they can stay. Use the vocabulary from these two pages.

.....

.....

.....

.....

.....

.....

.....

.....

6b

Use of English

• Will / Won't

1 ★ Fill in *will*/*'ll* or *won't*, then write *P* for a prediction or *O* for an on-the-spot decision.

- 1 Dan come to the mall with us tomorrow. He hates shopping!
- 2 There's no milk left. I go and buy some.
- 3 I think Tom fail his exams. He never studies.
- 4 I help you with that exercise.
- 5 Do you think the weather be good tomorrow?
- 6 Anna visit us today. She's working late.

• Be going to

2 ★ Berik is planning his summer holiday in Peru. Look at the pictures and the words and write what he is/isn't going to do, as in the example.

- 1 go/rollerblading (x)
He isn't going to go rollerblading.
- 2 go/swimming (✓)
.....
- 3 hike/up a mountain (✓)
.....
- 4 eat/sushi (x)
.....
- 5 play/football (x)
.....



3 ★ Put the words in the correct order to make sentences.

- 1 going/the snow/play/to/are/in/they/.
.....
- 2 local/Shynar/going/dishes/eat/to/isn't/.
.....
- 3 dad/going/buy/is/souvenirs/to/us/for/?
.....
- 4 the children/going/on/to/are/take/cruise/a/river/the/?
.....
- 5 going/Nurlan/visit/museums/is/his/with/friend/to/.
.....

4 ★ Use the verbs/phrases in the list and *going to* to write sentences, as in the example.

- tidy her room • play football
- eat pasta • sink



- 1 They *are going to* play football.
- 2 She
- 3 He
- 4 Oh no! The boat

• Present continuous for future meaning

5 ★ Read the programme for the Spring Break trip. Use the verbs in the list to write sentences, as in the example.

- go • travel • leave • return • stay
- visit • go on

Spring Break TRIP

Destination: New York City

Travel by: plane

Leave: 22/3

Return: 24/3

Accommodation: 3-star hotel

Activities:

- Statue of Liberty
- Cruise on the Hudson River

- 1 *They are going to New York City.*
- 2
- 3
- 4
- 5
- 6
- 7

6 ★ Circle the correct item.

- 1 My band **will play** / **is playing** at the concert tonight at 10 o'clock.
- 2 Assel **is travelling** / **travels** to Astana tomorrow morning.
- 3 Kenzhe **takes** / **is going to take** a lot of photographs when she visits the museum at the weekend.
- 4 **Will you** / **Do you** please help me feed the dog?

• Use of English revision

7 ★ Choose the correct item.

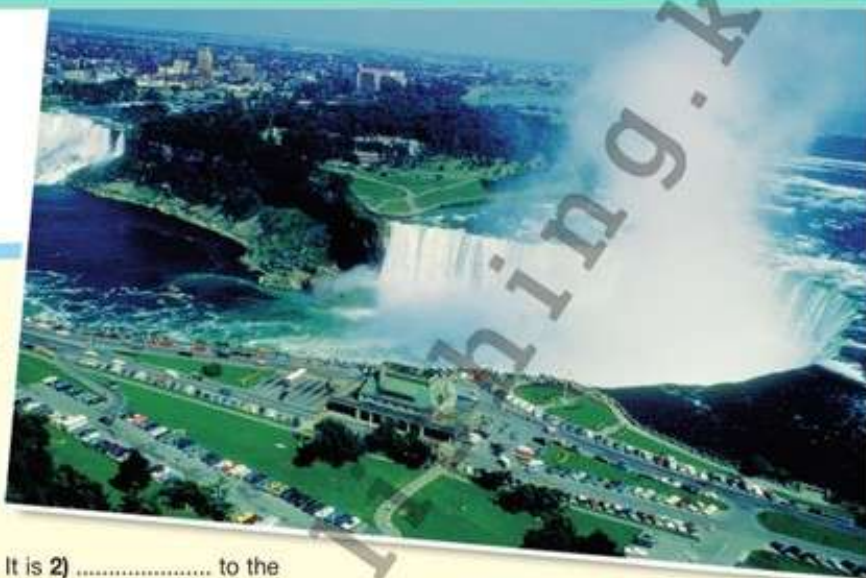
- 1 "I'm thirsty." "I you a glass of water."
A get B am getting C will get
- 2 "Will it snow today?" "No, it"
A doesn't B won't C isn't
- 3 Look! He off his chair.
A is going to fall B will fall C falls
- 4 What time Tamerlan tonight?
A you meet B are you meeting
C do you meet
- 5 I think Sanzhar the competition next week.
A is winning B wins C will win
- 6 "What are your plans for the weekend?"
"Didn't I tell you? I to Lisbon."
A will go B go C 'm going
- 7 When she's in London, Gulnara some museums.
A is going to visit B is going to
C is visiting
- 8 "Look at those clouds!" "It"
A is going to rain B will rain
C is raining
- 9 Do you think it this week?
A will snow B snows C is snowing
- 10 What this Saturday?
A will you do B are you doing
C do you do
- 11 There is nothing to eat. I shopping.
A 'll go B 'm going C go

8 ★★ Write: 3 things you think will/won't happen tomorrow, 2 things you are going to do this summer and 2 things you are doing this weekend.

6c

Skills
Reading

- 1 ★ Read and fill in the correct item A, B or C.

DISCOVER
NIAGARA,
CANADA

Niagara is a city

- 1) Ontario, Canada. It is 2) to the second largest waterfall in the world, Niagara Falls. Many people come to Niagara every year to see the falls 3), but there is much more to do here.

Go on the *Maid of the Mist*, a boat that takes you as close as you can get to the falls. Then visit MarineLand, a(n) 4) park filled with shows and rides that are sure to be lots of fun for the 5) family. Also, you can visit the wax museum or go to Nightmares Fear Factory. It's 6) haunted house ride in Niagara. Another good idea is to go on a helicopter ride that takes you over the falls.

- | | | |
|-----------------|----------------|-------------|
| 1 A in | B from | C to |
| 2 A house | B place | C home |
| 3 A nearby | B up close | C near to |
| 4 A public | B attraction | C theme |
| 5 A whole | B all | C complete |
| 6 A the scarier | B the scariest | C the scary |
| 7 A opinion | B choice | C idea |
| 8 A view | B sight | C look |

When you get hungry, you can eat anything your heart desires. Niagara has got many restaurants to choose from. The Skylon Tower Revolving Dining Room is a very good 7) There you can eat delicious meals and enjoy a 8) of the falls at the same time.

All in all, Niagara is a city that everyone should visit. There is something for everyone to see and do.

- 2 ★★ Read again and answer the questions.

- | | |
|---|--|
| <p>1 Where is Niagara?
.....</p> <p>2 What is Niagara Falls?
.....</p> <p>3 What is the name of the boat that takes you to the falls?
.....</p> <p>4 What is the Nightmares Fear Factory?
.....</p> | <p>5 Where does the helicopter take you?
.....</p> <p>6 Where can you eat delicious meals and see the falls?
.....</p> <p>7 Why should everyone visit Niagara?
.....</p> <p>8 Would you like to go there? Why/Why not?
.....</p> |
|---|--|

Vocabulary

3 ★★ Complete Ellie's email with the words in the box.

- | | | |
|-----------|------------|---------------|
| forest | experience | accommodation |
| equipment | scenery | spectacular |
| raft | fantastic | |

New Message

Hi Karen,
 I'm in Austria. It is so amazing here and it's famous for its beautiful 1) We were searching for cheap 2) and we found a cosy hotel in the town centre. The view from my room is 3) Tomorrow, we're going to a river in the middle of a 4) with loads of beautiful trees. It sounds absolutely 5) ! The hotel will provide an inflatable 6) and all the safety 7) such as helmets and wetsuits. I'm looking forward to this exciting 8) !
 Write back soon,
 Ellie

4 ★ Fill in: *equipment, footwear, towel, range, activities, wet.*

- Hotel prices in the area from 40 to 70 euros per night.
- We did lots of exciting on the trip such as white water rafting and caving.
- You need good to go on a long hike in the mountains.
- Don't forget to bring your swimsuit and on the trip. There is a lot of water in the caves, so we might get
- To go mountain climbing, you need to have the right safety



Listening

5 ★★ Listen to the advert about a holiday. For questions 1-5 tick (✓) A, B or C.

- What is the advert about?
 A a walking holiday B a cruise
 C a beach holiday
- Where does the holiday start?
 A San Francisco B Vancouver
 C Seattle
- What can someone do during the holiday?
 A swim in the sea B see glaciers
 C sunbathe
- What activity isn't free?
 A rock climbing B dancing
 C ice-skating
- How can you book your tickets for a better deal?
 A call them
 B go to your local travel agency
 C visit their website

Dictation

6 ★★ Listen and fill in the gaps in the postcard.

Hi Patrick,
 Greetings from Ireland! It's amazing here. It's a really beautiful country. It's got some 1) and 2) Yesterday, we visited 3) where we saw an underground 4) It was great! Today, we 5) in Dublin. We are going to 6) and then we are going to 7) It's a pity you aren't here.
 See you soon.
 Andy

6d, e, f

Vocabulary

- 1 ★ **Fill in:** *around, soft, scared, asleep, for, mad, out, dark, creature, away.*

The Haunted Castle

I was lost in a huge castle and I was going 1) I ran 2) corridors and courtyards, but I couldn't find a way out. It started to get 3) and I was exhausted, so I decided to look 4) a bed to rest. I quickly fell 5) I opened my eyes and saw a huge, ugly 6) I screamed and looked 7) Next, I felt something grabbing me. I put 8) my hand to stop it and touched something 9) I was so 10)! I woke up to see my mum sitting on my bed. I was so relieved; it was all just a silly dream.



- 2 ★★ **Match the words, then use some of them to complete the sentences.**

1 <input type="checkbox"/>	lights up	a	outside
2 <input type="checkbox"/>	rent	b	around the park
3 <input type="checkbox"/>	go on	c	a camel ride
4 <input type="checkbox"/>	ride	d	a bicycle
5 <input type="checkbox"/>	ran	e	a model village
6 <input type="checkbox"/>	explore	f	the area
7 <input type="checkbox"/>	visit	g	the village

- We all to see what was happening in the garden.
- Ulan decided to to go for a ride around town.
- We are going to tomorrow. There are hundreds of miniature landmarks, shops and houses there!
- My dad wanted to and see the many interesting museums.
- Every year at the festival, the fireworks display

Everyday English

- 3 ★ **Complete the dialogue with the sentences.**

- How much does it cost to get in
- Enjoy your visit
- I'd like some information, please
- What can I do for you
- How do I get there from the train station

- A: Good morning! Wax Museum. 1) ?
 B: Hello! 2)
 A: Certainly! What would you like to know?
 B: Could you tell me when the museum is open, please?
 A: We are open Tuesday to Sunday from 9 am to 6 pm.
 B: Thank you! 3) ?
 A: Take the number 12 bus. It stops outside the museum.
 B: OK, that's great. 4) ?
 A: Tickets cost £6 for adults and £3 for children and students.
 B: OK. Thank you for your help.
 A: You're welcome. 5)

- 4 ★★ **Use the information in the poster to write a similar dialogue to the one in Ex. 3**

Bradley Town Model Village

Opening hours: Monday to Friday 9:30 am – 4:30 pm, weekends 10:00 am – 6:00 pm

Tickets: adults - £8, children - £5

How to find us: take bus no. 10 or 11 from the bus station



Writing

A postcard from a holiday destination



1 ★ Look at the postcard and answer the questions.

- 1 Who is it from/to?
- 2 Where is the writer?
- 3 Is the language formal or informal?

Hi Leyla,

- 1 Greetings from Rome! I'm on a school trip here. We arrived yesterday and are staying in a lovely hotel in the city centre. It's near all the tourist attractions. The weather is warm and sunny! It's a bit chilly at night but that's OK.
- 2 Yesterday, we were all tired after our flight, so we slept a lot. Now, we are all looking forward to visiting the city. This afternoon, we're going on a walking tour. First, we're going to the Colosseum and then we're walking up the Palatine Hill. Our teacher is taking us to a famous café afterwards. I can't wait!
- 3 Tomorrow morning, we're going to visit the Pantheon, an ancient temple, and in the afternoon we're going to visit the Pasta Museum. It's going to be a great weekend.
- 4 I've got to go now. See you when I get back.
Love,
Zhanat

2 ★ Read and write which paragraph (1-4) includes:

- A fixed arrangements for today
- B closing remarks
- C greeting, when you arrived, accommodation, weather
- D plans for tomorrow

Informal style

When writing postcards, we use informal style including short forms e.g. *we're* and everyday words/expressions e.g. *Hope you are well.*

3 ★ Write O for opening and C for closing remarks. Underline similar remarks that Zhanat uses to open/close her postcard.

- 1 Well, here I am in Majorca!
- 2 That's all for now.
- 3 How are you? I'm having a great time in Portugal.
- 4 I'm going to the beach now. See you in a week!

4 ★★ Find and write the words/phrases in the postcard in Ex. 1 which mean:

- 1 I must stop writing.
- 2 I'm looking forward to it.
- 3 I'm writing to you from Rome.
- 4 ... I don't mind.

5 ★★ Put the adjectives in the correct order.

- | | |
|----------------------------------|---------------------------------|
| 1 a(n) large/lively/Italian city | 3 a beautiful/stone/tall temple |
| 2 a(n) British/black/old cab | 4 a steel/blue/small bike |

6 ★★ Imagine you are on a school trip abroad. Write your postcard. Follow the plan and Ex. 1 as a model.

- Para 1: What is your opening remark? Where are you? Where are you staying? What is the weather like?
- Para 2: What are your plans for today?
- Para 3: What are your plans for tomorrow?
- Para 4: What are your closing remarks?

7a

Vocabulary

The Wonderful Wizard of Oz

1 ★ What do we call a person who...

- 1 does bad things to other people?
.....
- 2 is kind and helps other people?
.....
- 3 is not afraid to do the right thing even when it is dangerous?
.....
- 4 always tells the truth?
.....
- 5 always wants more?
.....

Choose from the list: *caring, greedy, brave, evil, honest.*

2 ★ Label the pictures. Use these words:

- scarecrow • forest • axe • brick • field



3 ★ a) Match the adjectives to their opposites.

1 <input type="checkbox"/>	real	a near
2 <input type="checkbox"/>	beautiful	b safe
3 <input type="checkbox"/>	far	c ugly
4 <input type="checkbox"/>	dangerous	d quiet
5 <input type="checkbox"/>	loud	e fake

★ b) Use the words from the first column in Ex. 3a to complete the sentences.

- 1 They must be careful because the journey is very
- 2 It was a day; it was warm and sunny.
- 3 My house is very away from the city.
- 4 Gulnaz's brother is very; he's always shouting.
- 5 At first, Assel thought the scarecrow was a man.

4 ★★ Fill in: *turned, fell, get back to, waved, followed.*

- 1 The friends wanted to the house before it got dark.
- 2 Although it was raining all morning, it into a beautiful day.
- 3 They the path towards the village.
- 4 I at Aidar as he rode past on his bike.
- 5 Kairat in love with Asiya as soon as he saw her.

• *Peter Pan*

1 ★ Label the pictures.

- lagoon • cave • window • leaves • wigwam



2 ★ Complete the sentences. Use: *sew, dreams, lost, lifted, met.*

- 1 They Gulnaz at the train station after her trip to Shymkent.
- 2 The plane into the air and flew through the sky.
- 3 It took ages for Mum to Sezim's skirt for the play.
- 4 I my keys yesterday and now I can't find them anywhere.
- 5 Every night when he sleeps, Rustam of being a cowboy.

3 ★ a) Match the words in columns A & B.

A	1	upside	B	a	away
	2	grows		b	up
	3	run		c	down
	4	flew		d	out

★ b) Complete the sentences with the phrases from Ex. 3a.

- 1 The bird of the window when Nurzhan opened it.
- 2 Aliya wants to be a doctor when she
- 3 The boat turned but they only got wet.
- 4 He tried to but the police caught him.

4 ★★ Fill in: *it, or there.*

- 1 A: How was your trip?
B: was great!
- 2 A: were many animals and birds at the zoo.
B: Yes, I know. 's amazing!
- 3 A: 's 9 o'clock. When does the movie start?
B: At 9:30.
- 4 A: How far is the hotel?
B: Don't worry, 's only 5 minutes away.
- 5 A: is a huge TV in the living room.
B: Can I go and watch my favourite movie?

7c

The Grove of the Dancing Birches

1 ★ Look at the pictures and complete the crossword.

2 ★ a) Match the adjectives to the words in Ex. 1.

- simple • special • rich
- beautiful • lovely

1

2

3

4

5

★ b) Use the phrases in Ex. 2a to complete the sentences.

- 1 The friends all went to swim in the
- 2 Every March, the town holds a to celebrate spring.
- 3 There are many decorating the King's crown.
- 4 300 people live in the in the mountains.
- 5 Guljan prefers to wear when she goes out with her friends.

3 ★★ Fill in: *admire, recognise, strong, competition, decide*, in the correct form.

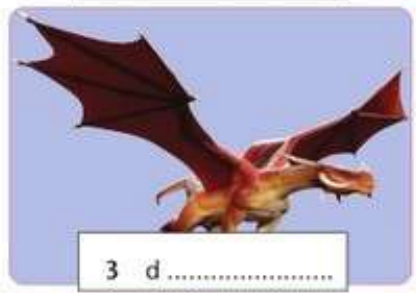
- 1 In the end, they to go on a skiing holiday.
- 2 Football tests players' and skill.
- 3 They the famous actor from his voice and clothes.
- 4 Dad stopped the car the beautiful lake.
- 5 Ulan was the winner in the archery

4 ★★ Complete with: *all, other, another, any*.

- 1 Did you try the games in the competition?
- 2 There are a lot of stories about the heroes of Kazakhstan.
- 3 Have you got clothes that I can wear?
- 4 There is going to be festival in the spring.

• Er-Tostik

1 ★ Label the pictures.



2 ★ a) Match the words to their definitions.

<input type="checkbox"/> 1	handsome	a	ability
<input type="checkbox"/> 2	power	b	a difficult task
<input type="checkbox"/> 3	peace	c	someone who does what another person says
<input type="checkbox"/> 4	servant	d	good-looking
<input type="checkbox"/> 5	challenge	e	no war

★ b) Use the words from Ex. 2a to complete the sentences.

- The King asked his to bring more food.
- Despite the danger, he faced the and freed the land.
- Everyone was happy that there was finally on the steppe.
- The man was tall, strong and
- Elsa, from the film *Frozen* has the to freeze things.

3 ★ Fill in: *darkness, pregnant, underworld, livestock*.

- Nurlan's wife Dina became and gave birth to a daughter.
- There are many types of in Aidar's farm, including cows and sheep.
- When they switched off the lights, the house was in
- In many legends, the evil characters live in the

4 ★ Fill in: *rescued, destroyed, set, reached, captured*.

- We finally Astana after travelling all day.
- Bibigul's father her when she fell in the water.
- The police the man who stole the bank and put him in prison.
- They off on their journey at 8 o'clock in the morning.
- The terrible storm the house.

8a

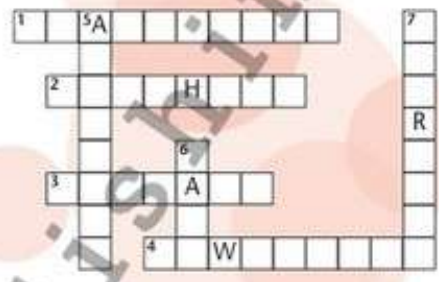
• Shops and products

1 ★ Find the shops below in the grid. Then write them under the correct item.



• Cities/Places in a city

2 ★ Complete the crossword.



Across

- 1 Children go there to play on slides and swings.
- 2 a shop where you can buy meat
- 3 a place with many books you can borrow
- 4 a shop where you can buy watches, rings, necklaces and earrings

Down

- 5 a place where you can watch fish swim around in glass tanks
- 6 a place where you can sit and have something to drink and a snack to eat
- 7 a shop where you can buy flowers

3 ★ Use the words *bridges, quiet, serves, famous, trails* to complete the sentences.

- 1 The new Indian restaurant delicious dishes.
- 2 Central Park in New York has some beautiful walking for those who enjoy walking.
- 3 The Smiths moved to a nice, neighbourhood far from the city centre.
- 4 There are more than 200 that go across the Thames.
- 5 Barcelona is for its exciting nightlife and dozens of attractions.

4 ★★ Complete the sentences with the correct words or phrases.

- nature lover's • family • hiking • energetic • picturesque • local • trendy • north • cosy

Do you want to raise your 1) in a small, 2) town? Well, Postville might just be what you are looking for.

This small town is about 80 km 3) of Waterloo. It's a 4) paradise with its rolling hills and its 5) trails. You and your family will feel more 6) and less stressed in your new environment. There are parks and schools in the town. There are many 7) shops in the main street where you can find anything you like. There are also many restaurants that serve 8) dishes and 9) cafés where you can have something to drink. There is absolutely everything anyone can ask for in this beautiful town.

