

EXCEL

Student's Book

FOR KAZAKHSTAN

GRADE 9

Jenny Dooley
Bob Obee

Translations by:
Natalya Mukhamedjanova



Express Publishing

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Textbook language



Pronunciation



Song



Vocabulary

Speaking

Writing

Reading



Across the Curriculum



MODULE 1

Hobbies & Qualities

► What's in this module?

Skills Focus:

- **Reading & Listening** for specific information and main ideas
- **Speaking:** expressing preferences, making suggestions, discussing career options
- **Writing** an article about your favourite hobby

Themes:

- hobbies • equipment
- free-time activities
- *Let's have fun around the world!!!*
- **VALUES:** Achievement

Language Focus:

- Present simple – present continuous – past simple – past continuous
- Present perfect/Past perfect
- Future tenses • The passive form

Phrasal verbs: turn

Vocabulary

• Hobbies



1 Complete the phrases with verbs from the list.

- make • collect • go • play • take

- a jewellery / model cars
 b photos / part in school plays
 c skydiving / paintballing
 d online games / the guitar/piano
 e comic books / stamps

2 Which of the hobbies in Ex. 1 can you see in the pictures? Which are related to: sports; the arts; technology; art and crafts; music?

• Express preferences

3 Which of the activities in Ex. 1 do you enjoy doing in your free time?



I really like/enjoy ... , I'm fond of ... , I'm keen on ... , I find ... fun/exciting/thrilling, etc.



I just hate ... , I can't stand ... , I'd prefer I find ... boring/tiring/dangerous/difficult, etc.



Find the page numbers for

- a shark
- souvenirs
- a water park

4 Ask and answer questions about the hobbies in Ex. 1. Use: artistic, musical, creative, energetic, patient, fit, competitive.

- A: *Do you have to be a musical person to make jewellery?*
 B: *No, you don't. You have to be a creative person.*

Reading 1a

1 a) 9.1.1 9.6.1.1 Tell the class about a nasty experience you had. Use appropriate adverbs.

b) 9.2.1 9.4.1 9.4.1 Look at the photographs and the **think** these words. What is the text about?
 Listen, read and check.

 **Check these words**

- lose arm • shark attack • rank
- look bright • terror • strike
- catch a wave • sharp pain
- victim • rush • blood
- escape death • fit • handle
- enter competition • win
- overcome obstacles



Shark attack



Bethany Hamilton's surfer lifestyle hasn't changed despite losing her left arm in a terrible shark attack.

Surfing has been Bethany's favourite hobby since she was 5 years old. By the time she was 13, she ranked 8th in the world for under-eighteens and her future looked bright. However, on 31st October 2003 terror struck. It was a beautiful day and like most other days 13-year-old Bethany went surfing with her friends at Tunnah Beach in Hawaii. She was waiting to catch a wave when she suddenly felt a sharp pain in her arm and saw the sea turn red. She quickly realised that she was the victim of a shark attack! Her friends carried her back to the beach and rushed her to hospital.

Bethany lost 60% of her blood but she managed to escape death. Bethany is lucky to be alive. But perhaps the most amazing thing of all is that just three weeks after losing her arm she was surfing again! It wasn't easy for her, though. She had to find a way to pull herself up onto the board with only one

arm. Her father, Tom, also a long-time surfer, helped her. He fitted most of her boards with a special handle which she uses to pull herself up.

Bethany has promised herself not to let anything stop her from doing what she loves most. Soon after the shark attack, she entered a local surfing competition and surprised everyone by taking fifth place. A few months later, she won the NSSA (National Scholastic Surfing Association) Nationals in 2005.

Bethany hasn't returned to the beach where her accident happened. However, the young American surfer is a very strong person. She says, "I think anyone can overcome obstacles if they really try."

DID YOU KNOW?

- In 2004, Bethany wrote a book called *Soul Surfer* about her experience.
- In 2007, the book was made into a film called *Heart of a Hero* called *Heart of a Hero*.

2 9.4.2.1 Read the text and answer the questions.

- 1 What happened to Bethany when she was 13?
- 2 How did Bethany manage to surf again?
- 3 How did Bethany's father help her?

9.4.6.1 9.1.7.3 9.3.3.1 **THINK!** Answer the questions.

- 1 Why hasn't Bethany gone back to the place of the accident?
- 2 Bethany is a determined person. How can you support this statement?
- 3 What does Bethany's determination teach us?



Vocabulary 1a

3 Choose the correct word. Check in your dictionary.

- 1 A shark **struck/attacked** Bethany in 2003.
- 2 Bethany **lost/missed** her left arm.
- 3 She was trying to **get/catch** a wave when the accident happened.
- 4 Bethany managed to **rush/escape** death.
- 5 She **promised/fitted** to continue surfing.
- 6 Months later she **entered/took** a competition.
- 7 She **gained/won** the NSSA Nationals.
- 8 She tried hard and **passed/overcame** obstacles.

4 Imagine you were a witness to Bethany's accident. Describe the experience and your feelings.

• Hobbies & Equipment

5 a) Match the words to the numbers.

 Listen and check. Then repeat.

- gloves • drum kit • canoe • wood • rugby ball
• goggles • paddle • skis • drumstick • carving tool



b) Copy and complete the table with words from Ex. 5a. Make sentences, as in the example.

Hobbies	Equipment
play rugby	rugby ball

To play rugby you need a rugby ball.

c) Think of an unusual hobby. Present it to the class.

Speaking

• Making suggestions

6 You want to try the hobbies in Ex. 5a. Act out exchanges, as in the example.

- A: Why don't we play rugby?
B: That's a good idea. What do we need?
A: We need a rugby ball.
B: OK, let's get one.

Prepositions

Choose the correct preposition.

- 1 What do you like doing in/on your spare time?
- 2 As a sculptor, Aidar pays attention of/to every detail in his artwork.
- 3 Some hobbies are useful for/from the future because they teach you important skills.
- 4 Saule is listening to music and making jewellery at/in the same time.
- 5 Skiing is a popular hobby with/about people of all ages.

Study Skills

Summarising a text

To summarise a text read it carefully and underline the most important points. Make notes of these points in your own words. Do not copy sentences from the text. Use your notes to write your summary.

Writing

8 Write a summary of the text on p. 6. Read your summary to the class.

Use of English 1b

- Present simple – Present continuous – Past simple – Past continuous

1 **9.6.10.1** Read the examples. Which verb forms are in the *present simple*? *present continuous*? *past simple*? *past continuous*? Match the examples (1-10) to the uses (a-j) below. Make sentences using these tenses.

- 1 I'm seeing Laura tonight.
- 2 Nurzhan was playing online games while Kanat was listening to rock music.
- 3 Bibigul was playing the drums when her mum called.
- 4 The wood sculpting class starts at 9 am.
- 5 The film was released last month.
- 6 Posters are being put up right now.
- 7 Marzhan was jogging at 6 o'clock yesterday evening.
- 8 Akbota plays rugby every Wednesday.
- 9 I put on my trainers and went for a run.
- 10 The sun was shining and a cool breeze was blowing as Nurlan was skiing down the mountain.

- a timetables
- b an action in progress in the past
- c two actions that happened one after the other in the past
- d future fixed arrangements
- e habits & routines
- f an action completed in the past
- g actions happening now or around the time of speaking
- h two actions which were in progress at the same time in the past
- i a longer action in the past that was interrupted by another action
- j background information in a story

- Present perfect/Past perfect

2 **9.6.7.1** Read the theory. Then, use the phrases in the brackets to make sentences.

- We use the **present perfect** (have + past participle of the main verb) for: **a)** actions which happened at an unstated time in the past and continue up to the present. *Kanat has lost his gloves for skiing. b)* experiences. *I've tried surfing, but I haven't tried canoeing yet.*
- We use the **past perfect** (had + past participle of the main verb) for: **a)** actions that happened before another action in the past. *He had bought a guitar a month before he wanted the lessons. b)* actions that finished in the past and whose result was visible in the past. *She was happy. She had started a new hobby.* (The result is visible in the past.) Compare: *She is happy. She has started a new hobby.* (The result is in the present.)

Note: The past perfect is the past equivalent of the present perfect.

- 1 He is sad. (lose his rugby ball)
He has lost his rugby ball.
- 2 She was excited. (buy a new camera).
- 3 They were happy. (win first prize)
- 4 We are worried. (not hear from Bob yet)

- Future tenses

3 **9.6.8.1** Read the examples. Which is: *an on-the-spot decision*? *a gradually developing situation*? *a timetable*? *a future prediction based on what we see*? *a future plan or intention*? *a future prediction based on what we think will happen*? *a promise*? *a fixed arrangement in the near future*?

- 1 It's hot. I'll go for a swim.
- 2 Outdoor activities will soon be replaced by online games.
- 3 Be careful! You're going to cut yourself with that knife.
- 4 Paintballing is becoming very popular with teenagers.
- 5 Aidar is starting a new hobby this weekend.
- 6 Now that I have the time, I'm going to learn how to paint.
- 7 Surfing lessons start at 9:00 am.
- 8 I'll come see you play rugby today, I promise.

Use of English 1b

4 9.6.8.1 Choose the correct verb forms.

- I think I'm joining/I'll join this sports club.
- I think in the future all hobbies will be/are being related to technology and social media.
- Be careful! You're going to trip/will trip over your skis.
- The music is too loud. I'll turn/I'm going to turn the radio down.

5 9.6.8.1 Read the theory. Then, put the verbs in brackets into the correct tense.

- We use the **future continuous (will be + verb -ing)**, for an action which will be in progress at a stated future time. *This time next week, I'll be skydiving.*
Time expressions: this time next week/month, etc.
- We use the **future perfect (will have + past participle)**, for an action that will be finished before another action at a stated future time. *By the time he arrives, we will have finished our wood sculpting class.*
Time expressions: before, by, by the time, until/till.

- This time next Saturday, we (canoe) on the lake next to our house.
- She (ski) on the mountains this time next week.
- He (not/finish) his piano lesson by the time his parents come home.

• The passive

6 9.6.8.1 9.6.9.1 Read the theory. Then put the verbs in brackets into the passive.

We use the **passive**:

- when the person who carries out the action is unknown, unimportant or obvious from the context. *The technology club was first organised in 1995.* We use **by + agent** to say who carries out the action or **with + instrument/material** to say what the agent used to carry out the action. *The sculpture was made by Sankhar. The sculpture is made with wood.*
- when the action is more important than the person who carries it out. *Recycled materials are transformed into art in this club.*
- to make statements more formal or polite. *Participating without a helmet is prohibited.*

	Active	Passive
Present simple	Dana makes wood sculptures.	Wood sculptures are made by Dana.
Present continuous	Dana is making wood sculptures.	Wood sculptures are being made by Dana.
Past simple	Dana made wood sculptures.	Wood sculptures were made by Dana.
Past continuous	Dana was making wood sculptures.	Wood sculptures were being made by Dana.
Present perfect	Dana has made wood sculptures.	Wood sculptures have been made by Dana.
Past perfect simple	Dana had made wood sculptures.	Wood sculptures had been made by Dana.
Future	Dana will make wood sculptures.	Wood sculptures will be made by Dana.


- A: Who teaches the art & crafts club?
B: The art and crafts club (teach) by Ms Gulsara.
- A: When does the music club meet?
B: Meetings (hold) every Wednesday.
- A: When will the school make an announcement about the new clubs?
B: I believe the new clubs (announce) tomorrow afternoon.
- A: Why wasn't Bakhytzhan at football practice yesterday afternoon?
B: He forgot his uniform so he (not/allow) to play.

7 9.6.8.1 9.6.9.1 Rewrite the sentences in the passive form in your notebook. Use the agent where necessary.

- Korkem will take photos.
- He was decorating the garden.
- Berik had made a sand sculpture.
- They are organising a horse riding club.
- They hold a competition every year.
- The school is creating ten new after-school clubs.
- She has scored a goal.
- Hundreds of people watched the basketball match.

Skills 1c

Vocabulary

- In one minute, write down as many jobs as you can think of. Compare answers with your partner.
- 9.4.1 9.4.1** Read the title and the introduction. What is it about?
 Listen, read and check.



Turning your hobby into a business



Can you imagine earning money from doing something that you really love? That's what Bakhargul Tolegenkyzy does ever since she turned her hobby into a business. We interviewed Lucy Thomas, the author of a new book about Bakhargul's life, to find out more.

Lucy, how did you meet Bakhargul?

I was on holiday in Almaty and I came across her museum. I started talking to her and I realised there was a fascinating story behind her business.

So how did that story start?

Well, when Bakhargul was a young girl, she began collecting gold and silver antiques from her home country, Kazakhstan. Then, in her twenties, she displayed some pieces from her collection in an exhibition. The exhibition was such a success that she travelled all over the country with it, eventually returning to her own museum in Almaty.

Was that the same museum you met her in?

Yes. It's a fascinating place. There are over 1,000 exhibits now that are centuries old, including rugs and clothes, kitchen equipment, ancient weapons and jewellery.

But the museum isn't her only business, is it?

No. In fact, entrance to the museum is free, so Bakhargul doesn't make any money there! She

just wants to share the beauty of her country's history with tourists and locals. Her business came after the museum, when she decided she wanted visitors to Kazakhstan to be able to take a piece of the country's culture home with them. That's when she came up with the idea for Ademi-Ai.

What does Ademi-Ai do?

They are a team of designers and artists who create beautiful souvenirs, such as miniatures of famous Kazakh landmarks like the Bayterek Tower, textiles with traditional patterns, and wonderful jewellery. They make all their products from high-quality materials and engrave many of them with Kazakh wishes and expressions. There is no other company like Ademi-Ai in Kazakhstan. They are very successful, and even created official souvenirs for the Asian Winter Games.

So what is Bakhargul's secret to success?


Well, apart from her unique and beautiful products, Bakhargul believes in hard work, patience and determination. She also thinks the support of family and colleagues is essential to building a business.

What do you admire most about her?

Definitely her desire for knowledge. She's wealthy and successful, but she never stops learning.

**Check these words**

- antique • exhibition
- success • rug • miniature
- textile • high-quality
- engrave • official
- determination • colleague

- 9.4.2 9.4.2**  Read the interview again and decide if the sentences below are **T** (true) or **F** (false).

- The interview is about a book Bakhargul Tolegenkyzy wrote.
- Lucy met Bakhargul when she was a young girl.
- Bakhargul doesn't earn any money from her museum.
- Lucy believes Ademi-Ai is a unique company in Kazakhstan.
- Bakhargul believes businesspeople should always work alone.



Phrasal verbs

- **turn up** = appear
- **turn down** = refuse an offer, invitation, suggestion, etc.
- **turn off** = switch off
- **turn to sb** = go to sb for help
- **turn into** = to change into sth different

Prefixes

We use these prefixes to form verbs:

de- (do the opposite of) *fr~~o~~st* – *defr~~o~~st*;
dis- (reverses meaning of verbs) *ag~~re~~* – *disag~~re~~*; **en-** (put into a particular state) *cour~~ag~~e* – *encour~~ag~~e*;
mis- (badly/wrongly) *under~~st~~and* – *misunder~~st~~and*;
over- (too much) *do* – *over~~do~~*;
re- (again) *w~~ri~~te* – *re~~w~~rite*.

- 4   Why is it important to do a job you like in order to achieve happiness?

• **Phrasal verbs: turn**

- 5  Choose the correct particle. Make sentences using the other option.



- 1 Dana never expected her dream job to turn **into/off** a nightmare.
- 2 Saule got a great job offer, but she turned it **off/down**.
- 3 Don't forget to turn **up/off** the lights before you leave work.
- 4 Damir didn't turn **up/into** for work yesterday. He was ill.
- 5 He has no one else to turn **to/down** but his brother.

• **Word formation**

- 6 Use appropriate prefixes and the verbs in brackets to complete the sentences.



- 1 Police officers should never their commanding officer. (obey)
- 2 He so he went to work late. (sleep)
- 3 Can you please the email? (send) We haven't received it.
- 4 I'd you from visiting the museum; it's not very interesting. (courage)
- 5 I'm so sorry. I've your last name. (spell)


Listening

- 7   Listen to an interview about Damegul Abikhanova and mark the statements as T (true) or F (false).

- 1 Her decision to leave her medical career was not hard.
- 2 Her business grew immediately.
- 3 She shares the same skills as her mother.
- 4 Traditional clothes are an important part of Kazakh celebrations.
- 5 She plans to change careers again.

Speaking & Writing

- a)   Work in pairs. Interview your partner about his/her hobby. Ask these questions: *What's your hobby? When do you do it? Why do you like it? Would you like to do it professionally in the future? How can your hobby help you find the right job in the future?*

- b)  Make notes of your partner's answers, then write an interview for the English school magazine. Use linking words. Swap papers with your partner. Evaluate his/her piece. Use his/her feedback to improve your writing skills.

Study Skills**Linking ideas**

We can use *but*, *so that*, *in order to*, *although*, *while*, *whereas*, *also* etc. to link our sentences. Linking sentences makes our piece of writing more interesting to the reader.

Everyday English 1d



• Discussing career options

1 **9.2.1.1** The sentences below are from a dialogue between a careers guidance counsellor and a student. Who says which?

1 Listen and read to find out.

- Have you decided what you'd like to study ...?
- I'm still not sure what's best for me.
- Do you have any hobbies?
- Have you thought about studying ...?
- That sounds interesting.
- That's what I'm here for.

Counsellor: Have a seat, Assel.

Assel: Thanks.

Counsellor: So, Assel, have you decided what you'd like to study at university?

Assel: I've been thinking about it, but I'm still not sure what's best for me.

Counsellor: What kind of job do you think you might be happy doing?

Assel: Well, I like the thought of working with animals, but I don't want to be a vet.

Counsellor: I see. Do you have any hobbies?

Assel: I like swimming. I also enjoy scuba diving because I get to see water animals and plants in their natural environment.

Counsellor: How are you doing in Biology and Chemistry?

Assel: I'm doing really well. I usually get top marks.

Counsellor: Have you thought about studying Marine Biology?

Assel: That sounds interesting.

Counsellor: Why don't you think about it? Discuss it with your parents, and we'll talk again next week.

Assel: OK! Thank you. You've been a big help.

Counsellor: You're welcome. That's what I'm here for.



Note

Many nouns ending in -ics are used in the singular. These include: athletics, gymnastics, mathematics, physics, electronics, economics, politics. *Physics* is my favourite subject.

2 Read the dialogue again. Find phrases that mean: *I understand.* - *Is there something you like doing in your free time?* - *What results are you getting in ...?* - *Don't mention it.* - *I'm only doing my job.*

3 Listen and read the dialogue. Take roles and act it out.

4 **9.6.11.1** Report the dialogue to the class.

Pronunciation (Heteronyms)

5 Some words have the same spelling but different pronunciation and meaning.

Listen and repeat. What does each word mean? Make sentences using them.

minute	/mɪnɪt/	/maɪnɪtʃ/
live	/lɪv/	/laɪv/
tear	/tɪə/	/tɪə/
read	/ri:d/	/red/
use	/ju:s/	/ju:z/
close	/kloʊz/	/kloʊz/



Check these words

- amusement park • water park • mate • local rink
- landscape • hiking

9.1.101 9.2.111 9.4.41 **What do teenagers in your country like doing in their free time? Do you think it is the same all over the world? Tell your partner.** Listen and read to find out.



Let's have Fun

around the world!!!

George's Blog



Here in Canada we have long, cold winters with lots of snow, but I don't really mind. In my free time, I'd rather go to the mall with my friends and hang out than stay at home. West Edmonton Mall is just great. There is so much to do there. The mall has a huge amusement park and I really like going to the indoor water park. Sometimes we go shopping or to the cinema. After school, my mates and I often play ice hockey at the local rink. Hockey is our national sport, you know. It's lots of fun.

Comments

Canada sounds great! I live in Kazakhstan, in central Asia. My country is well-known for its beautiful landscapes from deserts and mountains to amazing steppes. My friends and I try to enjoy what our country offers and we always find something fun to do together! We go canoeing, hiking, ice skating and skiing. Sometimes, we walk around the markets or one of the parks. When the weather isn't that good, we visit each other's home and we listen to music or play video games. We also like hanging out at shopping malls. As you can see, there are lots of things someone can do in Kazakhstan. I can't think of a better place to live!

Posted by: Zhanilya, Kazakhstan



Free-Time Activities

Do you stay in?

Yes No

- What do you do at home?
- Who with?

Do you go out?

Yes No

- Where do you go?
- Who do you go with?
- What do you do?
- How often do you go out?

2 **9.4.2.1** Read the texts and answer the questions.

- | | |
|---|--|
| 1 What are winters like in Edmonton? | 3 What is Kazakhstan known for? |
| 2 What does George do in his free time? | 4 What does Zhanilya do when there is bad weather? |



9.1.7.1 **Compare Zhanilya's free-time activities to George's. In five minutes write a few sentences. Read them to your partner.**

3 **9.5.2.1 9.3.7.1** **What do teenagers in your city/village do in their free time? Where do they go? Who with? Prepare a questionnaire for your classmates. Report your findings to the class. Use the phrases: Most of my classmates ... , Some ... , A few ... , Very few ...**

4 **9.5.2.1 9.5.1.1** **What do you do in your free time? Where do you go? Who with? Post your comment on George's blog.**



Across the Curriculum 1f

History



Check these words

- performance • music hall
- musical instrument
- gramophone • record
- day trip • railway system
- seafront • bathing suit
- wooden hut • wheel
- era • lacrosse

- 1 **9.1.9.1** **9.1.10.1** Look at the pictures from the Victorian era (1837–1901). How do you think people spent their free time then?
- 2 a) **9.3.1.1** **9.3.3.1** Look at picture A. What kind of people do you think went to Swansea and what could they do there?
b) **9.1.7.1** **9.1.10.1** Which of the sports in picture B do you recognise? Do people still do/play these sports/games today?
- 3 **9.4.2.1** **9.4.4.1** Read the text and match the headings (A–D) to the paragraphs (1–3). One heading is extra.
 Listen and check. Then explain the words in bold.

- A By the sea
B Music Mad
C Sport Time
D Entertainment in the past



What did Victorians do for fun?

1

In Victorian Times, people enjoyed some of the hobbies we have today. In large towns, for example, people loved watching performances at music halls and theatres which were not only popular but also cheap. At home, hobbies included playing musical instruments and singing songs around the piano. Then, when the gramophone was invented, they spent their time playing records. They also liked reading newspapers, magazines and comics.

2

As the time went on, their choice of hobbies also changed. Victorians began to take short day trips which was easy to do thanks to the new railway system. They went for walks along the seafront, on boat trips and swimming in the sea. Of course, during that time they didn't want people to see them in their bathing suits, so they got changed in wooden huts that they wheeled into the sea!

3

Other popular hobbies that men of the Victorian era enjoyed were playing or watching cricket, rugby and lacrosse. Cycling during that time was also a popular hobby.

- 4 **9.6.5.1** Ask and answer, as in the example.

A: What type of musical hobbies did Victorians enjoy?

B: They enjoyed playing musical instruments and singing songs around the piano.

- 5 **9.3.7.1**  List the Victorians' hobbies. Use your notes to present them to the class.


Writing 1g

• A blog entry about your favourite hobby

- 1 9.4.1 Look at the blog entry. What is Nurlan's favourite hobby? Why? Read and check.

My Favourite Hobby

by Nurlan Akhatov



▶ Most teenagers my age like playing computer games or learning a musical instrument as a hobby. As for me, I like playing baiga, a popular traditional Kazakh sport. We ride horses fast over short distances, but the races can be up to 100 kilometres long. In this case, you have to be careful not to ride too quickly at first, or your horse can get extremely tired before the end.

▶ I usually play baiga every weekend with my friends. We go to different areas to practise riding on various surfaces. Throughout the year, we also take part in competitions during important national celebrations.

▶ You do not need a lot of things to play baiga, just a horse and comfortable clothing. However, when we take part in competitions, we have to wear a uniform. To play the sport you need a good understanding of horses, strength and a positive attitude, too.

▶ I really enjoy baiga because it is exciting and I feel free riding across the Kazakh land. I also feel proud that my hobby is tied to the history and culture of my country.