For more information, visit our website: www.cityofpostville.org



5 ★ Match the words to form phrases, then use them to complete the sentences.

- | | | | |
|----------------------------|-------------|---|------------|
| 1 <input type="checkbox"/> | ancient | a | markets |
| 2 <input type="checkbox"/> | narrow | b | boutiques |
| 3 <input type="checkbox"/> | local | c | city walls |
| 4 <input type="checkbox"/> | fashionable | d | buildings |
| 5 <input type="checkbox"/> | tall | e | streets |

- 1 I love looking at the trendy clothes in the in my town.
- 2 There is no room for cars in the of the old town.
- 3 The city of Dubrovnik has around it.
- 4 We buy most of our fresh food at the in our town.
- 5 There are many in New York such as the Willis Tower and the Chrysler Building.

6 ★ Fill in: lifestyle, international, cosmopolitan, trendy, tree-lined.

- 1 People from many different countries live in my city, so lots of restaurants serve dishes.
- 2 Paris is a(n) city full of people from many cultures and nationalities.
- 3 You need to eat well and exercise regularly if you want to have a healthy
- 4 I live on a quiet, street. It's very beautiful in the spring.
- 5 Many young people like going dancing at the nightclubs in the town centre.

7 ★★ Write a few sentences about a town or city in your country that is popular with tourists. Use the vocabulary on these two pages.



8b

Use of English

• The passive (present simple & past simple)

1 ★ Circle the correct item.

- 1 Radio City Music Hall **was / is** built in 1932 in New York City.
- 2 The museum **is / was** visited by thousands of tourists every year.
- 3 The Astana Arena **is / was** equipped with over 30,000 seats.
- 4 The building **was / is** designed by the architect Edward Durell Stone.
- 5 The new library **was / is** opened last week by the head teacher.
- 6 Eventually, the restaurant **is / was** changed into a cosy café.
- 7 The shops in town **were / are** closed on Sundays.
- 8 Local and international dishes **are / were** served at the new restaurant.
- 9 The new bridge **was / is** completed in 1992.
- 10 The outdoor swimming pool **is / was** closed yesterday because it was raining.

2 ★ Use the prompts to make sentences, as in the example.



- 1 The Sydney Opera House/ design/Jørn Utzon.
The Sydney Opera House was designed by Jørn Utzon.
- 2 The Avenues Mall/open/Kuwait/July 2007.
.....
- 3 The Cannes Film Festival/celebrate/every year/in Cannes, France.
- 4 London/know/as the most visited city/in the world.

3 ★ Fill in: by or with.

- 1 The amusement park is visited thousands of people every year.
- 2 The old bridge was built stone.
- 3 The trendy nightclubs are enjoyed both locals and tourists.
- 4 The Avenues Mall in Kuwait is decorated beautiful palm trees.
- 5 The music festival was attended 7,000 people.

4 ★★ Read the information about buildings and rewrite it in the past simple passive form. Use the agent where necessary.

DID YOU KNOW?

- 1 The Ancient Britons built Stonehenge around 2000 BC.
.....
- 2 The Roman Emperor Hadrian completed the Pantheon.
.....
- 3 Arnolfo di Cambio constructed Florence Cathedral out of marble.
.....
- 4 They opened the Colosseum in 80 AD.
.....
- 5 Edward Lhuyd discovered the Newgrange ancient monument in 1699.
.....
- 6 Ictinus and Callicrates started construction of the Parthenon in 447 BC.
.....

- *a/an – some/any/every/no & their compounds*

5 ★★ Complete the text with *a/an, some, any, every* and their compounds.



From: Joan
To: Tim
Topic: new restaurant

Hi Tim,
I went to that restaurant you told me about with my parents yesterday. You were right. 1) was delicious!
First, we all had 2) to drink. I had 3) cola, my mum had 4) soda and my dad had 5) glass of juice. Then, we ordered 6) food. 7) wanted chips, so we got two plates. My dad wanted 8) spicy, so he ordered the chilli burger. Mum didn't want 9) with meat in it, so she got a delicious salad with 10) egg. I wanted 11) different, so I had 12) sushi. For dessert, my dad and I had 13) ice cream sundae. Mum didn't want 14) sweet, so she had 15) tea. It was great!
Write back soon,
Joan

6 ★ Circle the correct item.

- 1 There's **everyone** / no one / someone in this restaurant. It's completely empty!
- 2 Would you like **nothing** / everything / something to eat?
- 3 I want to go to the aquarium, but **nobody** / somebody / anybody wants to go with me.
- 4 Is there **everything** / anything / nothing I can help you with, Madam?
- 5 He left the souvenirs **anywhere** / everywhere / somewhere in the hotel.

- Use of English revision

7 ★ Choose the correct item.

- 1 Can I have bread, please?
A a B some C an
- 2 There's in the bookshop. It's empty.
A everybody B somebody C nobody
- 3 Would you like egg?
A – B a C an
- 4 The new playground was opened the mayor.
A by B with C from
- 5 The bakery sells cakes covered dried fruit.
A by B from C with
- 6 Is there interesting on TV tonight?
A something B everything C anything
- 7 Many fashionable clothes sold in this shop.
A was B are C is
- 8 The fish in the aquarium are every morning.
A fed B feed C feeding
- 9 ate my chocolate bar.
A Anybody B Anyone C Someone
- 10 Romeo and Juliet was by Shakespeare.
A write B written C wrote
- 11 Verona situated by the Adige River in the North of Italy.
A is B was C are
- 12 This theatre built over 200 years ago.
A were B is C was

8c

Reading

1 ★ Read the text below and mark the answers T (true), F (false) or DS (doesn't say).

Leeds Kirkgate Market

Leeds Kirkgate Market is on Vicar Avenue in the centre of Leeds, England. It is a very large covered market. It has got 800 stalls selling everything from food to household objects. Over 100,000 people visit the market every week.



When the market opened in 1822, it was an open-air market. In 1850, they started to cover it. In 1875, they finished the construction and the market had an indoor and an outdoor shopping area.

Another interesting fact about this market is that it is the original location of a very popular department store, Marks and Spencer. Michael Marks opened a penny bazaar in the outdoor market in 1884 and it is still open today.

So, when you visit Leeds, make sure you make the Leeds Kirkgate Market one of your stops. You are going to find some good bargains and have a great shopping day!

- 1 Leeds Kirkgate Market is in the centre of Leeds.
- 2 The market has only got food stalls.
- 3 More than 100,000 people go to the market weekly.
- 4 Leeds Kirkgate Market was the first covered market in Europe.
- 5 The covered market opened in 1822.
- 6 In 1875, the market had two shopping areas.
- 7 The outdoor shopping area wasn't popular at first.
- 8 The first Marks and Spencer shop opened at the market.
- 9 There isn't a Marks and Spencer shop at the market today.
- 10 There are some very expensive shops at the market.

2 ★★ Read again and answer the questions.

- 1 Where exactly is Kirkgate Market?
.....
.....
.....
- 2 How many stalls does it have?
.....
.....
.....
- 3 What kind of products can you buy at the market?
.....
.....
.....
- 4 How has the market changed since it first opened?
.....
.....
.....
- 5 How is this market related to a popular department store?
.....
.....
.....
- 6 Why might someone want to visit this market?
.....
.....
.....
- 7 Do you want to visit this market? Why/Why not?
.....
.....
.....

3 ★ Complete the sentences with the words below.

- skyline • steel • elevator • mast
- space • beams

- 1 A(n) carries people up and down a tall building.
- 2 New York City's is filled with skyscrapers.
- 3 Most builders use strong bricks and to build large buildings.
- 4 We moved house because we needed more living
- 5 Sailors named the tallest on a boat a skyscraper.
- 6 A builder's job used to be dangerous because they had to walk on high narrow

4 ★ a) Use the words to complete the phrases.

- knows • world • nothing • limit
- heights

- 1 the sky is the
- 2 scared of
- 3 all over the
- 4 who what's next
- 5 be new

★★ b) Use the phrases in the correct form to complete the sentences.

- 1 Aizhan doesn't like walking across high bridges because she's
- 2 Elevators They were invented a long time ago, in 1852.
- 3 Who knows how high John can go in the company if he works hard.!
- 4 I can't believe how high the Dubai Tower is.?
- 5 Zhaniya has travelled including Asia, Africa and South America.

Listening

- 5 ★** Listen to Mike telling Carla about his visit to the mall with his friends. Where did each person go? For questions 1-5, write a letter (A-H) next to each person. You will hear the conversation twice.



- | | |
|---|--------|
| 1 | Karen |
| 2 | Terry |
| 3 | Daniel |
| 4 | Will |
| 5 | Mike |

- A clothes shop
- B music shop
- C supermarket
- D sports shop
- E bookshop
- F restaurant
- G florist's
- H optician's

Dictation

- 6 ★★** Listen and fill in the gaps.

I live in a **1** In fact, it is one of the **2** in my city. My flat is on the **3** It's got three bedrooms, a large living room, a kitchen and a bathroom. It's got a **4** of the city. My neighbourhood is a very lively place. There is a **5** with over **6** It's also got restaurants and a cinema. I really like my neighbourhood.

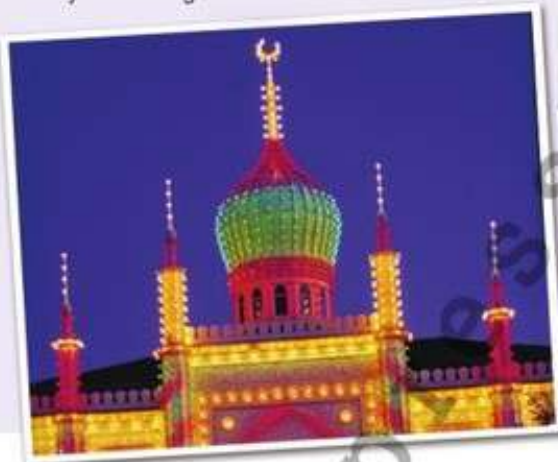
8d, e, f

Vocabulary

- 1 ★ **Fill in:** *dried fruit, selection, courtyard, fountain.*

My experience at an Indian restaurant

I had a unique dining experience at the new Indian restaurant last night. It was in a beautiful 1) of an old Indian palace. It had a huge 2) in the centre with flowers floating around. The food was just as amazing as the palace. They had a wide 3) of dishes to choose from, flavoured with delicious spices, herbs and 4) I recommend this restaurant to anyone who wants to try something new.



- 2 ★★ **Circle the correct words.**

Wolfolk local authorities understand that sports and other leisure activities can bring a 1) **community** / **company** together and shape the 2) **person** / **character** of young people. This is why we are 3) **creating** / **putting** green areas and 4) **developing** / **encouraging** sports facilities in the area. Then we can have sports 5) **competitors** / **competitions** and schools can play 6) **to** / **against** each other in championships. We believe that these things can 7) **fall** / **reduce** crime and 8) **improve** / **help** life in our town!

Everyday English

- 3 ★ **Complete the exchanges using the phrases in the list.**

- Turn left at the traffic lights
- and the department store
- Could you tell me how • on your left

- 1 A: How do I get to the library?
B: Go past the bank and it's 1)
- 2 A: Excuse me, where's the police station?
B: It's on Station Street, between the post office 2)
- 3 A: 3) to get to the leisure centre, please?
B: Sure. 4) and it's on the corner of Apple Street and Green Road.

- 4 ★ **Read and circle a or b.**

- 1 A: a Excuse me! How do I get to the hospital?
b Sorry!
B: Go down the street and turn left onto Heuston Street.
- 2 A: I'm sorry,
a is it Heuston Street?
b what street was that?
B: Heuston. Go past the bus station and turn right. The hospital is on your right.
- 3 A: a Is it on the right?
b On the right, did you say?
B: Yes, that's right.
- 4 A: OK. Thank you very much.
B: a You're welcome.
b Thank you.

- 5 ★★ **You are looking for the train station. Write a dialogue asking for directions. Use the exchanges in Ex. 4 as a model.**

Writing

- **An article about your ideal place to live**

1 ★ **Read the article and match the headings to the paragraphs.**

- A Neighbourhood and people
- B Why you like this place
- C Location and House

My Ideal Place to Live

By John Hopkins

1 My ideal place to live is in a small town in the countryside. My house isn't too small and it isn't too big. Downstairs, there is large living room with a huge, modern TV where the whole family can relax. My bedroom is upstairs and it has a great view of our beautiful garden.

2 My ideal neighbourhood has got tree-lined streets and parks, but it also has shops and a few lively places like a cinema and a cool café to hang out with my friends. There is a baker's nearby so we can buy fresh bread every morning. The local people are friendly and don't mind helping each other out.

3 This is my ideal place to live because it's a pretty, cosy place and everything you need is nearby!

2 ★ **a) Complete the phrases with words from the text.**

- 1) town; 2) living room;
- 3) huge, TV; 4) great
- 5) garden; 6) streets;
- 7) places; 8) café;
- 9) with friends; 10) people;
- 11) everything you need

★★ **b) Use five of the phrases to write true sentences about John's ideal place to live, as in the example.**

John's ideal place to live is a small town in the countryside.

3 ★ **a) Now think about your ideal place to live. Choose ideas from the box below and from Ex. 2 and write them under the correct headings. Add any of your own ideas.**

Ideas: busy city, top floor of a modern block of flats, quiet town/village, beautiful parks & gardens, local markets, great view of the city/countryside, leisure centre, balcony, friendly people, clothes shop, lively/fun place

Topic	My
Location & House	
Neighbourhood & people	
Why I like this place	

★ **b) Use your notes above to write complete sentences.**

- 1 My ideal place to live is
- 2 My house
- 3 My bedroom
- 4 My ideal neighbourhood has got
- 5 There is
- 6 The local people
- 7 This is my ideal place to live because

4 ★★ **Use your answers in Ex. 3 to write an article about your ideal place to live. Use the article in Ex. 1 as a model.**

9a

Vocabulary

• Means of Transport

1 ★ Complete the sentences with the words below.

- helicopter • car • bike • train • hovercraft • bus
- ferry • lorry • snowmobile

1 My dad takes the
..... every morning
to go to work.



2 In Alaska, people ride a
..... to get
around in the winter.



3 I go to school by
..... every
day.



4 My sister takes the number 12
.....
to go to work.



5 We took a
ride over the city.



6 A
can carry very heavy loads.



7 He always travels by
..... because
he doesn't like planes.



8 My brother drives his
..... to work.



9 Travelling to France is quick and
easy by



• Phrases

2 ★ a) Match the words to form phrases.

1	gondola	a	prices
2	traditional	b	boat
3	brilliant	c	ride
4	high	d	time
5	longtail	e	of a lifetime
6	experience	f	around
7	travel	g	songs

★★ b) Choose five phrases and make sentences using them.

- 1
- 2
- 3
- 4
- 5

3 ★ Rewrite the sentences using both and, neither nor or either or.

- 1 You can travel by boat in Venice Thailand.
- 2 We are going to London Paris this summer. We're not sure yet.
- 3 Chingiz Gulasyll have a car. They have motorbikes.
- 4 We can get there by train by bus. You decide.
- 5 Dina Alina are learning to ride a bike at school.

4 ★ Choose the correct word.

- 1 She usually the bus at 7:30 in the morning.
A goes B travels C catches
- 2 It more than an hour to reach the airport.
A takes B drives C lasts
- 3 We always travel plane to go on holiday.
A on B by C in
- 4 I get the bus outside the supermarket.
A off B in C up
- 5 They prefer to go to work on
A car B foot C bus
- 6 The train journey to Manchester 3 hours.
A takes B ends C catches
- 7 A travels on water.
A car B train C hovercraft
- 8 My dad to work in his car.
A rides B drives C travels
- 9 I like by train. It's relaxing.
A moving B riding C travelling

5 ★ Fill in: catch, get, drive, travel, takes, ride.

- 1 to on the bus
- 2 to a car
- 3 it 30 minutes
- 4 to the train
- 5 to a bike
- 6 to by plane.

6 ★ Fill in the correct adjectives from the list.

- comfortable • dangerous • safe • fast
- expensive • slow • cheap • boring
- exciting • convenient

- 1 I couldn't believe how the airfares were. They were only 100 euros!
- 2 The journey was very We got there in less than an hour.
- 3 The seats in business class are bigger and more than in economy.
- 4 I decided to drive to the concert because the train tickets were too
- 5 I don't usually travel by bus. There is a lot of traffic, so the journey is very
- 6 I like travelling with Paul. He's a very driver.
- 7 It's very to have car. You can go wherever you want.
- 8 I don't like travelling by train. It's really because there's nothing to do.
- 9 Flying in a plane for the first time was really
- 10 My mum says I can't ride a motorbike because it's too

7 ★★ Imagine you are on holiday in a beautiful place in your country and you want to send your friend a text message. Write your message. Write: where you are, what it's like, what you did yesterday, what you are doing today.

.....

.....

.....

.....

.....

.....

.....

.....

.....

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9b

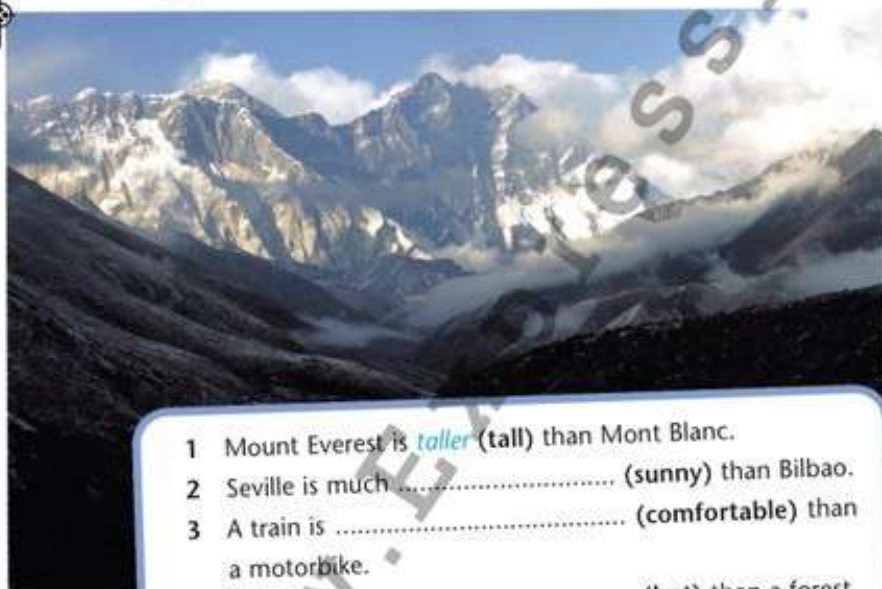
Use of English

• Comparatives & Superlatives

1 **★★ Write the comparative and superlative forms of the following adjectives.**

Adjective	Comparative	Superlative
small	<i>smaller</i>	<i>the smallest</i>
much/many
dry
expensive
good
noisy
comfortable
bad
big

2 **★ Complete the sentences. Use the comparative form.**



- 1 Mount Everest is *taller* (tall) than Mont Blanc.
- 2 Seville is much (sunny) than Bilbao.
- 3 A train is (comfortable) than a motorbike.
- 4 A desert is (hot) than a forest.
- 5 A stream is (small) than a river.
- 6 A helicopter is (fast) than a ship.
- 7 Ferries are (slow) than hovercrafts.
- 8 The Nile is (long) than the Amazon.

3 **★ Complete the sentences. Use the superlative form.**

- 1 The River Nile is *the longest* (long) river in the world.
- 2 Angel Falls is (high) waterfall in the world.
- 3 A snowmobile is (good) way to travel across snow.
- 4 Planes are (expensive) way to travel.
- 5 Akrotiri is (ancient) town on Santorini.
- 6 The Atacama is (dry) desert in the world.
- 7 Summer is (hot) season of all.
- 8 The blue whale is (big) animal on Earth.

4 **★★ Fill in the gaps with the comparative or superlative form of the adjectives in brackets. Add any necessary words.**

- 1 France is (big) Malta.
- 2 Greece is (sunny) Norway.
- 3 The Roman Colosseum is (large) amphitheatre in Italy.
- 4 (old) tree in the world is in Sweden.
- 5 Sydney is much (expensive) Madrid.

5 ★ Complete the sentences. Use *as ... as* and the adjectives in brackets.

- 1 The Atlantic Ocean isn't *as big as* (big) the Pacific Ocean.
- 2 Prague isn't (interesting) Rome.
- 3 The Mojave Desert is (hot) Death Valley in California.
- 4 Niagara Falls isn't (tall) Angel Falls.

6 ★ Choose the correct question tags.

- 1 Nurlybek likes riding his bike, *doesn't he / hasn't he?*
- 2 Don't forget to clean the car, *will you / won't you?*
- 3 Azhar has sold her car, *hasn't she / doesn't she?*
- 4 I'm not late for school, *aren't you / am I?*
- 5 They don't like taking the bus, *did they / do they?*

7 ★ Join the sentences. Use *who, which or whose*.

- 1 I've got a new neighbour. She is from Spain.
.....
- 2 That's the car. They bought it in December.
.....
- 3 Bakhytzhan is my friend. His sister has a red bicycle.
.....
- 4 That's Mrs Omarova. Her husband is a pilot.
.....
- 5 That is the shop. It has great deals on motorcycles.
.....

• Use of English revision

8 ★ Choose the correct answer.

- 1 Spain is Malta.
A more large than
B larger than
C the largest of
- 2 Buses are not as fast trains.
A the B than C as
- 3 Russia is country in the world.
A the biggest B bigger than
C the bigger
- 4 Janar is than Klara.
A prettiest B pretty C prettier
- 5 I've got a new car is really fast.
A which B whose C who
- 6 I'm meeting my friend is driving me to the city centre.
A which B whose C who
- 7 I think London is than Paris.
A most exciting
B much exciting
C more exciting
- 8 I like travelling by train than a bus.
A more B most C best
- 9 Travelling by train is way to travel.
A more convenient
B convenient
C the most convenient
- 10 Aidar bought a motorcycle is really expensive.
A which B whose C who

9 ★★ Write sentences using each of the phrases in the list.

- too expensive • worse than • the best
- as comfortable as • much more exciting
- very beautiful • the most interesting

9c

Skills

Reading

- 1 ★★ Read the text and fill in the gaps with the correct missing word.

SAFETY COMES FIRST

Many teenagers these days 1) use buses and trains to get around. Instead, 2) choose bikes, skateboards, scooters and even rollerblades to travel to their destination. In the past, teenagers only used these things to play in the park or in sports competitions, but now it's a new craze to use them as a means of transport.

These 3) good forms of exercise, but accidents can happen, so you must pay attention to a few rules of the road. First, you must always use proper safety equipment such as knee and elbow pads 4) helmets. When possible, try to stay on 5) pavement and ride slowly. Also, never wear headphones, don't ride too close to parked cars and always get off 6) skateboard, bike or scooter and walk at pedestrian crossings. Finally, you must never use a moving vehicle to pull you along!

Skateboarding, rollerblading or other activities are good ways to exercise and a lot of fun. Just remember to pay attention and stay safe when 7) are out and about!

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

- Teenagers these days use many means of transport to get around.
- Using buses and trains is expensive.
- It's a new craze to skateboard in competitions.
- Many accidents happen because teenagers ride skateboards on the road.
- You should try to ride on the pavement.
- You should walk at pedestrian crossings.
- It's a good idea to pull yourself along using a moving vehicle.
- Skateboarding can help you to stay healthy.



Listening

- 3 ★★ 🎧 You will listen to Vincent talking to Tony about the summer camp he went to. For questions 1-5 tick (✓) A, B or C.

- The camp operates for
 - one month.
 - two weeks.
 - one week.
- Children who attend the camp must bring
 - tents.
 - hiking boots.
 - sleeping bags.
- Each night before bedtime Tony had
 - a swimming lesson.
 - some free time.
 - a campfire.
- Carlos is
 15.
 13.
 14.
- Carlos could be
 - funny.
 - lazy.
 - friendly.

Vocabulary

4 ★ a) Label the pictures

- aeroplane • tram • motorcycle
- boat • cab



1



2



3



4



5

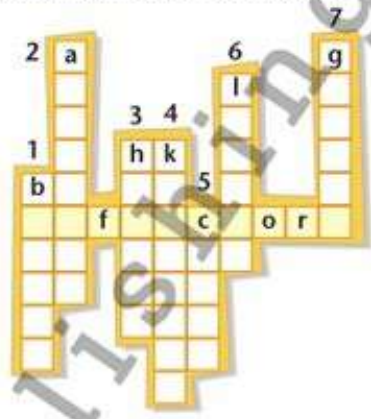
★ b) Now write each means of transport from Ex. 4a, next to the correct heading.

ride	
drive	
sail	
fly	
catch	

5 ★ Match the verbs from column A to the words in column B to form phrases.

- | | |
|-----------|----------------|
| 1 go | a hand signals |
| 2 wear | b the brakes |
| 3 respect | c for a ride |
| 4 use | d tyre |
| 5 check | e road signs |
| 6 flat | f a helmet |

6 ★ Complete the puzzle about cycling. What is the missing word?



- 1 You need these to stop when you're cycling.
- 2 There are lots of safety tips you can follow to stop this happening.
- 3 You must wear this to protect your head.
- 4 You wear these to protect your knees.
- 5 This makes your wheels go around when you pedal. You must put oil on it and check it regularly.
- 6 You must switch these on at night so drivers can see you.
- 7 You wear these on your hands to protect them.

Dictation

7 ★★ 🎧 Listen and fill in the gaps.

On Saturdays, I usually
 1) I
 have breakfast and then I help my
 mum with 2)
 After that, I 3)
 I come home for lunch
 4) In the afternoon,
 I usually 5) After
 dinner at 7 pm, I 6)
 In the evenings, I watch TV or a DVD.

9d, e, f

Vocabulary

1 ★ Complete the sentences with the words or phrases below.

- wonder • bin • recycle • area
- transport • clean • harmful gases

- 1 My friends and I all live in the same
- 2 Do you ever what you can do to save the planet?
- 3 More people should use public
- 4 You should always throw your rubbish in a
- 5 Factories produce that destroy the ozone layer.
- 6 We paper and plastic at our school.
- 7 Everyone should help up their neighbourhood.

2 ★ Choose the correct words.

- 1 During the night, the temperature **drops** / **slides** down to 0°C.
- 2 The modern metro system **brings** / **carries** people around the city.
- 3 We will arrive at our **destination** / **way** in a few minutes.
- 4 I have to get to the train station as fast as **possible** / **usual**.
- 5 Each rickshaw is decorated by its owner so they are all **common** / **unique**.
- 6 Azamat must study hard if he wants to **win** / **pass** the test tomorrow.
- 7 Dana has lived in the town all her life and knows every **single** / **one** street.
- 8 Tickets to London are **more** / **quite** expensive.

Everyday English

3 ★ Choose the correct response.

- 1 A: Can I have a ticket to London, please?
B: **a** Certainly. Single or return?
b Single, please.
- 2 A: Thank you for your help.
B: **a** Thank you. **b** You're welcome.
- 3 A: That's £95, please.
B: **a** Here you are. **b** You're welcome.
- 4 A: Can you tell me which platform it leaves from?
B: **a** The 16:35 train.
b It leaves from platform 4.

4 ★ Use the sentences to complete the dialogue.

- Here you are • Thank you
- Can I help you • Single or return
- Have a nice trip

- Clerk:* Good morning. 1)
- John:* Yes, I'd like a ticket to York, please.
- Clerk:* What time would you like to leave?
- John:* I want to catch the next train at 11.15.
- Clerk:* 2)
- John:* Return, please.
- Clerk:* That's £35, please.
- John:* 3) Which platform does the train leave from?
- Clerk:* Platform 6.
- John:* 4)
- Clerk:* You're welcome. 5)

5 ★★ Write a new dialogue. Use the phrases in Ex. 4 and the information below.

**Train to Manchester;
£25 single / £40 return;
14:30; Platform 2**

Writing

• A Pros & Cons essay

1 ★ Look at the text and answer the questions.

- 1 What type of text is it?
- 2 What is it about?
- 3 Is the language formal or informal?

There are many ways to get to school, but for many students the school bus is the only means of transportation to and from school. What are the advantages and disadvantages of going to school by bus?

There are certain advantages to travelling with the school bus. **Firstly**, it can be really fun. **For example**, children can chat with their friends and have a good time on the way to school. **Also**, the school bus makes life easier for parents, as they do not have to worry about picking up their children from school.

On the other hand, there are disadvantages to taking the school bus. First of all, travelling by bus can be inconvenient. Children have to wake up very early in the morning in order to be at the bus stop on time. **Secondly**, school buses have to collect many children, so it can take quite some time to reach school.

To sum up, there are arguments both for and against using the school bus. Although children have to wake up early and spend some extra time getting to school, travelling with friends to school is a fun and safe experience for students.



2 ★ Replace the underlined linking words/phrases in the text with the following: *to begin with, however, in addition, in conclusion, for instance, furthermore.*

3 ★ Which paragraph presents: *the pros with justifications/examples? the writer's opinion? the cons with justification/examples? the topic?*

4 ★ Match the pros & cons (1-4) of driving a car to school with the justifications/examples (a-d). Which are pros? Which are cons?

Pros & Cons

- 1 Comfortable
- 2 Convenient
- 3 Expensive
- 4 Not environmentally friendly

Justifications/examples

- a Don't have to sit and wait for the bus.
- b Have to buy petrol for the car.
- c Relax and listen to the radio.
- d Cars produce lots of harmful gases.

5 ★★ a) Use your notes from Ex. 4 and the plan below to write a pros and cons essay for travelling to school by car.

- Para 1: Introduction (state the topic)
 Para 2: Pros with justifications/examples
 Para 3: Cons with justifications/examples
 Para 4: Conclusion (summarise your opinion)

★★ b) Proofread your work, check spelling, punctuation and capital letters.

Use of English 1

Present simple

AFFIRMATIVE	I work . He/She/It works . We/You/They work .
NEGATIVE	I don't work . He/She/It doesn't work . We/You/They don't work .
INTERROGATIVE	Do I work? Does he/she/it work? Do we/you/they work?
SHORT ANSWERS	Yes, I do. Yes, he/she/it does. Yes, we/you/they do. No, I don't. No, he/she/it doesn't. No, we/you/they don't.

Use

We use the **present simple** for:

- daily routines or habits. *He gets up at 7:00.* (daily routine) *She walks to school.* (habit)
- permanent states. *They live in France.*
- timetables and programmes (buses, trains etc.)
The train leaves at 9 o'clock.

Spelling 3rd person singular

- Most verbs take **-s** in the 3rd person singular.
I sit – he sits, I walk – she walks
- Verbs ending in **-ss, -sh, -ch, -x** and **-o**, take **-es** in the third person singular.
I miss – he misses, I push – he pushes, I catch – he catches, I fix – he fixes, I go – he goes
- Verbs that end in consonant + **-y**, drop the **-y** and take **-ies**. *I try – he tries*
- Verbs ending in vowel + **-y** take **-s** only.
I play – he plays

Present continuous

AFFIRMATIVE	NEGATIVE
I'm eating. He's/She's/It's eating. We're/You're/ They're eating.	I'm not eating. He/She/It isn't eating. We/You/They aren't eating.
INTERROGATIVE	SHORT ANSWERS
Am I eating?	Yes, I am. / No, I'm not.
Is he/she/it eating?	Yes, he/she/it is. / No, he/she/it isn't .
Are we/you/they eating?	Yes, we/you/they are. / No, we/you/they aren't .

Use

We use the **present continuous** for:

- actions that are happening now, while we are speaking. *He's listening to music now.*
- actions happening around the moment of speaking.
Gulnara is studying hard this month.

Note: Stative verbs do not appear in a continuous form, as they express a state rather than an action. These include: *like, love, hate, want, know, remember, forget, understand, think, believe*, etc.

Spelling

- Most verbs take **-ing**. *walk – walking, speak – speaking*
- Verbs ending in **-e**, drop the **-e** and add **-ing**.
take – taking, dance – dancing
- Verbs ending in a stressed vowel between two consonants double the consonant and add **-ing**.
begin – beginning, shop – shopping
- Verbs ending in **-l** double the **-l** and add **-ing**.
travel – travelling
- Verbs ending in **-ie** drop the **-ie** and add **-y + -ing**.
tie – tying

Present simple vs Present continuous

Present simple	Present continuous
permanent states <i>Ann lives in Madrid.</i> <i>It rains in spring.</i>	actions happening now <i>Mum's watching TV at the moment.</i>
habits/routines <i>I play football after school every day.</i>	actions happening around the time of speaking <i>We're looking for a new house.</i>
timetables <i>The bus leaves at 8 am.</i>	

Time expressions used with the present simple: every hour/day/week/month/year/etc., usually, always, often, every morning/afternoon/evening/night, at noon, at night, in the morning/afternoon/evening, etc.

Time expressions used with the present continuous: now, at the moment, these days, at present, today, tonight, nowadays, for the time being etc.

-ing form & to-infinitive

- We use **-ing** form after *like, love, hate, enjoy, don't mind, go*, etc. *I don't like watching documentaries.*
- We use **to-infinitive** form after *want/would love/would like*. *I want to go to the cinema tonight.* (specific preference) **BUT** *I like going to the cinema.* (general preference)

Adverbs of frequency

- We use adverbs of frequency with the **present simple** to show how often something happens.
He often catches the bus to school. (How often? Frequently.)
Some adverbs of frequency are:

<i>always</i> (100%)	<i>often</i> (50%)	<i>never</i> (0%)
<i>usually</i> (75%)	<i>sometimes</i> (25%)	

Use of English 1

- Adverbs of frequency are placed **before the main verb** but **after the verb to be**.
He usually gets up early.
They sometimes play tennis on Saturdays.
She is always busy.

Adverbs – Comparative form

	ADVERB	COMPARATIVE
Short adverbs	hard late early near fast	harder later earlier nearer faster
Long adverbs	happily carefully quickly noisily	more happily more carefully more quickly more noisily
Irregular forms	badly far little well many/much/a lot of	worse further/farther less better more

Form

- With adverbs that do NOT end in **-ly**, we form the comparative by adding **(-e)r**. *late – later*
- With adverbs ending in **-ly**, we form the comparative with **more**. *happily – more happily*

Use

- **Comparative adverbs** modify verbs, past participles, adjectives and other adverbs. We use **the comparatives** to compare one thing with another. *Nurlan wakes up early but Ulan wakes up earlier than Nurlan.*
- We normally use **than** with comparative adverbs. *Gulnaz runs faster than Dina.*

Present simple

1 Write the third person singular of the verbs below.

- | | |
|-------------------------|----------------|
| 1 write – <i>writes</i> | 5 go – |
| 2 miss – | 6 play – |
| 3 study – | 7 read – |
| 4 teach – | 8 live – |

2 Complete the text with the present simple form of the verbs in brackets.

Laura and Maria 1) *are* (be) sisters. They 2) (live) together in a big flat in the town centre. Laura 3) (be) a secretary. She 4) (wake up) every morning at 7:30 and 5) (go) to work. Maria 6) (not/work). She 7) (study) at university. She 8) (want) to become a lawyer. Laura and Maria 9) (not/go) out very often, but when they 10) (have) time they 11) (like) going to the theatre together.



Present continuous

3 Look at the picture and complete the gaps with the verbs in the present continuous.



- 1 It
- 2 Laura under a tree.
- 3 She a jacket.
- 4 She something on her laptop.
- 5 She herself.

Use of English 1

Present simple vs Present continuous

4 Circle the correct verb.

- At the moment, I **read** / **am reading** the newspaper.
- Nurlan **wants** / **is wanting** to become a Science teacher.
- Ayaulym **wears** / **is wearing** a uniform at school.
- Berik and Assel **are playing** / **play** snooker every Saturday.
- Meyirgul **is loving** / **loves** swimming.
- The baby **sleeps** / **is sleeping** now.

5 Choose the correct item.

- Miras for his Maths test these days.
A is studying
B studies
C study
- I usually work at 6 o' clock in the evening.
A finishes B finish
C am finishing
- They a wonderful time on the school trip right now.
A are having B has C have
- What time in the morning?
A does the school bus leave
B the school bus leaves
C is the school bus leaving

-ing form & to infinitive

6 Circle the correct item.

- We enjoy **to hang out** / **hanging out** together.
- Would you like **eat** / **to eat** now or later?
- I don't mind **working** / **to work** late today.
- We often go **to swim** / **swimming** in the summer.
- Ken doesn't like **to tidy** / **tidying** his room.

7 Choose the correct item.

- I'd love my penfriend in England.
A to visit B visit C visiting
- My best friend would like how to play the piano.
A learning B learn C to learn
- Do you like books in your free time?
A to read B read C reading
- Erke loves to the cinema
A to go B going C go

Adverbs of frequency

8 Rewrite the sentences by inserting never, usually, often, sometimes, always in the correct place.

- Nurgul is a good student. She does her homework. (100%)
.....
- I wear shorts and T-shirts in the summer. (75%)
.....
- Saule is a vegetarian. She eats meat. (0%)
.....
- They are good friends. They are together. (50%)
.....
- I watch TV in the evenings. (25%)
.....

Adverbs – Comparative

9 Fill in the comparative form of the adverbs adding than, as in the example.

- Dilnaz behaves *more friendly than* (friendly) her roommate Dana.
- Nurlan reads (quickly) Gulnaz.
- Gareth studies (much) his best friend Kairat.
- Dean swims (fast) Mike and Jeff.

Use of English 2

Past simple (regular verbs)

AFFIRMATIVE	
I/You/He/She/It/We/You/They listened .	
NEGATIVE	
Long Form	Short Form
I/You did not listen . He/She/It did not listen . We/You/They did not listen .	I/You didn't listen . He/She/It didn't listen . We/You/They didn't listen .
INTERROGATIVE	SHORT ANSWERS
Did I/you/he/she/it/we/you/they listen ?	Yes , I/you/he/she/it/we/you/they did . No , I/you/he/she/it/we/you/they didn't .

Form

- We form the past simple **affirmative** of **regular verbs** by adding **-ed** to the verb.
I clean – I cleaned, I want – I wanted
- We form the **negative** with **did not/didn't + base form of the verb**. *Peter didn't wash the car last week.*
- We form the **interrogative** with the auxiliary **did + subject + base form of the verb** (infinitive without **to**). *Did he wash the car last week?*

Spelling Rules

- Verbs ending in **-e** take **-d**.
I hate – I hated, I waste – I wasted
- Verbs ending in a **consonant + -y** drop the **-y** and take **-ied**. *I try – I tried, I cry – I cried*
- Verbs ending in a **vowel + -y** add **-ed**.
I stay – I stayed
- Verbs ending in **one stressed vowel between two consonants** double the last consonant and take **-ed**. *shop – shopped*
- Verbs ending in **-l** double the **-l** and take **-ed**.
I travel – I travelled

Use

We use the **past simple** to talk about actions which took place at a particular time in the past. The time is either mentioned or implied.

He lost his keys last night. (When? Last night. The time is mentioned.)

They arrived in Madrid on Saturday. (When? On Saturday.)

They travelled by train. (When? The time is not mentioned but implied; when they left for Madrid.)

Time expressions used with the past simple:

yesterday, last week, last month, last year, two days/weeks/months/years ago, in 2013, etc.

Past simple (irregular verbs)

AFFIRMATIVE	
I/You/He/She/It/We/You/They went .	
NEGATIVE	
Long Form	Short Form
I/You did not go . He/She/It did not go . We/You/They did not go .	I/You didn't go . He/She/It didn't go . We/You/They didn't go .
INTERROGATIVE	SHORT ANSWERS
Did I/you/he/she/it/we/you/they go ?	Yes , I/you/he/she/it/we/you/they did . No , I/you/he/she/it/we/you/they didn't .

- Irregular verbs** do not form the past simple by adding **-ed**. *go – went, tell – told, write – wrote* (See list of irregular verbs at the back of the book.)
- They form questions and negations with **did/did not (didn't)** and the base form of the verb (infinitive without **to**). *He went. – Did he go? – He didn't go.*

Prepositions of movement

- Prepositions of movement** are used to indicate the direction in which someone or something is moving. They are: **along, across, up, down, into, out of, over, through, past, towards**.
Note: by + car/bus/train/taxi/plane/boat BUT on foot
- When the means of transport is preceded by an article (*a/an, the*), a possessive adjective (*my, your, etc.*) or the possessive case ('s), we do not use the preposition **by**. *on the plane* (NOT: *by the plane*) *in his car* (NOT: *by his car*) *in Tim's car* (NOT: *by Tim's car*)

Past simple

1 Write the past simple form of the verbs.

1 dance –	8 say –
2 go –	9 take –
3 prepare –	10 sit –
4 climb –	11 laugh –
5 find –	12 see –
6 study –	13 watch –
7 wear –	14 become –

Use of English 2

2 Look at what Ann and Alex did last weekend and make sentences, as in the examples.

	Ann	Alex
1 cook dinner	✓	X
2 walk the dog	✓	✓
3 paint the kitchen	X	✓
4 tidy their flat	✓	✓
5 visit family	✓	X

- 1 *Ann cooked dinner. Alex didn't cook dinner.*
- 2 *Ann and Alex walked the dog.*
- 3
- 4
- 5

3 Ask and answer questions.

- 1 Leonardo da Vinci/paint/*The Scream*?
(X the *Mona Lisa*)
Did Leonardo da Vinci paint The Scream?
No, he didn't. He painted the Mona Lisa.
- 2 William Wallace/live/America? (X Scotland)
.....
- 3 Marie Curie/discover/uranium? (X radium)
.....
- 4 Queen Victoria/marry/Abraham Lincoln?
(X Prince Albert)
.....