Post a comment

Check these words

- distance • surface
- take part in • competition
- national celebration
- strength • attitude
- proud • tied to

- 2 9.4.1 9.4.2 Read the blog entry. In which paragraph does the writer ...

- 1 say he likes his hobby?
- 2 talk about how often he plays it, with whom, and where?
- 3 state the name of his hobby?
- 4 mention what is needed to play it?

- 3 9.6.12 Find three adverbs (*frequency, manner, degree*) in the blog entry in Ex. 1.

Writing (a blog entry about your favourite hobby)

- 4 9.5.1 9.5.1 9.6.12 Write a blog entry (120–150 words) about your favourite hobby. Use the plan below and the blog entry in Ex. 1 as a model. Use appropriate adverbs.

Para 1: state the hobby, brief description of it
 Para 2: how often you do it, with whom, where
 Para 3: what you need to do it
 Para 4: why you like it

EDUTAINMENT 1



VALUES

Achievement

- 1 **9.3.1.1 9.3.3.1** Discuss the following quotation.

Quotation

The happiest people are those who discover that what they should be doing and what they are doing is the same thing.

(Unknown)

- 2 **9.1.2.1 9.1.7.1 9.3.3.1** **THINK!** How can these qualities help people achieve their dreams? Discuss with your partner.

- physical strength
- ability to evaluate risks
- determination
- positive energy
- competitiveness • courage
- wisdom • creativity

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

QUIZ

- 1 To make a wooden sculpture, you need a carving tool.
- 2 You need gloves to go canoeing.
- 3 Bethany still swims at the beach where the accident happened.
- 4 As a young girl, Bakhargul made Kazakh souvenirs.
- 5 Balsa is a well-known sport in Kazakhstan.
- 6 Victorians enjoyed playing different sports and cycling.

- 4 **9.5.2.1 9.5.3.1** Go through Module 1 and write a T/F quiz of your own.

- 5 **9.4.1.1** **SONG:** Read the title. These words/phrases appear in the song. What is it about?

Listen, read and check.

- brave • fearless • risk lives • harsh conditions
- face danger • show fear • meet a challenge
- stand still • take a risk • lose courage • motivate
- bring out your best



- 6 **9.3.3.1** **THINK!** What is the message of the song? Do you agree with it? Tell the class.

MODULE 2 Exercise & Sport

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: talking about injuries
- Writing a survey report

Themes:

- national games
- sports injuries
- Amazing stadiums
- VALUES: Leading a healthy lifestyle

Language Focus:

- reported speech
- reported statements
- reported questions/orders
- indirect questions
- reporting verbs

Phrasal verbs: run

Vocabulary

• National games

1 **9381** Match the sports (1-4) to the events (A-D). Have you been to any of these races?

- | | |
|----------------|-------------|
| 1 motor racing | 3 triathlon |
| 2 horse racing | 4 sailing |

2 **9211** Listen to three people talking about major sporting events around the world. Can you guess the sport? Listen and check.

3 **9651 9321** Listen to the speakers in Ex.2 again and take notes. In pairs, ask and answer questions about the sporting events. Use *what, where, when, and who, as in the example.*

A: What is the name of the event?

B: Wimbledon.

A: Where does the event take place?

B: In London.

A: When does the event start? etc.



Find the page numbers for

- racing cars
- stadiums
- a survey report

4 **9371 9381** Are there similar sporting events in your country? Where and when are they held? Which one did you attend last year? Describe it to the class.

Reading 2a

- 1 **9.2.1.1** Look at the pictures. What do you know about these races? What would you like to know? Write three questions.
 Listen and read to find out.



HOME FESTIVALS RACES CONTACT US



FUN RACES

When you hear the word 'race', what comes to mind? ...maybe a swimming race?...perhaps a car race? Well, for the people of Congham and the Isle of Man they think of snails and tin baths. Let's find out more about these unusual races from two of our readers.

What & where: World Snail Racing Championships, Congham, England

Tell us all about it: When my sister asked me to go to a snail race with her, I thought it sounded a little strange to be real! But a week later, I was in a field sticking a **pumber** 56 on a garden snail. We decided to call our snail Lewis after formula One's Lewis Hamilton. Eventually, a farmer called Neil sprayed water on a table – to help the snails move – then told us to put our snail on a circle inside another bigger circle. Neil shouted 'Ready, Steady ... SLOW!' and the snails were off ... sort of. The 'track' is only 13 inches but they move ... well, at a snail's pace! Lewis reached the outer circle in 3 minutes 35 seconds and came **third** in his round. The world record is 2 minutes by a snail called Archie in 1995. Hopefully this year's winner enjoyed his prize – a silver tankard full of lettuce! I can't wait to **take part** again next year!

Sarah, London



What & where: World Tin Bath Championships, Isle of Man

Tell us all about it: Last summer, my Uncle Tom took part in the tin bath championships in Castletown harbour on the Isle of Man, which is between England and Ireland. I really wanted to go with him to watch the race, so he agreed to take me! Uncle Tom found his old tin bath and made some paddles. Just before the race, we decorated his bath with flags and balloons and he dressed up as a Viking. The winner is the person who crosses the finish line first, or the person who gets the furthest before they **sink**! It's difficult to stay dry! Although Uncle Tom pulled a muscle and his bath sank, he still won. I also loved the tin bath jousting and the bird man competition when competitors try to 'fly' into the harbour using silly costumes and huge paper aeroplanes. It was hilarious! I'd love to take part in this race one day, too. Maybe I can practise in my local pond!

Michael, Belfast



Check these words

- championship • field
- stick • spray • track
- at a snail's pace
- reach • outer
- world record • tankard
- paddle • cross
- competition • hilarious
- local • pond

[Click here to tell us about a fun race in your country!](#)

- 2 **9.4.2.1 9.5.8.1** Read again and complete the sentences with a word or phrase from the text.

- 1 Neil sprays water on the table because he wants to
- 2 The snail race track is long.
- 3 The winner of the snail racing championship won
- 4 Uncle Tom put on clothes to look like a(n)
- 5 During the tin bath race it's hard to

Vocabulary 2a

3 Match the words in bold in the texts to their meanings.

- to make sth more attractive
- how fast sb/sth moves
- to arrive somewhere
- sth that is very funny
- to participate in sth
- an event where people try to win an award

4 **9.6.17.1** **9.5.3.1** In pairs, make sentences using the prompts and the relative pronoun in brackets, as in the example.

- 1 Congham/World Snail Racing Championships/
take place (**where**)
Congham is where the World Snail Racing Championships take place.
- 2 Sarah/person/saw/snails racing (**who**)
.....
- 3 The track/snails raced on/was only/13 inches
long (**which**)
.....
- 4 1995/the year/Archie the snail/set a world
record (**when**)
.....
- 5 No one/knows/Uncle Tom's boat/sink (**why**)
.....

• Sports injuries

5 Match the words. Check in your dictionary.

- | | | | |
|---|--------|---|-------------|
| 1 | pull | a | a black eye |
| 2 | twist | b | a finger |
| 3 | sprain | c | a muscle |
| 4 | break | d | an ankle |
| 5 | cut | e | a leg |
| 6 | get | f | a wrist |

6 Fill in each gap with the correct verb from the list.

- work • do • motivate • worry • enter

- 1 When you martial arts, you learn how to protect yourself.
- 2 Prizes can people to play harder.
- 3 Before you the race, you must pay a fee.
- 4 As long as you warm up before playing a sport, you don't have to about pulling a muscle.
- 5 It's very important to together as a team.

• Prepositions

7 **9.6.14.1** Choose the correct preposition. Check in your dictionary.

- 1 He was proud of/with his team when they won the championship.
- 2 I am very dissatisfied in/with my performance during the game.
- 3 Please be careful with/in the sports equipment; it's very expensive.
- 4 In/At the end of the game, I was very tired.
- 5 Some people think Australian football is similar to/of soccer, but it isn't.

Speaking & Writing

8 **9.3.6.1** Create your own fun race. Think: where/when it takes place, who can participate, what the rules are. Present it to the class.

9 **9.5.2.1** Imagine you are watching one of the races in Ex. 1. Write a postcard to your friend telling him/her about it. Write about: name of race, location, details of race, how you feel.

Use of English 2b

• Reported speech

- 1 **9.6.11.1** Read the theory. How do we change **direct speech** to **reported speech**?

Direct speech is a person's actual words. **Reported speech** is the meaning of what someone said, but not the actual words.

Direct speech	Reported speech
"I love the thrill of races," he said. (present simple)	He said (that) he loved the thrill of races. (past simple)
"I am playing cricket," he said. (present continuous)	He said (that) he was playing cricket. (past continuous)
"We will watch the Formula One race," they said. (will)	They said (that) they would watch the Formula One race. (would)
"I saw a snail race in Congham," she said. (past simple)	She said (that) she had seen a snail race in Congham. (past perfect)
"I have bought the tickets," he said. (present perfect)	He said (that) he had bought the tickets. (past perfect)

Time expressions and some words change, according to the meaning, as follows: now → **then**, today → **that day**, tomorrow → **the next day**, yesterday → **the day before**, next week → **the following week**, ago → **before**, this/these → **that/those**, come → **go**, etc.

"I watched a rugby game yesterday," he said. (past simple) He said that he had watched a rugby game the day before. (past perfect)

- 2 **9.6.11.1** Read the examples and complete the sentences. Use: **said** or **told**.

- **say** (without an object pronoun) + **that**
"I like golf," he said. He said that he liked golf.
- **say + to + object pronoun**
"I like golf," he said to me. He said to me (that) he liked golf.
- **tell + object pronoun**
"I like golf," he said to me. He told me (that) he liked golf.

- "Saule has invited her friends to the race," Gul
- He us that he would be back from sailing at 5 pm.
- "Kanat isn't here," she to me.
- "I can't go to football practice today," he to us.
- Berik that he needed a new tennis racquet.
- Assel us that he was going to the racecourse.
- He that he didn't like the way the team played.
- He me how to get to the stadium.

• Reported statements

- 3 **9.6.11.1** Rewrite the sentences in **reported speech**.

- "This tennis racquet is very expensive," said the customer.
- "I saw a great football match yesterday," said Sanzhar.
- "We're going to watch the water polo match next week," said Gulnara and Akbota.
- "We'll meet you at 2 pm," they said to Ann.
- "I took part in the World Tin Bath Championships last year," said Bakhytzhan.
- "Kanat has never seen a live race," said Ulan.
- "I paid for the bicycle with my credit card," said the man.
- "I'll find out what time the bus leaves for Ascot Racecourse," said Nurzhan.

- 4 **9.6.11.1** Rewrite the sentences in **direct speech**.

- Kairat said that he was going to buy a new cricket bat.
- They said that they wanted to book tickets for the football final.
- Gulsara told Inna that she absolutely loved her new skis.
- Marzhan told us that she would see us after bowling.
- Berik said to Saule that he had to register for the wrestling event.
- He said that he had gone to that new stadium once.

Use of English 2b

• Reported questions/orders

- 5 a) **9.6.11.1** Read the examples. **How do we report: a question that starts with a question word? a question that starts with a modal? a yes/no question?**

Direct speech	Reported speech
"Where's the football match?" he asked.	He asked where the football match was.
"Can I come?" she asked.	She asked if she could come.
"Is Aizhan at the boxing event?" he asked.	He asked if/whether Aizhan was at the boxing event.

b) Report the questions.

- "Can we play in here?" they asked.
- "Are they competing in the race tonight?" he asked.
- "Did they leave?" she asked.

- 6 a) **9.6.11.1** Read the examples. **How do we report orders/requests?**

Direct speech	Reported speech
"Follow me to your seat," he said to us.	He told us to follow him to our seats.
"Don't eat inside the stadium, please," he said to us.	He asked us not to eat inside the stadium.

b) Report the following.

- "Don't talk during the match," he said to us.
- "Give me your tickets, please," he said to us.
- "Don't tell her," he said to me.

• Indirect questions

- 7 Read the theory. Rewrite the direct questions as indirect questions.

We use **indirect** questions to ask for information. We normally introduce them with **question words** (*who, what, etc*) or with **if/whether**. We can use them after the expressions: *Can you tell me ...?*, *Could you explain ...?*, *Do you know ...?*, *I'd like to know ...*, *I wonder ...*. The word order in indirect questions is the same as in statements (subject + verb).

Direct questions: *Where's Akbota? Has Akbota left?*

Indirect questions: *Can you tell me where Akbota is? I wonder if/whether Jane has left.*

- When does the race begin? *Could you tell me when the race begins?*
- Are there any tickets left for the football match?
- Can I pay for the tickets by credit card?
- Who is the captain of the team?

• Reporting verbs

- 8 **9.6.11.1** Read the theory. Then rewrite the sentences in reported speech.

We often use special introductory **reporting verbs** to report someone's actual words. These can be:

- advise, beg, invite, order, etc + somebody + to infinitive**
"Please, let me go to the competition," he said to me. He begged me to let him go to the competition.
- agree, promise, refuse + to infinitive**
"Yes, I'll go with you," he said. He agreed to go with me.
- suggest + -ing** "Let's watch the championship tomorrow," he said. He suggested watching the championship the next day.
- explain, complain, inform, promise, etc + that clause**
"I won't be late," he said. He promised that he wouldn't be late.
- apologise + for + -ing**
"I'm sorry, I forgot about the game," he said. He apologised for forgetting about the game.

- "I'm sorry I'm late," she said. (apologise)
- "How about going to the game tonight?" she said. (suggest)
- "It's very crowded in here," he said. (complain)
- "Would you like to come to the race with us?" he said to Miras. (invite)
- "OK! I'll be there," he said. (agree)

Skills 2c

Reading



- 1 **9.2.1 9.2.1 9.4.6.1** Read the title and look at the picture. What does the writer think of Lyubov Andreyeva?

Listen, read and check.

Taking the Racing World By Storm

Jackie Stewart, Ayrton Senna, Michael Schumacher, Sebastian Vettel ... these are some of the most famous names in Formula 1. Soon Lyubov Andreyeva, a young woman from Almaty, Kazakhstan, may be one of them.



Lyubov was nine years old when she got into a racing kart for the first time. By the age of 11, she was ready to compete, and she won second place in her very first race! It was an amazing achievement for a first-time racer, and it was clear from the start that Lyubov was special!

From then on, Lyubov practised whenever she could, and she went on to win the Kazakhstan Karting Championship four times. Due to her talent, she was invited to participate in the Russian Masters Championship, a competition for 15- to 19-year-olds that helps their transition from karting to formula racing. Lyubov was not only the first Kazakh girl, but the first person in the history of Kazakhstan to take part in this event.

The following year, she raced in the Formula 3

Championship. It was a special competition for Lyubov because the final race took place during the same week as her 18th birthday, on a real Formula 1 circuit: Sochi in Russia. It was incredible for her to drive around the track where her heroes had driven only a month before.

Lyubov's goal is to win the Formula 1 World Championship one day and put Kazakhstan in the spotlight. This is a huge ambition, considering no woman has ever won the World Championship, or even a Formula 1 race, but that doesn't bother Lyubov. She believes people should do what they love and follow their dreams. She says that anything is possible when you believe in yourself. She also hopes that one day she will inspire other young dreamers, just as her racing heroes have inspired her.

Check these words

- kart • compete
- achievement
- transition • circuit
- track • spotlight
- ambition • bother
- inspire

- 2 **9.6.17.1** Read the text and mark the statements as T (true), F (false) or DS (doesn't say).

- 1 When Andreyeva was young, her hobby was karting.
- 2 She tried four times to win the Kazakhstan Karting Championship.
- 3 She was the first Kazakh to participate in the Russian Masters Championship.
- 4 Andreyeva was 18 when she took part in the Formula 3 Championship.

- 3 **9.6.17.1** In pairs, take turns to tell each other a wish based on the text, as in the example.

I wish/if only Andreyeva could win the Formula 1 race.

Phrasal verbs

- **run off:** go away
- **run across:** meet by chance
- **run away with:** escape with
- **run after:** chase
- **run into:** face (problems)
- **run up:** accumulate
- **run down:** (car batteries) go flat
- **run out of:** have no more
- **run over:** revise, go over, or drive over sth
- **run along:** hurry up

Study Skills

Nouns vs verbs

Some words change their spelling slightly according to whether they are a verb or a noun. **advise** (noun) – **advise** (verb), **proof** (noun) – **prove** (verb), **breath** (noun) – **breathe** (verb), **bath** (noun) – **bathe** (verb)

4 **9.6.1** Rewrite the sentences into the passive, as in the example.

- 1 Andreyeva had won the Kazakhstan Karting Championship four times before she started formula racing.
The Kazakhstan Karting Championship had been won four times by Andreyeva before she started formula racing.
- 2 Her speed on the track surprised her coaches.
- 3 Russia holds the Masters Championship.
- 4 Andreyeva may win the Formula 1 World Championship one day.

• Phrasal verbs: **run**

5 Choose the correct particles. Make sentences using the other options.

- 1 You can't imagine the problems you can run **into/up** on the race track.
- 2 I ran **off/across** my old high school friends at the tennis match.
- 3 The football player ran away **with/after** the ball.
- 4 My team was running **down/out** of time to score a goal.
- 5 The driver didn't see the cat in time and ran **over/along** it.

• Word formation


6 **9.5.1** Complete the sentences with the correct nouns derived from these verbs: *prove, clothe, bathe, breathe, halve, advise.*

- 1 My dad gave me **some** on how to become a good driver.
- 2 The police had go that he was the man who broke into the sports centre.
- 3 Damir can hold his for up to three minutes.
- 4 There is nothing like a nice hot after an exhausting game.
- 5 Her uniform is made of high-quality
- 6 His racket was broken in


Listening

7 **9.2.1** Listen and match the speakers 1-5 to the sport each does/plays.

Speaker 1	<input type="checkbox"/>	A ice skating
Speaker 2	<input type="checkbox"/>	B football
Speaker 3	<input type="checkbox"/>	C water polo
Speaker 4	<input type="checkbox"/>	D tennis
Speaker 5	<input type="checkbox"/>	E ice hockey

8 **9.3.1** **9.3.1**  How dangerous is the sport in Ex. 1?

Why do some people choose to do dangerous sports? Would you do a sport like this? Why (not)?

9 **9.5.1** **9.5.1**  Research another sport. Make notes and write a paragraph. Include: name of sport, number of players, place, rules. Present it to the class.

Everyday English 2d

• Talking about injuries

1 Listen and repeat. The sentences are from a dialogue between a coach and an athlete. Who says what?

- Let me help you get up. • I can't believe I tripped over that ball.
- Let's have a look, shall we? • I think you have twisted your ankle.
- I guess I won't be playing in the match this weekend.
- No more football for you for a while.

2 Listen and read the dialogue. What does the coach advise Ryan to do?

Coach: Ryan, are you OK? Let me help you get up.
 Ryan: Thanks. I can't believe I tripped over that ball ...
 Coach: What's wrong?
 Ryan: My ankle is really sore. I can't put any pressure on it when I walk.
 Coach: Oh dear. Let's have a look, shall we?
 Ryan: Ouch! That really hurts.
 Coach: Well, I can definitely see some swelling there. I think you have twisted your ankle.
 Ryan: Great. That's all I need.
 Coach: Let me quickly put a bandage on it. You need to go to hospital now to make sure it's OK.
 Ryan: I will. So, I guess I won't be playing in the match this weekend.
 Coach: No more football for you for a while. But don't worry about that. Just focus on getting better and rest that ankle.



Check these words

- trip over • sore
- pressure • swell
- bandage • focus

3 Read the dialogue again and correct the statements (1-3).

- 1 Ryan has twisted his wrist.
- 2 His coach put a band-aid on it.
- 3 His coach told him to play in the match that weekend.

4 Listen again. Take roles and read the dialogue out. Mind the intonation.

5 Imagine you had pulled a muscle while playing tennis. Act out a similar dialogue. Use the dialogue in Ex. 2 as a model.

Pronunciation /ʊ/, /u:/

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

	/ʊ/	/u:/	/ʊ/	/u:/
pull			full	
pool			fool	
loot			suit	
look			soot	



- 1 **9.1.5.1 | 9.4.2.1** What can you see in the pictures? What would you like to know about these stadiums? Read and check.

- 2 **9.2.7.1** Read again and complete the missing words.

Listen and check.

AMAZING STADIUMS

Wembley Stadium is located 0) in north London and is the national stadium for football in England. While the stadium first opened in 1923, it 1) demolished in 2002 and then reopened to the public in 2007. It cost around £800 million to build this amazing structure. It has a high arch 2) supports a moveable seat and a field that measures 105 by 68 metres. Inside the stadium, there are 90,000 seats for spectators which can be found over three levels. It has 12 restaurants and 58 kiosks. Wembley Stadium is a multi-purpose stadium, designed 3) host football, athletic events and concerts.



Astana Arena is located in the capital city 4) Kazakhstan. It is the national stadium of the country where the national football team usually plays. It opened to the public in 2009 and cost £138 million to build. The stadium has 30,000 seats over two levels and the field measures 105 by 68 metres. What's amazing about this stadium, is its sliding roof for 5) extremely hot days in the summer and the extremely cold days in the winter. While watching a match, spectators can 6) food and drinks from one of the restaurants or kiosks. Astana Arena can also host other sports events including the country's favourite sports – wrestling, judo and boxing.



Check these words

- demolish • structure
- arch • moveable
- measure • spectator
- kiosk • host • sliding
- wrestling • judo

- 3 **9.6.16.1** Complete with: in order to, so that, although, whereas.

- 1 Wembley Stadium has 90,000 seats Astana Arena has 30,000 seats.
- 2 Astana Arena is where the national football team usually plays, it also hosts wrestling, judo and boxing.
- 3 deal with the extreme weather conditions, Astana Arena has got a sliding roof.
- 4 There is plenty of space between the seats in the stadium spectators can move around easily.

- 4 **9.1.6.1 | 9.1.7.1 | 9.6.12.1** In pairs, compare and contrast the two stadiums in Ex.1, as in the example. Use comparative adverbs.

A: Wembley Stadium is bigger than Astana Arena.

B: Yes, it is also very old. It opened in 1923.

A: You're right. It is older than Astana Arena and it has 90,000 seats, whereas ...

- 5 **9.1.6.1 | 9.5.1.1 | 9.1.5.1** Collect information and pictures of another stadium around the world. Think about: name – location – cost – features. Present them to the class. Get feedback from the class.



Across the Curriculum 2f

PSHE

- 1 **9.2.11 9.2.71** Read the title. What does it mean?
 Listen and read the text to find out.



First Aid

- 1 Put the hand nearest you above the victim's head as if they were waving.



- 2 Place the other arm across the chest.

- 3 Bend the victim's knee furthest from you into an upright position.



- 4 Roll the victim over towards you by pushing down gently on their knee.

First aid is immediate simple medical care given to a victim of an accident or an illness before professional medical treatment can be given. First aid can save lives, but only if the person administering it knows what they are doing. It is based on the principle of the three 'Ps': prevent further injury, preserve life and promote recovery.

One of the most common situations at the scene of an accident is to find someone lying unconscious on the ground. In this instance, your priority is to call for the emergency services. Next, you must make sure that the area is safe for yourself and others. Check the casualty, and if they are breathing, try to put them in the recovery position and do not adjust the position of their head and neck. The recovery position keeps the victim's airways open and prevents them from choking while waiting for medical help.

To place someone in the recovery position, follow the simple steps shown on the left.

Check these words

- medical • care • victim • administer
- based on • principle • unconscious
- casualty • recovery position • adjust
- airway • prevent • choke • wave • upright

- 2 **9.2.21** Read the text again and answer the questions.

- 1 What is first aid?
- 2 What principle is it based on?
- 3 What should you first do if you see an unconscious person?
- 4 How can the recovery position help a victim?

- 3 Find words in the text which mean: *person who has been hurt, to maintain, case, to alter, softly.*

- 4 **9.3.5** Use the sketches and the information in the text to say what the recovery position is and how to put a person in it.

- 5 Choose another first-aid treatment and present it to the class. You can use these key words: **first-aid treatment.**

Writing 2g

• A survey report

- 1 **9.4.2.1** Look at the pie charts and read the Study Skills box. Then, read the survey report and choose the correct words.
- 🔊 Listen and check.

Study Skills

Reporting statistics

We use words/phrases such as **thirty per cent** (30%), **half of** (50%), **most people** (the majority), **a few people** (3 or 4 people), **no one** (0%) & **everyone** (100%) to report statistics.

Useful Language

Introduction

- The purpose/aim of this report is to ...
- As requested, this is my report based on ...

Conclusion

- To conclude
- In conclusion
- the results of this survey show/reveal/ suggest ...
- this survey shows ...
- I believe/feel/think ...

CLASS SURVEY



The aim of this report is to present the results of a survey about teens' lifestyles. I asked 20 students in my class about their exercise routines. Here are the results of my survey.

The majority of the students interviewed said getting fit was their main reason for exercising. 1) **Twenty per cent/Most** said socialising was the most important factor, while the same number said it was reducing stress. Only 2) **half/a few** people cited improving mood as the reason why they exercised, and 3) **no one/ everyone** mentioned boosting confidence.

Regarding the frequency of exercise, 4) **everyone/no one** in the survey exercises on a regular basis. 5) **A few/Half** of the students said they exercised once a week, while for 6) **most/thirty percent** it was twice a week. Twenty percent exercised three or more times a week. To sum up, this survey shows that my classmates exercise for a variety of reasons, the main one being to get fit. It also shows that all the students in my class exercise at least once a week. I believe the teens interviewed have healthy lifestyles and are aware of the benefits of exercise.

- 2 **9.4.6.1** Read the report again. Do the students in the survey lead a healthy lifestyle? What is the writer's opinion? Which verb is used to introduce his/her opinion?

- 3 Replace the underlined words/phrases in the report with appropriate ones from the Useful Language box.

- 4 **9.5.1.1** **9.5.4.1** **9.5.5.1** **9.5.8.1** Carry out your own class survey about sports. Use the questions below. Group the answers in two pie charts. Write your report (120-180 words). Check your piece of writing and edit it.

• WHAT'S YOUR FAVOURITE SPORT TO WATCH ON TV?

• WHAT SPORT DO YOU PLAY MOST OFTEN?

EDUTAINMENT 2





VALUES

Leading a healthy life

- 1 **9.1.3.1** In pairs decide whether each of the following statements is about a healthy or an unhealthy habit. Which statements relate to: *food & drink? exercise? mental health? physical health?* Some can relate to more than one category.


- I exercise regularly (go to the gym, go jogging, etc.).
- I eat junk food almost every day.
- I get at least 8 hours of sleep every night.
- I have a balanced diet.
- I am under a lot of pressure every day.
- I eat lots of vegetables and fruit.
- I drink at least 6 glasses of water each day.
- I never miss breakfast.
- I spend time relaxing and having fun with my friends.
- I stay up late.
- I sit around home all day watching TV and playing computer games.
- I drink a lot of fizzy drinks.

- 2 **9.1.2.1 9.6.1.1 9.3.3.1**   Which of the sentences above describe your lifestyle? Why do you think it's important to lead a healthy lifestyle? Discuss. Use: *should, must, shouldn't*.

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

QUIZ

- Lyubov Andreyeva is a Formula 1 racer.
- Wembley Stadium reopened in 2007.
- Russian Masters Championship is for adults.
- Astana Arena has 30,000 seats.
- The World Tin Bath Championships take place in Congham.
- The recovery position prevents people from choking.

- 4  Go through Module 2 and write a T/F quiz of your own.

- 5 a) **9.2.7.1** **SONG:** Read the song and try to fill in the missing words.

 Listen and check.

b) In pairs, think of an alternative title.



You Can Do It!

Coach told me I could do it, So I trained 1) _____ best I could. I worked 2) _____ hard and practised. Now I'm getting really good.

You can do it, too, All you need 3) _____ do is try. Do your best, do the work, And hold your head 4) _____ high.

I run to school, I jog 5) _____ home, I eat the healthy way. I 6) _____ good sleep before the race, And when I win, shout "Yay!"



- 6 **9.1.3.1 9.1.7.1 9.3.3.1** Why does the person try to become better? How?

MODULE 3 Earth & our place on it

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: talking about places
- Writing an article about the place where you live

Themes:

- city life – country life • locations
- dwellings
- Rivers of the World
- VALUES: Respect for the environment

Language Focus:

- modals • modals of deduction

Phrasal verbs: break

Vocabulary

- City life – country life

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

- field • woods • cinema • museum • skyscrapers
- factory • car park • shop • river • block of flats
- motorway • harbour • park • mountain • path
- farm • shopping mall • square • department store

2 Which of them can you see in the pictures?

3 9.6.1 Which of the words/phrases in Ex. 1 are compound nouns? Use them to make sentences.

4 9.3.7 Use the words above to describe the place where you live.

I live in ... there are ... but there aren't ...



Find the page numbers for

- a mind map
- a compass
- rivers

Reading 3a

Check these words

- trade route • network
- significant • sustain
- replenish • supplies
- influential
- cosmopolitan • ruins
- excavate • evidence
- mosque • inhabitant
- advanced • siege
- abandoned • bustling
- crumbling • overland

1 **9.2.5.1** **9.4.6.1** **9.4.9.1** Look at the picture and read the title and the key words. What is the text about? What do they tell us about this place?

- Silk Road • travellers stop to rest • cosmopolitan centre of trade
- city walls • network of underground canals • inhabitants quite advanced
- survived attack and siege • slowly abandoned

🔊 Listen and read to find out.



Silk through Sauran

The Silk Road is known as the most famous trade route of ancient times, but in fact it was a network of routes connecting east Asia to southern Europe and the Middle East. It played a significant role in the movement of people and goods from about 130 BCE to the 13th century. The northern route of the Silk Road went right through the southern part of Kazakhstan, sustaining important cities like Sauran and helping them to develop.

Sauran was once the biggest city in Kazakhstan and a major trading centre on the Silk Road. It was a place where travellers could stop to rest and replenish their supplies of food and water. As an influential and cosmopolitan city, it was later used as a capital for the White Horde.

Nowadays, the ruins are a tourist attraction. The walls still stand eight metres high in some places and the city has been partly excavated. Archaeologists have found evidence of a mosque, a marketplace and a sophisticated network of underground canals, showing the inhabitants were quite advanced.

Sauran survived attack and siege, but it was slowly abandoned as people stopped using the Silk Road and started trading by sea routes. Now, this once-bustling city is quiet and empty except for small tortoises and the occasional bird. Standing among the crumbling stones, it's indeed fun to imagine the people who once lived there, the goods they traded, and the part they played in the history of the world's greatest overland trade route: the Silk Road.

DID YOU KNOW?

The famous author J.R.R. Tolkien may have been inspired by the name of this ancient Kazakh city. In his bestselling book 'The Lord of the Rings', the dark lord who threatens to take over Middle-earth is called Sauron.

2 **9.4.3.1** **9.4.4.1** Read the text again and mark the statements 1-5 as T (true) or F (false). Correct the false statements.

- 1 The Silk Road was a single road connecting east Asia to Europe and the Middle East.
- 2 Sauran was the capital city of Kazakhstan.
- 3 Only the walls of the city have been excavated so far.
- 4 Sauran had an underground water system.
- 5 People stopped living in Sauran when traders stopped coming along the Silk Road.

3 **9.5.2.1** Use the phrases in Ex. 1 to write sentences about Sauran.

Sauran was built on the Silk Road as a place for travellers to stop to rest.

9.5.2.1 **THINK!** What would it be like living in Sauran? In three minutes, write a few sentences. Read them to your partner.

Vocabulary 3a

• Locations

4 9.4.5.1 Fill in the correct word from the list.

• airport • public • coast • population



Genoa is on the northwest 1) _____ of Italy and it's Italy's main port. With a 2) _____ of about 630,000 people, it has excellent 3) _____ transport with buses, trains and ferries. There's also a small 4) _____ with flights to other parts of Italy and Europe.

• nightlife • industrial • located
• famous • cosmopolitan



1) _____ in the northwest of England, Manchester was the world's first 2) _____ city. There used to be a lot of factories there. Nowadays, Manchester is a lively city. It has lots of 3) _____ landmarks and lively 4) _____, so one can't be bored there. It is a 5) _____ city with attractions to suit every taste.

• destination • beach • seaside
• attractions • peaceful • clean



Kamala is a small 1) _____ village in Thailand. With a beautiful, long, sandy 2) _____ and a lot of tourists 3) _____, it is the ideal 4) _____ for those who want to experience 5) _____ village life and a 6) _____ sea.

• Word formation

5 9.6.3.1 Read the theory. Then, choose the correct adjective.

-ing/-ed adjectives

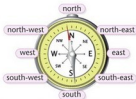
We use **-ing** adjectives to describe what **things** like. *It was an **amazing** place.*

We use **-ed** adjectives to describe feelings. *We **were** amazed.*

- We felt **boring**/bored on the long journey.
- The tour was **fascinating**/ fascinated.
- I was **surprising**/surprised at the size of the ruined city.
- The archaeologists were **shocking**/shocked by what they found.
- The information the guide gave us was very **confusing**/ confused.
- Everyone thought the ruins were very interesting/
interested.

Speaking

6 9.8.1.1 Say these words in your language. Think of places in your country and make sentences using the words.



Almaty is in the south-east of Kazakhstan.

7 9.3.2.1 Use your partner questions about the place he/she lives in. Think about: **name** - **location** - **activities someone can do there** - **nightlife** - **characteristics (safe, dirty, noisy, crowded, etc.)**. Make notes of your partner's answers.

A: *Where do you live?*

B: *In Almaty.*

Writing

8 9.1.6.1 9.3.6.1 9.5.6.1 Use your notes from Ex. 7 to write a short text about the place your partner lives in. Tell the class.

Use of English 3b

• Modals

1 9.6.13.1 Match the modals in bold to their meaning.

- 1 He **must/has** to be at work by 10 o'clock.
- 2 You **mustn't** park your car on this street.
- 3 You **don't have to/don't need** to meet them if you don't want to.
- 4 You **should/ought** to have visited the ancient city before you left.
- 5 She **can** speak five languages.
- 6 We **can/may** take photographs in the museum.
- 7 They **had** to leave their bags at the entrance.
- 8 They **may/might** have gone shopping.
- 9 He **could/was able** to run very fast when he was young.
- 10 **May/Could** I touch this ancient statue?
- 11 **Can/Could** you help me research day trips from Taraz?
- 12 Lucy **didn't have to/didn't need** to get a visa to enter Kazakhstan.

- A It is not necessary.
- B It was a good idea but you didn't do it.
- C It is a law/rule. It is required.
- D It wasn't necessary.
- E It is prohibited/not allowed.
- F It is possible.
- G It is allowed/permitted.
- H They were obliged to.
- I She is able to.
- J He had this ability in the past.
- K It is a request.
- L They are asking permission.

Note: *He was able to finish on time.* (specific ability in the past) (NOT: *He could finish.*)

2 9.6.13.1 Choose the correct item.

- 1 A: Would you mind if we joined your guided tour?
B: I'm sorry, but you **can/have to** book in advance.
- 2 A: **Should/May** I use your phone?
B: Certainly. Here **you** are.
- 3 A: Excuse me, I **can't/shouldn't** understand what it says here.
B: I'll help you.
- 4 A: I'm thinking of visiting Nur-Sultan.
B: You **can/should** definitely do that. It's an amazing city.
- 5 A: Is Dad home yet?
B: No, he said he **might not/mustn't** be back until late tonight.
- 6 A: Do you need any help?
B: Yes. **Might/Can** you help me carry the suitcases to the car?
- 7 A: Your great-grandfather travelled all over the world.
B: Yes. Mum told me he **had/could** speak five languages.

3 9.6.13.1 Fill in the gaps with the correct past modal: *didn't have to, could, were able to, had to.*

- 1 A: Did you go shopping after school yesterday?
B: No, I do my homework.
- 2 A: I booked them a taxi to the airport.
B: You do that. They could have taken the train.
- 3 A: Did it take a long time to travel the length of the Silk Road in ancient times?
B: Yes. Camels travel up to 40 miles a day, but the Silk Road was 7,000 miles long!
- 4 A: How was your walk up Kok Tobe Hill?
B: Great! The weather was wonderful and we see the whole of Almaty.

Use of English 3b

4 9.6.13.1 Rewrite the sentences using appropriate modals.

- No one is allowed to enter this area. You
- I advise you to try the new Thai restaurant. You
- It's possible that the museum is open on Sundays. The museum
- It's not necessary for us to hire a car. We
- He is able to repair his car himself. He
- Guests are required to show their passports at reception. Guests
- Photography is prohibited here. You
- The archaeologist was obliged to show his ID to visit the excavation. The archaeologist
- It's a good idea to buy tickets in advance. You
- It wasn't necessary to leave so early. We

5 9.6.13.1 Study the examples. Then, rewrite the sentences using the modals in bold.

He must have left by now. (I'm sure he left.)

They are late. They may/might have lost their way.
(It was possible.)

He can't have eaten the whole cake. (I'm sure he didn't do it.)

You should have booked a table. (but you didn't.)

- I'm sure she **didn't** do the shopping. (CAN'T)
- I'm sure Mum **bought** us some doughnuts. (MUST)
- They wanted to buy a cake for his birthday but they **didn't**. (SHOULD)
- It was possible that she had left the invitation at home. (MAY)
- I'm sure the decorations **cost** a lot. (MUST)
- He **isn't** feeling well; he ate too many sweets. (SHOULDN'T)

6 9.6.13.1 Choose the correct modal verb.

Hi Karen,

I hope you are well. I moved into my new flat on Monday and it's great! I 1) **mustn't/didn't need** to buy anything because it was already furnished inside. I 2) **can/might** see the whole city from there! The only drawback is that I 3) **have to/ought** to close all the windows at night because it 4) **must/can** be very noisy outside. It's OK now, but in summer I 5) **might/could** install air conditioning so that I don't get too hot!

You 6) **are able to/should** come and visit me soon, although I'm afraid you 7) **can't/don't have** to bring your dog, Mitzi. We 8) **might not/mustn't** have pets in the building – it's against the rules.

Love,
Asha

• Modals of deduction

7 9.6.13.1 Read the sentences. Say them in your language.

He must be tired. (I am sure he is.)

She can't be hungry. (I am sure she is not.)

They may be late tonight. (Perhaps. It is possible.)

8 9.6.13.1 Fill in: may, must or can't.

- A: We live in the countryside.
B: It be very peaceful.
- A: Is Mr Adams on holiday?
B: I'm not sure. He be on a business trip.
- A: Is the house at number 4 for sale again?
B: It be. That family only moved in a week ago!
- A: It be great living on the 14th floor.
B: Well, the view is fantastic – but I hope the lift never breaks down!
- A: Is that Damira over there?
B: It be. She's gone to Almaty with her parents for the weekend.

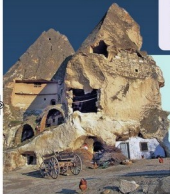
Skills 3c

- 1 **9.1.9.1 9.2.5.1** Look at the pictures. What do you think living in these places is like?

🔊 Listen and read to find out.



What a Strange Place to Live



The tree houses of the Korowai people, Indonesia

Imagine living high up in the tree tops. This is where most of the Korowai people of Papua, Indonesia live. Their unique tree houses can be up to 50 metres above the ground. They are made of wood, have thatched roofs, and can accommodate up to a dozen people. To get to their homes, the Korowai climb up a long wooden pole with notches cut into it for their hands and feet. They build their houses up high to be safe from the dangers of the jungle, such as floods, wild animals and mosquitoes which carry disease. Their high homes also stop neighbouring tribes from breaking in at night. The Korowai hunt and gather food in the day. After nightfall, they chat and tell stories before going to sleep.



The 'fairy chimneys' of Göreme, Turkey

How would you feel about living in a rock just like prehistoric people did? Believe it or not, that's exactly where some people in Cappadocia in Turkey live.

Over millions of years, nature created rocks in the area that look like upside-down ice cream cones. Centuries ago, people carved caves in these rocks to make homes.

Today, people visit the area to admire one of the strangest landscapes in the world. Some say that it is like the surface of the moon. The locals enjoy living in the 'fairy chimneys', as they call them, because they are cool in the hot summers and warm in the cold winters. The caves are very cosy. They have small rooms with fireplaces and courtyards where people can relax and chat together. This really is a fairy-tale place!

Check these words

- tree top • thatched roof
- notch • mosquito
- disease • nightfall • chat
- fairy chimney • nature
- upside-down • cone
- carve • cave • cosy
- courtyard • fairy-tale

- 2 **9.4.5.1** Read the text and answer the questions.

- 1 What are the tree houses of the Korowai people made of?
- 2 How do the Korowai people get into their houses?
- 3 Why are their houses so high?
- 4 What do the Korowai do at night?
- 5 Where are the 'fairy chimneys'?
- 6 What do the 'fairy chimneys' look like?
- 7 What does the landscape there look like?
- 8 Why do people enjoy living in the 'fairy chimneys'?

- 3 **9.1.9.1 THINK!** Which place would you like to stay in for two nights? Why? In what ways are these houses different to yours? Write a short paragraph. Read it to your partner.

Study Skills

Using mind maps

A mind map helps you brainstorm and organise your ideas. It can also help you revise.

Phrasal verbs

- break away = escape
- break down = (of machines) stop working
- break into = enter by force
- break in (intransitive) = break into
- break out = (of fire) start
- break through = force your way through a barrier

- 4 **9.5.8.1** Write as many words as you can think of related to homes under each of the headings below. Use the words to describe your home.



Listening

- 5 a) **9.2.6.1 9.2.7.1** Listen to the three teens talking about their homes. Who lives in: a houseboat? a flat? a cottage?

A Karen

B Simon

C Peter

- b) **9.2.3.1** What special things are there in each person's home?

- 6 **9.6.15.1** Choose the correct particle. Make sentences using the other particle.

- 1 The car broke away/down on the way to the supermarket.
- 2 Two robbers broke into/in the art gallery and stole a Monet painting.
- 3 A fire broke out/through in the museum last Monday.

Prepositions

- 7 **9.6.15.1** Choose the correct preposition. Check in your dictionary.

- 1 Jack lives in/on a big city now. He moved from the countryside two years ago.
- 2 Their house is at/on a busy road.
- 3 Our garden is full with/of flowers in springtime.
- 4 The Korowai people's tree houses are made of/by wood.

Speaking & Writing

- 8 **9.3.2.1** In pairs, ask and answer questions about your home.

Think about: *type of home* – what it has got (rooms, special features) – *your neighbourhood/facilities nearby* – what you like about your house.

A: Do you live in a house or a flat?

B: I live in a flat. It's got ...

- 9 **9.5.1.1 9.5.5.1 9.6.8.1** Design an unusual house. Think about: location, material, type, rooms, furniture. Write a paragraph about it. Present the house to the class. The class votes for the most unusual house.

Everyday English 3d



• Talking about places

1 Listen and repeat.

- How was your holiday? • So, tell me everything! • Where did you stay?
- It must be a lovely place! • That's nice. • I'd love to go one day.

2 **9.2.6.1** **9.4.5.1** The sentences in Ex. 1 are from a dialogue. What is the dialogue about? Listen, read and check.

Inna: Hi, Janine. How was your holiday? You went to Portugal, didn't you?

Janine: No, we didn't. We went to Spain and it was great, thanks.

Inna: So, tell me everything! Where did you stay?

Janine: We stayed in a great little town called Nerja near Malaga.

Inna: That's on the Costa del Sol, isn't it?

Janine: Yes, it is.

Inna: It must be a lovely place!

Janine: It is. The weather was fantastic and it was a quiet place where we could really relax. We had such a wonderful time that we want to go again next year.

Inna: That's nice. If only I had gone abroad. I'd love to go one day.

Janine: Well, next year.

If only + past perfect is used to express regret about sth that happened in the past.

If only I had booked my hotel in advance.

If only she hadn't lost her passport.

9.6.13.1 Say what each person could say, as in the example.

1 Helen moved to Paris, but she doesn't like it.

If only I hadn't moved to Paris.

2 Mike went out and got soaked in the rain.

3 He didn't put on sunscreen and he got sunburnt.

4 She didn't wear hiking boots and she got blisters.

5 Peter missed his flight to Canada.

3 Say the sentences in Ex. 1 in your own language. Then find sentences in the dialogue that mean: *I'd like to hear all about it. – I bet it is really nice there. – We enjoyed ourselves so much that we would like to go on holiday there again.*



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



9.3.8.1 Act out a similar dialogue. Use the dialogue in Ex. 2 as a model.

Student A: You are back from your holiday.

Student B: Find out where your partner went, where they stayed, what the weather was like, and what they did.

Pronunciation /n/, /nə/, /nɪ/

6 Listen and circle the odd word.

1 enough – tough – rough – though

2 though – although – thorough – dough

3 caught – daughter –

laugh – haughty

Rivers of the World



ACROSS CULTURES 3e

9.2.6.1 Look at the pictures. Which rivers can you see? What do you know about them? Which is longer?

9.2.6.2 Listen and read to find out.



The River Thames



The UK's most famous river is the Thames. It's 346 km long and flows from the Cotswold Hills in the west to the North Sea in the east. It passes through Oxford, Reading, Windsor and London. In fact, it has been an iconic symbol of the capital city for hundreds of years, and a great source of entertainment! Apart from strolling along Southbank at sunset, there are lots of great photo opportunities from the London Eye, from any of the 33 bridges, or from the cable cars that cross the river. Visitors can also go on a river cruise and relax as they drift past Big Ben, the Houses of Parliament and the Tower of London. Too slow for you? Well, have you ever tried a speedboat tour? You'll see all the major riverside attractions in the blink of an eye!



The Esil River

Kazakhstan's most famous river is the Esil. It starts in the Niaz Mountains and is 2,450 km long! It flows right through the centre of Nur-Sultan. The Esil is not only a beautiful sight, it is also an attraction for visitors and locals alike. People enjoy walking or jogging along the banks, or taking a boat ride. The left bank of the river has lots of attractions including Baiterek Tower, the egg-shaped building of the National Archive and the magnificent Nur-Astana Mosque and lots more. In summer, everybody enjoys a trip to the artificial beach that has been built on the banks of the Esil. You can even go swimming there! In winter, though, the Esil freezes over and that's when people enjoy activities such as ice skating and ice fishing!

2 **9.4.5.1** Read the texts again and answer the questions.

- How can people get across the River Thames?
- Where does the Thames begin and end?
- How does the Esil change in winter?
- 9.4.5.2** List three activities you can do on or by each river. Can you think of any more activities people can do on/in a river?

3 **9.4.5.3** **9.3.8.1** Copy and complete the table in your notebook. Then, use the completed table to present the two rivers to the class.

	Length	Capital city it flows through	Riverside attractions	Activities people can do there
River Thames				
Esil River				

4 **9.5.1.1** **9.5.6.1** **9.6.7.1** Collect information under the headings in Ex. 3 about another river in your country or around the world. Use your notes to write a short text for the school English magazine. Use perfect forms simple and passive.

Check these words

- flow • iconic • source
- stroll • sunset
- cable car • drift
- in the blink of an eye
- bank • magnificent
- artificial



Across the Curriculum 3f

Science

- 1** **9.1.3.1 9.3.2.1** Why are mountains important? e.g. fresh water, protection, home to animals/plants. Tell the class.
- 2** **9.4.5.1 9.2.7.1 9.6.4.1** Read the text and complete the gaps with the correct missing words. Compare with your partner.
 Listen and check.

VIDEO



Types of MOUNTAINS

Have you 1) wondered how mountains are formed? If you know about volcanoes, you know a little bit already. The Earth's crust is made 2) of over 50 tectonic plates that push and pull to form mountains; and this happens so slowly that we don't even notice it. The wind, rain and ice also cause mountains to change shape. There are several types of mountains, so let's take a closer look at the three most common ones.

Fold Mountains

The most common type of mountain, formed over millions of years, is the fold mountain. Fold mountains form 3) two plates collide. The plates push against 4) other and the edges fold upwards. These folds can form whole mountain ranges, such as the Alps and the Himalayas.