4 Write questions as in the example, then answer them.

- 1 What time/you get/to school/ this morning?
What time did you get to school this morning?
I got to school at 8:30 am.
- 2 What/you watch/on TV/yesterday?
.....
- 3 What time/you go/to bed/last Saturday?
.....
- 4 What/you eat/for lunch/yesterday?
.....

5 Put the verbs in brackets into the past simple.

- 1 A: (you/buy) those boots?
B: No, I (not/have) enough money.
- 2 A: Kanat (not/come) to the party yesterday.
B: I know. (he/tell) you why?
- 3 A: I (read) a great book last week.
B: Really? Who (write) it?
- 4 A: Ben and Ann (move) house last month.
B: I know. I (help) them move.

Prepositions of movement

6 Underline the correct item.

Jasira walked 1) into/across the road and 2) under/through the bridge. A few minutes later, she walked 3) over/along her garden path. She went 4) into/out of her house and sat 5) along/down to eat dinner. She watched TV for a while and then went 6) up/on the stairs to her bedroom, and got ready to go to bed.

Use of English 3

Present perfect

Form: subject + have + past participle

AFFIRMATIVE	NEGATIVE
I/We/You/They've played . He/She/It's played .	I/We/You/They haven't played . He/She/It hasn't played .
INTERROGATIVE	SHORT ANSWERS
Have I/we/you/they played ? Has he/she/it played ?	Yes , I/we/you/they have . No , I/we/you/they haven't . Yes , he/she/it has . No , he/she/it hasn't .

We use the **present perfect**:

- for actions that **started in the past and continue up to the present**. *He has worked in a hotel for five years.* (He started work in a hotel 5 years ago and he's still there.)
- to talk about a past action that has **visible results in the present**. *He has broken his arm. He can't play tennis.*
- for actions that happened at an **unstated time in the past**. The action is more important than the time when it happened. *He has visited Italy three times.* (When? We don't know.)
- with **today, this morning/afternoon**, etc., when these periods of time haven't finished at the time of speaking. *She has written three letters this afternoon.* (It is still afternoon.)
- to refer to an **experience**. *I have seen the Eiffel Tower.*

Time expressions used with the present perfect:

just, already, yet, for, since, never, etc.

Note: *He has gone out.* (He went and is still out.) *He has been out.* (He went and returned. He is at home now.)

Present perfect vs Past simple

Past Simple

We use the **past simple** for:

- an action that happened at a stated time in the past. *Bob went to the cinema yesterday.* (When? Yesterday.)
- an action that started and finished in the past. *Brad worked there for ten years.* (He worked there for ten years and then he left.) **BUT** *Peter has worked here for ten years.* (He started working ten years ago and he is still here.)

Adverbs used with the past simple: ago, yesterday, last week/month/Monday, etc.

Present Perfect

We use the **present perfect** for:

- an action that happened at an unstated time in the past. *He has left for work.* (We don't know when.)

- an action that started in the past and continues up to the present. *They have been friends for five years.*
- an action which finished recently and whose results are visible in the present. *He has painted the kitchen.* (We can see it.)

for/since

- we use **for** to express duration. *They've been on holiday for a week.*
- We use **since** to specify a point in time. *They've been on holiday since last Tuesday.*

Present perfect

1 Make complete sentences using the words below. Use the present perfect.

- Cathy/do/a bungee jump/three times.
.....
- Harry/break/his/leg/so/he/can't/walk.
.....
- Tina and Ben/ever/visit/Rome?
.....
- We/have/football practice/twice/this week.
.....
- John/see/Avatar/five times.
.....
- I/not eat/anything/all day.
.....
- Ann/see/the Leaning Tower of Pisa?
.....
- They/book/a room/at a luxurious hotel.
.....

2 Underline the correct item.

- Sultan has lived in this area for/since 2014.
- Aisara hasn't spoken to Damir for/since ages.
- Dana has worked at the university for/since seven years.
- My dad has been a police officer since/for 1978.
- Rustam has lived in Astana for/since last November.
- It hasn't rained since/for Monday morning.

Use of English 3

3 Read the email and fill in the gaps with the present perfect.

Hi Lucy,
 Sorry I 1)
 (not/write) for so long,
 but I 2)
 (not/be) well. I'm feeling
 better now though.
 Guess what? We 3)
 (just/buy) a dog.
 His name is Jasper and he's really lively. We
 need a garden now, so we 4)
 (decide) to move house. The only
 problem is we 5) (not/see)
 anything we like yet. 6)
 (you/hear) from Rachel? We
 7) (not/speak) to her since
 she lost her job. 8) (she/find)
 a new one yet?
 Got to go now. Jasper wants a walk!
 Grace



4 Complete the following questions using the verbs in the list in the present perfect. Then answer about yourself.

- take • volunteer • swim • drive

- A: *Have you ever driven* a racing car?
 B: *Yes, I have. / No, I haven't*
- A: overseas?
 B:
- A: with dolphins?
 B:
- A: pictures
 under water?
 B:

Present perfect vs Past simple

5 Complete the exchanges using the present perfect or the past simple.

- A: Sanzhar (just/go) to the supermarket. He'll be back in half an hour.
 B: I thought he (go) to the supermarket this morning.
- A: (you/see) Emma today?
 B: Yes, I (run) into her this morning.
- A: (you/enjoy) the concert last night?
 B: Oh yes. I (love) U2 since I was at school.
- A: (you/read) the new Dan Brown book?
 B: Yes, I (read) it last week.
- A: (you/ever/travel) to France?
 B: Yes, I (go) there two years ago.

6 Match the sentences (1-6) from column A to column B (a-f) to make correct sentences, as in the example.

A	
1 /	The Omarovs have lived
2	He went to England to
3	They haven't seen
4	We have travelled to
5	Roman visited Karaganda
6	I talked to Karlygash

B	
a	a few minutes ago.
b	Astana twice this year.
c	visit his best friend.
d	the film yet.
e	last spring.
f	overseas since 2013.

Use of English 4

Past continuous

AFFIRMATIVE	
I was eating. You were eating. He/She/It was eating.	We/You/They were eating.
NEGATIVE	
Long Form	Short Form
I was not eating. You were not eating. He/She/It was not eating. We/You/They were not eating.	I wasn't eating. You weren't eating. He/She/It wasn't eating. We/You/They weren't eating.
INTERROGATIVE	SHORT ANSWERS
Was I eating?	Yes, I was. / No, I wasn't.
Were you eating?	Yes, you were. / No, you weren't.
Was he/she/it eating?	Yes, he/she/it was. / No, he/she/it wasn't.
Were we/you/they eating?	Yes, we/you/they were. / No, we/you/they weren't.

Use

We use the **past continuous** for:

- for an action that was in progress at a stated time in the past. We do not know when the action started or finished. *Last night, Samuel and Joan were watching a fireworks display.* (We do not know when they started or when they finished watching the fireworks.)
- for a past action which was in progress when another action interrupted it. We use the **past continuous** for the action in progress (longer action) and the **past simple** for the action which interrupted it (shorter action). *I was eating dinner when Jenny phoned.*
- for two or more actions which were happening at the same time in the past (simultaneous actions). *Jack was making a cake while Mary was putting up the decorations for the party.*
- to give background information to a story. *It was raining and the wind was blowing when we left home.*

Time expressions used with the past continuous:

while, when, as, all day/night/morning, all day yesterday, etc.

Note:

- ... **while/as** + **past continuous** (longer action)
- ... **when** + **past simple** (shorter action)

Past simple vs Past continuous

Past simple

We use the **past simple** for:

- an action which happened at a stated time in the past. *Sam bought a new car last Saturday.* (The time is stated. The action is complete.)
- actions which happened immediately one after the other in the past. *He left the house, got into his car and drove to work.* (The actions are complete.)

Past continuous

We use the **past continuous** for:

- an action which was in progress at a stated time in the past (we do not know when the action started or finished). *At two o'clock yesterday afternoon, Sally was doing her homework.* (We do not know when Sally started or finished doing her homework.)
- two or more actions that were happening at the same time in the past (simultaneous actions). *John was playing football in the park while Ann was relaxing at home.*

Past Continuous

1 Look at the picture and use the verbs in the list to write what the people were doing at the party last night at 9 o'clock.

- eat • talk • play • dance • organise



- 1 Mark with balloons.
- 2 Mr & Mrs Evans
- 3 Uncle John a big piece of birthday cake.
- 4 Susan the music.
- 5 Jane and Tim with their friends.

Use of English 4

2 Look at Dana's diary for yesterday, then correct the statements, as in the example.

Sunday 14th May	
9:00-9:45	make pancakes for breakfast
10:00-11:30	have basketball practice
13:00-16:30	eat lunch at grandma's
17:00-19:00	finish History project!
19:00-19:30	tidy my room
19:30-20:00	prepare school bag for Monday

- Dana was getting dressed at 9:15.
*Dana wasn't getting dressed at 9:15.
She was making pancakes for breakfast.*
- She was playing football at 10:15.
.....
- She was hanging out with her friends at 15:00.
.....
- She was watching a DVD at 18:15.
.....
- Dana was playing a table game at 19:20 with her sister.
.....

3 Complete the questions with *was* or *were*, then answer them.

- Were* you watching TV yesterday at 8 pm?
Yes, I was./No, I wasn't. I was
- you relaxing at home last Sunday?
.....
- your friend reading a book yesterday evening?
.....
- your parents working last Saturday?
.....

Past simple vs Past continuous

4 Circle the correct tense.

- What were you doing / did you do at 10 o'clock last night?
- The sun was shining / shone while Jim and Tony were walking / walked in the park.
- Ulan draw / was drawing a picture while Luiza was listening / listen to music.
- Anar was talking / talked on the phone when Venera was walking / walked into the room.
- Anne didn't hear / wasn't hearing the phone ring because the children made / were making a lot of noise.
- Aidar was joining / joined the school football team last month.
- Mark was driving / drive to work when he was seeing / saw his best friend.
- Did you see / Were you seeing Suzy at the theatre?

5 Put the verbs in brackets into the past simple or the past continuous.

Hi Tanya!
How are you? I 1) (have) a fantastic time at the town festival last weekend. In the morning, we all 2) (watch) a parade. I really 3) (enjoy) it. Two of my friends 4) (march) in it. One 5) (play) the trumpet in a band while the other 6) (dance). Everyone 7) (wear) really smart uniforms or colourful costumes. In the afternoon, we 8) (go) for a walk through the town and 9) (see) different music and dance performances. We 10) (stay) out until 10 pm and the streets 11) (be) still crowded!
Write back soon and tell me all about your weekend!
Zoe



Use of English 5

have to – don't have to

- We use **have to** to express necessity. *I have to study for my English test.* (It's necessary.)
- We use **don't/doesn't have to** to express lack of necessity. *You don't have to cook dinner tonight.* (It isn't necessary.)

must – mustn't

- We use **must/mustn't** to:
- express obligation or duty. *You must listen to your teacher carefully.*
 - give strong advice. *You must see a doctor.*
 - express prohibition. *You mustn't eat in class.* (It's against the rules.)

Note: **Must** can only be used in the present. We use **have to** with all other tenses. *I'll have to go to work tomorrow.* (future)
I had to go to the dentist yesterday. (past)

mustn't/don't have to

- We use **mustn't** for something that is against the rules. *You mustn't walk on the grass.* (It is not allowed. It is forbidden.)
- We use **don't have to** for something that is not necessary. *You don't have to finish the project today.* (You can finish the project another day.)

can – could – might – may

- We use **can** to:
- express ability in the present. *He can play the piano.*
 - ask for permission. *Can I use your computer?*
 - give permission. *You can go to the party tonight.*
 - make a request. *Can you close the window, please?*
 - make a suggestion. *We can watch a film if you like.*
 - offer something. *Can I get you anything?*

We use **could** to ask for permission or make a request (when we want to be more polite). *Could I leave work at noon tomorrow?* (asking for permission)
Could you walk the dog this afternoon? (making a request)

Note: **Can** has only present and past tenses. We use **be able to** with all other tenses. *He has never been able to ride a bike.*

We use **might** when it's possible that something will happen. *It might snow on Friday.* (It's possible that it will snow.)
I might surf the Internet this afternoon. (I'm not sure if I will.)

- We use **may** to:
- express possibility. *They may go to Rome.* (It is possible that they will go to Rome.)
 - ask for or give permission. *May I use your pen?* (Is it OK if I ...?)

should/shouldn't – ought to/oughtn't to

We use **should/shouldn't/ought to/oughtn't to + infinitive** to give advice. *You should wear a hat in the sun.* (It is a good idea.) *You oughtn't to pay for the things he broke.* (It isn't a good idea.)

have to/don't have to/ must/mustn't

1 Complete the sentences with *has to/ have to, doesn't have to/don't have to.*

- We go to school on Saturdays.
- I finish my homework first, or I can't watch TV.
- Ahar be at school every day by 8:30 am.
- My best friend is lucky because he help with any chores.

2 Rewrite the sentences with *must* and *mustn't*.

- Don't swim alone in the lake.
.....
- Bring trainers with you.
.....
- Don't make phone calls after 10 pm.
.....
- Wake up early.
.....

3 Fill in the gaps with *don't have to, doesn't have to or mustn't*.

- You do the shopping. I did it yesterday.
- We buy tickets for the show. Entrance is free.
- Stacy is so lucky; she wear a school uniform.
- I work today. It's Sunday.
- You listen to music when you are cycling. You might have an accident.

Use of English 5

Countable/Uncountable nouns & quantifiers

- Countable nouns are nouns which **we can count**. They have both singular and plural forms.
a/one banana – two bananas
- Uncountable nouns are nouns which **we cannot count**. **some milk** (NOT: one-milk, two-milks, etc.)
- Uncountable nouns usually have only singular forms. These nouns include:
food: *rice, butter, flour, pepper, sugar, salt*, etc.
liquid: *orange juice, milk, coffee, water*, etc.
- Too many** is used with **plural countable nouns** and has a negative meaning. It shows that there is more of something than is wanted or needed.
There are too many books in this bag. (There are more books than are wanted or needed)
- Too much** is used with **uncountable nouns** and has a negative meaning. It shows that there is more of something than is wanted or needed.
I ate too much pizza. I don't feel very well. (I ate more pizza than I should have.)
- A lot of/Lots of** is usually used in **affirmative** sentences with either **countable nouns in the plural** or **uncountable nouns**. *She has got a lot of apples. There are lots of cars on the road.* (countable nouns in the plural) *There is a lot of rice in the bowl. There is lots of sugar in this coffee.* (uncountable nouns)
- We use **many** with **countable nouns in the plural** and **much** with **uncountable nouns**. *Have you got many friends? Is there much salt in the soup?*
- How many** and **how much** are usually used in questions. We use **how many** with **countable nouns in the plural** and **how much** with **uncountable nouns**. *How many chairs are there in the kitchen? How much rice do we need?*
- Some** is used in the **affirmative** with either **countable nouns in the plural** or with **uncountable nouns**.
We need some onions and some pepper for the soup.
- A few/Few** is used with **countable nouns in the plural**. **A few** means **not many, but enough**. **Few** means **not many, not enough** and can be used with **very** for emphasis. *We have a few eggs. We can make an omelette.* (There are enough eggs to make an omelette.) *We have (very) few apples. We can't make an apple pie.* (There are not enough apples to make an apple pie.)
- A little/Little** is used with **uncountable nouns**. **A little** means **not much, but enough**. **Little** means **not much, not enough** and can be used with **very** for emphasis. *There is a little milk in the bottle. You can have some tea.* (There is enough milk for some tea.) *There is (very) little sugar. You can't have a cup of coffee.* (There is not enough sugar for a cup of coffee.)
- None** refers to more than two people or things. It means **not any** and has a negative meaning. It is not

followed by a noun. It answers the question **How much** or **How many**. *How much milk is there? None.*

- More** and **less** are used to show that something is of higher or lower amount. We use **more** with **countable** and **uncountable nouns** and **less** only with **uncountable nouns**. *There is more flour in the cupboard. I bought less milk this week because we have still got some in the fridge.*

Countable/Uncountable nouns & quantifiers

4 Fill in *a, an* or *some*. Then write *C* for countable or *U* for uncountable nouns.

- | | | | |
|---|-------------------|---|--------------------|
| 1 | egg | 3 | milk |
| 2 | lemon | 4 | cheese |

5 Circle the correct item.

- How milk is there in the bottle?
A many B much C some
- There are very biscuits in the tin.
A lots of B little C few
- There aren't supermarkets in our town.
A many B much C none
- He likes pouring milk on his cereal.
A lots B many C a lot of
- I checked the fridge for eggs but I found
A none B lot C little
- There's very juice left. Can you buy some?
A much B few C little

6 Fill in: *much, many, few, little, a lot of*.

- A: It's Sally's birthday on Friday. Shall we buy her a present?
B: Ok. How 1) money have you got?
A: Not 2) About £7.
B: Well, I've got a 3) more – about £10. We can buy 4) great things with £17! What about a scarf?
A: Oh, she's already got too 5) scarves! How about some nice earrings? I think she's only got a 6) pairs.
B: That's a great idea!

Use of English 6

will/won't

Form

- We form the **future simple** with **will + infinitive without to**. **Will** has the same form for all persons.
I think I'll go shopping tomorrow.
I think he'll pass the exam.
- We form the interrogative by putting **will** before the subject. *Will John get to the airport on time?*
- We form the negative by putting **not** after **will**. The short form of **will not** is **won't**.
They will not/won't help with the housework.

AFFIRMATIVE	
Long Form	Short Form
I/You/He/She/It/We/You/They will visit .	I/You/He/She/It/We/You/They 'll visit .

NEGATIVE	
Long Form	Short Form
I/You/He/She/It/We/You/They will not visit .	I/You/He/She/It/We/You/They won't visit .

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/you/they visit ?	Yes , I/you/he/she/it/we/you/they will ./ No , I/you/he/she/it/we/you/they won't .

Use

- We use **will**:
- for decisions taken on the spot.
I'm cold. I'll put my jacket on.
 - to make predictions based on what we believe or what we imagine. *I will become a doctor when I'm older.*
 - to make offers and with the verbs **hope, think, believe, promise**, etc. *I'll cook tonight.* (offer)
I think he'll call you tonight.

be going to

AFFIRMATIVE	I am He/She/It is We/You/They are	going to leave.
NEGATIVE	I am not He/She/It is not We/You/They are not	going to leave.
INTERROGATIVE	Am I Is he/she/it Are we/you/they	going to leave?
SHORT ANSWERS	Yes, I am./No, I'm not. Yes, he/she/it is./No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.	

Use

- We use **be going to**:
- to talk about our future plans and intentions.
He's going to cook dinner tonight. (He's planning to .../He intends to ...)
 - to make predictions based on what we can see.
He's running too fast. He is going to fall. (I can see that he is running too fast.)

Time expressions used with be going to/will: tomorrow, this weekend, next Saturday/Tuesday/etc., next month/week/year, etc.

Present continuous (future meaning)

We can use the present continuous to talk about fixed arrangements in the future.
He's travelling to Astana next week.
They are booking their holiday this afternoon.

will/won't

1 Fill in the gaps with will or won't and the verbs in the list.

- help • come • miss • answer

- Don't worry. I you organise the trip.
- Karina to school. She's sick.
- you the phone, please? I'm busy.
- She the plane. It doesn't leave until 4 pm.

be going to

2 Fill in the gaps with the correct form of be going to and the verbs in brackets.

- She (make) a cake for Jenny's birthday.
- Malika (travel) around the world next year.
- We (not/visit) our grandparents this weekend. The weather is bad.
- Kanat and Inzhu (spend) their holiday in Russia this year.
- (you/take) the bus to Almaty tomorrow?

Use of English 6

3 Choose the correct answer.

- Sanzhar visit France this year.
A is B is going C is going to
- Mariyam play basketball tomorrow.
A isn't going to B are going to
C is going
- you to see the concert tonight?
A Is ... going B Are ... going
C Are ... go
- I to watch a film on TV tomorrow evening.
A not going B am going C is going
- Be careful! You your glasses.
A are going to drop B are dropping
C drop

4 Look at the pictures. What is each person going to do? Use the prompts.

- go swimming
- buy a car
- have a cup of coffee
- take an umbrella



- He's going to
-
-
-

Present continuous (future meaning)

5 What are/aren't Diaz and Maya doing this weekend? Write sentences.

- not play/computer games
They aren't playing computer games.
- not visit/their friends
.....
- have/a party
.....
- not go/to a restaurant
.....
- cook/a big meal
.....
- not drive/to the countryside
.....

will/going to

6 Fill in the gaps with will or be going to and the verb in brackets.

- A: Oh, no! My car's broken down.
B: Don't worry, I (drive) you to work.
- A: We (see) U2 in concert on Saturday.
B: Great! I've bought tickets too.
- A: Is there someone at the door?
B: I don't know. I (go) and see.
- A: I think Meirzjan (not/like) his present.
B: Really? What makes you say so?
- A: What (you/wear) to tonight's fancy dress party?
B: My bear costume. It's very funny.
- A: Do you think I should ask Artyom to help me move?
B: Of course. I'm sure he (not/mind) lending a hand.