Fault-Block Mountains

Sometimes there is pressure inside a plate that makes it crack instead 5) folding. Geologists call this crack a fault line. The pressure from inside the Earth pushes the crust of one or 6) sides of the fault line up. This forms mountains, like the Sierra Nevada range in California, USA.

Dome Mountains




Finally, dome mountains get their name because they look 7) a dome, or the top half of a ball. They are formed when hot melted rock (magma) 8) under the Earth's surface pushes up against the Earth's crust without breaking it. The Weald in the southeast of England was formed in this way.

- 3** **9.6.1.1 9.6.3.1** Fill in: rock, fault, against, fold. Then use the phrases to make sentences about the different types of mountains.

- | | | | |
|---------------|------------|--------------------|-------|
| 1 push | each other | 3 | lines |
| 2 edges | upwards | 4 hot melted | |

Check these words

form • crust
 tectonic plate • collide
 pressure • crack
 fault line • melted

- 4** **9.1.6.1**    Collect more information about how the three types of mountains in Ex. 2 are formed. Draw diagrams and present the three types of mountain formation to the class.

Writing 3g

- An article about the place where you live

1 **9.4.1** Read the article. What is each paragraph about?

Do you like living in the city or in the countryside?



I moved with my family from the city to the countryside two years ago. My parents couldn't stand their tiring office jobs and the heavy traffic in London, so when they saw the lighthouse for sale, they decided to buy it.

We love living in a lighthouse. It's so peaceful and it's got a fantastic view of the sea. My parents opened a guesthouse and rent out rooms. My brother and I enjoy going up to the lamp-room to watch electrical storms. It's like a fireworks display! Once, we saw a whale on the beach just outside the lighthouse. At night, we like watching the ships coming in with their lights on. All these things wouldn't be possible in the city.

At school, the other kids call us the lighthouse kids, which I think is really cool! People are friendly and helpful. Sometimes we feel a bit isolated, but waking up to the sound of waves splashing on the beach is just amazing.

Jenny (16)

✓ Check these words

- office job
- heavy traffic
- lighthouse
- for sale
- peaceful
- guesthouse
- rent out
- electrical storm
- fireworks display
- isolated • wave
- splash

2 **9.4.1** Check these words/phrases in your dictionaries. List them as positive or negative. Which of them best describe your town/village? Tell the class.

- crowded • noisy streets • excellent public transport system
- traffic noise • polluted • fast pace of life • everything close at hand
- good chance of getting a job • unfriendly people • cheap shops
- lots of restaurants and clubs • relaxed pace of life • safe
- peaceful life • helpful neighbours • clean air • beautiful views
- never feel bored • feel isolated • hustle and bustle

3 **9.5.1** Use phrases from Ex. 2 to complete the article.

I live in New York. It's the city that never sleeps, as most people say! It's a beautiful city, with ain't 1) so it's easy to get around. There are also a lot of businesses here, so there is a 2) With a variety of shops, clubs, cinemas, restaurants and lots more, you have 3) Still, I don't really like living here. What I can't stand is the 4) of the big city. Everyone's in a hurry. There are green spaces but, with so many cars, the air is 5) and there's a lot of 6) I would prefer to live in a nice, quiet village!

Writing (an article about the place where you live)

4 **9.5.1** **9.5.1** Write a short article about the place where you live for an international school magazine (60-80 words). Give your article a catchy title. Follow the plan. Swap papers and evaluate your partner's piece of writing.

Para 1: where you live (I live in ... It's a ...)

Para 2: what it is like (houses, parks, etc.) (There are ... There is ...)

Para 3: why you like it (I like the ...)



EDUTAINMENT 3


VALUES

Respect for the environment

1 **9.1.3.1** What does it mean to respect the environment. Read what the people say. Do you agree or not? Tell your partner.

- "To get away from a city's traffic pollution whenever possible."
- "To change your lifestyle and cycle to work instead of driving."
- "To do what you can to keep the streets clean."
- "To protect nature reserves so that we can have places that will attract tourists."
- "To reduce our waste, reuse what we can, and recycle what we can't."
- "To visit forests to enjoy the fresh air."

2 **9.3.6.1** Use the ideas in Ex. 1 and your own to say why it is important to respect the environment.


3  **It's Environment Day at your school. Create a poster to persuade people to respect the environment.**

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

QUIZ

- People first used the Silk Road in the 13th century.
- There is a cable car across the River Thames in London.
- Göreme is in Babylon.
- The Esil River flows through Nur-Sultan.
- The Korowai people live in tree houses.
- The city of Sauran is in Kazakhstan.
- Sauran was destroyed in a fire.

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

6 **9.2.1.1** **9.4.6.1** **Song:** Read the title of the song. Does the singer like living in the city?
 Listen and read to find out.

CITY LIFE



Every day I go to school
 see my friends and life is cool
 We chat and play, hang out all day
 But it's also nice to get away

Crowded streets and traffic lights
 Feeling unsafe when out at night
 Polluted air and urban crimes
 City life is hard sometimes

I like to see the countryside
 Breathe fresh air and stay outside
 Get away for just one day
 Or even more if I can stay



7 **9.1.3.1** **THINK!** Complete the sentence.

To me, city life is OK because ...

MODULE 4

Charities & Conflict

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: calling the emergency services
- Writing a blog entry

Themes:

- social problems
- charity work
- Volunteering
- VALUES: Helping one another

Language Focus:

- conditionals
- wishes

Phrasal verbs: look

Vocabulary

• Social problems

1 Listen and repeat.

2 9.2.51 Listen to three people talking about the problems below. Which is the most serious for each person? Why?

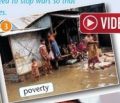
Sophie

Richard

Mary

3 9.1.11 9.8.81 9.1.2a Which two of these problems do you think are the most serious? What do we need to do? Why? The class votes for the three most serious ones.

To me, war and famine are the most serious problems because people die. We need to stop wars so that people will have better lives.



- Find the page numbers for
- emergency services
 - a quotation



Reading 4a

- 1 a) 9.1.9 | 9.3.3 | Read the quote. What message does it convey?
 b) 9.2.6 | 9.4.1 | 9.4.4 | How is the quote related to the text?
 Listen and read to find out.



Going the extra mile to help

“My hope is to make people realise they're capable of much more than they think.”
 Katie Spatz



Sometimes, people are kinder and more generous than we can even imagine, so we've decided to honour young people all over the world who have worked hard and who have really gone that extra mile to help a cause. In the spotlight this week is Katie Spatz, who became the youngest person to row solo across the Atlantic Ocean. Breaking a record, however, was not Katie's only ambition. She wanted to do something far more important than accomplish a personal goal. This American girl rowed an incredible 4,533 km from Senegal to Guyana in her six-metre rowing boat to raise money and awareness for the Blue Planet Run Foundation, whose objective is to get clean drinking water to over 1 billion people worldwide. Katie rowed over ten hours a day for 70 days and raised over \$70,000 for the foundation. She hopes her feat will encourage other young people. Do you know any more stories about amazing young people who have overcome obstacles to help others? Post them here!

Post your comment!

Wow, Katie really deserves our respect! I know of another person who did something physically difficult to help a charity. An eighteen-year-old named Chris Albertyn once broke his ankle so badly that the doctor said he might never walk properly again. Amazingly, he climbed 6,000 metres to the top of Mount Kilimanjaro, Africa's highest mountain. He did it with 59 other students and together they raised a total of £138,000 for Childreach International, a charity that helps children and their families who live in poverty.

Posted by Lizzy 03/18

Both Katie and Chris are a true inspiration to everyone! Here in Lincoln, England, Luke Birch is a bit of a local hero. He swam 33 km across the cold waters of the English Channel for charity. The scary thing is that he got stung by a jellyfish. Unfortunately, the rules of the charity event didn't allow him any assistance, so he kept swimming, despite the pain of the sting. It must have been tough for him with the rough waters and windy conditions, but Luke persisted and arrived in France after 14 hours! Thanks to his determination, he raised £7,885 for Macmillan Cancer Support in the UK and Planting Promise, a charity that helps build schools in Sierra Leone. Luke really overcame obstacles to help people in need!

Posted by Nate 07/18

Check these words

- honour • spotlight • row
- solo • incredible
- awareness • objective
- feat • overcome obstacles
- physically • charity
- ankle • poverty
- inspiration • get stung
- assistance • sting • persist
- determination

- 2 9.4.2 | Read the texts again and decide if the sentences are T (true) or F (false).

- 1 Katie's only goal was to raise money for charity.
- 2 Katie wanted to bring the work of Blue Planet to people's attention.
- 3 Chris broke his ankle while climbing Mount Kilimanjaro.
- 4 Chris raised money to help people walk again.
- 5 Luke received medical treatment after being stung by a jellyfish.
- 6 Luke raised money for two causes.

- 3 9.4.1 | Which headings best describe each entry? Decide in pairs.

- | | |
|---|-------------------------------|
| 1 Rowing for Water | 4 Reaching the Sky for Others |
| 2 Girl Raises Record Amount for Charity | 5 Mountain Adventure |
| 3 Crossing the Channel for Charity | |

Vocabulary 4a

- 4** **9.1.9.1** **9.6.10.1**  Imagine you are Luke being interviewed on TV. Narrate your experience to the TV viewers. Use present and past continuous forms.

- 5** **9.4.7.1** **9.6.1.1** Match the words. Then make sentences based on the texts in Ex. 1.

- | | |
|---|-----------|
| 1 | raise |
| 2 | charity |
| 3 | encourage |
| 4 | break |
| 5 | personal |
| 6 | drinking |
| 7 | overcome |

- | | |
|---|-----------|
| A | water |
| B | awareness |
| C | obstacles |
| D | a record |
| E | people |
| F | event |
| G | goal |

- 6** **9.4.8.1** Complete the sentences with the words below. You can use your dictionary.

- poverty • inspiration • determination
• feats • ambition • funds

- Managing to get to the moon is certainly one of man's great
- His was to break the world record and he did it.
- Kairat showed great and managed to finish the marathon.
- The World Bank gives to help a variety of humanitarian projects.
- Millions of people live in without clean water or electricity.
- His achievement was a(n) to his family to continue what he started.

• Prepositions

- 7** **9.4.8.1** Choose the correct preposition. Check in your dictionary.

- We should help people for/in need.
- A lot of people live on/in poverty.
- Thanks to/of his determination, they raised £3000 for/of charity.
- He brought the problem to/in people's attention.

• Phrasal verbs (look)

Phrasal verbs

- look after = take care of
- look into = investigate
- look up = find a word in a dictionary/a phone number in a directory, etc.
- look over = examine quickly
- look around = walk around and see
- look back = think about an event in the past
- look for = search for
- look out for = pay attention

- 8** Choose the correct particle. Make sentences using the other options.


- The police are looking after/into the theft at the museum. They think it was an inside job.
- You can look up/over the doctor's number in the phone book.
- Who is going to look after/around the children when you are away?
- Dave is looking back/for his glasses. He can't find them.
- He had no idea what dangers to look for/out for in the forest.

Speaking

- 9** **9.3.2.1** **9.6.5.1** **9.3.6.1**  In pairs, ask and answer questions about the texts in Ex. 1.

- A: What made Katie publicly known?
B: She rowed solo across the Atlantic Ocean. Where did she start her journey?

Writing

- 10** **9.5.3.1** **9.1.3.1**  What do you think motivated these young people to do what they did? Do you think anyone could do these things? Write a short paragraph. Read it to the class.

Use of English 4b

• Conditionals

1 Read the theory.

Type 1

if/when + present simple → will/can + infinitive without to

possible in the future – *if all the people work together, life will improve. Unless all the people work together, life won't improve. (= If all the people don't work...)*

Type 2

if + past simple → would/could + infinitive without to

unreal present/future – *if he had time, he would volunteer for a charity.*

give advice – *if I was/were you, I'd help them.*

Type 3

if + past perfect → would have + past participle

unreal past – *if I had won the competition, I would have given the prize money to charity.*

Note: we don't use a comma when the **if-clause** follows the main clause. *I would help them if I were you.* **BUT:** *if I were you, I would help them.*

2 9.6.1 Use the prompts to ask and answer questions, as in the example.



1 people drop litter on the beach – pollute oceans



2 factory close down – 300 people lose jobs



3 we vaccinate all the children – they not get sick



4 someone give her a job – she not be homeless

- 1 *What will happen if people drop litter on the beach?*
If people drop litter on the beach, they will pollute the oceans.

3 9.6.1 Put the verbs in the correct tense. Identify the type of conditional. Which sentences need a comma?

- When everyone in the village (have) clean drinking water we will start thinking about building a new school.
- If we (not/find) a way to protect endangered species they will disappear.
- If I were you I (volunteer) for a charity this summer.
- She (not/realise) poverty was a serious problem in the city if she hadn't visited the slums.
- If the event had been advertised on social media we (raise) a lot more money.
- There (be) fewer homeless people on the streets if we build more shelters.
- The children (not/learn) to read and write if they don't go to school.
- Unless we protect black rhinos they (become) extinct.

4 Fill in *unless* or *if*.

- The charity fun-run will go ahead *unless* it's raining.
- A new shelter will be built they raise over £10,000.
- we work together, we won't succeed.
- they build a road through the forest, they will destroy the homes of hundreds of animals and birds.
- I'll do a skydive for charity this helps children in need.

Use of English 4b

5 **9.6.9.1 Write sentences using the correct conditional, in your notebook.**

- The villagers are ill. They don't have clean water. If the villagers *had clean water*, they *wouldn't be ill*.
- You didn't turn off the cooker. A fire started in the kitchen. If you
- War broke out. Lots of lives were lost. If war
- We can't solve the problem of illiteracy. There aren't enough schools. If there
- They are opening a new factory. There are 500 new jobs. When the new factory
- The water is polluted. It's not safe to drink it. If the water
- We didn't act quickly. The fire spread. If we
- We can't clean the park. We don't have enough volunteers. If we

• Wishes

6 a) **9.6.12.1 Read the table. Which tenses do we use to express a wish for the present; a regret for the past?**

I wish/if only I had more time. (but I don't) – used to express what we would like to be different in the present
I wish/if only I had helped them. (but I didn't) – used to express regret about sth that happened in the past

b) **9.6.12.1 Write what each person could wish for, in your notebook.**

- He doesn't know how to read.
If only he knew how to read!
- She wants them to be more generous.
- Helen didn't volunteer last summer, but she wanted to.
- He ignored the homeless man who asked him for help.
- The shelter couldn't provide food for all the homeless people.

7 **9.6.12.1 Put the verbs in brackets into the correct tense.**

- I wish I (raise) more money for the charity, but I only collected £20.
- If only there (be) more food available. Then, the famine wouldn't be so serious.
- Mike wishes he (can) start his own charity to help the homeless.
- If only Lucy (tell) us about her problem! We could have helped her.
- If only we (know) somebody who could help these people, but we don't.
- The mayor wishes she (have) a better plan to reduce poverty in the city. Still, she is trying hard and has built two shelters so far.
- They wish they (raise) more money for the animal shelter, but at least they managed to raise £1000 and are planning to organise a charity auction.
- I wish I (not/forget) about the clean-up day. I would have participated.

8 **9.6.12.1 THINK! Write three sentences wishing for something you would like to be different in the present and three regrets for the past giving reasons, as in the example.**

I wish I had more free time. I wish I had participated in Walkathon! If only I had participated, I would have helped raise money for the local homeless centre. etc.

Skills 4c

Vocabulary

- 9.1.18.1 9.3.8.1** Think of various charities. What kind of help does each one give? Think about: clothes, medicine, water, food, shelter.
- 9.2.3.1 9.4.4.1** Read the first sentence in each paragraph. What is The Borgen Project? What is its mission?
 Listen and read to find out.



The Borgen Project



Back in 1999, a young American man called Clint Borgen was volunteering in the refugee camps of Europe. When he returned home to the USA, he went to university and then got a job. But he couldn't stop thinking about what he had seen in Europe. He was wondering why countries that had so much weren't helping those who needed help, and that was when he realised he needed to draw the government's attention to poverty in other countries. He turned the problem over and over in his enterprising mind until he came up with an idea: The Borgen Project.

With only a laptop and the monthly wages from his own job, Clint set up The Borgen Project, a non-profit organisation that works to reduce extreme poverty. Clint believes that helping the world's poor – those people who live on less than \$1 a day – is actually very simple. He says all they need is food, clean water, shelter, education and healthcare. This is why he supports projects such as digging wells, building medical centres and vaccinating babies and children. The Borgen Project also campaigns for sustainable development. This means that, after the charities have left, the people they helped can continue to help themselves. Therefore, Clint believes that teaching, building and planting are very important. The Borgen Project holds Kazakhstan up as an example of a country that developed sustainably. In fact, Kazakhstan is now so developed that it sends aid to nearby Ukraine and Tajikistan, to Bangladesh and even the Caribbean! It is a true success story, and a shining example of what The Borgen Project stands for: the idea that prosperous countries should help the ones that are struggling. Clint Borgen knows that it's not just governments and politicians, or even his own organisation, that make the biggest difference, though. It's people like you and me. As Clint says about The Borgen Project: "We don't change the world unless you do."


- 9.4.2.1 9.2.3.1** Read the text and for questions 1-3 choose the correct answer A, B, or C. Justify your answers. Then, explain the words in bold.

Check these words

- refugee camp
- draw sb's attention to sth
- enterprising
- wage
- non-profit
- healthcare
- well
- vaccinate
- campaign
- sustainable development
- aid
- stand for
- struggle

- Why did Clint create The Borgen Project?
 - to solve the refugee problem in Europe
 - to raise awareness about an important issue
 - to stop his government spending so much money abroad
- Clint thinks that ...
 - living on \$1 a day isn't difficult.
 - it's easy to improve the lives of people living in poverty.
 - poor people don't need the same things as rich people.
- Why does the writer call Kazakhstan a 'shining example'?
 - Because it helps out countries less wealthy than itself.
 - Because it became a rich country very quickly.
 - Because it has more charities than any of the neighbouring nations.

- 4  Say three things that impressed you from the text. Use words from the  box.

- 5  Choose the correct item.

- The Borgen Project was created by someone/something who got inspired by his experiences in refugee camps of Europe.
- Clint Borgen set up the organisation herself/himself.
- The Borgen Project helps these/those people who/which have less than \$1 a day.
- The Borgen Project also cares for people they have already helped to continue to help themselves/yourselves.


Forming verbs from nouns/adjectives

We use the following prefixes to form verbs from nouns: **en-** *enthrone – enthrone*; **em-** (before b, m and p) *power – empower*

We use the following suffixes to form verbs from adjectives:

-en *right – righten*;
-ise *legal – legalise*
We use the suffix **-en** to form verbs from nouns: *length – lengthen*


• Word formation

- 6  Read the theory. Complete the sentences with the correct verb derived from the words in the list. Check in your dictionary.

• special • strength • courage • power • short




- He his students to do voluntary work.
- When winter comes, the days
- Mark's dad in building eco-homes for poor families in developing countries.
- Humanitarian organisations try to ties between people.
- Hope Africa is a charity whose objective is to people and put an end to poverty.

Listening

- 7  Listen to five people talking about their volunteer jobs. Match each speaker (1-5) to the jobs A-E.

- | | | |
|-----------|--------------------------|----------------------------|
| Speaker 1 | <input type="checkbox"/> | A construction worker |
| Speaker 2 | <input type="checkbox"/> | B sports camp supervisor |
| Speaker 3 | <input type="checkbox"/> | C English teacher |
| Speaker 4 | <input type="checkbox"/> | D wildlife conservationist |
| Speaker 5 | <input type="checkbox"/> | E medical volunteer |

Writing

- 8    Write a short email to your English pen-friend telling him/her about *The Borgen Project*. Explain what impressed you the most.

Work in groups:
Think of your own charity. Include:
name/logo –
mission. Present your ideas to the class.

Everyday English 4d



• Calling the emergency services

9.6.10.1 Which of the services (1-4) would you call for each of these problems?

A house fire

C heart attack

B burglary

D boat sinking

I'd call the coastguard if a boat was sinking.

2 a) 9.2.6.1 9.2.1.1 The sentences are from an emergency call. Which emergency service is the call to?

- Which service? • What number are you calling from?
- Where is the fire? • Please stay on the line.

b) Listen and read to find out.

In the UK, you dial 999 for all emergencies. What number do you dial in your country?

Operator: Emergencies. Which service?

Jenny: The fire brigade, please.

Operator: What number are you calling from?

Jenny: 01253-862-473.

Operator: Please stay on the line.

Fire Service: Hello. Where is the fire?

Jenny: There's a fire in the kitchen.

Fire Service: What's the address, please?

Jenny: 12, Fenton Crescent off the High Street, Blackburn.

Fire Service: The fire and rescue service is on the way. Now get out of the house and close the doors behind you. Don't go back inside until a firefighter tells you it's safe.

Jenny: OK! I'm leaving now.

9.3.1.1 Read the dialogue again. Take roles and read it out.

9.6.5.1 Report the dialogue in Ex. 2 in your notebooks.

Pronunciation /aɪ/, /ɔɪ/

Listen and tick (✓).

Listen and repeat.

	/aɪ/	/ɔɪ/	/aɪ/	/ɔɪ/
line	<input type="checkbox"/>	<input type="checkbox"/>	kite	<input type="checkbox"/>
tly	<input type="checkbox"/>	<input type="checkbox"/>	boil	<input type="checkbox"/>
point	<input type="checkbox"/>	<input type="checkbox"/>	toy	<input type="checkbox"/>
boy	<input type="checkbox"/>	<input type="checkbox"/>	buy	<input type="checkbox"/>

9.3.1.1 Imagine you are a witness to an accident. Call for an ambulance. Use the dialogue in Ex. 2 to help you.





9.1.1.1 9.1.1.1 **THINK!**

Do you think that by volunteering we can help and protect animals? Why (not)? Discuss in groups.

1 **9.2.6.1 9.2.1.1** Read the title of the text and look at the pictures. What do you think the text is about? Listen and read to find out.

2 **9.4.1.1 9.4.2.1** Read the text again and mark the statements as T (true) or F (false). Say two things about each place.

- 1 The animals stay for a short time at the Peace River Refuge and Ranch.
- 2 At the Ranch, only some of the volunteers learn how to care for animals.
- 3 Snow leopards are difficult to spot in Kazakhstan.
- 4 The Snow Leopard Fund catches snow leopards in traps.
- 5 Volunteers try to increase people's understanding on the importance of protecting the snow leopard.

3 Match the words/phrases in bold to their synonyms. What part of speech is each?

- to look after • unusual • studying • ill-treated
- protect • seriously • works • continuous

4 **9.5.1.1 9.5.1.1 9.5.3.1**  Research a place in your country or another country where people can spend their holidays and help protect wildlife as well. Make notes, then write a short text about it. Write: name, place, what people can do there.



Volunteering



The Peace River Refuge and Ranch in Florida is a sanctuary. It provides permanent homes for a range of **abused** and unwanted animals, from big cats such as tigers and leopards to wolves and primates. The sanctuary regularly **accepts** holiday volunteers who want to help care for and protect these **exotic** animals. Students **in the field** of animal conservation learn how to **care** for wild animals, while other volunteers can help to prepare food for the animals or help with the maintenance of the refuge.

The Snow Leopard Fund (SLF) works to save the beautiful snow leopards of the Southern Altai Mountains in Kazakhstan. These 'ghosts of the mountains' are a symbol of Kazakhstan's national pride, but they are rarely seen and **critically** endangered. The SLF **operates** in Katon-Karagay National Park, where they have 50 photo traps that **snap** pictures of snow leopards in the wild without disturbing them.

Volunteers check the cameras and also raise awareness in local schools and communities about how to **conserve** the snow leopard and its natural habitat.

Check these words

- refuge • sanctuary • abused • primate • conservation
- pride • critically endangered • trap • snap • disturb
- raise awareness • community • habitat





Across the Curriculum 4f

History

UNESCO

Everyone has the right to an education



During World War II (1939-1945), a number of the allied governments of European countries met in London to discuss ways of improving education after the war. The idea became very popular and took on a universal aspect. Later, in November 1945, a United Nations conference was held in London to discuss the matter further and the United Nations Educational, Scientific and Cultural Organisation was created. Its mission was to help build peace, wipe out poverty, and help countries to develop and communicate through education, the sciences and culture. Since then the organisation has worked to improve education worldwide, believing that it is the key to social and economic development. Today the organisation has 195 member countries, with its headquarters in Paris. It strives to reduce poverty, promote peace, defend human rights and celebrate diversity among the people of the world. It focuses on improving the standard of living in Africa and on reducing inequalities between men and women all over the world, but also does a lot of other work, including wildlife conservation and protecting our cultural heritage.

So far, UNESCO has improved the lives of millions of people across the planet by providing them with education as well as promoting freedom of expression, freedom of the press and access to information. It has founded and funded many humanitarian, scientific and cultural projects. It has also helped protect a number of historic monuments and natural habitats, including the Acropolis in Athens, Greece, and the Great Barrier Reef in Australia.

UNESCO is a great example of how people all over the world can work together to improve the standard of living of all our fellow men and women.

1 a) 9.4.1 What do you know about UNESCO? What would you like to know about it? Write three questions.

b) 9.2.1 Listen to and read the text. Did it answer your questions?

2 9.4.2 Read again and answer the questions.

- | | |
|--------------------------------------|---|
| 1 Who created UNESCO? | 4 How does UNESCO protect cultural heritage? |
| 2 Why was UNESCO created? | 5 For UNESCO, what is the key to human development? |
| 3 What are UNESCO's main objectives? | |

3 9.6.1 Fill in: *historic, cultural, freedom, economic, allied, became, promote, standard, defend*. Use the phrases to make sentences about UNESCO.

- 1 governments; 2 idea popular; 3 development; 4 peace; 5 human rights; 6 heritage; 7 of expression; 8 monuments; 9 improve the of living

4 9.6.1 9.3.1 Find out more about what UNESCO does. Visit www.unesco.org. Take notes. Present your findings to the class. Use the present perfect, active or passive forms.



Check these words

- allied + government
- wipe out + poverty
- development
- headquarters + strive
- promote peace + defend
- diversity
- standard of living
- reduce inequalities
- cultural heritage + found
- fund

Writing 4g

Check these words

- feedback • assess • risk
- creature • sea bed
- monitor • population

• A blog entry

- 1 **9.4.1 9.4.6.1** Read the blog entry. Where is John going during his summer holidays? What is he going to do there? How does he feel about it?



A Hey, guys! **1** Cheers for all the positive feedback on my last post. Summer holidays are coming and guess what? I'm going to Madagascar! I've signed up for a twelve-week Marine Research programme with Volunteer the World and I can't wait!

B During the first week, I'm going to learn to dive and spend my days swimming in the sea. I'm sure it will be lots of fun ... **2** It won't be a relaxing holiday. I'll then be spending my days in the sea collecting data. The aim of the project is to assess the risks to sea creatures in the ocean around Madagascar, so I'll be helping to map the sea bed and monitor populations of fish, dolphins and whales.

C **3** I'm really excited about this opportunity to help the environment, and also to learn and see new things at the same time. What about you? **3** Have you ever volunteered abroad? Leave a comment to tell me all about it!

Starting a blog entry

- Hi, everyone!/I'm back!
- Guess what I've been up to!
- I've got so much to tell you!
- Thanks for all your comments on my last post.

Expressing feelings

- I'm thrilled about the chance to do this.
- I can hardly believe this is happening!
- It's going to be an amazing experience.

Requesting comments

- Has anyone else been to ...?
- Have you ever done anything similar?
- Please leave a comment/let me know your thoughts/what you think.

- 2 **9.4.1.1** Read the blog entry again. In which paragraph does the writer: describe his duties? express his feelings and ask readers to leave a comment? greet the readers and introduce the topic of his blog post?

- 3 **9.4.7.1** Replace the underlined parts in the blog entry in Ex. 1 with other suitable ones from the Useful Language box.

- 4 **9.4.6.1** Why does John want to spend his summer volunteering? Would you like to volunteer with John? Why/not?

- 5 **9.5.1.6 9.5.3.1 9.5.6.1 9.5.9.1 9.5.7.1** Use the information in the advert and the plan below to write a blog entry similar to John's (120-180 words). Follow the plan. Use appropriate punctuation. Check your piece of writing and edit it.

VOLUNTEER THE WORLD

Fraser Island, Queensland Coast, Australia
8-week National Park Conservation programme

Week 1: Training on the flora and fauna of Fraser Island
Weeks 2-4: Carry out surveys and data collection

Weeks 5-8: Maintenance work on hiking trails across the island

- Para 1: greet readers & introduce topic
Para 2: describe duties
Para 3: express feelings

EDUTAINMENT 4



VALUES

Helping one another

- 1 **9.1.3.1 9.1.4.1** Discuss in pairs.

Quotation

Good actions give strength to ourselves
and inspire good actions in others.

(Plato)

- 2 **9.1.5.1 9.3.5.1** What does it mean to join a charity? Read what various people say. Do you agree or not? Discuss with your partner.

- "I learned a lot of new skills."
- "I met some great people who share my ideas about the world."
- "The experience helped me to develop as a person."
- "I feel like I'm making a difference in the world."
- "I'm helping the people who need it most."
- "It's good work experience. It looks good on my CV, too."
- "It changed the way I see the world."
- "I'm raising awareness about the things that really matter to me."

- 3 **9.4.2.1** Do the quiz. Mark the sentences as T (true) or F (false).

- QUIZ**
- UNESCO headquarters is in Paris. _____
 - In the UK, you dial 999 for all emergencies. _____
 - Mount Kilimanjaro is in Africa. _____
 - Katie Spotz swam 33 km across the English Channel. _____
 - The Peace River Refuge and Ranch is in Florida. _____
 - Clint Borten is from the USA. _____
 - UNESCO helps protect historic monuments. _____
 - UNESCO was started in 1964. _____

- 4 **9.5.3.1** Go through Module 4 and write a T/F quiz of your own.

- 5 **9.2.7.1** **Song:** These words/phrases – live in poverty, struggle to survive, war zones, fight to stay alive, make life better, bring them happiness, no love and care – appear in the song. What is the song about?

Listen, read and check.

A better world



Some people live in poverty
they struggle to survive

Some people live in war zones
where they fight to stay alive
Some people have no place to live
no home to call their own
We can help these people
let them know they're not alone

Some of us have plenty
we have money, food and care
We have much more than we need
and quite enough to share

We can make life better
for the people who have less
We can make things brighter
we can bring them happiness

Some people live in countries
where no food can ever grow
Some people have no love and care
they have no place to go

Some people have no family
and nowhere left to turn
We can help these people
if we make them our concern



- 6 **9.3.3.1 9.3.6.1** **THINK!** What does the song suggest? Do you agree with its message? Tell the class.

MODULE 5

Reading for pleasure

► What's in this module?

Skills Focus:

- **Reading & Listening** for specific information, detail and main ideas, recognise the attitude or opinion of the writer
- **Speaking:** express an opinion, give a summary of a story, list main events
- **Writing** a summary of a story, draw a story in 6 pictures

Themes:

- fiction stories, folk tales
- **VALUES:** The values of storytelling

Language Focus:

- clauses of purpose
- clauses of concession

Phrasal verbs: set



Zero K by Dan DeLillo is a novel about the quest for eternal life. Set in the future, it explores how people use technology to preserve their bodies and stop themselves from dying. The bodies are frozen, kept in an enormous underground laboratory called the Convergence, on the steppes of Kazakhstan. The steppe, huge and empty, mirrors the narrator's opinion of this new technology: living together might sound wonderful, but the people in the Convergence aren't really living. They are frozen, and time for them stretches eternally like the steppe ...

Find the page numbers for

- a legendary Kazakh figure
- a story about a ghost
- a biography

• Types of fiction

1 **9.4.5.1** Read the extracts. What kind of books do you think they come from? Discuss with your partner.

- fantasy • romance • comedy • horror • crime
- science fiction

Bram Stoker's famous novel *Dracula* tells the chilling story of a group of friends who are haunted and hunted by an evil vampire. Bram Stoker was inspired to write the book after a visit to the town of Whitby, North Yorkshire in the UK. The stormy weather and the ruins of Whitby Abbey gave him so many ideas that he set part of his novel in the town.





Few books are more well-known than J.R.R. Tolkien's *The Lord of the Rings*. It's a story about a group of very different characters who set off to destroy the forces of evil and save their world. This epic tale is set in a fictional land called Middle-earth – but the inspiration for Middle-earth can be seen on any world map. Tolkien used the whole of Europe as a basis for his creation. The pleasant, green landscape of The Shire was inspired by the countryside of southern England. The enormous forest of Mirkwood and the Misty Mountains are where the real Ural Mountains are, on the border between Europe and Asia, and the desolate land of Mordor is somewhere in the Balkans.



2 Which places inspired each author in Ex. 1 to write their novels?

5a The Canterville Ghost

- 1 **9A1.1 | 9A2.1** What types of literature did Oscar Wilde write? What type of fiction is *The Canterville Ghost*? Read the biography to find out.

- 2 **9A3.1 | 9A4.1 | 9A2.1** Look at the pictures. Are the people afraid of the Canterville Ghost?  Listen and read to find out. 



Oscar Wilde
(16 October
1854 - 30
November
1900) was
born in Dublin,

Ireland. He was a poet and a playwright. He loved writing, and during his life he produced a lot of literature: poems, articles for magazines and newspapers, collections of fairy tales, several funny plays, including *The Importance of Being Ernest*, and a novel, *The Picture of Dorian Gray*. His first story in print was *The Canterville Ghost*, a novella which includes elements of both comedy and horror. The story is about an American family who move to Canterville Chase, to live in an old country house, that is haunted by the ghost of a dead nobleman, Sir Simon de Canterville.

By half past eleven everyone was asleep and the house was dark. But suddenly, a strange noise woke Mr Otis. The noise came from the hall outside his bedroom and sounded like the clank of metal.

Mr Otis got up, lit a candle and looked at the clock. It was exactly one o'clock. He felt very calm and was not at all worried. He could still hear the strange noise, and now he could also hear footsteps. Mr Otis took a small bottle from the table next to his bed. He opened his bedroom door and saw a terrible sight. There was an old man in the hall with red eyes and long grey hair. His clothes were old, dirty and torn, and there were chains around his wrists and ankles.

"My dear sir," said Mr Otis, "your chains are making a terrible noise. You really must oil them."

He showed the man the small bottle. "This is a bottle of Tannony Rising Sun Lubricator," he said. "It's just what you need."

Mr Otis put the bottle of oil on a table near the ghost, then went back into his bedroom and fell asleep again.

When Mr Otis closed his bedroom door, the Canterville ghost stood still for a minute. He was shocked. He could not believe his eyes or his ears. He picked up

the bottle of oil and threw it onto the floor. He ran down the hall, making a terrible sound. However, as he got near the top of the stairs, a door opened, and two little boys appeared. They laughed and whispered to each other. Suddenly, they threw a large pillow at the ghost's head.

"Take that, you silly ghost!" shouted the twins.

The ghost disappeared from the hall in a flash of green light. The house became quiet, and the twins went back to bed.

The ghost found a quiet room in the house and stopped to think. He was very upset and felt terribly insulted. How could these people be so rude to him? Why weren't they afraid of him?

The ghost was more than three hundred years old. He was terrible to look at and he frightened everyone who saw him. He remembered all the people who had seen him at Canterville Chase, and how frightened he had made them. He felt very proud. He was the Canterville Ghost – famous all over the country!

The ghost decided that it was time to teach the Otis family a lesson. He wanted revenge, and he wanted to make them afraid!

Check these words

• light • footprint • sight • torn • chain • a flash of light • insulted • revenge

- 3 **9A2.1 | 9A4.1** Read the extract again and decide if the sentences are **T** (true), **F** (false) or **DS** (doesn't say).

- The ghost's footsteps woke Mr Otis up.
- Mr Otis felt frightened when he woke up.
- The ghost was pleased that Mr Otis had given him a gift.
- Mr Otis was the first person who had ever spoken to the ghost.
- The ghost felt confused by the Otis family's behaviour.

- 4 **9.1.3.1** **9.3.7.1** **THINK!** Why did the ghost feel upset?

- 5 **9.6.15.1** Match the columns.

- 1 light
2 stop
3 hear
4 fall
5 believe

- a asleep
b a candle
c my eyes/ears
d to think
e footsteps

- 6 Choose the correct item.

- The ghost disappeared by/in a flash of light.
- The boys whispered secrets at/to each other.
- They threw a pillow at/on the ghost.
- The ghost ran down/under the hall to get away from the boys.
- He threw the oil into/onto the floor in anger.

- 7 **9.4.7.1** Complete the sentences. Use: *clank, sigh, insulted, afraid, rude*.

- The Otis twins were to the ghost.
- The ghost thought everyone should be of him.
- Mr Otis woke up when he heard the of metal.
- The ghost felt terribly by the way the family reacted to him.
- The ghost was a terrible to see.

• Clauses of purpose

- 8 **9.6.16.1** Read the theory. Then, choose the correct item.

We use **clauses of purpose** to explain why somebody does something. We can express **positive purpose** using:

- in order to/so as to + infinitive** (formal)
He stayed up late in order to/so as to write another chapter of his book.
- so that/in order that + can/will** (present/future reference) *I need to use my credit card so that/in order that I can buy the novel online.*
- so that/in order that + could/would** (past reference)
She left work early so that/in order that she could meet the author at the book-signing.

We can express negative purpose using:


- in order not to/so as not to + infinitive** *I only read e-books in order not to/so as not to fill my room with books.*
- so that + can't/won't** (present/future reference) *We have to be very quiet so that we won't wake the baby.*
- so that + couldn't/wouldn't** (past reference) *I didn't watch the film so that I wouldn't find out the ending before I'd finished the book.*

- The ghost was wandering around the house at night in order/so that to frighten people.
- Mr Otis gave the ghost some oil so that/as to stop his chains from making a noise.
- Mr Otis suggested the ghost use the oil so as/so that not to disturb the sleeping family.
- The twins came out of their room in order/so that they could see what was making the terrible noise.
- The ghost found a quiet room in order/so as that he could be alone and think.

Speaking & Writing

- 9 **9.1.6.1** **9.3.8.1** **9.6.10.1** Read the extract again and make notes. Imagine you are the ghost. Tell the story from your point of view.

At one o'clock last night, I was walking in the hall outside Mr Otis' bedroom when

- 10 **9.3.4.1**  Watch the **VIDEO**. Imagine the story takes place now. How would it be different? Discuss in groups. Present the 'modern' version of the extract to the class.

5b Journey to the Centre of the Earth

1 **9A.1.1 9A.2.1 9A.4.1** What kind of stories did Jules Verne write? Who are the main characters in *Journey to the Centre of the Earth*? Read the biography to find out.

2 **9.2.E.1 9A.4.1 9A.5.1 9A.5.1** Look at the picture. Who are the people? Where are they? Who narrates the story? Listen and read to find out.



Jules Gabriel Verne (8 February 1828 - 24 March 1905)

was a French novelist, playwright and poet. As a young man he studied law in Paris, but then he decided to become a writer.

Verne liked writing adventure stories, and he had a lot of imagination. He wrote about inventions like submarines, television and space ships. This was in the 1860s when such things didn't yet exist. He is considered to have laid the foundation of modern science fiction.

In 1864, he wrote *Journey to the Centre of the Earth*. It tells the story of a scientist, the Professor, his nephew, Axel, and their guide, Hans. They go into an old volcano and explore the inside of the Earth, discovering strange and wonderful things there. His works have been translated into more than 140 languages.

Check these words

- heat
- pickaxe
- rope
- mark
- compass
- hiss



My uncle sat down next to me and spoke with more excitement in his voice.

"Axel, we found an underground sea. There are trees here and the bones of animals that lived thousands of years ago. When you get better, we are setting off across this sea. Oh Axel, you can't imagine how happy I am!"

I could not move much for two days. I heard Hans building a boat for us to sail in, but I could not understand how there was light. The Professor explained this to me.

"It is a mystery, like so many things, but it is something like electricity coming from the heat of these rocks. We are inside something like a giant cave. The top of it is a few miles high. There are even clouds because of the water."

I looked up and saw the clouds. I could not see the top of this cave, but it was difficult to believe that all of this was under the Earth.

When I felt strong again, I took a walk along the beach. There were shells there from a time before we had walked on the Earth. I saw the bones of something which looked like a huge elephant. I thought, "Can things live under the earth? Are there any animals alive down here?"

The boat was ready and we were ready to sail. We left the beach and a strong wind pushed us quickly out to sea. After a few hours on this strange sea, Hans tied the pickaxe to a rope and threw it into the water. The Professor wanted to know how deep the sea was. It never touched the bottom. When Hans pulled it back into the boat, its metal head looked different. There were large marks on it.

"What's that?"

Hans looked at it closely.

"Teeth."

"Teeth? Could something so big live in these waters? The Professor looked at his compass.

"We are travelling south. If I am right, we left Iceland when we went under the volcano. We travelled under the Atlantic Ocean and now we are under Scotland."

"That's fantastic!"

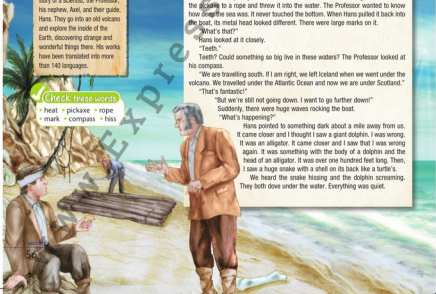
"But we're still not going down. I want to go further down!"

Suddenly, there were huge waves rocking the boat.

"What's happening?"

Hans pointed to something dark about a mile away from us. It came closer and I thought I saw a giant dolphin. I was wrong. It was an alligator. It came closer and I saw that it was wrong again. It was something with the body of a dolphin and the head of an alligator. It was over one hundred feet long. Then, I saw a huge snake with a shell on its back like a turtle's.

We heard the snake hissing and the dolphin screaming. They both dove under the water. Everything was quiet.



3 **9.4.2.1** **9.4.4.1** **9.5.8.1** **Read the extract and complete the sentences.**

- The Professor thought there was light in the cave because of
- While walking on the beach, Axel found shells and
- Hans threw his pickaxe into the water to see
- Hans said the marks on his pickaxe were made by

4 **9.4.7.1** **Find the adjectives the writer uses in the story to describe the following:**

- the cave
- the sea
- the marks on the pickaxe
- the wind
- the waves
- the head of the pickaxe

• **Phrasal verbs: set**

set off = to start a journey

set back = to delay

set aside = to save for a special purpose/occasion

set up = to start sth (e.g. a business)

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

- We'd better set soon, or we'll arrive home late at night.
- They set a charity to help people in need.
- The bad weather set the football match.
- Aizhan tries to set £20 a week to buy a new smartphone.

• **Clauses of concession**


6 **9.6.16.1** **Read the theory. Complete the sentences. Use: though (x2), whereas, although, but.**

Clauses of concession are used to express contrast. They are introduced with the following words/phrases:

- **but** – I don't usually enjoy adventure stories **but** I thought 'Journey to the Centre of the Earth' was very exciting.
- **even though/although/though + clause** – Even though is more emphatic than although. *Though* is informal and is often used in everyday speech. It can also be put at the end of a sentence. When the clause of concession precedes the main clause, we separate the two clauses with a comma. *Even though/Although/Though my friends liked it, I didn't enjoy the film. I didn't enjoy the film even though/ although/ though my friends liked it. My friends liked the film. I didn't enjoy it, though.*
- **while/whereas** – Tom likes science-fiction books **while/whereas** I like biographies.

- Journey to the Centre of the Earth* is an exciting story. The language is a bit difficult for younger readers,
- I haven't read the book I have seen the film.
- she enjoys adventure stories, she has never read anything by Jules Verne.
- My brother loves playing computer games I prefer reading novels.
- Even I didn't like the main character, I thought the film was very entertaining.

Speaking & Writing

7 a) **9.4.1.1**  **Read the last part of the extract again. Use the descriptions to draw the monsters.**

b) **9.3.4.1** **9.3.8.1** **Look at your picture. Imagine you are in the boat with the Professor, Axel and Hans. How do you feel? What are you going to do? Tell your partner.**

I feel very (frightened, excited, etc) because

8 **9.3.5.1**   **What do you think happens next in the story? Discuss in pairs. Write the next paragraph in the story. Watch the > VIDEO to find out.**

5c The Worth of Wealth

Seven Deadly Sins

- Pride
- Envy
- Gluttony
- Lust
- Anger
- Greed
- Sloth

1 **9.A.1** Look at the list of the Seven Deadly Sins. What is each about? Use your dictionary to explain their meanings.

2 **9.2.6.1 9.A.1.1** Read the title and the first sentence in each paragraph. What do you think the folk tale is about? Which of the Seven Deadly Sins is it about?

🔊 Listen and read to find out.

The Worth of Wealth

Once upon a time, there was a very poor man named Saġat. He and his family lived in **poverty**. They had no money, no food, and their house was falling down. One day, Saġat was **exhausted** and **starving**, so he sat down at the side of the road. He fell asleep, and as he slept, he dreamed. In his dream, he saw an old man with a long white beard. The man told him, "Wake up! Go to the **abandoned** house near where you are sleeping. Dig under the floor in front of the fireplace and you will find a magic purse. Every time you open and close the purse, a gold coin will appear inside. But remember, only a **contented** man can have an **eternal** feast."

Saġat woke up and ran at once to the old house. He dug in the ground where the old man in his dream had told him to. As he dug, he said to himself, "If I find one gold coin, I'll buy myself a big meal. If I find two gold coins, I'll buy food for my whole family. If I find three gold coins, I'll buy my wife a new dress."

Saġat found the purse. He opened it. Inside, there was one gold coin. He closed it and opened it: two gold coins. Again, he closed the purse and opened it: three gold coins. Saġat laughed. He thought of the fine clothes he would buy and the enormous palace he would build. He would be richer than a prince! He opened and closed the purse a hundred times. He forgot about his hunger. He opened and closed it a hundred times more. He forgot about his family. For two weeks, he sat on the floor of the old house, opening and closing the purse, until his body was so tired and hungry that his heart stopped.

Saġat didn't listen to the man in his dream and he paid a great price. He should have known that, in the end, the person who counts gold, dies of hunger.

Check these words

- abandoned • dig
- purse • contented
- eternal • feast
- palace • price

- 3** **9.4.2.1** **9.4.4.1** Read the folk tale and for questions 1-4, choose the correct answer (A, B or C).

- 1 Why did Saġat sit down by the side of the road?
 A He was miserable about his poverty.
 B He was waiting for the old man.
 C He was hungry and tired.
- 2 What is the meaning of the old man's warning at the end of the first paragraph; "Only a contented man can have an eternal feast"?
 A A person who is satisfied with what they have can be happy forever.
 B Unhappy people will always end up hungry.
 C The man who has the magic purse will never be hungry again.
- 3 What made Saġat forget about his hunger and his family?
 A his happiness
 B his greed
 C his imagination
- 4 What happened to Saġat in the end?
 A He died of hunger.
 B He learned an important lesson.
 C He had to give all the coins away.

- 4** **9.4.8.1** Match the words in bold to their meanings. You can use your dictionary.

- extremely hungry
- lasting forever
- the state of being happy with what you have
- the state of not having enough
- very tired
- with no one living there

- 5** **9.4.5.1** **9.4.3.1** **1.1.1.1** Find the moral in the folk tale. What does it mean?

- 6** **9.6.11.1** Find examples of direct speech in the text. Rewrite the sentences in reported speech.

Speaking & Writing

- 7** a) **9.4.2.1** Put the events in the order they happened.

- a The old man told Saġat about a magic purse.
 b Saġat found the purse.
 c Saġat fell asleep and dreamed about an old man.
 d Saġat imagined being a very rich man.
 e Saġat thought about what he would buy for his family if he found the purse.
 f Saġat sat down at the side of the road.
 g Saġat forgot about his family and he eventually starved to death.
 h Saġat opened and closed the purse many, many times.
 i Saġat woke up and went to find the purse.

- b) **9.5.4.1** **9.3.8.1** Use your answers from Ex. 7a to give or write a summary of the folk tale.

- 8** **9.4.1.1**   Draw the story of 'The Worth of Wealth' as a comic strip in 6 pictures.