Use of English 8

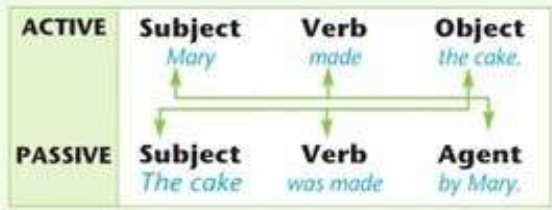
The passive (present simple, past simple)

We form the passive with the verb **to be** in the appropriate tense and the past participle of the main verb. *The house was painted by Mark.*

Changing from Active into Passive

- The **object** of the active sentence becomes the **subject** of the passive sentence.
- The verb changes from the **active form** into the **passive form** (appropriate form of the verb **to be** + **past participle** of the main verb).
- The **subject** of the active sentence becomes the **agent** in the passive sentence. We introduce the agent with **by** + person or **with** + **object/instrument**.

Use



	Active	Passive
Present simple	<i>Thousands of tourists visit the Louvre.</i>	<i>The Louvre is visited by thousands of people.</i>
Past simple	<i>Hundreds of people attended the concert.</i>	<i>The concert was attended by hundreds of people.</i>

Negative form	Interrogative form
<i>The cake wasn't made by Mary.</i>	<i>Was the cake made by Mary?</i>

Use

We use the **passive voice** when we want to show that the action of the verb is more important than the person who carries out the action. *The letter was sent.* (It is not important who sent the letter.)

Note: The agent isn't mentioned when:

- it is unknown. *The car was stolen.* (We don't know who stole it.)
- it is unimportant. *The postcards were sent.*
- it is obvious from the context. *The thief was caught last night.* (Obviously, the police caught the thief.)
- the subject of the sentence in the active is: **people, one, someone/somebody, they, he,** etc.
They decorated the house last week.
The house was decorated last week.

Compare the examples:

- Who painted this portrait?* (active voice)
Who was this portrait painted by? (passive voice)

a/an – some/any/every & their compounds

- A/An** is used in the affirmative, negative and interrogative with **singular countable nouns**.
There is a box. There isn't an orange. Is there a chair?
- Some** and **any** are used with **uncountable nouns** and **plural countable nouns**. *I put some sugar in my tea. There weren't any newspapers left.*
- Some and its compounds** – **someone/somebody** (people), **something** (things), **somewhere** (places) – are normally used in affirmative sentences.
There is someone at the door. He's selling something.
- Some and its compounds** are also used in interrogative sentences when we make an offer or a request. *Would you like some coffee?* (offer) *May I ask you something?* (request)
- Any and its compounds** – **anyone/anybody** (people), **anything** (things), **anywhere** (places) – are normally used in interrogative sentences. *Is there anything to eat?*
- When **any and its compounds** are used in affirmative sentences, there is a difference in meaning. *Feel free to take any of these books.* (It doesn't matter which.) *Anyone can take you to school.* (It doesn't matter who.)
- Every** is used with **singular countable nouns**.
Every room in the hotel is booked.
- Everyone/everybody** (people), **everything** (things) and **everywhere** (places) are used in affirmative, interrogative and negative sentences and are followed by a singular verb. *Everyone likes the new manager.*

The passive

1 Make sentences in the present or past simple passive, as in the example.

- The town / not visit / lots of tourists / in winter.
The town isn't visited by lots of tourists in winter.
- The local festival / hold / every May.
.....
- Her book / publish / in 2011.
.....
- The first pyramids / not build / Mexico.
.....
- Elevators / use / to go up or down a building.
.....

Use of English 8

2 Match the words in the columns and make sentences, as in the example.

A	B	C
The Taj Mahal	invent	Leonardo da Vinci
The <i>Twilight</i> books	paint	India
The Prado Museum	visit	Thomas Edison
The <i>Mona Lisa</i>	write	Stephanie Meyer
The electric light bulb	locate	hundreds of people daily

- The Taj Mahal is located in India.*
-
-
-
-

3 Complete the questions about The Pantheon.



Name:	the Pantheon
Located:	Rome, Italy
Designed:	an unknown architect
Completed:	about 126 AD
Made of:	granite and concrete
Built:	temple of all the Roman gods

- A: Where 1) *is the Pantheon located?*
 B: In Rome, Italy.
 A: Who 2)?
 B: An unknown architect.
 A: When 3)?
 B: In about 126 AD.
 A: What 4)?
 B: Granite and concrete.
 A: Why 5)?
 B: As a temple of all the Roman gods.

4 Rewrite the sentences below in the passive, as in the example. Omit the agent where necessary.

- He discovered the ancient statue in 1863.
The ancient statue was discovered in 1863.
- This restaurant doesn't serve international dishes.
.....
- The earthquake didn't destroy the old post office.
.....
- People buy newspapers at a newsagent's.
.....

a/an – some/any/every & their compounds

5 Fill in: a, an, some, any, every.

- We go swimming day on our holiday.
- Let's cook pasta for dinner.
- I'd like glass of milk, please.
- Emma only had apple for breakfast.
- Is there milk in the fridge?

6 Complete the exchanges with some, every, any and their compounds.

- A: Where is, Mum?
B: Amy and Dan are in their bedrooms and I think Dad is doing in the garden.
- A: Are there bananas left?
B: Yes, there are on the kitchen table.
- A: has eaten all my cake!
B: Sorry, but there wasn't else to eat.
- A: Is alright, Beybars?
B: Not really. I'm worried about

Relatives (who/which/whose)/ Defining relative clauses

Relative pronouns (who, which, whose) are used to introduce relative clauses.

We use **who** to refer to people. *John is the man who fixed my computer.*

We use **which** to refer to objects or animals. *They bought the house which had a swimming pool.*

We use **whose** to show possession. *That's the boy whose father is a famous actor.*

Relative clauses are used to identify the noun in the main clause. *The girl who won the game is my sister.* (The relative clause – *who won the game* – identifies which girl we are talking about.)

A **defining relative clause** gives information that is necessary and essential to the meaning of the main sentence. We do not put the clause in commas. *The students who found the test difficult failed.* (Which students failed? Only those who found the test difficult.)

Comparatives & Superlatives

The comparative

Use

We use the **comparative** to compare two people, things, animals, places, etc. We usually use **than** after comparative forms. We can also use **much** before comparative adjectives to give emphasis.

Ted is taller than Bill. Paris is more expensive than Rome.

Susan is much nicer than Terry.

Form

- With adjectives of one or two syllables (i.e. short adjectives) we add **-er** to form their comparative. *old – older, short – shorter*
- With one-syllable adjectives ending in **-e** we only add **-r** in the comparative. *large – larger*
- With adjectives of more than two syllables (i.e. longer adjectives), we put **more** before the adjective to form the comparative. We also use **less** before two things or people. *popular – more popular, exciting – less exciting*
- With some adjectives such as **quiet, simple**, etc., we add either **-er** or **more** to form the comparative. *quiet – quieter/more quiet, simple – simpler/more simple*
- With two-syllable adjectives ending in **-y** we drop the **-y** and add **-ier**. *funny – funnier, lucky – luckier*
- With adjectives ending in a consonant before which there is a stressed vowel, we double the consonant and add **-er**. *hot – hotter, big – bigger*

The superlative

Use

We use **the + superlative form + of/in** to compare one person, thing, animal or place with two or more people, things, animals or places in the same group or place. *Aim is short. Anu is shorter than Aim. Rita is the shortest of all. The Pacific is the biggest ocean in the world.* (NOT: *of the world*)

Form

- With one-syllable adjectives (i.e. short adjectives), we form the superlative by adding **-est**. *tall – taller – tallest*
- With two-syllable adjectives ending in **-y**, we form the superlative by dropping the **-y** and adding **-iest**. *funny – funnier – funniest*
- With adjectives ending in a consonant before which there is a stressed vowel, we form the superlative by doubling the consonant and adding **-est**. *fat – fatter – fittest*
- With adjectives of more than two syllables (i.e. longer adjectives), we form the superlative by adding the word **most** in front of the adjective. *expensive – more expensive – most expensive*
- With some adjectives such as **quiet, simple**, etc., we form the superlative by adding either **-est** or **most**. *simple – simpler – simplest OR simple – more simple – most simple*

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
Short adjectives	small thin	smaller (than) thinner (than)	the smallest the thinnest
-y adjectives	happy	happier (than)	the happiest
Longer adjectives	careful	more careful (than)	the most careful
Irregular forms	good bad little many much	better (than) worse (than) less (than) more (than) more (than)	the best the worst the least the most the most

- We use **(not) as + adjective + as** to indicate that two or more people/things/places/etc., are (not) similar. *Fiona is not as beautiful as Sue.*
- We can also say: *Sue is more beautiful than Fiona.*

Question tags

Question tags are **short questions** at the end of statements. We use question tags in oral speech in order to confirm something or to find out if something is true or not.

- We form them with the **auxiliary** or the **modal verb** from the main sentence and the **appropriate subject pronoun**. *Avatar sold a lot of tickets, didn't it?*
- A **positive** statement takes a **negative** question tag. *Joe can play football, can't he?*
- A **negative** statement takes a **positive** question tag. *You won't tell him about the surprise, will you?*
- Some verbs/expressions form question tags differently:
I am → aren't I? I'm next in line, aren't I?
Imperative → will you/won't you?
Open the window, will you/won't you?

Use of English 9

Don't → will you? *Don't talk, will you?*
Let's → shall we? *Let's go out, shall we?*
I have (got) (= I possess) → haven't I?
She has (got) a new car, hasn't she?
I have (other meanings) → don't I?
He had eggs for breakfast, didn't he? (= He ate eggs.)
There is → isn't there?
There is a new student in the class, isn't there?
This/That is → isn't it? *That's Tom's brother, isn't it?*

- When we are sure of the answer, the voice goes down in the question tag. (↘) *This isn't Beth's cat, is it?* (↘)
- When we are not sure of the answer and want to check information, the voice goes up in the question tag. (↗) *You locked the door, didn't you?* (↗)

Relatives

1 Fill in: who, which or whose.

- 1 A helmet is something protects your head while you are cycling.
- 2 People do extreme sports are very brave and adventurous.
- 3 That's the charity shop collects old items to sell.
- 4 That's Mrs Azamatova husband is a famous writer.
- 5 He's the man plays golf with my father.

2 Use the correct relative pronoun to join the sentences.

- 1 Miras likes sports. He likes sports he can do in the water.
Miras likes sports which he can do in the water.
- 2 Jim is my neighbour. His dog barks all the time.

- 3 Football is a fun sport. It is very popular.

- 4 A lot of people live in my street. They recycle.

Comparatives & Superlatives

3 Complete the email with the correct comparative/superlative form of the adjectives in brackets. Add any other necessary words.

Dear Jenny,
 Hi! I'm having a great time in Brighton with my family! This year, we're staying at 1)
 (good) hotel in town! The room is much 2) (big) and a lot 3)
 (comfortable) the place we stayed in last year. The only problem is it's a lot 4)
 (expensive). The beach is nice but it's 5)
 (busy) beach I've ever been to! The hotel owner said it's 6)
 (popular) beach in England! 7)
 (bad) thing so far is the soup we had for lunch yesterday. It was as 8)
 (thin) water!
 Well, that's all for now! See you next week,
 Sarah

4 Compare the means of transport in the table as in the example.

	expensive	comfortable	convenient
train	★★★	★★★	★★
car	★★	★	★★★
bus	★	★★	★

- 1 *Travelling by bus is the least expensive. Travelling by car isn't as expensive as travelling by train. Travelling by train is the most expensive of all.*
- 2
- 3

Vocabulary Bank 1

School subjects

1 Look at the map of the school. Write the subject for each classroom.

- English • Geography • ICT • Music • History • Maths • Science • Art
- Physical Education (PE) • Design & Technology (D&T)



A C E G I
 B D F H J

2 Complete the crossword with the school subjects you see in the pictures.



3 Answer the following questions.

- 1 Which is your favourite subject?

- 2 How many hours a week do you have English lessons at your school?

- 3 What is your friend's favourite subject?

- 4 How many classrooms are there in your school?

Vocabulary Bank 1

• Sports

1 Label the pictures.

- rollerblading • football
- kickboxing • horse riding
- baseball • aerobics • tennis
- water-skiing • martial arts
- ice-skating • cycling • athletics
- skateboarding • badminton
- ice hockey • windsurfing
- sailing • golf



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2 Put the sports from Ex. 1 under the correct heading.

do	play	go

3 Fill in the gaps with the correct form of the verbs: go, play, do

- 1 I aerobics every Monday, Tuesday and Friday at my local gym.
- 2 Nadine sailing every summer. She has her own boat.
- 3 My brother windsurfing every summer.
- 4 I don't mind table tennis, but my favourite sport is golf.
- 5 I cycling with my friends every day. It's really good exercise.
- 6 My dad athletics at the stadium every Friday. He enjoys running.

Vocabulary Bank 2

• Historical figures

1 Label the pictures.

- queen • warrior
- emperor • nurse
- hero • painter
- president • pilot
- scientist



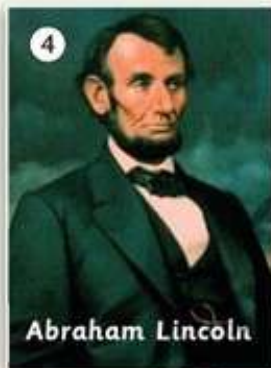
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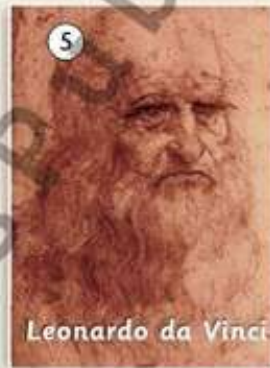
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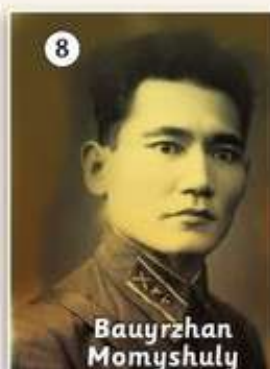
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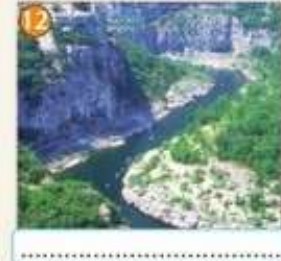
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Vocabulary Bank 3

• Geographical features

1 Label the pictures.

- coast • forest • mountain • river • desert • lake • steppe • valley
 • waterfall • volcano • beach • ocean



2 Complete the sentences with words from Ex. 1.

- | | |
|---|---|
| <p>1 The Amazon is 6,259 km long. It is one of the longest in the world.</p> <p>2 Sherwood in England is famous because of the Robin Hood legend.</p> <p>3 Mount Vesuvius is the which destroyed the ancient city of Pompeii in AD 79.</p> <p>4 Mount Olympus is the where the ancient Greek gods lived.</p> <p>5 Niagara Falls is the second largest in the world.</p> | <p>6 The Sahara is in Northern Africa.</p> <p>7 The largest freshwater in the world is in Russia.</p> <p>8 The of Hawaii is well-known for its beautiful beaches.</p> <p>9 The largest in the world is the Pacific.</p> <p>10 The wide, open covers most of Kazakhstan.</p> |
|---|---|

Vocabulary Bank 3

Experiences

1 a) Label the pictures with the phrases.

- run with the bulls • fly in a hot-air balloon • ride a camel • go on a safari • eat sth spicy
- eat snails • go scuba diving • do a bungee jump • ride an elephant • ride a bull
- swim with dolphins • watch an international match • run in a marathon • volunteer overseas



.....



.....



.....

b) Which of these have you experienced?

.....

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Vocabulary Bank 3

• Types of weather

1 Label the pictures.

• sunny • cold • freezing • hot • snowing • raining • icy • windy • foggy • wet

				
1	2	3	4	5
				
6	7	8	9	10

2 Look at the symbols on the map of Europe. Describe the weather in each city.



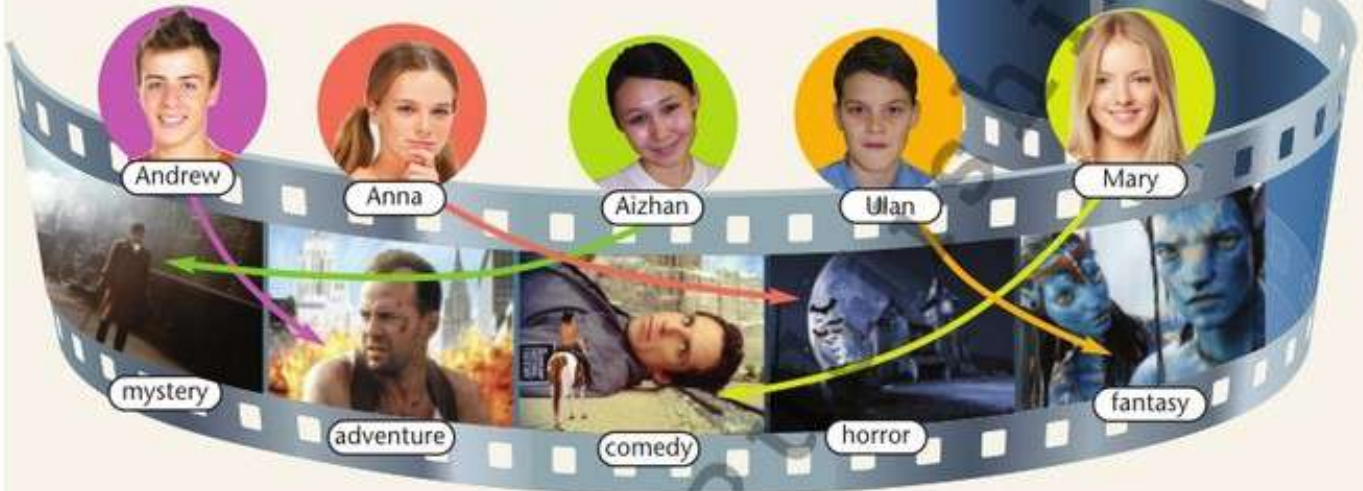
- | | |
|---------------------------|---------|
| 1 It's raining in London. | 4 |
| 2 | 5 |
| 3 | |

Vocabulary Bank 4

• Types of films/Vocabulary related to films

1 Follow the lines. What's each person's favourite type of film? Complete the sentences with the types of films and the adjectives in the list.

- funny • scary • boring • exciting • clever



- Andrew's favourite type of film is They have lots of action and they're really
- Anna's favourite type of film is Even though they're, she isn't afraid.
- Aizhan's favourite type of film is She finds the interesting plots really
- Ulan's favourite type of film is They're never because they're set in make-believe worlds where anything can happen.
- Mary's favourite type of film is because they are and make her laugh.

2 Find the types of films in the grid below.

- comedy • historical • western
- animated • action • horror

D	R	B	J	H	P	A	C	B	D	E
D	A	C	T	I	O	N	B	O	K	H
C	W	S	F	S	U	I	A	Q	U	L
H	E	D	H	T	T	E	S	P	C	R
I	S	C	C	O	M	E	D	Y	U	G
E	T	H	O	R	R	O	R	J	I	O
A	E	R	V	I	S	F	Y	V	J	O
P	R	D	A	C	D	G	J	L	I	R
A	N	I	M	A	T	E	D	O	E	A
A	F	Q	Z	L	W	E	G	U	I	P
N	G	T	U	D	C	Y	N	I	Q	P

3 Circle the correct item.

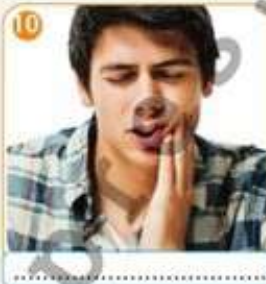
- The whole **cast** / **actors** / **performance** appeared at the end of the play to bow.
- Is this film **directed** / **released** / **set** in the Kazakhstani steppe?
- The Jungle Book* is the best **animated** / **musical** / **romantic** film I have ever seen.
- The scene **begins** / **gives** / **introduces** the audience to all the main characters.

Vocabulary Bank 5

• Health problems

1 Label the pictures.

- a sore throat • a rash • a stomach ache • an earache • a cold • a backache • an allergy
- a temperature • a toothache • a cough • a headache



2 Use words from Ex. 1 and the list below to give advice, as in the example.

- see a dentist • have warm drinks • take some cough syrup • take a painkiller
- put some cream on • get lots of rest

1 A: *I've got a toothache.*
 B: *You should see a dentist.*

2 A:
 B:

3 A:
 B:

4 A:
 B:

5 A:
 B:

6 A:
 B:

Vocabulary Bank 5

• Food & drinks

1 Label the pictures.

- strawberries • honey • cherries • milk • bread rolls • lemon • spaghetti
- cola • cereal • apple • lemonade • ice cream • mushrooms • crisps
- banana • flour • peaches • yoghurt • carrots • biscuits • sugar • lettuce
- beans • fruit juice • tomatoes • pineapple • salt and pepper • chicken
- bread • orange • milkshake • grapes • potatoes • meat • butter • egg
- coffee • nuts • cheese • fish • onions • rice • pears • tea



2 Answer the questions about yourself.

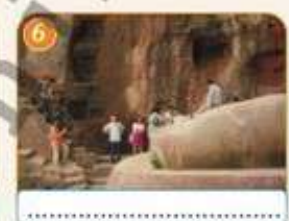
- 1 I eat for breakfast every morning.
- 2 For lunch, I usually have
- 3 I sometimes have for dinner.
- 4 When we order takeaway, I usually have
- 5 I prefer having for dessert.

Vocabulary Bank 6

• Types of holidays

1 Label the pictures.

- cruise • safari • sightseeing holiday
- beach holiday • skiing holiday • walking holiday



• Holiday activities

2 Label the holiday activities.

- take photographs • send postcards • swim in the sea • go for a walk • stay in a tent
- go sightseeing • visit museums • go to the beach • eat local dishes • relax • play in the snow
- go on a boat trip • buy souvenirs • go skiing • stay in a hotel



Vocabulary Bank 8

• Places around us

1 Label the pictures.

- library • street • playground • aquarium • school • factory • town hall • petrol station
- pedestrian zone • swimming pool • temple • tower • fountain • zoo • stadium • mosque
- square • police station • café • cinema • hospital • restaurant • cathedral




























Vocabulary Bank 8

• Shops

1 Look at the items and write where you can buy them.

- post office • sports shop • clothes shop • bookshop • newsagent's • music shop
- supermarket • optician's • baker's • chemist's • butcher's • florist's • toy shop • bike shop
- pet shop • mobile phone shop • photography shop • delicatessen • jeweller's
- ironmonger's • shoe shop • electrical shop • accessory shop • greengrocer's • fishmonger's

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 
11 	12 	13 	14 	15 
16 	17 	18 	19 	20 
21 	22 	23 	24 	25 

Vocabulary Bank 9

• Means of transport

1 Label the pictures.

- bike • boat • car • helicopter • lorry • motorbike • scooter • plane • submarine
- ship • train • tram • van • hovercraft • underground train • coach • snowmobile
- tractor • cruise liner • bus • spacecraft • monorail • ambulance • rickshaw



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Translator's Corner

Translate these words/phrases into your language.

MODULE 1

School subjects (Student's Book p. 5)

- English
- Geography
- Music
- History
- Information & Communication Technology (ICT)
- Maths
- Science
- Art
- Physical Education (PE)
- Design & Technology (D&T)

Sports (Student's Book p. 7)

- ice hockey
- karate
- skateboarding
- snooker
- cycling
- swimming
- baseball
- archery
- ice skating
- bowling
- gymnastics

Classroom objects (Student's Book p. 10)

- desk
- blackboard
- chair
- bookcase
- computer
- map
- projector
- bin

School areas (Student's Book p. 12)

- classroom
- playground
- field
- auditorium
- canteen
- nurse's office
- art room
- staffroom

- headteacher's office
- library
- computer room
- science lab



Useful phrases (Student's Book p. 12)

- 1 Excuse me, where's the library?
- 2 Walk along the science lab and turn left.
- 3 Go past the nurse's office and turn right.
- 4 Can you repeat the last bit, please?
- 5 You're welcome.

Write the sentences in your language.

- 1 We can't leave school during lessons.
- 2 We need to keep our classrooms clean and tidy. .
- 3 What is your classroom like?
- 4 We must be at school by 8:30.
- 5 My school is next to the railway station.

MODULE 2

Appearance & character (Student's Book p. 19)

- curly hair
- wavy hair
- spiky hair
- straight hair
- round face
- wide mouth
- full lips
- overweight
- plump
- slim
- ugly
- handsome
- well-built
- middle-aged
- attractive

Translator's Corner



Useful phrases (Student's Book p. 24)

How was your weekend?

I'm sorry about that.

What did you read?

It was brilliant.

Sounds exciting.

What's it about?

That's a great idea!

Write the sentences in your language.

- How long did you sleep last night?
- What does your best friend look like?
- When did she become a queen?
- Where was he born?
- When did he die?

MODULE 3

Geographical features (Student's Book p. 29)

mountain

river

waterfall

desert

coast

forest

steppe

valley

volcano

lake

Activities (Student's Book p. 31)

do a bungee jump

volunteer overseas

ride an elephant

swim with dolphins

take pictures under water

run a marathon

drive a racing car

play rugby in an international match

run with bulls



Useful phrases (Student's Book p. 36)

- I'd like to book a trip.
- When would you like to leave?
- How much is the trip?
- How would you like to pay?
- Have a nice day!

Write the sentences in your language.

- What's the weather like in your country?
- What's your favourite season?
- There are many things to do and see there.
- The bus arrives in London at 5:30 pm.

MODULE 4

Literary elements (Student's Book pp. 41-43)

drama

tragedy

comedy

script

plot

character

setting

conflict

dialogue

monologue

Types of films (Student's Book p. 46)

fantasy

action/adventure

science-fiction

historical

western

comedy

animated

horror

Translator's Corner



Useful phrases (Student's Book p. 48)

- How can I help you?
- I'd like to book two tickets.
- I'm sorry but it's sold out.
- How about the 9 pm show?
- How much are the tickets?
- Enjoy the show!

Write the sentences in your language.

- 1 That sounds OK.
- 2 What happens in the story?
- 3 Which is your favourite type of film?
- 4 Have you ever spoken to a famous person?
- 5 What are we going to see?

MODULE 5

Illnesses/Ailments (Student's Book pp. 53-55)

- a sore throat
- a stomach ache
- a cough
- a headache
- a cold
- a temperature
- a rash
- an earache
- a toothache

Food & drinks (Student's Book pp. 58-59)

- takeaway
- main meal
- side dish
- dessert
- drink
- soup
- boiled rice
- salad
- ice cream
- mineral water
- meat
- bread



Useful phrases (Student's Book p. 60)

- Are you OK?
- You don't look well.
- I feel terrible.
- What's wrong?
- I can't stand it any longer.
- You should see a doctor.
- I suppose you're right.

Write the sentences in your language.

- 1 Try to exercise every day.
- 2 You'll feel better right away.
- 3 How many do you need?
- 4 Can I take your order?
- 5 Could you give me your name and address?

MODULE 6

Holiday activities (Student's Book p. 65)

- sunbathe
- send postcards
- swim in the sea
- buy souvenirs
- sit by the pool
- stay at a hotel
- go sightseeing
- visit museums
- go to the beach
- eat local dishes
- play in the snow
- enjoy nature

Tourist attractions (Student's Book p. 67)

- castle
- art gallery
- shopping centre
- public gardens
- aquarium
- museum
- historic site
- amusement park
- see sculptures
- ancient ruins

Translator's Corner

admire plants
 go on rides

 **Useful phrases** (Student's Book p. 72)

What can I do for you?
 I'd like some information,
 please.
 How much does it cost to
 get in?
 Where exactly is it?
 My pleasure.

Write the sentences in your language.

- 1 I'm sure we'll have a fantastic time!
- 2 We are staying in the town centre.
- 3 That's all my news for now.
- 4 We can't wait to explore everything.

MODULE 8

Shops (Student's Book pp. 87-89)

bakery
 florist's
 optician's
 chemist's
 bookshop
 bank
 newsagent's
 music shop
 supermarket
 clothes shop
 post office
 library
 playground
 restaurant
 café
 bridge
 tower
 nightclub

 **Useful phrases** (Student's Book p. 94)

Could you tell me how
 to get to the hospital?

Excuse me.
 I'm sorry, what
 road was that?
 On the right did you say?

Write the sentences in your language.

- 1 There is a wonderful selection of fruit.
- 2 It's on the third floor of a five-storey block of flats.
- 3 It can make a difference.
- 4 Talk to you later.

MODULE 9

Means of transport (Student's Book pp. 99-101)

helicopter
 ferry
 lorry
 motorbike
 snowmobile
 tram
 aeroplane
 hovercraft
 boat
 train
 bus

 **Useful phrases** (Student's Book p. 106)

Can I help you?
 Single or return?
 What time would you
 like to leave?
 Which platform does
 the train leave from?
 You're welcome.

Write the sentences in your language.

- 1 I catch the 39 bus to school.
- 2 A bus is less comfortable than a car.
- 3 We will soon arrive at our destination.
- 4 We should always set a good example.

Prepositions

Choose the correct preposition.

Module 1

- 1 My best friend is very funny and has a great sense **in/of** humour.
- 2 If you want to be good **at/in** music you have to practise every day.
- 3 Zarina is always very polite and is never rude **to/at** people.
- 4 If you go down the street for five minutes, you'll see the post office **in/on** your right.
- 5 Dina didn't switch her mobile **off/out** when it started ringing.
- 6 After the performance, Ulan's friend introduced him **to/at** the whole band!
- 7 Dilnaz likes living in the centre **of/to** town because there are lots of nice shops nearby.
- 8 Nurlan decorated his bedroom with lots of pictures and posters **up/on** the walls.

Module 2

- 1 The criminal stayed **in/at** prison for a year.
- 2 Rustam took his wife **on/at** a trip to New York.
- 3 Elizabeth II became the Queen **of/off** England in 1952.
- 4 Many ancient ruins are now hidden deep **down/under** the sea.
- 5 My father was born **in/on** Astana in 1956.
- 6 George Washington was famous **for/of** being the first President of the United States.
- 7 **To/At** this day, people tell stories and legends about Robin Hood and his Merry Men.
- 8 When he was 12, Askhat moved **to/in** Astana with his parents.
- 9 From a young age, Saule dreamt **of/about** becoming an English teacher.
- 10 Mr Omarov is a great teacher because he is really dedicated **in/to** his students.
- 11 I like reading books **in/on** my free time.

Module 3

- 1 Nartay is afraid **of/to** flying.
- 2 The Great Barrier Reef formed **over/during** thousands of years.
- 3 When they woke up **in** the morning, the tree outside was covered **in/with** snow.
- 4 There are many types **of/for** animals and plants living in the Amazon rainforest.
- 5 Hurry up! The school bus leaves **on/at** exactly 9 o'clock.
- 6 Stonehenge is a famous ancient monument that is located **in/at** the south of England.

Module 4

- 1 The prisoners broke out of the prison and escaped **into/upon** the forest.
- 2 Can I offer you another piece **of/with** cake?
- 3 I asked **about/for** some cheese to go on top of my pasta.
- 4 Ganibek was cooking when suddenly her son appeared **on/at** the door.
- 5 Sultan decided to go back to university **at/in** the age of 30 to study History.
- 6 According **at/to** legend, the mythical King Arthur will return when Britain is in danger.
- 7 It was raining heavily and the boat was moving from side **to/of** side.
- 8 We had a great time **in/on** New Year's Eve.

Module 5

- 1 Nuro is an artist, so he always keeps his pencils and paints close **at/in** hand.
- 2 Saule wants to get rid **of/to** this nasty cough.
- 3 A diet full of fresh fruit and vegetables is very good **with/for** your health.
- 4 Firefighters have to be ready **in/at** any time to respond to an emergency.
- 5 Gulasy's house is many kilometres away **until/from** the city.

Prepositions

Module 6

- 1 Rome is an ancient city full **of/in** beautiful churches.
- 2 The best thing about the holiday camp is that there are amazing things to do **about/for** the whole family.
- 3 We all got up early in the morning to go **on/at** a bike ride out of the city.
- 4 I was so tired from working all day that I fell asleep **in/on** the desk.
- 5 Nursultan could see something moving **in/at** the dark, but he didn't know what it was.
- 6 When we got to the top of the hill we had an amazing view **at/of** the whole city.
- 7 Askhat was so excited **about/for** the school trip that he couldn't sleep all night.

Module 7

- 1 His only chance **of/at** success was to leave his village and move to the big city.
- 2 They walked **through/between** the fields towards the village.
- 3 Between 5 and 8 o'clock the roads are really busy and the traffic doesn't move **in/at** all.
- 4 Gulnaz and Ulan fell **in/at** love the first time they saw each other.
- 5 After sailing for many days, the captain suddenly saw land **at/in** the distance.
- 6 Nurlan watched the documentary because he wanted to know more **about/around** physics.
- 7 The shop sells spices and herbs from many different parts **of/on** the world.
- 8 I turned the bucket upside **down/up** to pour out the water.
- 9 She jumped **out/off** of her seat and started dancing.

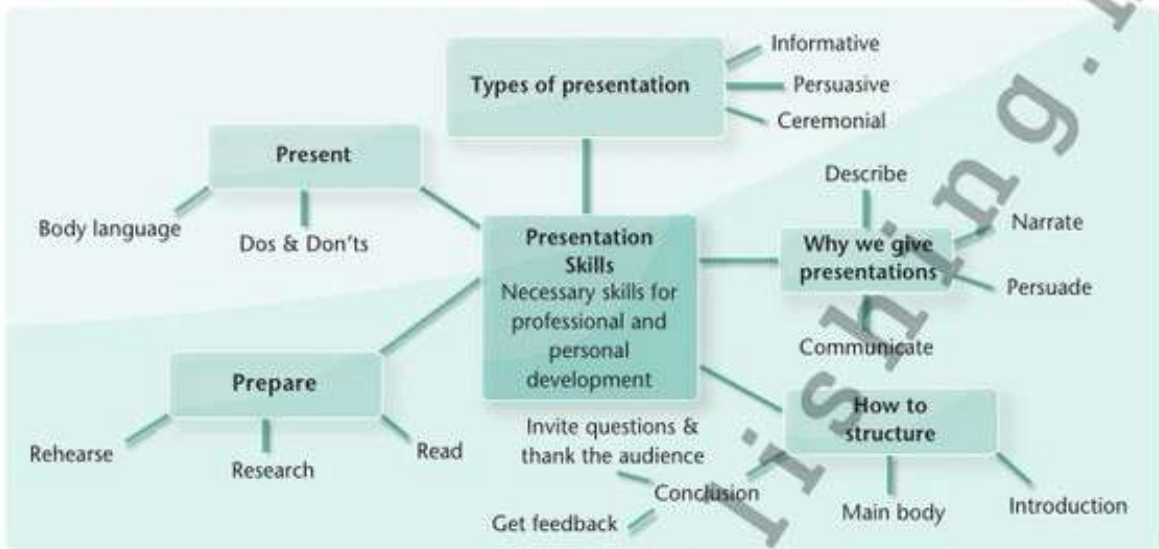
Module 8

- 1 The city of Granada in Spain is home **to/for** a rich culture of music and dance.
- 2 The museum provides many exciting exhibitions **for/to** both locals and tourists.
- 3 Dad wanted to know if the car came **on/in** any different colours.
- 4 My house isn't very far **from/of** the shops so we can walk there.
- 5 After the storm, Dad used a ladder to get **to/at** the top of the fence and fix it.
- 6 **In/At** present, Chingiz is working as a builder in Astana.
- 7 The village square is a popular meeting space **for/to** the young people in the area.
- 8 The Queen Elizabeth II Tower in London is also known **for/as** Big Ben.
- 9 The local restaurant has a wonderful selection **of/from** dishes from all over the world.
- 10 There were all sorts of beautiful clothing **in/on** display at the market.

Module 9

- 1 I've always wanted to go on a ride **in/on** a gondola.
- 2 The traffic was really bad so we decided to go **by/on** train to the airport.
- 3 You should check your car regularly to make sure it's **in/at** good condition.
- 4 Temperatures in the Caribbean almost never drop **down/below** 0°.
- 5 Soon the road stopped and we had to continue our journey **by/on** foot.
- 6 Are there many nice parks and green spaces **at/in** your area?
- 7 The fastest means **of/for** transport is the aeroplane.
- 8 We set off early in the morning and went **on/in** a tour around the island.

Presentation Skills



What is a presentation?

Presentations describe, narrate, persuade or communicate ideas. Presentation skills are necessary for personal and professional development.

Types of presentations

There are different types of presentations:

- **Informative** e.g. school presentations, technology & science conferences, business seminars.
- **Persuasive** e.g. in sales, debates, to a group of peers, politicians' speeches.
- **Ceremonial** e.g. graduation, wedding toast

Presentation skills are also needed in **interviews** (job & TV), **project reports** at a meeting, **social events**, **toasts** at an event with family or friends, colleagues etc.

Why we give presentations

We give presentations to:

- describe** a product, an invention, a place, people (e.g. myself, a famous person).
- narrate** an experience, a story, a myth, a fable, an event (e.g. natural disaster).
- persuade** by presenting arguments for & against an issue, expressing our opinion on an issue, stating a problem & suggesting solutions, political discussions, campaigns etc.
- communicate** in panels, debates, conferences etc.

How to structure a presentation

A presentation consists of a(n):

- **Introduction**, in which we greet the audience, present ourselves and the topic.
- **Main body**, in which we present the main points.
- **Conclusion**, in which we summarise the main points, **invite questions** from the audience and

thank the audience for listening to us. We can sometimes **get feedback** from the audience.

Opening/Closing techniques

To **start** a presentation we can:

- 1 address the audience** by asking a question e.g. *Are you looking for excitement? Do you like adventure?*
- 2 use a quotation** e.g. *As Mother Teresa said, "Love begins at home."*
- 3 ask a rhetorical question** e.g. *We can all do more to help the planet, can't we?*
- 4 make a statement** e.g. *Every person is special and extraordinary.*
- 5 narrate a personal or general story** e.g. *Millions of years ago, dinosaurs walked the Earth. Some were big, some were small, some ate meat and some ate plants. But suddenly they disappeared ...*
- 6 set the scene and stimulate emotions** e.g. *Imagine a place where all you can see is snow. It's really cold. No one is around. You are all alone.*
- 7 use visuals (photos, charts, films, pictures etc.)** e.g. *Look at this painting. It shows... .*
- 8 use music (a song, soundtrack etc.)** e.g. *Listen to this piece of music. What does it bring to mind?*
- 9 use humour (a joke, a riddle etc.)** e.g. *If an apple a day keeps the doctor away, what does an onion do? It keeps everyone away! It's true that onions smell bad, but they're very healthy.*
- 10 use a rhyme or short poem** e.g. *Make new friends but keep the old, one is silver and the other gold.*

Presentation Skills

To end a presentation we can:

- 1 address the audience** by asking a question *e.g. So what are you waiting for? Watch a match and see for yourself how much fun cricket really is.*
- 2 use a quotation** *e.g. As Ernest Hemingway, the famous writer, said: "There is no friend as loyal as a book."*
- 3 ask a rhetorical question** *e.g. After all, who doesn't like a party?*
- 4 make a statement** *e.g. We all need to do more to help save these animals.*
- 5 narrate a personal or general story** *e.g. I'll never forget the day I got my puppy, Max. He's my best friend and now I know why dogs are a man's best friend.*
- 6 stimulate emotions** *e.g. Imagine there are no more beautiful, exotic fish in our seas. This would be a tragedy.*
- 7 use humour (a joke, a riddle etc.)** *e.g. What travels the world but stays in a corner? A stamp! Most people don't write letters any more but 100 years ago it was the best way to keep in touch.*
- 8 ask a "what if" question** *e.g. What if you could go back in time and see what life was like for the Maya?*
- 9 use a rhyme or short poem** *e.g. Family always makes you glad, when times are good or times are bad.*

Ways to get feedback from the audience (optional)

After you have presented your points you can check if your audience has understood your topic. There are several ways to get feedback and check understanding. These are:

- 1 Pop quiz style questions in teams:** Split the audience into two teams (A and B) and ask questions about the presentation topic. *e.g. It's time for a quiz in teams! The team that gets the most answers correct wins! e.g. Team A: When was ... built? Correct! Team B: How old is ...?*
- 2 Open discussion:** Invite the audience to share their own similar experiences. *e.g. Now I'd like to hear about your.../Would anyone like to share his/her own similar experience?*
- 3 Polling questions:** Ask the audience a question. The audience can answer by raising their hands or standing up. *e.g. How many of you recycle on a regular basis? Raise your hands.*
- 4 Focus groups:** Divide the audience into groups of 3-4 people and give questions for them to discuss and report back. *e.g. Which superhero would you like to be?/What do you think was the most interesting idea?*
- 5 Game:** Prepare a Y/N or T/F quiz with questions/statements based on the presentation. *e.g. Is the Gherkin made of glass and iron?/Do its windows look like diamonds?* If the answer is YES/TRUE, the participants stand up, if the answer is NO/FALSE, they remain seated.

- 6 Make a list:** Summarise the most important points of your presentation. Write the initial letter of each word/phrase on a PP slide/a flipchart/the whiteboard.

Ask the audience to find the correct words/phrases. (*e.g. What can we do to protect the environment? Recycle/Reuse/Save water/Plant trees/Ride a bike to school, etc.*)



Prepare

Steps to follow

- 1** Read, brainstorm & prepare a spidergram to organise your notes.
- 2** Research resources from videos, texts within the module, the Internet, encyclopaedias etc.
- 3** Prepare your presentation. Decide which points to include and how to present them.
- 4** Rehearse your presentation in front of a mirror or friends, videotape or record yourself.