- 9** **9.5.7.1** **9.5.9.1** **9.1.6.1**   Research another folk tale from your country or another country. List the events in the order they happened. Use your list to present the folk tale to the class. The class finds and explains the moral.

5d The Promised Land

- 1 **9.2.7.1 9.2.6.1 9.4.2.1** Read the definition. How does it relate to the text?
 Listen and read to find out.

Check these words

- figure • philosopher
- surround • capture
- respect • train
- military theory • advice
- conflict • justice
- wisdom • fertile • soil
- living conditions
- society • achieve • goal

utopia /juˈtoʊpi.ə/: a place where everything is perfect



The Promised Land

Asan Kaigy is one of the most famous figures in Kazakh history. He was a musician, a poet, a philosopher and an advisor to the great khans. What makes him even more interesting is the mystery that surrounds him: his story is part fact, part legend.

Asan Kaigy was born some time in the 1360s. His father was a hunter; he captured eagles and taught them how to hunt for him. It was probably because of his father's work that Asan developed such a great respect for nature.

Asan also knew how to hunt, and he was well-educated and trained in military theory. He lived through troubled times, and gave advice to the khans during conflict and peace time. Throughout his life, Asan created a philosophy about values like justice and wisdom, based on what he saw in the real world. He really cared about the Kazakh people and worried about their future.

When he was quite old, Asan travelled around the whole of Kazakhstan on his camel. He had a quest: he was searching for 'Zheruyik', the promised land. Asan believed this was a real place, with clean water, fertile soil, plenty to eat and good living conditions. He knew, if he could find it, his people could be happy and safe, and they could live in peace.

Asan was over 100 when he died, but he never found the promised land. However, the legend says that he could only die when he had finished the work he was supposed to do on Earth and that in difficult times when people might be in danger he will come back. So that is why people believe that maybe he was never meant to find Zheruyik. Maybe, the idea of a perfect place and a perfect society is one which we must all work towards every day, like Asan Kaigy did. We might never achieve our goal, but every day will be better than the one before.

DID YOU KNOW?

Kazakhstan's first rock opera based on the Kazakh legend about Asan Kaigy was performed at the Astana Opera, in 2013.



2 **9.4.1** **9.4.2** Read the text, then answer the questions.

- 1 How did Asan Kaigy learn to respect nature?
- 2 What skills and training did Asan have?
- 3 How did Asan feel about the people of Kazakhstan?
- 4 Why did Asan travel around Kazakhstan?
- 5 What does the legend say about Asan's death?

3 **9.1.1** **9.3.1**  **Do you believe that humans can create a utopia to live in? Why or why not?**

4 **9.4.1** Find the words in the text that mean: *someone that hunts* – *someone that gives advice* – *someone that thinks a lot about important issues*.

5 **9.4.1** **9.4.8** Complete the sentences. Use: *quest, troubled, fertile, living, mystery, goal*. You can use your dictionary.


- 1 They lived in times and nobody was safe.
- 2 You have to work hard if you want to achieve your
- 3 Long ago, it was common to go on a to discover new places.
- 4 There are still people around the world that have to put up with awful conditions.
- 5 Plants need water, light and soil to grow well.
- 6 Historians are still trying to understand the that surrounds Asan Kaigy.

6 **9.6.1.1** Complete the summary with the correct prepositions or particles.

Asan Kaigy was born 1) the 14th century. As a child, he was taught to show respect 2) nature by his father. He was well-educated and he gave advice 3) the khans. He lived 4) times of both war and peace. He developed ideas about the world based 5) what he actually saw and experienced. He cared 6) the people of Kazakhstan and he wanted to find a place for them to live 7) peace. That was the reason he went looking 8) 'Zheruyik', the promised land.

Speaking & Writing


9.5.1 **9.1.1** **9.4.1**  Make notes to write or give a summary of the text in Ex. 1. Make three mistakes. Your partner corrects them.

8 **9.1.1** **9.1.1**  Work in groups. Imagine what the promised land would look like. What can you find there? Think about: *geographical features (forests, caves, lakes, rivers, etc)* – *who/what (if anyone/anything) lives there* etc. Present it to the class.

EDUTAINMENT 5

VALUES

The values of storytelling

- 1 **9.3.4.1**  Discuss the following quotation. What does it mean for the person reading/listening to the story? What does it mean for the storyteller?

Quotation

A story should be told eye to eye, mind to mind, heart to heart.

Stanley Robertson (storyteller)

- 2 **9.1.3.1** **9.1.4.1** Which of the following would you consider as values of storytelling? Mark the sentences. Compare with your partner.

- 1 It teaches moral values.
- 2 It is an entertaining way to spend time.
- 3 It makes people use their imagination.
- 4 It helps people learn new vocabulary.
- 5 It helps develop memory skills.
- 6 It helps people learn how to overcome obstacles.
- 7 It can improve listening/reading skills.
- 8 It helps people learn how to feel empathy for others.
- 9 It distracts people when they are having a difficult day.
- 10 It can improve speaking/writing skills.

- 3 **THINK!** Think of your favourite story. What makes it special? Think about: *the characters – where it takes place – what happens in the story – what makes it special.*

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

QUIZ

- 1 Zero K was inspired by the landscape of Kazakhstan.
- 2 Bram Stoker created Middle-earth.
- 3 Wilde only wrote plays for the theatre.
- 4 Jules Verne wrote *Journey to the Centre of the Earth*.
- 5 Sağıt is a character from a Kazakh folk tale.
- 6 Asan Kaly was born 100 years ago.

- 5 **THINK!** Look at Module 5 and write a quiz of your own similar to the one in Ex. 4.

- 6 **Song:** These words – *monsters, dancing, jumped, hopped, shouted out, twirled me round* – appear in the song. What is the singer's dream about?

 Listen, read and check.

SCARY creatures  VIDEO 

I was sleeping in my bed
Silly nightmares filled my head
There were monsters everywhere
Monsters here and monsters there
They were purple, red and green
The strangest things I've ever seen
They were dancing in a hall
It seemed to be a monsters' ball
Monsters love to dance all night
It's fun to watch; it's quite a sight
They don't look like me or you
But monsters love to party, too
Every way I turned I saw
Monsters dance across the floor
I stood and stared at everyone
They were having so much fun
They jumped, they hopped, they shouted out
I laughed as they all danced about
The place was rocking to the beat
Of jumping, hopping monster feet
I danced to the monster band
And Big Foot took me by the hand
He picked me up and twirled me round
As we danced to the monster sound
Then suddenly I raised my head
And I was back in my own bed
The music faded, but I knew
That all I dreamt was really true

- 7 **THINK!** Do you have nightmares? What are they about? Are you influenced by the stories you read before bedtime? Discuss with your partner.

MODULE 6 Traditions & Language

▶ What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: buying a gift
- Writing an article describing an event

Themes:

- adjectives • celebrations
- superstitions • Eco-Festivals!
- VALUES: Respect for different cultures

Language Focus:

- countable/uncountable nouns – quantifiers • adjectives/compound adjectives • comparative/superlative

Phrasal verbs: keep

Vocabulary

• Adjectives

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

- colourful • artistic • serious • disgusting
- unusual • exciting • weird

Use the words to make sentences about the festivals in the pictures. *La Tomatina seems to be a colourful and unusual festival.*

2 Listen and match the descriptions (A-F) to the pictures (1-6). Then talk about the festivals.



Find the page numbers for

- a sand sculpture
- a flag
- a song

Reading 6a

- 1 **01.8.1 04.5.1 02.6.1** Look at the pictures in the text. Which shows: a white owl? dinosaurs? aliens? an ice palace? Read the headings in the blog. What are these festivals about?

🔊 Listen and read to find out.

✓ Check these words

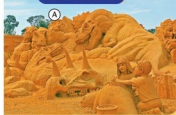
- last = theme • creature
- ton = sculptor • exhibition
- professional = sign • dress up
- aluminium foil • crowning
- float • come alive



FESTIVALS BLOG



RECENT BLOG ENTRIES



Sand Sculpting Festival

I'm here with my family at the Sand Sculpting Festival on Frankston Beach, Melbourne, Australia. We're staying for the weekend. The festival lasts from the end of December to the end of April and the theme of the sculptures changes every year. This year the sculptors show creatures and scenes from the age of the dinosaurs. There are several dozen huge dinosaurs made of 3,500 tons of sand. You might think you are in Jurassic Park! You can watch the sculptors at work, too. It's fascinating. I fancy having a go myself. The exhibition opens every day at 10 am, so tomorrow I'm making my own dinosaur at the Sand Workshop - with a little professional help!

>> Continue Reading

Posted by Laura on 17th January in *Travel Planet*.

Tags: Festivals, Sand, Sculptures

6 Comments



Roswell UFO Festival

My friends and I are having a fantastic time at this year's Roswell UFO Festival in New Mexico, USA. It's a four-day event that takes place every year in early July. Some people believe that an alien spaceship - a UFO - crashed in a field near Roswell in 1947 and the festival celebrates that event. Not everyone believes this story, of course, but the festival is still a lot of fun. Everyone dresses up as aliens for the Alien Costume Competition. The costumes are fabulous and even family pets take part. There are dogs dyed blue and tortoises covered in aluminium foil! Today we're watching the parade down Main Street and tomorrow the fireworks display starts at 9 pm. They say it's really amazing. So are some of the aliens you meet.

>> Continue Reading

Posted by Bruce on 2nd July in *All Around*.

Tags: Festivals, UFOs, Aliens

20 Comments



Winter Carnival

Here in Saranac Lake, New York it's -5°C and people are celebrating their Winter Carnival. The festival takes place at the beginning of February each year and lasts 10 days. The local people build an enormous ice palace as a home for Sara the Snowy Owl, the town mascot. The festival begins with the crowning of the Winter Carnival King and Queen. Lots of fun events follow, including races and treasure hunts. Right now we are watching the parade. There are dozens of colourful floats carrying people in fancy costumes. The whole town comes alive. Tonight we're watching the fireworks display over the Ice Palace. What a 'cool' celebration!

>> Continue Reading

Posted by Eve on 2nd February in *Travel*.

Tags: Winter Festivals, Ice Sculptures, Owls

14 Comments

Vocabulary 6a

2 9.4.2.1 Which festival ...

- 1 offers the chance to see people and animals in weird costumes?
- 2 includes making something yourself?
- 3 celebrates the town's good luck symbol?
- 4 includes a display of sculptures?
- 5 has a competition?

3 9.4.2.1 Answer the questions.

- 1 Why do people enjoy attending Roswell UFO festival?
- 2 How is the Winter Carnival in Saranac Lake celebrated?

4 9.4.8.1 9.4.7.1 Find words/phrases in the texts which mean: to continue, to give it a try (Text A), to participate (Text B), huge, lots of (Text C). Use your dictionary.

• Celebrations

5 9.4.7.1 Fill in: dress up, sand, watch, crown, town, fabulous, come, fireworks, treasure, colourful.

- | | |
|------------|----------|
| 1 | 6 |
| sculptures | huff |
| 2 | 7 |
| as | floats |
| 3 | 8 |
| aliens | costumes |
| 4 | 9 |
| mascot | a queen |
| 5 | 10 |
| display | alive |
| 6 | |
| parade | |

6 Choose the correct word.

- 1 The festival takes place/part near the lake.
- 2 The events include/contain a parade and a fireworks display.
- 3 The festival keeps/lasts five days.
- 4 The city comes alive/live.

• Word formation

7 9.5.8.1 Read the theory. Find examples in the text. Then complete the sentences with the correct noun.

Forming nouns from verbs

To form abstract nouns from verbs we use: **-ion** (act - action), **-ance** (enjoy - enjoyment), **-ment** (enjoy - enjoyment), **-ition** (compete - competition), **-ation** (imitate - imitation)

- 1 They are sending for the party. (invite)
- 2 Dancing is my favourite type of (entertain)
- 3 The theatre starts at 9:00. (perform)
- 4 Canadians celebrate Day on 11th November. (remember)

8 Underline the correct word.

The Woodskills Festival in New Zealand is a popular 1) annual/daily event and 2) invites/attracts people from all over the country. Every September, the town of Kawerau is busy 3) making/organising wood carving competitions and displays. Wood sculptors use their skills to 4) carve/build wonderful statues from trees. Cash 5) awards/prizes go to the best statues. Anyone from New Zealand can take 6) place/part in it.



Speaking & Writing

9 a) 9.6.6.1 9.3.7.1 Copy and complete the table with information from the texts in Ex. 1. Use the completed table to present the festivals to the class. Use relative, demonstrative, indefinite and quantitative pronouns.

	A	B	C
name	Sand Sculpting Festival		
place	Melbourne, Australia		
time			
activities			

b) 9.1.9.1 THINK Which festival would you like to attend? Why? In three minutes write a few sentences on the topic. Read them to the class.

10 9.1.10.1 9.5.6.1 Choose a festival and compare it to a festival in your country. Write a paragraph. Read it to the class.

Use of English 6b

• Countable/Uncountable nouns – Quantifiers

- 1** **9.6.2.1** Read the theory. Write **C (countable)** or **U (uncountable)**. Then fill in: *a/an* or *some*.

Countable	Uncountable
Countable nouns are nouns we can count. <i>an apple – two apples</i>	Uncountable nouns are nouns we can't count. <i>(some) milk</i> NOT: <i>two milks</i>
<i>How many lemons do you need? Not many.</i>	<i>How much sugar is there? Not much.</i>
<i>There are a lot of/lots of eggs in the fridge.</i> <i>The majority/minority of students in my class cook their own meals.</i> <i>A great number of people are waiting outside.</i>	<i>We've got a lot of/lots of milk. Let's make a milkshake.</i> <i>Ten pounds is a great deal of money to pay for a burger.</i>
<i>There aren't many eggs.</i> <i>There are only a few. (not many but enough) There are very few. (almost none)</i> <i>We haven't got any bananas.</i>	<i>We haven't got much rice.</i> <i>We've only got a little. (not much but enough) There is very little milk. (almost none)</i> <i>There isn't any orange juice.</i>

- | | |
|-----------------------------------|--|
| 1 <i>some</i> milk <i>U</i> | 6 <i>.....</i> ticket <i>.....</i> |
| 2 <i>.....</i> food <i>.....</i> | 7 <i>.....</i> music <i>.....</i> |
| 3 <i>.....</i> drink <i>.....</i> | 8 <i>.....</i> organisation <i>.....</i> |
| 4 <i>.....</i> event <i>.....</i> | 9 <i>.....</i> sculpture <i>.....</i> |
| 5 <i>.....</i> time <i>.....</i> | 10 <i>.....</i> festival <i>.....</i> |

- 2** **9.6.2.1** Choose the correct word.

- The majority/deal of students are here.
- There is any/some milk in the fridge.
- I like lots of/many sugar in my tea.
- A great deal/number of teens like junk food.
- Is there any/some orange juice?
- Let's feed the horse a few/little carrots.
- It took a great number/deal of time.
- We've only got a little/few biscuits.
- I usually put a few/little jam on my toast.
- Too much/many sugar is bad for your teeth.
- Is there any/some butter to make the cake?
- The minority/number of people in my area like cookery shows.

- 3** **9.6.2.1**  Choose the correct word.

- A: Have we got everything we need for our trip to the festival?
B: Well, we haven't got 1) any/some drinks.
A: Right, let's get 2) some/a lot water, then. How 3) much/many bottles should we buy?
B: We're going to be there for the whole weekend, so we'll need 4) lots of/a lot. I think we should get 5) some/few snacks for the journey, too.
A: Good idea. How about 6) a little/a few packets of crisps or biscuits? We shouldn't take 7) some/any chocolate because it might melt in the heat.
B: Yes, we can cut up 8) a few/a little carrot and cucumber, too, for a healthy option.
A: I like that idea. It's not good to eat too 9) many/much junk food.

• Adjectives/Compound adjectives

Adjectives describe nouns. They are the same in the singular and plural. They go before a noun (a beautiful sculpture) or after the verb to be (The sculpture was beautiful). When there are two or more adjectives, they appear as follows:

Opinion	Size	Age	Shape	Colour	Origin	Material	Noun
a nice	small	old	square	red	Spanish	wooden	tray

A **compound adjective** is an adjective that contains two or more words. We use a hyphen (-) to join the words when they form the adjective. He is a well-known author.

- 4** **9.6.3.1** Put the adjectives in the correct order. What does each adjective show?

- They bought him a ²new ¹beautiful ³Italian car.
- She was wearing a red lovely wool hat.
- Whose is this old dirty brown suitcase?
- She's got a glass heavy rectangular picture frame on her desk.
- He's got black round modern glasses.

Use of English 6b

5 9.6.3.1 Choose the correct item.

- My cousin is five-years-old/five years old and she's in her first year of school.
 - A five-year-old/five year old boy won the singing competition!
- There wasn't time to watch a full-length/full length film, so we watched a short documentary.
 - The full-length/full length of the song is 26 minutes.
- They hold a three-day/three day food festival in the town every year.
 - The trip to the mountain is three-days/three days long.

6 9.6.3.1 Complete with: *black and white, well written, world famous, easy to read.* Add a hyphen where necessary.

- A band is playing at the festival. Everybody knows their songs.
- I found his new book very
- Her photographs won her first place in the art competition.
- The script of the comedy film was, but the acting was terrible.

7 9.6.3.1 Read the theory box. Then complete each sentence with the correct adjective from the words in brackets.

-ing particles describe what something/someone is like. *It was a fascinating story.* (How was it? Fascinating.)
-ed particles describe a person's feelings. *He was fascinated by the story.* (How did he feel? Fascinated.)

- The sand sculptures were interested/interesting.
- Unfortunately, the children were bored/boring in the museum.
- The last band of the evening was the most entertained/entertaining.
- The carnival was brilliant, but I'm so tired/tiring now!

• Comparative/Superlative

8 9.6.3.1 Study the examples. What are the spelling rules for forming comparative/superlative adjectives?

Comparative form

This sculpture is more impressive than that one.
These seats are cheaper than the ones at the front.

Superlative form

I think he was the greatest singer of all time.
His voice was the most incredible of all.

We use the **comparative** to compare two people or things. We use the **superlative** to compare one person or thing to more people or things in the same group.

Irregular forms: good/well – better – best, bad – worse – worst, much/many – more – most, little – less – least

Note: very + adjective *He's very helpful.*
much/a little/a bit/slightly + comparative *The crowd was much larger than last year.*

too + enough

too + adjective/adverb shows that there's a greater amount of sth than what is wanted. *He is too tired to go out.* (He can't go out.) *He walks too fast for me to follow.*

adjective/adverb + enough or enough + noun





Shows there is as much as needed of sth.
She is good enough to win the competition.
She has enough money to buy a really great costume.

9 9.6.3.1 Put the adjectives in brackets into the comparative or superlative form. Add any other necessary words.

- How was the parade yesterday?
 - It was (good) last year's.
- Did you manage to get the tickets?
 - Yes, but it was (difficult) I expected.
- Thanks for driving us home.
 - It was (little) I could do.
- The UFO Festival was (strange) festival I've ever been to.
 - It was different, but it was fun!
- Do you celebrate Mother's Day?
 - Of course. For us, it's one of (important) days of the year.

Skills 6c

Reading

- 1 a)  Listen to the music and look at the pictures. What is happening? How do you feel? Tell the class.
- b)   What do you know about the celebration of Nauryz? How are the pictures related to it?
-  Listen and read to find out.



NAURYZ



In ancient times, life was very hard for Kazakh nomads as they traveled the steppes, sleeping in tents made of camel wool called yurts. The long winters were particularly difficult, but there were no calendars back then, so the Kazakhs waited for a sign from nature that spring had arrived. When they saw the sun shining through the hole in the top of the yurt, they knew winter was over. This usually happened in the month of March, or Nauryz as it is in Kazakh. These days, people keep up the tradition of marking the coming of spring with a celebration, also called Nauryz. It begins on the spring equinox, 21st March, and lasts for three days. All three days are public holidays in Kazakhstan.

People prepare for Nauryz by planting trees and flowers and cleaning their houses. A clean house is important because, according to legend, the holy man named Kadyr Ata wanders the streets during Nauryz. His blessing brings prosperity and happiness, but he will only bless a house if it is clean and the people who live there are good.

The celebration of Nauryz takes place across the whole country. In city squares, yurts are set up so that people can experience the lifestyle of the early nomads. People go to see theatrical performances and music concerts featuring traditional instruments, such as the dombra. Because Kazakh nomads were exceptionally skilled horse riders, there is usually a demonstration of a sporting event with horses. A special dish called Nauryz-kozhe is always served during the celebrations. It is a thicker version of a typical milk drink that nomads enjoyed, called kozhe. It is made with seven ingredients to represent the seven days of the week or the seven virtues of life.

Seven is a significant number during Nauryz: there is a special custom to invite seven guests and visit seven houses. The belief is that the more generous you are in offering food, forgiveness and kindness, the more good fortune and success you will have in the coming year.

Nauryz is the most important celebration in the Kazakh calendar. It brings together the entire nation to remember the country's history, traditions and culture. Kazakhstan may no longer be a nomadic society, but the significance of Nauryz for the Kazakhs' ancestors on the steppe will never be forgotten.

Check these words:

- calendar • equinox
- holy • blessing
- prosperity • lifestyle
- demonstration
- ingredient • virtue
- custom • forgiveness
- fortune • ancestor

- 2  Read the text again and answer the questions.

- 1 How did Kazakh nomads tell that spring had begun in ancient times?
- 2 When is the official public holiday of Nauryz in Kazakhstan?
- 3 What do people do in preparation for Nauryz?
- 4 Why is a clean house important for the celebration of Nauryz?
- 5 What do people eat during this national holiday? What is its significance?

- 3 **9.4.7 | 9.5.1** Fill in: *traditional, plant, bring, city, sporting, theatrical, good, public*. Use the phrases to make sentences about Nauruz festival.

1	square	5	instrument
2	fortune	6	performance
3	together	7	holiday
4	event	8	trees and flowers

Phrasal verbs

- keep off = make sb stay away from
- keep sb down = prevent sb from getting power
- keep on = continue despite difficulties
- keep out = make sb/sth stay away
- keep up = continue

• Phrasal verbs: keep

- 4 **9.8.15.1** Choose the correct particle. Choose two and draw their meanings.

- 1 They covered the food to keep off/down the flies.
- 2 He kept on/out dancing, although he was tired.
- 3 My parents believe it is very important to keep on/up family traditions.

Speaking


- 5 **9.3.1** Make notes under the headings: *name - time - traditions / superstitions - reasons*. Use your notes to present the celebration of Nauruz to the class.

Listening

- 6 **9.2.1 | 9.2.5.1** Listen to two friends talking about superstitions. Mark the sentences as T (true) or F (false).

- 1 Nathan doesn't know what the date is.
- 2 There's a full moon next Friday.
- 3 Daniel is too scared to go out.
- 4 Nathan believes in lucky charms.
- 5 Daniel doesn't walk under ladders.

Writing

- 9.1.1 | 9.3.1**  Why is Nauruz important? In three minutes, write a few sentences on the topic. Read them to the class.

- 8 **9.6.1 | 9.5.2.1 | 9.3.1** Write an email to your English friend about how you spend Nauruz. Use active and passive forms. Read it to the class.



Create a poster advertising Nauruz.

Everyday English 6d

• Buying a gift

1 Listen and repeat. Pay attention to the stress rhythm.

- Let's buy her a CD instead.
- She's not too keen on reading.
- How about a book? • Yes, that's a good idea.
- She'd like that.

Check these words

- hardly • fussy
- keen on • top ten

2 The sentences above are from a dialogue between two friends. What is the dialogue about? Listen, read and check.

- 3 a) 9.4.1 Read the dialogue. What does Katie suggest they buy? What do Katie and June finally decide to buy?
- b) 9.6.9.13 What do the underlined modal verbs express?

June: Hi, Katie. What are you up to?

Katie: Hi, June. I'm thinking about Judy's 'Sweet Sixteen' party on Friday night.

June: Me too! I can hardly wait! But what shall we get her? She's very fussy.

Katie: Oh, I know! How about a book?

June: I don't think so! She's not too keen on reading.

Katie: Oh, I see. Does she like listening to music?