Present

Dos & Don'ts while giving a presentation

Dos

- Be prepared & know your material.
- Make sure your equipment works. (check connectivity, program versions, hyperlinks etc.)
- Look confident & professional.
- Have positive energy & smile.
- Keep eye contact with your audience.
- Use positive body language. (stand up straight, use gestures and facial expressions to convey meaning etc.)
- Keep your presentation simple & clear.
- Keep slides short & clear.
- Use clear notes & diagrams for slides.
- Attract the audience's attention with an interesting beginning. (a story, a joke, a video etc.)
- End your presentation by summarising the topic or by making a closing statement.

Don'ts

- Don't read directly from the screen or your notes.
- Don't stand with your back to the audience.
- Don't fold your arms.
- Don't speak in a monotonous voice.
- Don't rush.
- Don't break the flow of the presentation by using fillers while speaking (e.g. 'um', 'er', 'ah').
- Don't use confusing graphics. (e.g. dark fonts on dark backgrounds)
- Don't carry a lot of items with you.
- Don't wear casual clothes. (e.g. shorts, flip flops)

Presentation Skills

Body Language

Body language is very important when you give a presentation. It is part of communication and helps you maintain your audience's attention and interest.

Dos ✓

Remember to be polite and smile.



Don'ts ✗

Don't read directly from your notes.



Stand up straight and maintain eye contact with your audience.



Don't stand with your back to the audience.



Use appropriate facial expressions and gestures to make your presentation clear.



Don't fold your arms.



Presentation Skills

Using Presentation Software

To engage your audience's attention, you can use presentation software, like PowerPoint® or Keynote®. This way you can support and highlight your points, and make your whole presentation more interesting.

1 Use a simple layout

This will help the audience to follow your presentation easily.



2 Use a title

This will let your audience know what you are speaking about.



3 Use visuals

Visuals capture the attention of the audience and make your presentation more interesting.



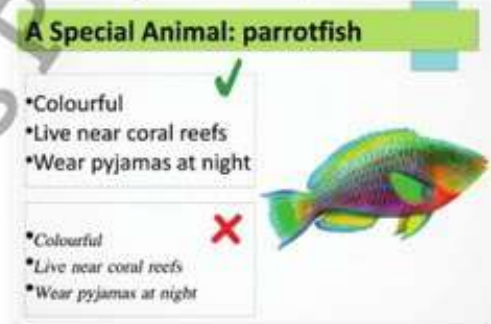
4 Use dark fonts on light backgrounds or light fonts on dark backgrounds

This will make your slides easier to read.



5 Use clear and easy-to-read fonts

Members of the audience will lose interest if they cannot read your slides easily.



6 Use notes rather than long sentences

This will ensure that your audience can understand your points and focus on listening to the presentation rather than reading long sentences.



Presentation Skills 1

Model analysis

Present Yourself

You are on a summer course in London. Present yourself to your new classmates.

- 1** Read Maria's presentation about herself. Talk about Maria: *How old is she? Where is she from? What are her favourite school subjects? What's her favourite sport?* Then, copy the spidergram below into your notebook and complete it with the information you talked about.

Hello! I'm Maria Lopez. We all come from different places to learn English, but we don't know each other.

So let me introduce myself. I'm 13 years old and I'm from Madrid in Spain.

My favourite school subjects are History and Geography. I don't like Maths very much. It's very difficult. I also love volleyball. You can see me playing with my school volleyball team in this photo.

Well, that's me. I'm a girl who likes History, Geography and volleyball! In the words of Taylor Swift, "Just be yourself, there is no one better."

Now I want to hear about you! What's your favourite subject? ... What sports do you play? ... Great!

Are there any questions?

Thanks for listening.



- 2** a) Read the underlined parts in Maria's presentation. Which opening/closing techniques does she use?
b) Which technique does Maria use to get feedback from the audience?

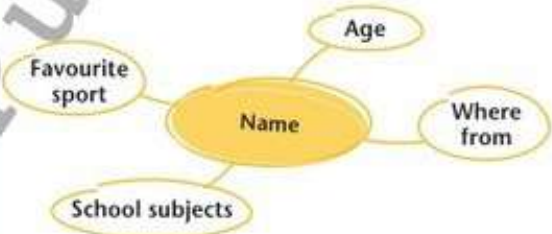
Your turn

Present Yourself

Imagine you're on the same course as Maria. Present yourself to your new classmates. (Module 1a – p. 7)

- Organising ideas

- 3** Copy the spidergram below into your notebook and complete it with information about yourself. Tell the class.



- Opening/Closing techniques

- 4** a) Read the extracts (A-B). Which is from the introduction of a presentation? Which is from the conclusion?

A Look around the classroom. Do you know everyone here? Probably not. As it's our first day together, let's get to know each other.

B I'm proud of the person I am, and I think it is important to always be yourself because there is no one better.

- 1 stimulating emotion
- 2 asking a rhetorical question

- b) Match the extracts (A-B) to the opening/closing techniques (1-2).

Presentation Skills 1

• Finding quotations

5 You can find appropriate quotations to use in the introduction or conclusion of your presentation.

- In the words of writer Rita Mae Brown, "... all you can do in life is be who you are."
- As the writer Dr Seuss said, "You are you. Now, isn't that pleasant?"

• Finding visuals

6 Find appropriate visuals for your presentation like the ones below.



• Preparing & Presenting

7 Follow the plan. Use the completed spidergram from Ex. 3 to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box, and/or Exs 4 & 5. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

- Greeting: Hello!/Good morning
- Introducing yourself: I'm .../My name is ...
- Introducing the topic/Opening technique (addressing the audience): Look around the class. What do you know about the students here?

Main body

- Age: I'm ... years old.
- Where (from): I'm from ... in ...
- Favourite school subjects: My favourite school subject(s) is/are ... /I (don't) like ... because ...
- Favourite sports: I'm good at ... and ... / I'm interested in ...
- Using visuals: Here you can see ... /This is a photo of ... /Let's have a look at ...

Conclusion

- Summarising points: To sum up.../ Overall/Finally.../I enjoy/like ... and ... but I don't like ...
- Closing technique (making a statement): These are the things that make me special!
- Feedback technique (optional – polling questions): How many of you like the same school subjects as I do? ... How many of you enjoy volleyball? ... Great!
- Inviting questions: Are there any questions?/Have you got any questions for me?
- Ending: Thank you for your time./Thanks for listening.



Checklist

When you finish writing your presentation, make sure you:

- introduce yourself and the topic
 - mention all the points from the spidergram
 - use appropriate opening/closing/feedback techniques
 - use appropriate visuals
- Rehearse and give your presentation.

Presentation Skills 2

Model analysis

A Tall Tale*

(*tall tale = an unusual, incredible story)

Imagine your Geography teacher has asked your class to present myths or legends about natural landmarks. Give a presentation about Paul Bunyan and the Mississippi River to the class.

- Read Jenna's presentation about Paul Bunyan and the Mississippi River and identify the purpose of the presentation.
 - Talk about the Mississippi River: *What is it? What does the legend say? What do scientists say?* Then, copy the spidergram into your notebook and complete it with the information you talked about.

Hi, I'm Jenna Smith. Listen to this poem by American writer Shel Silverstein:

"He rode through the woods on a big blue ox. He had fists as hard as choppin' blocks. Five hundred pounds and nine feet tall ... that's Paul."

This poem is about the legend of Paul Bunyan, the giant who created the Mississippi River!

The Mississippi River is about 2,320 miles long. It flows through ten of the states in the USA. In fact, it's one of the longest rivers in the world! So how could a man, even a giant, create such a huge river?

Once there was a lumberjack, Paul Bunyan. His pet, a blue ox called Babe, was also giant. One day, Paul and Babe were moving a huge tank of water along a very dangerous road. Suddenly, the tank started to leak. The tank was so large that the leaking water became the Mississippi River!

Of course, scientists know that a giant didn't really create the Mississippi River. Actually, the water from melting glaciers – huge sheets of ice – carved the river into the land at the end of the last ice age to form what is now one of the most important landmarks in the USA.

The Mississippi River is one of the biggest rivers in the world. So, it's no wonder that according to legend a giant created it.

Now let me ask you this: How many of you like stories about real places or people? ... Great! How many of you enjoyed hearing about Paul Bunyan and the Mississippi River? ... I see!

Would you like to ask me anything? ...

Thanks, everyone!



- Read the underlined parts in Jenna's presentation. Which opening/closing techniques does she use?
- Which technique does Jenna use to get feedback from the audience?

Your turn

A Tall Tale

Imagine your Geography teacher has asked your class to present myths or legends about natural landmarks. Give a presentation about Finn MacCool and the Giant's Causeway to the class. (Module 2c – p. 22)

Organising Ideas

- Read and listen to the text about Finn MacCool and the Giant's Causeway on p. 22 in your Student's Book.
 - Talk about the Giant's Causeway: *What is it? What does the legend say? What do scientists say?* Then, the spidergram into your notebook and complete it with the information you talked about.



Presentation Skills 2

• Opening/Closing Techniques

- 5** a) Read the extracts (A-B). Which is from the introduction of a presentation? Which is from the conclusion?

A Look at this picture. As you can see, the rocks all fit together to form a path into the sea. However, the path doesn't end there. It continues under the surface. This is the Giant's Causeway, and an Irish legend says a giant built it.

B What if there is some truth to the legend? For people like me, this belief keeps the legend alive.

- 1 asking a "what if" question 2 using visuals

- b) Match the extracts (A-B) to the opening/closing techniques (1-2).

• Getting Feedback

- 6** a) Read the extract. Which technique does the speaker use to get feedback from the audience?

Please get into groups of 3 and talk about this Irish legend. What did you like best about Finn MacCool's story? ... What impressed you the most? ...

- b) Can you suggest another feedback technique?

• Finding Visuals

- 7** Find appropriate visuals for your presentation.



• Preparing & Presenting

- 8** Follow the plan. Use the completed spidergram from Ex. 4b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 5. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

- Greeting: Hello, everyone!
- Introducing yourself: My name is ...
- Introducing the topic/Opening technique (addressing the audience): Did you know that long ago people told stories to explain what – or who – created natural landmarks? ... It's true! In fact, an Irish legend explains the Giant's Causeway.

Main body

- What is it: The Giant's Causeway is a bridge of ... between ... and ... However, you can't walk to ..., because ...
- The legend: An Irish legend says that ... built ... According to the legend ..., but ... Finn decided to ... However, when he finished ... His enemy ..., but Finn's wife ... When Benandonner saw ..., he was very ... and ...
- The science: Scientists, however, do not think that ... They believe ...

Conclusion

- Summarising points: In summary/All in all, there's a very interesting legend about the Giant's Causeway but there's also a scientific explanation.
- Closing technique (asking a rhetorical question): However, as interesting as science can be, we all like stories more, right?
- Feedback technique (optional – T/F game): Now, I'm going to say a few statements. If they're true, stand up, but if they're false, stay seated. Finn MacCool lived in Scotland. ... The Giant's Causeway is under the sea. ...
- Inviting questions: Are there any questions?
- Ending: Thanks for your attention.



Checklist

When you finish writing your presentation, make sure you:

- introduce yourself and the topic
 - mention all the points from the spidergram
 - use appropriate opening/closing/feedback techniques
 - use appropriate visuals
- Rehearse and give your presentation.

Presentation Skills 3

Model analysis

Natural Wonders of the World

Imagine your Geography class is learning about the natural wonders of the world. Give a presentation about Lake Balkhash, a natural wonder, to the class.

- 1 a) Read presentation.
- b) Talk about Lake Balkhash: *Describe the place and name an amazing fact about it. Then, copy the spidergram into your notebook and complete it with the information you talked about.*



Good afternoon! I'm Saule Smagulova. It is the largest lake in Kazakhstan and one of the largest lakes in Asia. Do you know its name? ... No? It's Lake Balkhash!

Lake Balkhash is located in the southeast of Kazakhstan. It is 600 km long and seven rivers flow into the lake. An interesting fact is that it has 43 islands and a lot of animals and plants live by the lake.

There are a lot of amazing facts about Lake Balkhash, but perhaps the most fascinating is that half of the lake is freshwater, and the other half is salty. Isn't that incredible?

In conclusion, Lake Balkhash is not only beautiful, it is also very interesting because of its waters. So isn't Lake Balkhash worth visiting?

Now I'd like to hear from you. Which fact about Lake Balkhash did you find most interesting?

Are there any questions? ...

Thank you for listening.



- 2 Read the underlined parts in Saule's presentation. Which opening/closing techniques does she use?
- 3 a) Which technique does Saule use to get feedback from the audience?
b) Can you suggest another feedback technique?

Your turn

Natural Wonders of the World

Imagine your Geography class is learning about the natural wonders of the world. Give a presentation about Niagara Falls, a natural wonder in North America, to the class. (Module 3 – Across Cultures)

Organising Ideas

- 4 a) Read and listen to the text about Niagara Falls in Module 3, Across Cultures, in your Student's Book.
- b) Talk about Niagara Falls: *Describe the place and name an amazing fact about it. Then, copy the spidergram into your notebook and complete it with the information you talked about.*



Presentation Skills 3

• Opening/Closing Techniques

- 5** a) Read the extracts (A-C). Which are from introductions of presentations? Which are from conclusions?

A I'll never forget my first visit to Niagara Falls. It was a special day with my family, and seeing this amazing wonder of the world was one of the most unforgettable moments of my life.

B I want you to look closely at this picture of pristine* water. Look at how it flows from the top and splashes at the bottom. This is Niagara Falls, one of the natural wonders of the world.

C So if you want to see an amazing wonder of nature, remember:

If you hear the thunder
of this natural wonder,
the roaring water calls
you to Niagara Falls!

*pristine = pure; perfectly clean

- | | |
|------------------------------|-----------------|
| 1 using visuals | 3 using a rhyme |
| 2 narrating a personal story | |

- b) Match the extracts (A-C) to the opening/closing techniques (1-3).

• Finding Visuals

- 6** Find appropriate visuals for your presentation.



• Preparing & Presenting

- 7** Follow the plan. Use the completed spidergram from Ex. 4b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 5. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

- **Greeting:** Hello/Good morning.
- **Introducing yourself:** My name is ...
- **Introducing the topic/Opening technique (addressing the audience):** Would you like to know more about one of the most beautiful places on Earth? ... Well, today we're going to talk about Niagara Falls, an amazing natural wonder of the world.

Main body

- **Description:** Niagara Falls lies between ... and The largest part is Niagara Falls is the ... in the world after
- **Historical fact:** A historical fact about Niagara Falls I find interesting happened in A tourist named She was the first ...!
- **Amazing fact:** One fact that might surprise you about Niagara Falls is The Falls produces In fact, it is one of the largest ... in the world!

Conclusion

- **Summarising points:** To sum up/To conclude, Niagara Falls is a beautiful and powerful natural wonder with a fascinating history.
- **Closing technique (making a statement):** This is why millions of tourists from all over the world visit it every year.
- **Getting feedback (optional – focus groups):** Please get into groups of 3 and talk about Niagara Falls. What do you find most interesting about it and why? ...
- **Inviting questions:** Any questions?
- **Ending:** Thank you for your time.



Checklist

When you finish writing your presentation, make sure you:

- introduce yourself and the topic
 - mention all the points from the spidergram
 - use appropriate opening/closing/feedback techniques
 - use appropriate visuals
- Rehearse and give your presentation.

Presentation Skills 4

Model analysis

My Favourite Film

You are a member of the school's film club. Present your favourite film to the other club members.

- 1 Read Sylvia's presentation about her favourite film. Then, copy the spidergram into your notebook and complete it with information from the presentation.

Good afternoon! I'm Sylvia Baker and I'm a huge fan of films! Listen to this piece of music. Do you think it is from a romance? ... No. How about a comedy? ... No, of course not! This music is the theme from my favourite film.

My favourite film is a science fiction adventure called Jurassic World. It's the fourth film in a series based on Jurassic Park, a book by Michael Crichton. Jurassic World was directed by Colin Trevorrow and stars Chris Pratt in the leading role of Owen Grady and Bryce Dallas Howard as Claire Dearing.

The plot of the film is action-packed. It's about a theme park featuring dinosaurs that have been brought back to life by scientists. In Jurassic World, the scientists have created a new species of dinosaur. This new dinosaur escapes, and the film follows Grady and Dearing as they try to stop it.

The special effects in Jurassic World are amazing! The dinosaurs look so real! I also like the music. It sets the mood of the film well and keeps you in suspense.

To summarise, Jurassic World is my favourite film because of the brilliant cast, the fascinating plot, the great special effects and the excellent music. It is the perfect film for science fiction and adventure fans. So, if you love these types of films, don't miss it!

It's time to play a game! I will ask you some questions. If the answer is yes, I want you to raise your hand. If the answer is no, keep your hand down. Was the director of Jurassic World Chris Pratt? ... No, it was Colin Trevorrow! Did scientists in the film create a new dinosaur? ... Yes, they did! Is the music boring? ... No, it sets the mood and keeps you in suspense! Excellent work, everyone!

Would anyone like to ask me a question? ...

Thank you for your time!



- 2 a) Read the underlined parts in Sylvia's presentation. Which opening/closing techniques does she use?

- b) Which technique does Sylvia use to get feedback from the audience?

Your turn

My Favourite Film

You are a member of the same film club as Sylvia. Present your favourite film to the other club members. (Module 4c – p. 46)

- Organising Ideas

- 3 a) Think about your favourite film and take notes.



- b) Copy the spidergram into your notebook and complete it with your notes from Ex. 3a.



Presentation Skills 4

• Opening/Closing Techniques

- 4** a) Read the extracts (A-B). Which is from the introduction of a presentation? Which is from the conclusion?

A I will never forget the first time I saw my favourite film. I was very young, but I still remember the dramatic music, the amazing special effects and the brilliant actors on the big screen.

B This film has entertained so many people, including me.

- 1 narrating a personal story 2 making a statement

- b) Match the extracts (A-B) to the techniques (1-2).

• Finding Visuals

- 5** Find appropriate visuals for your presentation (e.g. a poster of the film). You can also show the trailer of the film or play a song or a piece of music from its soundtrack.



• Preparing & Presenting

- 6** Follow the plan. Use the completed spidergram from Ex. 3b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 4. You can get feedback and use visuals/video clips/music from the soundtrack to make your presentation more interesting.

Plan & Useful Language

Introduction

- Greeting: Hello/Hi!/Good morning ...
- Introducing yourself: My name's/I'm ...
- Introducing the topic/Opening technique (using a quotation): American film director Francis Ford Coppola once said, "The very earliest people who made films were magicians". That's exactly how I feel about cinema. It's a kind of magic!

Main body

- Name/Type: My favourite film is called ... It's a(n) ... film. The film/characters are based on ...
- Actors/director: The role of ... is played ... by ..., and the film was directed by ...
- Plot: The story of ... is about ... As he/she finds out/realises ..., he/she faces ...
- Describing special effects/music: The film's special effects were incredible/amazing, especially ...! The music was dramatic/romantic ... It kept me at the edge of my seat/made me cry ...

Conclusion

- Summarising points & Recommending: To conclude, ... is my favourite film because ... In my opinion, everyone should watch it!
- Closing technique (making a statement): So if you haven't watched it yet, it's a must!
- Feedback technique (optional – open discussion): Now I want to hear from you. What's your favourite film? ... Why? ...
- Inviting questions: Any questions?
- Ending: Thank you for listening.



Checklist

When you finish writing your presentation, make sure you:

- introduce yourself and the topic
- mention all the points from the spidergram
- use appropriate opening/closing/feedback techniques
- use appropriate visuals

Rehearse and give your presentation.

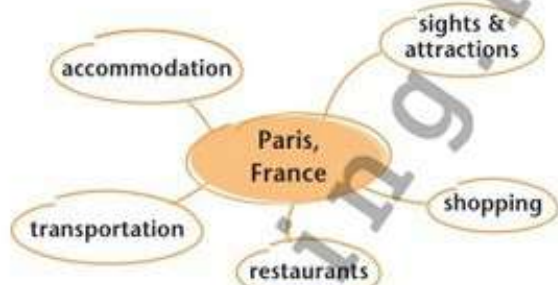
Presentation Skills 5

Model analysis

A Tourist Destination

Imagine you are a tour guide and you are speaking to a group preparing to go on a tour of Paris, France. Give a presentation about the city's sights and attractions, shopping destinations, restaurants, types of transportation and types of accommodation to the group.

- 1 **Read presentation. Talk about Paris, France: What are the sights and attractions? Where can people go shopping there? What do you know about the restaurants/transportation/accommodation? Then, copy the spidergram into your notebook and complete it with the information you talked about.**



- 2
 - a) Read the underlined parts in Jane's presentation. Which opening/closing techniques does she use?
 - b) Which technique does Jane use to get feedback from the audience?

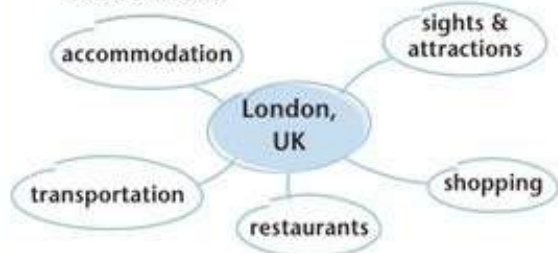
Your turn

A Tourist Destination

Imagine you are a tour guide and you are speaking to a group preparing to go on a tour of London, UK. Give a presentation about the city's sights and attractions, shopping destinations, restaurants, types of transportation and types of accommodation to the group. (Module 6a – p. 66)

Organising Ideas

- 3
 - a) Read and listen to the text about London, UK, on p. 66 in your Student's Book.
 - b) Talk about London, UK: *What are the sights and attractions? Where can people go shopping there? What do you know about the restaurants/transportation/accommodation? Then, copy the spidergram into your notebook and complete it with the information you talked about.*



Hello! My name's Jane Fellow. On behalf of Hopping City Tours, I want to welcome you to Paris! Please take a moment to look around you! The sights! The sounds! This city is an absolute delight to experience. I just know you are going to love every moment of our tour today!

Let's begin with the attractions of Paris! First we're going to see the beautiful cathedral of Notre Dame. I think you're going to love the amazing architecture. Then, we're going to see the Louvre museum. Did you know that many of the most famous works of art in the world are there? Later, we'll stop at the Eiffel Tower. If you take the lift to the top, you will have a fantastic view of the whole city!

Paris is also famous for its shopping. This afternoon, we will visit Champs Elysées, the most popular shopping street in Paris. Or you can check out the covered market, Le Marché des Enfants Rouges, for a traditional experience. It offers many excellent French products.

Speaking of French products, French cuisine is really popular and we have some of the best restaurants in the world right here in Paris. I suggest that you try crêpes as you can choose from many different fillings, from chocolate to vegetables.

Getting around in Paris is very easy. The metro and bus are quite inexpensive. You can take a taxi if you need to get somewhere quickly. Since there are 15,000 taxis in the city, there is always one available.

If you don't know where to stay, I recommend La Tremoille, one of the best hotels in the city. But, if you are on a budget, there are many lower priced hotels and hostels as well.

Paris is truly an incredible city that you are sure to enjoy in each and every way. I am sure that your stay is going to be everything you are hoping for – and more!

So, who here has been to Paris before? ... No one? Well, you'll love it here, I'm sure!

Does anyone have a question for me? ...

Thanks for listening. Let's start our tour.

Presentation Skills 5

• Opening/Closing Techniques

- 4 a) Read the extracts (A-C). Which are from introductions of presentations? Which is from the conclusion?**

A Listen to this song:

Do you know the muffin man,
The muffin man, the muffin man,
Do you know the muffin man,
Who lives on Drury Lane?

This children's rhyme is well-known all over the world, but did you know there really is a Drury Lane? It's true, and today we're going to see it on our tour! And who knows? We might even see the muffin man, too!

B What comes to mind when you hear the word "London"? ... The Royal Family, museums, the Tower of London. Great! Well, today we're going to see some of the famous sights and talk about things to do in this amazing city!

C Before we start our tour, let's have a joke, shall we? A Londoner was walking along the Thames when he saw a man across the river. "How do I get to the other side?" he called out to the man. "What are you talking about?" replied the other man. "You're already on the other side!"

- | | |
|---------------------------|---------------|
| 1 addressing the audience | 2 using music |
| 3 using humour | |

- b) Match the extracts (A-C) to the opening/closing techniques (1-3).**

• Finding Visuals

- 5 Find appropriate visuals for your presentation.**



• Preparing & Presenting

- 6 Follow the plan. Use the completed spidergram from Ex. 3b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 4. You can get feedback and use visuals to make your presentation more interesting.**

Plan & Useful Language

Introduction

- **Greeting:** Good morning./Hi, everyone!
- **Introducing yourself:** I'm ...
- **Introducing the topic/Opening technique (using a quotation):** The English fashion designer Vivian Westwood said, "There's nowhere else like London." Well I agree, and I hope by the end of this tour you will too!

Main body

- **Sights & attractions:** London is ... First, we're going to have a look at ... Then we'll go ... Later, we're going to ...
- **Shopping:** If you love shopping, London is ... This afternoon, we are ... The city itself has ... For those who enjoy markets, ...!
- **Eating:** Maybe you already noticed ... Well, there are ...! Of course, you must ... They're ... favourite food!
- **Getting around:** If you need to ... You can take ... You can also ...
- **Accommodation:** If you need ... You can ... There are many options for every budget.

Conclusion

- **Summarising points:** In summary/To sum up, the sights and sounds of London are sure to please, as there's something here for everyone to enjoy.
- **Closing technique (narrating a personal story):** In fact, my first visit to London was so wonderful that I decided to move here!
- **Feedback technique (optional – open discussion):** What are you most looking forward to on today's tour?
- **Inviting questions:** Do you want to ask me anything before we start the tour?
- **Ending:** Thank you!



Checklist

When you finish writing your presentation, make sure you:

- introduce yourself and the topic
 - mention all the points from the spidergram
 - use appropriate opening/closing/feedback techniques
 - use appropriate visuals
- Rehearse and give your presentation.

Presentation Skills 6

Model analysis

Markets Around the World

Imagine you live in Cork, Ireland, and a group of exchange students are at your school for a summer program. Give a presentation about the English Market to the new students.

- 1 a) Read Tina's presentation about her experience at the English Market.
- b) Talk about the English Market: *Where is it? What is it like? What can you buy there?* Then, copy the spidergram into your notebook and complete it with the information you talked about.

Hello, all! I'm Tina Andrews. What do you know about the English Market? ... Well, I often have the opportunity to visit it and, let me tell you, it's fantastic!

The English Market is located here in Cork. In fact, it's right in the city centre! It's a favourite meeting place for both local people and tourists. The market is in a beautiful building which is 400 years old. This is one of the pictures I took there. Isn't it great? This stunning market not only has a beautiful courtyard with balconies, but a lovely fountain, too.

So what can you get at the English Market? Well, you can buy anything you like: fresh fruit, vegetables, meat or fish. There is a large variety of food products that you can taste as you walk around.

Overall, the English Market is an amazing food market that you're sure to love. If you get the chance to visit, you must go! It would be a shame to miss out on such an opportunity!

Now let's have a quiz in two teams. Team A: Where is the English Market? ... Yes, right here in Cork! Team B: How old is the building where the market is? ... 400 years, yes! Great work both teams!

Do you have any questions for me? ...
Thank you!



- 2 a) Read the underlined parts in Tina's presentation. Which opening/closing techniques does she use?
- b) Which technique does Tina use to get feedback from the audience?

Your turn

Markets Around the World

Imagine you are one of the exchange students in Cork, Ireland, on a summer program. Give a presentation about the Green Bazaar in Almaty to your classmates.
(Module 8e - Across Cultures)

Organising Ideas

- 3 a) Read and listen to the text about the Green Bazaar in Module 8, Across Cultures, in your Student's Book.
- b) Talk about the Green Bazaar: *Where is it? What is it like? What can you buy there?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Tip!

You can play a short video at the beginning of your presentation. This helps create the mood for the topic you're going to talk about. You can search for videos on sites such as YouTube® on the Internet.



Presentation Skills 6

• Opening/Closing Techniques

4 a) Match the extracts (A-B) to the opening techniques (1-2).

A Let me tell you a story. The first time I went to the Green Bazaar I was very young, but I still remember all the delightful sights and sounds. But what I remember most were the smells! They were so powerful that I felt like I could actually taste everything. It was amazing!

B Please watch this video with me, everyone. Now, as you can see and hear, there are lots of people walking around, talking and even shouting. There are lots of bright colours, too. Where do you think this video is from? ... That's right. The Green Bazaar in Almaty!

- 1 using visuals & addressing the audience
- 2 narrating a personal story

b) Match the extracts (A-B) to the closing techniques (1-2).

A The Green Bazaar is definitely worth a visit, isn't it?

B The Green Bazaar is a truly magical place to visit, and if you ever get the chance to see it with your own eyes, I'm sure you'll agree.

- 1 stimulating emotions
- 2 asking a rhetorical question

• Finding Visuals

5 Find appropriate visuals for your presentation.



• Preparing & Presenting

6 Follow the plan. Use the completed spidergram from Ex. 3b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 4. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

- Greeting: Good morning!
- Introducing yourself: I'm ...
- Introducing the topic/opening technique (using a riddle): Can you guess where I was only one week ago? It is known as the Zelionyj Bazaar. The place was very colourful and full of people. ... It was the famous Green Bazaar in Kazakhstan!

Main body

- Where it is: So, where exactly is the Green Bazaar? It is ...
- What it is like: It is the most well known ...
- Using visuals: Have a look at my picture of the market. Isn't it ...?
- What you can buy there: At the market, they have a wonderful selection of ... You can also buy ... In addition, there are many types of ... My personal favourite is ...

Conclusion

- Summarising points: In short/To sum up, this market in Almaty is rich in vibrant colours, delicious treats and, best of all, friendly people ...
- Closing technique (using a quotation): In the words of John Feltham, "The world is a book, and those who do not travel read only one page." So, travel to Almaty and experience the Green Bazaar for yourself!
- Feedback technique (optional – polling questions): So how many of you would like to visit the Green Bazaar one day? ...
- Inviting questions: Would anyone like to ask me a question?
- Ending: Thanks, everyone!



Checklist

When you finish writing your presentation, make sure you:

- introduce yourself and the topic
 - mention all the points from the spidergram
 - use appropriate opening/closing/feedback techniques
 - use appropriate visuals
- Rehearse and give your presentation.

Presentation Skills 7

Model analysis

Motorcycle Safety

Imagine you are a motorcycling instructor. Give a presentation about the dos and don'ts of motorcycle safety at a school assembly.

- 1 a) Read Cathy's presentation.
- b) Talk about motorcycle safety: *What do you have to wear? What do you have to do on the road? How can you keep your motorcycle and equipment in good condition?* Then, copy the spidergram into your notebook and complete it with the information you talked about.

Good afternoon! I'm Cathy Simmons, a motorcycle instructor with Super Bikes. One day, many of you here might own a motorcycle or be a passenger on one. But before that happens, there are motorcycle safety rules you need to know about.

Firstly, you need to dress correctly. You must always wear a helmet and other special clothing such as a jacket, gloves and trousers that have knee pads to protect you in case of an accident. In addition, it's a good idea to wear bright or reflective clothing so that other drivers can see you on the road.

It is also very important to be careful when riding your motorcycle. The most essential thing to do is obey all traffic rules such as speed limits. In addition, you should keep your distance from cars on the road. The drivers cannot see you if you are too close.

Finally, you need to keep your motorcycle in good condition. You should check that everything is working correctly. You should also check your helmet and clothing for damage. If there is something wrong, you mustn't use the item, but instead replace it right away. This gives you extra protection.

To summarise, motorcycle safety is all about what you wear, what you do on the road and how you keep your equipment in good condition. I'm sure you all agree that these rules are simple to follow, aren't they? ...

Now, please get into groups of 3 or 4 and talk about motorcycle safety. What do you think is the most important part of motorcycle safety?... Why?...

Are there any questions? ...

Thanks for listening.



- 2 Read the underlined parts in Cathy's presentation. Which opening/closing techniques does she use?
- 3 a) Which technique does Cathy use to get feedback from the audience?
b) Can you suggest another feedback technique?

Your turn

Cycling Safety

Imagine you are a cycling instructor. Give a presentation about the dos and don'ts of cycling safety at a school assembly. (Module 9c – p. 104)

Organising Ideas

- 4 a) Read and listen to the text about cycling safety on p. 104 in your Student's Book.
- b) Talk about cycling safety: *What do you have to wear? What do you have to do on the road? How can you keep your bicycle in good condition?* Then, copy the spidergram into your notebook and complete it with the information you talked about.



Presentation Skills 7

• Opening/Closing Techniques

- 5** a) Read the extracts (A-B). Which is from the introduction of a presentation? Which is from the conclusion?

A It's better to learn the dos and don'ts of safety the easy way, isn't it? After all, learning by experience is the hard way, and no one wants to have the experience of falling off their bicycle, do they?

B In the words of American businessman Charles M. Hayes, " 'Safety First' is 'Safety Always' ". I think bicycle safety is a good example of this. Learning the dos and don'ts of cycling is the best way to stay safe on the road.

- 1 using a quotation 2 asking rhetorical questions

- b) Match the extracts (A-B) to the opening/closing techniques (1-2).

Tip!

You can prepare numbered prompt cards. Write keywords on each card. These will help you remember what to say next.

1 Do
wear
helmet,
gloves, knee
pads

2 Don't
wear loose
clothing,
headphones



• Finding Visuals

- 6** Find appropriate visuals for your presentation.

• Preparing & Presenting

- 7** Follow the plan. Use the completed spidergram from Ex. 4b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 5. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

- Greeting: Hello/Hi!
- Introducing yourself: My name's ...
- Introducing the topic/Opening technique (setting the scene): Picture yourself riding your bicycle on a beautiful day. The wind is blowing in your face. Riding your bicycle is a wonderful way to enjoy the outdoors, but safety is very important, too.

Main body

- What to wear: The first aspect of cycling safety I want to tell you about is ... For one, you must always ... Your helmet should ... and you mustn't ... In addition, you mustn't ... You should, however, ... Lastly, remember to ...
- What to do on the road: Secondly, ... are very important. You need to ... Also, you should ... and ... Finally, you mustn't ...
- How to maintain bicycle: Maintaining your bicycle is essential too. You must ... You can do this by ...

Conclusion

- Summarising points: To conclude, you can cycle safely by being careful on and off the road.
- Closing technique (making a statement): If you follow these tips, you will not only keep yourself safe, but others as well!
- Feedback technique (optional – making a list): Let's make a list under the heading 'What to wear': H-helmet, G-gloves, K-nee P-pads. Excellent! Great work!
- Inviting questions: Any questions?
- Ending: Thanks, everyone!



Checklist

When you finish writing your presentation, make sure you:

- introduce yourself and the topic
 - mention all the points from the spidergram
 - use appropriate opening/closing/feedback techniques
 - use appropriate visuals
- Rehearse and give your presentation.

Presentation Skills 8

Model analysis

Keeping our Planet Clean

Imagine your school is planning a beach clean-up day. Present tips at a school assembly on how students can keep the beach clean.

- 1 **Read Roger's presentation. Talk about how to keep beaches clean: Why is it important not to litter/to organise clean-up days/to be active/to clean up after pets/to set an example? Then, copy the spidergram into your notebook and complete it with the information you talked about.**

Good morning! I'm Roger Thomas. I want you all to look closely at this picture: I took it just one hour ago. This is how our local beach looks right now - dirty and polluted. I'm sure this makes many of you very sad and angry. The good news is that there are some simple things that we can all do to help keep our local beach clean.

The first thing to do is avoid littering. This means that when you leave the beach, your rubbish must go with you too! If you don't, it pollutes our beach and harms the animal life in the sea.

We can also organise clean-up days every month. This is a fun way to clean up the beach while spending time with family and friends. You will feel good for doing your part, too.

Another way to keep our beach clean is to be active. When you see any rubbish, pick it up. If you see anything unusual in the water, report it. Sometimes it's our small actions that make a big difference.

Do you own a pet? Well, if you do and you bring it to the beach, make sure you clean up after it. It's rude to leave pet waste on the beach for other people to discover.

Lastly, everyone here should set a good example while at the beach. By doing the right thing such as taking your rubbish with you, other people might follow your example. How great would it be if everyone did the right thing?

All in all, by following these tips together and setting a good example for everyone else, we can all play a part in keeping our beach clean - and beautiful. Don't you think this is important? I certainly do!

Now, I'd like to hear from you. Would you like to share your opinion on these tips? Which do you think is most important and why? ...

Do you have any questions for me? ...
Thank you!



- 2 **Read the underlined parts in Roger's presentation. Which opening/closing techniques does he use?**
- 3 **a) Which technique does Roger use to get feedback from the audience?
b) Can you suggest another feedback technique?**

Your turn

Keeping our Planet Clean

Imagine your school is planning a neighbourhood clean-up day. Present tips at a school assembly on how students can keep their neighbourhood clean. (Module 9f - p. 108)

Organising Ideas

- 4 **a) Read and listen to the text about cleaning up the planet on p. 108 in your Student's Book.
b) Talk about how to keep neighbourhoods clean: Why is it important to reuse and recycle/to organise a town clean-up/to plant flowers and trees/not to use cars/to set an example? Then, copy the spidergram into your notebook and complete it with the information you talked about.**



Presentation Skills 8

• Opening/Closing Techniques

- 5** a) Read the extracts (A-C). Which are from introductions of presentations? Which are from conclusions?

A Last week, I decided to go for a walk with my dog around our neighbourhood. As I walked along the streets, I could see rubbish and a lot of cars parked everywhere. There weren't a lot of flowers and trees either. I knew right then, that my neighbourhood needed help!

B What if we don't take action now? What if our neighbourhood just keeps getting more and more polluted? Would you want to keep on living here?

C After all, as the English writer Chris d'Lacy said, "What you take from the earth you must give back." That's why we need to make this neighbourhood clean again!

- | | |
|-------------------------------|---------------------|
| 1 asking a 'what if' question | 3 using a quotation |
| 2 narrating a personal story | |

- b) Match the extracts (A-C) to the opening/closing techniques (1-3).

• Finding Visuals

- 6** Find appropriate visuals for your presentation.



• Preparing & Presenting

- 7** Follow the plan. Use the completed spidergram from Ex.4b to prepare your presentation. You can use phrases and the opening/closing techniques from the Plan & Useful Language box and/or Ex. 5. You can get feedback and use visuals to make your presentation more interesting.

Plan & Useful Language

Introduction

- **Greeting:** Good afternoon.
- **Introducing yourself:** My name is ...
- **Introducing the topic/Opening technique (setting the scene):** I want you to imagine a place full of rubbish without any trees. This frightening image could become our neighbourhood if we don't do something to make it better.

Main body

- **Don't use cars:** Most people The problem with cars is Instead,
- **Reuse & recycle:** We also all need to get into the habit of This means
- **Organise a town clean-up:** Another way to help is Why not ...? Together we can
- **Plant flowers and trees:** To make ... , we should plant Trees also ... which means
- **Set an example:** The last and most important tip If someone sees you ... , they might

Conclusion

- **Summarising points:** Overall, if we follow these tips, we do our part to keep our neighbourhood clean.
- **Closing technique (making a statement):** Remember that making a difference begins with you!
- **Getting feedback (optional – making a list):** Let's complete this list. The initial letters will help you. To keep our neighbourhood clean we need to: N-..., R-..., C-... . Great work!
- **Inviting questions:** Are there any questions?
- **Ending:** Thank you for your time.



Checklist

When you finish writing your presentation, make sure you:

- introduce yourself and the topic
 - mention all the points from the spidergram
 - use appropriate opening/closing/feedback techniques
 - use appropriate visuals
- Rehearse and give your presentation.

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/ / were /wɜ:/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	bore(n) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/	let /let/	let /let/	let /let/
become /bɪkʌm/	became /bɪkæm/	become /bɪkæm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /bɪɡɪn/	began /bɪɡən/	began /bɪɡən/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /lʊz/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:n (bɜ:nd)/	burnt (burned) /bɜ:n (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
can /kæn/	could /kʊd/	(been able to) /bi:n 'eɪbl̩ tə/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /'ri:zn/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /kæm/	come /kʌm/	say /seɪ/	said /seɪd/	said /seɪd/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /sɒld/	sold /sɒld/
deal /di:l/	dealt /deɪlt/	dealt /deɪlt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /dɹɔ:/	drew /dru:/	drawn /dɹɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /drem (dremd)/	dreamt (dreamed) /drem (dremd)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /dɹɒŋk/	drank /dɹæŋk/	drunk /dɹʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /draʊv/	driven /draɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'eɪtən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɛlən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'baɪd/	forbade /fə'haed/	forbidden /fə'bɪdn/	spend /spend/	spent /spent/	spent /spent/
forget /fə'ɡet/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'ɡɪv/	forgave /fə'ɡeɪv/	forgiven /fə'ɡɪvən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
freeze /fri:z/	froze /fɹəʊz/	frozen /'fɹəʊzn/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /ɡet/	got /ɡɒt/	got /ɡɒt/	sting /staɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /ɡɪv/	gave /ɡeɪv/	given /ɡɪvən/	swear /swɛə/	swore /swɔ:/	sworn /swɔ:n/
go /ɡəʊ/	went /went/	gone /ɡɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/	swim /swɪm/	swam /swæm/	swam /swæm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /'teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /tɪə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	tell /tel/	told /tɒld/	told /tɒld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /waɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtn/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

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