June: Yes, she does.

Katie: OK, let's buy her a CD instead.

June: Yes, that sounds like a good idea.

Katie: We could get her the new Beyoncé one. It's in the top ten.

June: Great! She'd like that.

4 Find sentences in the dialogue which mean: *How's it going? – I'm really looking forward to it! – She's difficult to please. – She doesn't really like reading. – Oh, I understand.*

5 a) Say the sentences in Ex. 1 in your language.

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

b) 9.6.9.13 Continue the dialogue at Judy's party. Use modal verbs.

c) 9.6.9.1 Report the dialogue to your partner.

6 9.3.6.1 9.3.2.1 You and your brother/sister are in a shop.

Student A: You want to buy your mother something special. You have an idea for a gift. Tell your brother/sister.

Student B: Disagree with your brother/sister and suggest something else. Record yourselves.

Making suggestions

- Let's ...
- How about ...?
- We could ...

Agreeing

- Yes, that sounds like a good idea.
- Great.

Disagreeing

- I don't think so.



ECO-FESTIVALS !!!

Eco-Festivals are celebrations of nature! They're educational and fun – and best of all, they help us learn how to help Planet Earth! Let's take a look at two great eco-festivals around the world.

Earth Fest, Ireland takes place over three days in June every year. In the daytime, children and adults learn about how to grow their own food and reduce waste. They listen to talks, go on nature walks and do yoga. In the evenings, they watch live music and dance and sleep in tents. There are only 400 tickets available for Earth Fest so if you ever get the chance, don't miss the opportunity to join the festival which makes you feel like one big family!

Brighter Together Festival, Kazakhstan is an event that takes place in different cities on different dates throughout the year. It is run together with the United Nations Development Programme, and is for children and young people aged five to twenty years old. Thousands of students gather at each event to listen to presentations, take part in demonstrations and watch live entertainment. There are workshops where they can learn about saving energy and waste, the importance of recycling, and how to make their city environmentally friendly. Each Brighter Together Festival only lasts one day, but the participants learn lessons that will last them a lifetime!



Check these words

- reduce = waste
- presentation
- workshop
- environmentally-friendly
- lifetime

2 [9.1.8.1] [9.1.10.1] Read the title and look at the pictures. What activities can people do at eco-festivals?

Listen and read to find out.

- 1 When does Earth Fest take place?
- 2 How many people can attend Earth Fest?
- 3 Which age group is the Brighter Together Festival aimed at?
- 4 What can people learn about at Brighter Together events?

3 [9.4.5.1] Which sentence best matches the main idea of eco-festivals?

- Volunteer to save Planet Earth.
- Learn how to help our world and have a good time.

Prepositions

4 Choose the correct preposition.

Festival Programme Day 1

- 1 10:00 Listen to a talk **about/for** the benefits **for/of** using less plastic.
- 2 12:00 Learn how to care **off/for** local wildlife on a nature walk.
- 3 16:00 Join an exercise class and find out about the impact yoga can have **in/on** your life.
- 4 18:00 Relax as local bands fill the air **in/with** music.

5 [9.5.2.1] In groups, decide on activities for the Brighter Together Festival when it visits your town/city. In three minutes, write down your ideas. Present them to the class.



Across the Curriculum 6f

PSHE

Check these words

- war • honour • fighting
- memorial • bugle
- silence • pinned
- poppy • battlefields

1 **9.3.1 9.3.101** What events are important to remember each year: for a person? for a society? Why? What do Australians remember on Remembrance Day? Listen, read and check.

2 **9.4.1 9.4.5 9.4.7** Read the text again and match the headings to the paragraphs. There is one extra heading which you do not need.

- A Flowers to honour
- B Painful memories
- C An annual event
- D A solemn commemoration



Remembrance Day in Australia

1 Australians celebrate Remembrance Day on 11th November every year in honour of the 62,000 Australians who died fighting in World War I. It is also an occasion to honour soldiers who have died in wars since then.

2 In the morning, the crowds gather at war memorials across the country. People sing songs and read poems. Then, just before 11 am, a musician plays *The Last Post* on a bugle. This slow, sad tune signals the beginning of a two-minute silence. Eleven o'clock marks the end of the First World War on the morning of the 11th November, 1918. Then the bugler plays *The Rouse*. This is the tune which wakes soldiers up in the mornings and, as part of the Remembrance Service, is a sign of hope and of a new beginning.

3 On this occasion many people wear red paper poppies pinned to their clothes. The poppy is the symbol of Remembrance Day because these flowers grew in such huge numbers every year on the battlefields in France during World War I.

3 **9.4.1** Complete the sentences with words from the **check these words** box. Use your dictionary.

- 1 People celebrate Remembrance Day in of dead soldiers.
- 2 Lots of soldiers died the enemy during the
- 3 There is a war in the town to remind people of those who died on the
- 4 People stood in for two minutes before the parade started.

4 **9.3.1 9.3.1** How are the following related to Remembrance Day? Use the text to make sentences.

11th November, two-minute silence, a bugler, World War I

5 **9.3.1 9.3.1** **THINK** Imagine it's Remembrance Day and you are standing in the middle of a field of poppies. How do you feel? Why should we respect those who gave their lives for our freedom? Write a few sentences. Tell the class.

Study Skills

Matching headings

In order to match the headings to the paragraphs, read the text through once, then read each paragraph again and look for words that have the same meaning as some words in the headings.

Writing 6g

Quebec Winter Carnival

▶ The Quebec Winter Carnival takes place in Canada every year during the months of January and February. This 1) celebration lasts for 17 days and attracts lots of locals and tourists.

▶ Preparations for the festival begin when the people build a(n) 2) Ice Palace for the festival's mascot, Bonhomme. He is

a(n) 3) snowman with a red hat and a traditional belt. The opening and closing ceremonies for the festivities take place at the Ice Palace.

▶ During the festival, there are exciting events and activities, which include snow sculpture making, canoe races along the St Lawrence River, dog sled races, fireworks and, of course, carnival parades with brightly 4) floats and night-time parties. People dress up in something and many wear 5) belts like Bonhomme. They blow loudly into 6) red horns and join in the fun.

▶ The Quebec Winter Carnival is the world's largest winter festival. Despite the sub-zero temperatures it promises everyone 7) moments.

Study Skills

Vivid descriptions

To make your description more vivid, interesting and lively, use a variety of descriptive adjectives.

People line the crowded streets.

Tip

Descriptive articles about an event

A descriptive article describing an event (a carnival/festival) which takes place every year uses present tenses and normally includes:

- an **introduction** in which we mention the name/type, time and place of the celebration, and the reason we celebrate it.
- a **main body** in which we describe the activities that happen before the actual celebration (put up decorations, prepare traditional food) and the actual event, in separate paragraphs.
- a **conclusion** in which we describe people's feelings (at the end of the day everyone feels tired but happy) and any other final comments on the event.

• An article describing an event

1 **9.4.5.1 9.4.4.1 9.4.7.1** Read the article and match the paragraphs to the headings.

- | | | | |
|----------|----------------------------------|----------|------------------------------------|
| A | final comments/people's feelings | C | name/type, time, place, reason |
| B | description of celebration | D | activities before the actual event |

2 **9.4.7.1** Read the Study Skills box. Then fill in the gaps (1-7) in the text with: decorated, annual, traditional, amazing, cheerful, long, unforgettable.

Writing (an article describing an event)

3 **a)** Read the rubric and underline the key words. What are you going to write? Who for?

A magazine for teenagers has asked its readers to take part in a descriptive writing competition entitled 'Celebrations Around the World'.

Write your article describing a celebration in your country (120-180 words).

b) **9.5.9.1 9.5.3.1** Answer the questions in the plan and write your article. Check your piece of writing and edit it.

Para 1: What is the name of the celebration? When/Where does it take place? What is the reason for it?

Para 2: What preparations do people make before the event?

Para 3: What happens during the actual event?

Para 4: How do people feel? What final thoughts/comments can you make?

EDUTAINMENT 6




VALUES

Respect for different cultures

- 1 **9.6.13.1** **9.1.10.1** Look at the list. Choose the correct item.

Which of these are reasons to celebrate traditional festivals? Check and discuss with your partner.

- You shouldn't/don't have to forget about a country's history and culture.
- You can/ought learn traditional songs and dances.
- You might/should respect the customs of a group of people or place.
- You must/can try local food.
- You will/need enjoy yourself.
- You might/shall see traditional costumes.
- You have to/can take part in competitions.

- 2 **9.1.3.1** **9.1.8.1**  Why is it important to keep our traditions? Use the list to tell the class. Can you think of more reasons?


- 3 Create your own festival. Think about: **name** – **place** – **time** – **reason** – **activities**. Present your festival to the class.

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

QUIZ

- The UFO festival in Roswell takes place every summer.
- Saranac Lake is in Australia.
- Nauryz takes place in March.
- Another name for Nauryz is Kadyr-Ata.
- Seven is a special number during Nauryz.
- Earth Fest lasts a week.
- Brighter Together only takes place in Nur-Sultan.
- Remembrance Day is a day to honour soldiers lost in wars.
- The poppy is the symbol of Remembrance Day.
- People can watch dog sled races during the Quebec Winter Festival.

- 5  Go through Module 6 and write a T/F quiz of your own.

- 6 **9.2.7.1** **Song:** The words below are from a song. What is the song about?
 Listen and read to find out.

- laughter • fun • enjoy
- friends • cheer • celebrate

VIDEO

The sound of laughter fills the air
 Now all our friends are here
 So let's relax and all enjoy
 The party atmosphere

The time is right, we're feeling great
 So come on, everyone
 It's party time, let's celebrate
 Let's all have lots of fun

The lights are shining everywhere
 So colourful and bright
 Let's listen to the music play
 And dance all through the night

We've got lots of games to play
 And lots of food to try
 Later we can watch and cheer
 As fireworks fill the sky



- 7 **9.2.5.1** According to the singer, what makes a good party?

- 8 Give the song a title.

MODULE

7

Music & Film

►► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: inviting/accepting/refusing
- Writing a review

Themes:

- types of films
- music
- Dancing around the world
- VALUES: Inspiration

Language Focus:

- relatives
- indefinite pronouns:
same/every/no/any & compounds
- demonstratives
- reflexive pronouns

Phrasal verbs: carry**Vocabulary**

• Types of films



1 Listen and repeat.

- adventure • fantasy • animation • action
- thriller • biography • documentary • comedy
- romance • science fiction • musical • horror

2 9451 9461 Match the reviews (A-D) to the film posters (1-4). What type is each film?

- A This film will keep you on the edge of your seat, as you watch the brave crew of the Essex fight for their lives in the Pacific Ocean.
- B The forces of good and evil fight a battle across space that will decide the fate of the galaxy.
- C Children everywhere will enjoy this magical story about what true love really means.
- D Join a great cast on a beautiful Greek island for this all-singing, all-dancing film about finding love.



Find the page numbers for

- a music website
- film posters
- dancers

• Recommending

- 3 928.1 933.1 933.7 967.3 Which of the films in Ex. 2 have you seen? Which would you recommend? Is your partner persuaded to see it? Why (not)?

If you haven't seen Mamma Mia yet, make sure you do. It's a classic.

Reading 7a



- 1 9.4.4.1 9.4.5.1 9.1.8.1 Look at the title and the picture. What type of film do you think this is? What is it about? Read through to find out.



The Eagle Huntress

Everyone enjoys those inspiring films that stop you from thinking about the daily rush and fill your heart with the wonders of life - from animated children's classics to science-fiction films about saving the universe. 1

The *Eagle Huntress* is a Kazakh-language documentary film from British director Otto Bell. It records the true story of Aisholpan Nurgaiv, a 13-year-old girl whose dream was to **become** an eagle hunter like her father and grandfather.

For over a thousand years, the nomads have **hunted** with golden eagles. However, this precious skill has been traditionally handed from father to son. 2 The film follows her on a journey, from capturing her first baby eagle, through training, to **competing** in a contest against experienced adult eagle hunters.

Otto Bell got the idea for the film when he saw some photos online of Aisholpan training with her father's eagle. 3 He spent all his savings on 700 kg of equipment and two cameramen to operate it, because he believed the world needed to hear Aisholpan's story. Filming was hard work. The snow and the dust, the speed of Aisholpan's golden eagle, and the lack of electricity in the area made getting even simple shots a **challenge**. 4 They used drones for aerial shots and **strapped** tiny cameras to Aisholpan and her eagle.

5 Their hard work **paid off**, and the final film beautifully captures the stunning scenery, the nomads' fascinating lifestyle, and their wonderful relationship with nature.

The *Eagle Huntress* is a popular and highly-praised film, not only because it tells the story of a strong and brave girl, but because of what her story shows us. 6 As the Australian musician, Sia, sings over the closing credits of *The Eagle Huntress*, "You can do anything."



- 2 9.4.2.1 9.4.2.2 9.4.2.3 9.4.2.4 Six sentences have been removed from the review. Choose from sentences (A-G) the one that fits each gap (1-6).

There is one extra sentence which you do not need to use.

Listen, read and check. Then, explain the words in bold.

Check these words

- rush = wonder
- universe = inspirational
- precious = capture
- remote = savings
- operate = dust
- lack = shot = drone
- aerial shot
- highly-praised
- support = will
- self-belief

- A He contacted the photographer and travelled to one of the most remote locations on Earth to find her and her family.
- B They even drove alongside Aisholpan and her father as they were riding their horses, filming out of the open door of their van!
- C They knew Aisholpan needed to tell her own story.
- D But the crew were creative.
- E The most inspirational though, are the ones that are based on true stories.
- F She had a dream and, with the support of her family, her own strong will, talent and self-belief, she achieved that dream.
- G But that didn't stop Aisholpan.

Vocabulary 7a

3 **9.3.1 | 9.5.1 | 9.5.2** Answer the questions in your own words.

- 1 Why was Aisholpan's dream of becoming an eagle hunter unusual?
- 2 How did Otto Bell find out about Aisholpan?
- 3 What challenges did the crew of *The Eagle Huntress* face?

4 **9.6.1.1** **THINK!** Answer the questions. Use: *if only/wish* or *relative pronouns*.

- 1 What did Aisholpan wish for when she was a teenager? Did she make her wish come true?
- 2 Who was the person who got inspired by her? How did their work pay off?

Vocabulary

• Films

5 Complete with: *strong, closing, true, aerial, praised*.

- 1 I like films that are based on stories and real events.
- 2 They used drones to film the shots in *The Eagle Huntress*.
- 3 He always watches the credits because he likes to find out the names of the actors.
- 4 Her latest film was highly-..... by critics.
- 5 You often need a(n) will as well as talent to succeed in the film industry.

6 **9.6.4.1** Think of your favourite films. Use: *both, either, neither, all* to talk about them.

• Prepositions

7 **9.6.1.1** Choose the correct item. Check in your dictionary.

- 1 J.K. Rowling got the idea **for/of** the *Harry Potter* books during a long train journey.
- 2 The screenwriter spent years researching, but her hard work paid **out/off** and the film was praised for its historical accuracy.
- 3 *The Shape of Water* tells the story **of/for** Elisa, a cleaner who discovers a fascinating secret.
- 4 Nomadic people have a good relationship **with/for** nature.
- 5 He spent all his savings **on/for** producing his friend's film.
- 6 The lack **in/of** electricity was a challenge, but we managed to charge our camera batteries using a generator.
- 7 The film follows the main character **on/through** a journey across the galaxy.
- 8 It was an honour to compete **for/against** such talented musicians.

• Word formation

8 **9.5.1 | 9.6.1.1** Read the theory. Then, form compound nouns using the words below. Use them in complex sentences.

Compound nouns are nouns formed of two or more words. They can be **noun+noun** (*tooth + paste → toothpaste*), or **adjective+noun** (*black + board → blackboard*).

swimming, bed, hair, birth, card, star, white

room, board, wash, day, light, cut, pool

Since it was a bit chilly, we decided to use the indoor swimming pool.

Speaking & Writing

9 **9.3.1** **THINK!** Write three things that impressed you about the making of *The Eagle Huntress*. Tell the class.

10 **9.3.1 | 9.5.1** Are films based on true stories more inspirational than fictional ones? Write a short paragraph giving your opinion. Tell the class.

Use of English 7b

• Relatives

- 1 **9.6.6.1** Read the theory. Say the examples in your language.

People: *That's the woman who/that lives next door.*
 Things: *The book which/that is on the table is mine.*
 Places: *That's the market where we do our shopping.*
 Time: *2009 was the year when she finished school.*
 Reason: *No one knows the reason why he left.*
 Possession: *That's the girl whose brother works as an advertiser.*

- **Defining relative clauses** give necessary information essential to the meaning of the main sentence. We never put them in commas.
The man who owns this shop is from Madrid.
- **Non-defining relative clauses** give extra information, not essential to the meaning of the main sentence. We put them in commas.
Mr Jacobs, who lives next door, is from New York.

- 2 **9.6.6.1** Fill in: *who, why, which, where, whose, where*. Which of the relative clauses are: **defining? non-defining?** Rewrite them, using commas where needed.

- 1 Isn't that the café they filmed *Amélie*?
- 2 The advert won the award was filmed near my house.
- 3 Ben is the boy mother is an actress.
- 4 That is the actor starred in *The Tourist*.
- 5 George Clooney is in the film *Gravity* is very handsome.
- 6 Mr Harris came up with the idea for the shop is Canadian.
- 7 The photographs I took in Hollywood have been developed.
- 8 August is the month she was born.
- 9 Amy works at the advertising agency is my cousin.
- 10 That's the reason he loves comedy films so much.

- 3 **9.6.6.1** Join the sentences. Which relative clauses are **defining** and which are **non-defining**?

- 1 Alfred Hitchcock was a film director. He made over fifty films.
- 2 Mark phoned me today. His father is shooting the advertisement.
- 3 That is a shop. They sell autographed memorabilia there.
- 4 I met a girl last night. Her mother is a well-known actress.
- 5 My mum gave me her wedding dress. It belonged to her mother.
- 6 Emily invited me to a private concert. Her mum is a singer.
- 7 Brad Pitt is a philanthropist. He starred in *Ocean's Eleven*.
- 8 That's the restaurant. All the dishes are named after actors.

- **Indefinite pronouns:** *some/every/no/any & compounds*

- 4 **9.6.6.1** Read the table. Then choose the correct item.

	Affirmative	Interrogative	Negative	
people	someone	anyone	nobody	everyone
things	something	anything	nothing	everything
places	somewhere	anywhere	nowhere	everywhere

- 1 Excuse me, are there **some/any** tickets left for the 7:30 screening of *Infinity War*?
- 2 **Everyone/Anyone** I know enjoys adventures.
- 3 The critics loved the film, but there's **something/anything** I don't like about it.
- 4 There is **any/no** cinema in our village, so we have to take the bus to town.
- 5 *Guardians of the Galaxy* is set **somewhere/everywhere** in space.

Use of English 7b

5 **9.6.6.1** Complete the exchanges with the correct word from the table in Ex. 4.

- 1 A: Are you going tonight?
B: Yes, we're going to Ann's.
- 2 A: Oh, I'd like to go nice.
B: Why don't we go to that new restaurant?
- 3 A: Did you hear that?
B: Yes, I think is at the door.
- 4 A: Are we waiting for else?
B: No, else is coming.
- 5 A: Did you find the DVD?
B: No, and I've looked

6 **9.6.6.1** Fill in: *some, any, no, every* and their compounds.

Hi Jane,
How are you? I hope 1) is OK.
I haven't sent you an email for 2)
time now, so I thought I'd drop you a line.
My big news is that I got the lead role in the
school play! It's the musical version of *Beauty
and the Beast* and I'm quite nervous. I've
been in lots of plays, but I've never sung
3) on stage before!
4) in the play tells me I've got
a great voice, but I'm having singing lessons
5) Tuesday and Thursday to
give me confidence.
How about you? If you've got
6) planned on Sunday
afternoon, I can give you a call. It would be
nice to chat on the phone – it's been ages
since we spoke!
Let me know,
Fiona

• Demonstratives

7 **9.6.4.1 9.6.6.1** Complete the sentences with: *this, that, these* or *those*. Which words are used for things near us? far from us?

- 1 Do all DVDs over there belong to you?
- 2 is my new watch. I wear it all the time. Do you like it?
- 3 Is your dad's new car parked outside the theatre?
- 4 Are the tickets you were looking for? Here – take them.

• Reflexive pronouns

8 **9.6.6.1** Read the theory.

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

We use reflexive pronouns:

- to emphasise the nouns/pronouns of a sentence.
They wrote the song themselves. (on their own)
- with verbs such as **behave, burn, cut**, etc, when the subject and the object of the verb are the same.
He cut himself with the scissors.

9 **9.6.6.1** Fill in the correct reflexive pronoun.

- 1 A: This collage is beautiful.
B: Thanks – I made it *myself*.
- 2 A: What a creative child John is.
B: I know! He comes up with these ideas
- 3 A: Did you knit these gloves?
B: No. My granny did.
- 4 A: What a fantastic display!
B: Yes, Linda came up with the idea all by
- 5 A: Shall we get someone to paint the house?
B: No! I think we can paint it
- 6 A: Can we help with the decorations?
B: It's OK. They can do it

Skills 7c

Reading

- 1 Have you heard of Dalatunes? What do you think it is about?
 Listen and read to find out.



Dalatunes

In the age of the Internet, we can access music and videos from anywhere in the world with the click of a mouse. It's amazing, but something about this interconnection worried Gani Toksanbayev and Rashida Tyilvaldiyeva: if people could so easily find music from other countries, would they forget about their native Kazakhstan? Kazakhstan has a long tradition of beautiful music, from the aqyn singers or qad, through the rock music of Kassa, to the pop of KeshYOU. Music is part of Kazakh culture, and Gani and Rashida couldn't sit by and watch it fade away. So they decided to use the Internet themselves, and in 2014 they created the ultimate Kazakh music site: Dalatunes.

Dalatunes has it all. It covers music from the 7th century to the present day, with videos, lyrics and chords. There are also detailed video lessons for people who want to learn how to play the guitar or the dombra themselves. There are reviews of soundtracks, biographies of famous musicians and interviews with musicians such as DJ Farleon. Dalatunes even has an online shop where visitors can purchase traditional instruments and albums. You can also join to find out about music events around Kazakhstan.

Dalatunes is proving to be a popular site. The company now has their own offices in Aلماتy, which are open to the public from 9 am till 6 pm, Monday to Friday. They are also active on social media and have their own radio station. In fact, the Dalatunes website is opening the world of Kazakh music up to a whole new audience. The site is available in Russian and English, too, so people from all over the world can enjoy the music of Kazakhstan.

Check these words

- access • interconnection
- fade away • ultimate
- cover • lyrics • chord
- purchase • social media
- available


Famous Quotation

When words fail,
music speaks.

(Hans Christian Andersen)

- 2 **9461 9455 9461** Read the text again and for questions 1-3 choose the correct answer (A, B, C or D). Justify your answers.

- 1 What is the writer's purpose?
 A to promote traditional Kazakh music
 B to describe how to create a popular website
 C to give information about an original idea
 D to encourage people to work for Dalatunes
- 2 Dalatunes was set up to ...
 A teach people how to play traditional instruments.
 B make Kazakh music easily accessible to everyone.
 C discourage Kazakh people from listening to foreign-language music.
 D inform people about the lives of Kazakh musicians from the past.
- 3 How do you think the writer might describe the Dalatunes website?
 A disappointing B old-fashioned C confusing D informative

- 3 **9.3.3.1**  Should we learn about the traditional music of our country? Why (not)? In three minutes, write a few sentences. Tell the class.

- 4 **9.4.7.1** Choose the correct word.

- 1 There is a **far/long** tradition of poetry in Kazakhstan.
- 2 Nomads have been living on the steppe from the Stone Age to the **present/modern** day.
- 3 You can buy albums from our **online/website** shop.
- 4 The singer is very **native/active** on social media.
- 5 The lyrics of his songs are also **available/accessible** in English.

Phrasal verbs


- **carry over:** continue to exist
- **carry on:** continue
- **carry out** (threat/task/instruction): do
- **carry through:** complete despite difficulties
- **carry off:** do sth successfully; win

• Phrasal verbs: carry

- 5 **9.6.15.1** Choose the correct particle. Make sentences using the other options.


- 1 If Jim carries **over/on** spending so much, he will be in debt soon.
- 2 Sales assistants have to carry **out/through** many different tasks in a day.
- 3 We didn't think we would carry it **on/off**, but the concert was a huge success.

Listening

- 6 **9.2.4.1** **9.2.6.1**  Listen to a conversation between two friends talking about music and mark the statements as T (true) or F (false).

- 1 Mike prefers modern music to old music.
- 2 He thinks the Rolling Stones are a great band.
- 3 Lucy agrees that people can enjoy different types of music.
- 4 Lucy can understand the Kazakh language.
- 5 The only Kazakh songs she has listened to are by Ninety One.

Speaking & Writing

- 7 **9.3.2.1**  You are a TV presenter interviewing Gani and Rashida about Dalatunes. Take roles. Use the information in the text.

- 8 **9.5.3.1** **9.5.4.1** **9.5.7.1** **9.5.8.1**  Collect more information from the Dalatunes website www.dalatunes.kz. Write an email recommending it to a friend who is interested in Kazakh music. Write: what it is, why it was created, what's on the website, why you recommend it.

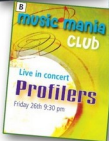
9.3.7.1



Collect samples of traditional music in Kazakhstan.

Prepare a 3-minute video promoting it to the rest of the world.

Everyday English 7d



• Inviting/Accepting/Refusing

- 1 Listen and say. Which phrase(s): *invite? accept? refuse?*
- Do you fancy going to ...? • Sounds good!
 - Sorry, I can't make it.
 - No problem! • Count me in! • Alright then!
- 2 **9.2.1.1** The phrases in Ex. 1 are from a dialogue between two friends. Which of the two posters is the dialogue about?
- Listen, read and say.

Meg: What are you doing on Sunday afternoon, Lisa?
 Lisa: I don't know. I haven't really planned anything yet.
 Meg: Do you fancy going to a film festival?
 Lisa: A film festival? Why not? I haven't been to one in ages. What kind of films are they showing?
 Meg: Black and white ones. I know you enjoy old films, that's why I thought of you.
 Lisa: Sounds good! When is it exactly?
 Meg: Well, on Sunday, it's from 11 am until 4 pm at Penny Lane Cinema.
 Lisa: I'm sorry - I can't make it at that time. My grandparents have already invited us for lunch and we usually don't get back until after 3 o'clock.
 Meg: No problem! We can go on Saturday instead. The festival is on all day, from 11 am until 11 pm. How about going in the evening? I can meet you outside the cinema at 7 o'clock.
 Lisa: OK! Count me in.
 Meg: Alright then! See you on Saturday.

- 3 **9.2.1 9.3.4.1 9.3.7.1** Use phrases from the dialogue to act out a similar dialogue for the other poster. Use simple perfect forms and time adverbials.

Pronunciation

• strong/weak forms of auxiliary verbs

	weak	strong
do	/də/ /dʌ/	/du:/
does	/dɪz/	/dʌz/
have	/həv/	/hæv/
has	/həz/	/hæz/
can	/kən/	/kæn/

- 4 a) Listen and repeat.

Weak forms of auxiliaries are used when the auxiliary verb is at the beginning or middle of a sentence. Strong forms are used when the auxiliary verb is at the end of a sentence or stressed.

- b) **9.2.7.1** Listen and identify the weak (w) or strong (s) forms.

- "Have you got any posters in your room?" "Yes, I have."
- "Does your dad work in the museum?" "Yes, he does."

Inviting
• Would you like to ...?
• How about (going) ...?
• Do you feel like ...?
• Do you fancy ...?
Accepting
• I'd love to.
• That sounds good/great!
• Count me in.
Refusing
• I'm afraid I can't.
• I'd love to, but ...
• Sorry, but I can't make it ...

Dancing around the world



ACROSS CULTURES 7e

Dancing is probably the most expressive and satisfying form of performance art known to man, and every culture has its own types of dance. Here are two very different traditional dances from two very different parts of the world.

A Morris dancing

Morris dancing is a traditional English dance. The dancers dance in various rhythms to the sound of lively energetic music played on drums, accordions and pipes. There are different types of morris dancing in different areas, but in the best known type, the dancers wear black or white trousers and white shirts. They also wear colourful belts across their chests, hats with ribbons and flowers, and knee bells. The dancers hit sticks or wave handkerchiefs in the air as they dance. They take part in fairs and spring festivals, or they perform in the streets, inviting people to welcome the spring.



B Kara Zhorga

The Kara Zhorga is a traditional Kazakh dance that is very popular even today. The dance is performed by a couple or a group of couples. At first, the women and the men dance separately, but they end up in pairs. The men usually wear traditional suits composed of a shirt, trousers and a waistcoat. The female dancers wear brightly-coloured long dresses with large sleeves and a hat topped with a feather. The music has an upbeat tempo like the gallop of a horse. During the dance everyone hops, sways back and forth and makes movements with their shoulders and arms as if they are riding horses. People dance the Kara Zhorga during national festivities and weddings.



1 9.3.7.1 The pictures show people dancing. Use these phrases – brightly-coloured dress, traditional suit, play accordions/pipes, knee bells, white trousers and white shirts, hats – to describe them.

2 9.1.8.1 9.2.6.1 Which dance welcomes spring?

Listen and read to find out.

3 9.4.4.1 9.4.5.1 Read again and answer the questions.

- 1 What musical instruments do Morris dancers use?
- 2 When can you see Morris dancing?
- 3 How is the Kara Zhorga usually performed?
- 4 What activity does the Kara Zhorga imitate?

4 9.5.3.1 Find all the adjectives and compound adjectives in the texts.

5 9.1.6.1 9.1.8.1 9.5.4.1 9.5.6.1 Collect information about a traditional dance from another country. Make notes under the headings: name, region, music, clothes, choreography. Write a short text. Present them to the class. You can show short videos if you like.

Check these words

- expressive
- rhythm
- ribbon
- handkerchief
- fair
- couple
- separately
- compose
- sleeve
- upbeat
- tempo
- hop
- sway
- movement



Across the Curriculum 7f

Music

- 1 Listen and number the musical instruments below in the order you hear them.

piano trumpet violin flute saxophone banjo
 guitar harp drums

What are they called in your language?

- 2 Listen to some piano extracts. Which of them is: loud and fast? quiet and slow?



The 4 elements of music

Everyone loves music, but have you ever thought how 1) _____ elements there are in a piece of music? The answer is just four: melody, harmony, rhythm and dynamics. Let's take a closer look at them.

Melody: This is the tune which we hear when we listen to a piece of music. The melody is made up of single tones, or pitches, played one after the other. When we talk about the tone or pitch of a sound, we mean how high or low it is.

Harmony: There are a 2) _____ of different notes and chords. Harmony is how they sound when they are played at the same time. Even if you don't know 3) _____ about music, you'll know when a song isn't in harmony because it will sound terrible!

Rhythm: This means 'musical time'. Rhythm helps to organise music by dividing it into small sections between each strong beat. There are a 4) _____ different patterns, such as every two, three or four beats. We can play music at different speeds, too. We call the speed of music the tempo.

Dynamics: These tell the musicians how to play a piece of music. 5) _____ parts are quiet, while others are loud.

There aren't 6) _____ rules for writing music, but musicians always think of these four elements when they do so. They put them all together to make what we know simply as a 'song'.

Check these words

- element • tune
- tone • pitch
- organise • divide
- beat

- a) 9.4.4.1 Look at the text. What is it about? Listen and check.

- b) 9.4.7.1 9.6.6.1 Fill in the correct quantifiers in the gaps 1-6.

Use: some, any, much, many, lot, few.

- c) 9.3.2.1 Explain the words in bold. Then, ask each other comprehension questions.

- 4 Draw a picture, then think of or write a piece of music to match it. Record your music, then present your picture to the class while playing your piece of music.

Writing 7g



Check these words

- star • direct • villain • plot
- defeat • convince • battle
- fast-paced • special effect
- stunt • script • plot • genre

1 **9.4.4.1** Read the email and match the paragraphs (1-5) to the headings (A-E).

- A** summary of plot
B opening remarks & reason for writing
C general comments
D title, type, actors, director
E your recommendation & closing remarks

Dear James,

1 Hi! Thanks for your email. I've seen some good films lately. I especially liked Justice League.

2 Justice League is a big-budget action film about a group of superheroes who have to work together to save the world. It's directed by Zack Snyder and stars Ben Affleck as Batman and Gal Gadot as Wonder Woman.

3 The story starts when Batman is fighting crime in Gotham City and he discovers that a powerful villain, Steppenwolf, is plotting to destroy the world. He decides he needs help to defeat Steppenwolf, so he convinces Wonder Woman, The Flash, Cyborg and Aquaman to join him, and together they begin a life-and-death battle for planet Earth.

4 Justice League is fast-paced and the acting is excellent. It has got impressive special effects, amazing stunts and the script is really funny. The only negative is that the plot is a bit weak at times.

5 I definitely recommend this film to you. It's a must-see for fans of the superhero genre, like you and me!

Take care,
 Michael

2 **Look at the adjectives:** *good, big-budget, action, powerful, evil, fast-paced, excellent, impressive, amazing, funny, weak.* Which are: *negative? neutral? positive? Which nouns in the email does each describe?*

3 **9.4.7.1** Read the sentences. Which express *positive/negative* opinions?

- 1 I think you should see it. 3 Don't miss it.
 2 I definitely recommend this film. 4 I wouldn't recommend it because ...

Writing (a review)

4 **9.5.3.1 9.5.6.1 9.5.7.1 9.5.8.1** **Your friend has asked you to tell them about a film you have seen recently and to say whether you recommend it or not. Write an email review of a film, giving a brief summary of the plot, your general comments about it, and your recommendations. Check your piece of writing and edit it.**



Reviews

Reviews are short descriptions of books, films, plays, etc. They appear on websites, in magazines and newspapers, or as part of a letter/email. They inform readers and recommend whether or not to read a book or see a film or play. We usually write a review in the present tense and use a variety of adjectives.

EDUTAINMENT 7



VALUES

Inspiration

- 1 **9.4.6.1** Match the sentences (1-6) to their meanings (A-F).

- 1 When we have no words, we still have music.
 2 Music is hope for a better life.
 3 Music is a language that is universal.
 4 Music is what feelings sound like.
 5 Music is the escape from reality.
 6 Music is the voice of the soul.

- A Listening to music is an emotional experience.
 B You don't have to know the lyrics, as music can make you smile, laugh, cry or frown.
 C Music expresses people's true self.
 D When we can't describe something, music can help us express ourselves.
 E Listening to music makes us forget about the real world.
 F Music makes people believe they can change their lives.

- 2 **9.3.3.1** How does music inspire us? Discuss in pairs.

QUIZ

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

- 1 Steppenwolf is a fictional villain from the film Justice League. _____
 2 The Dalatunes website was launched in 2014. _____
 3 Melody is how loud or quiet a piece of music is. _____
 4 Kassa plays rock music. _____
 5 The director of *The Eagle Huntress* is from Kazakhstan. _____
 6 *Moris Dancing* comes from Mexico. _____
 7 Ben Affleck stars in *Justice League*. _____
 8 The Kara Zhorga is a dance for both men and women. _____

- 4 Go through Module 7 and write a T/F quiz of your own.

- 5 **9.2.4.1** **Song:** Look at the title of the song. How could it be related to the phrases below?

Listen, read and check your answers.

- get the breaks • got what it takes
- stardom • worldwide fame • celebrity



Super Star

Perhaps you could be famous
 if you'd only got the breaks
 I'm sure you could be anything
 Cause you've got what it takes
 Perhaps you could have stardom
 if your dreams do all come true
 But I believe you're wonderful
 Just because you're you.

*It really doesn't matter
 if people know your name,
 it doesn't make a difference
 if you don't have worldwide fame.
 The only thing that matters
 is who you really are,
 if you are happy with yourself
 Then you're a superstar!*

Perhaps you think celebrity
 Would make your life complete,
 Just think of all the things you'd do
 The people you could meet.
 Perhaps you think you'd be important
 if you were a star,
 But I believe you're wonderful
 Just the way you are.

- 6 **9.5.2.1** Why does the singer think fame is not so important?

- 7 Would you like to be famous? What for? Why(not)?

MODULE 8

Travel & Tourism

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: apologising – accepting an apology
- Writing a story

Themes:

- means of transport
- sights
- landmarks
- Man-made masterpieces
- VALUES: Love for one's country

Language Focus:

- adverbs – order of adverbs
- determiners/pre-determiners

Phrasal verbs: take

Vocabulary

• Means of transport

- 1 **9.3.4.1** In a minute, write in your notebook as many means of transport as you can think of. Compare with your partner. Which is your favourite one? Why?

- 2 **9.4.5.1** Read the advert and make sentences, as in the example.

If you go to Finland, you can go dog sledding.

If you go to Mongolia, you can ride ...



Ethical Animal Tourism

For thousands of years, humans have used animals to help them get around. With Ethical Animal Tours, you can try these traditional modes of transport all over the world. Our company is dedicated to taking care of the animals and not causing them any harm so that the experience is fun for both you and your ride!



Dog Sledding

These adorable husky dogs just love running! Watch the beautiful Finnish landscape flash by as you speed through the snow.



Yak Adventures

Yaks are great means of transport. They are very strong, so they will hardly notice you sitting on their backs as you explore the Mongolian steppe.



Elephant Encounters

Visit Thailand's Baan Chang Elephant Park and learn about the biggest land animal on Earth. You can even take a ride on one, but only if the elephant wants you to!



Camel Rides

Trek across the Kyzylkum Desert in Kazakhstan just like the Silk Road traders used to do on a camel. Camels can travel over 100 km a day and go for weeks without water.

Find the page numbers for

- a palace
- a story
- a legend

Reading 8a

Destination



Nur-Sultan is a modern capital city on the Esil River and an exciting holiday destination.



HOME

GALLERY

ABOUT

CONTACT



a beautiful mosque



stunning views



spectacular fountains

Sightseeing

For stunning views of the whole city, don't miss a trip up the Bayterek Tower. From the top, you can see all the way down Nurzhol Boulevard, or marvel at the blue-domed Presidential Palace. Walk around the city and see **spectacular** fountains and beautiful mosques, such as the Nur Astana Mosque.



a mall like a giant tent



a market with yurts



an indoor pool with a sandy beach

Shop 'til you drop

For an **unforgettable** day, visit the Khan Shatyr Entertainment Centre which is both a famous landmark and an architectural wonder. It looks like a giant tent. Inside this amazing shopping mall, there are lots of **trendy** shops. There is even an indoor pool with a sandy beach and palm trees! There is also an outdoor market with traditional yurts. It's a great place to **pick up** some unique souvenirs!



go for a stroll along the river banks



go on a boat trip



go ice skating

Out and About

For an activity-filled holiday any time of year, Nur-Sultan has so much to offer! In the summer, you can swim in the river, go for a **relaxing** stroll along the banks, or take a boat trip to see the **sights**. Ice skating is also available year-round both at shopping malls and outdoors.

Check these words

- destination • stunning
- marvel • domed
- wonder • trendy
- activity-filled • stroll

Vocabulary

• Sights

- 1 **9.2.7.1** Look at the pictures. Listen and repeat. Close your books and try to remember as many sights and activities as possible.

Reading

- 2 **9.2.5.1** **9.4.5.1** The photos show places in Nur-Sultan, Kazakhstan. What makes Nur-Sultan an exciting destination?
 Listen to and read to find out.

Vocabulary 8a

3 a) **9.4.5.1 9.4.7.1** **Read again and complete the sentences.**

- From the top of the Bayterek Tower you can see
- A famous mosque in Nur-Sultan is the
- The Khan Shatyr Entertainment Centre looks like a
- Inside, there is
- There is also an outdoor
- You can go ice skating at

b) **9.4.8.1** **Explain the words in bold. You can use your dictionary.**

4 a) **9.4.7.1** **Complete the phrases. Use: capital, holiday, stunning, architectural, indoor, sandy, palm, trendy, boat, shopping.**

- | | |
|---------------|---------------------|
| 1 city | 6 pool |
| 2 mall | 7 wonder |
| 3 tree | 8 trip |
| 4 beach | 9 destination |
| 5 views | 10 shops |

b) **9.5.3.1** **Use the completed phrases to write sentences about Nur-Sultan.**

Nur-Sultan is a modern capital city.

Listening

5 **9.2.3.1 9.6.2.1** **Listen and fill in the percentages. Present the information to the class.**



6 **9.1.7.1 9.3.7.1** **Which three of the places should a tourist definitely visit while in Nur-Sultan? Why? Give your opinion.**

• **Phrasal verbs (take)**

Phrasal verbs

- take off = 1) (clothes) to remove
2) (planes) to leave the ground
- take to = to like
- take after = to be like sb
- take up = to start (a hobby)

7 **9.6.5.1** **Read the box, then choose the correct particle.**

- I will **take off/up** skiing when we move to the mountains.
- He **takes up/after** his father.
- Remember to **take away/off** your boots when you come inside the house.
- Did the kids **take up/to** the new shopping mall?

Speaking

8 **9.3.7.1** **Watch the VIDEO and read the text in Ex. 2 again. Make notes under the headings for each: destination – sights – activities. Imagine you are a travel agent. Use your notes to present the places to a group of tourists.**

Writing

9 **9.5.1.1 9.5.7.1** **Imagine you are on holiday in Nur-Sultan. Send your English penfriend a short message (50 words). In your message write:**

- where you are
- who you are with
- when you arrived
- what the place is like
- what you have done/haven't done
- how you like it

Use of English 8b

• Adverbs – Order of adverbs

Adverbs describe verbs, adjectives or other adverbs. Most adverbs are formed by adding **-ly** to the adjective (*slow – slowly*). Adverbs ending in **-le**, drop the **-e** and take **-y** (*terrible – terribly*). Adverbs adding in consonant + **-y**, drop the **-y** and take **-ily** (*happy – happily*). Adverbs ending in consonant + **-l** take **-ly** (*careful – carefully*). Some adverbs do not follow these rules: **good → well, hard → hard, fast → fast, early → early, late → late, straight → straight**.

Adverbs show:

- **manner** (*slowly, fast, loudly, badly, etc.*) – They usually go after the main verb or after the direct object if there is one. *He speaks fast.*

- **degree** (*very, extremely, quite, rather, completely, etc.*) – They usually go before an adjective, an adverb or a verb they modify, but after an auxiliary verb. *He is very tired. He walked quite slowly out of the room.*
- **place** (*here, there, near, everywhere, etc.*) – They usually go after the main verb or after the clause they modify, or after the direct object when there is one. *Tom's here.*
- **time** (*yesterday, tomorrow, today, later, etc.*) – They usually go at the end of the sentence. *They left yesterday.*
- **frequency** (*always, often, usually, etc.*) – They usually go after modal verbs and the verb to be, but before the main verb. *He's often late. They always walk to work.*

1 9.6.12.1 Read the theory. Form correct sentences. Which words are adverbs? What type of adverb is each?

- late/train/the/never/is
.....
- bus pass/my/left/upstairs/I
.....
- left/they/quickly
.....
- were/yesterday/terribly/we/busy
.....
- finishes/early/she/work/on Fridays
.....
- catch/can/here/you/the/from/town/to/bus
.....
- extremely/she/fast/drives
.....
- to/work/always/he/walks
.....
- bus/quite/I/slow/the
.....
- ride/please/carefully/bike/your
.....

2 9.6.12.1 Make sentences. Use: every, well, badly, slowly, today, regularly, very, never, quite.

I catch the bus to school every day.

3 9.6.12.1 Choose the correct item.

- Nur-Sultan can get **very/near** cold in winter.
- She can speak English **well/good**.
- They **usually go/go usually** ice skating in winter.
- I'm afraid we're going to be **slightly/slight** late.
- He **angrily spoke/spoke angrily** to the rude waiter.
- Walk **straight/straightly** towards the Palace and you'll find the train station.
- Our taxi driver drove so **bad/badly** – I was terrified!
- I'll **happily give you/give you happily** a guided tour of the city.

4 9.6.12.1 Fill in: patiently, fast, rather, here, tomorrow.

- I'm tired. Let's go and see the sights
.....
- The children waited for the boat to arrive.
- Please leave your bags and the porter will collect them.
- You mustn't drive on the city streets. It's dangerous.
- I thought the tour was boring.

Use of English 8b

• Determiners/Pre-determiners

- 5 **8.6.1** Read the theory. Then, complete the sentences with the right determiner.

- We use **all** to refer to more than two people/things. It has a positive meaning.
All the students in my class catch the bus to school.
- We use **every** to show how often something happens or when we talk about three or more people/things.
We go on holiday every summer. They gave a free colouring book to every child on the plane.
- We use **each** when we are thinking of people/things separately.
Each of the guests brought a gift for the host.
- Plenty** means enough or more than enough.
We've got plenty of food for the journey.
- We use **none of** to refer to more than two people/things. It has a negative meaning.
None of the passengers slept on the flight because of the turbulence.
- Whole** means all of something.
She spent the whole holiday sunbathing and sleeping.

- of the two tours available is suitable for families.
- They got food poisoning and spent the day in their hotel room.
- He posts updates on his travel blog week.
- Don't visit the village on a Sunday; of the shops and cafés are open.
- The hotel was lovely and the staff were very helpful.
- Let's try this restaurant; it's got of good reviews on the Internet.

- 6 **8.6.1** Read the examples. How do we use **both**, **neither**, **either**?

- Both Erkin and Aizat live in Almaty.*
- Neither Lisa nor Kate have been abroad.*
- We can either go on a city break or a beach holiday. I haven't been to either of those restaurants.*

- 7 **8.6.1** Rewrite the sentences using the words in brackets.

- Every member of my family came to watch me play football. (**whole**)
.....
- One by one, the passengers boarded the plane. (**each**)
.....
- Assel hasn't got a passport. Nurlan hasn't got one, either. (**neither ... nor**)
.....
- Saule is going to help me out with my luggage, or else Dina is. (**either ... or**)
.....

- 8 **8.6.1** Choose the correct word.

- I can't come on holiday with you. I have to work the **whole/all** summer.
- All/Each** person on the boat trip got a full refund.
- I don't like **either/none** of the desserts on the menu.
- The UK is quite a small country, but **all/plenty** of people live there.
- Neither/None** of the students in my class have travelled on a plane.
- We watch the travel programme **whole/every** Saturday; we love learning about new places!
- They'll **either/neither** hire a car or a motorbike to explore the island.
- We visit my grandparents **every/all** second weekend.
- Both/All** Tony and his brother have been to Kazakhstan.
- Neither Becky **or/nor** Jenny speak French.

Skills 8c



Vocabulary

• Landmarks

- 1 [9.4.7] [9.4.8] Label the pictures. Use: cove, loch, causeway, falls, lake, cave. You can use your dictionary. Listen and check.

Reading

- 2 [9.2.4] [9.2.6] [9.4.5] Where is Toraigr Lake?

What legend is associated with it?

- Listen and read to find out.

Check these words

- legend • dense • crystal-clear
- nomad • wander • avoid
- fierce • region • get rid of sth
- hapour • battle • defeat
- wounded • lie

The Legend of the Lake





Bayanaul National Park is one of Kazakhstan's great treasures, a magical place of natural beauty and ancient legends. There are tall mountains, dense forests, dark caves and crystal-clear lakes. The third-largest lake, and the highest above sea level, is Toraigr Lake, at the foot of Akbet Mountain. The lake was named after the early-twentieth-century Kazakh writer, Sultanmahmut Toraygirov, but the legend of the lake is much older.

Long ago, nomads wandered the steppe, but they always avoided the lake at the foot of Akbet Mountain. It was a beautiful lake, full of fresh water and fish, but the nomads couldn't go near it because a fierce three-headed dragon lived on the shore. A lot of people had tried to kill the dragon while it was sleeping, but no one succeeded because one head was always awake, watching and waiting.

One day, seven brothers were passing through the region. They heard about the dragon and decided to get rid of it once and for all. The three oldest brothers built a boat and sailed across the lake to the place where the dragon lived. They fought the dragon bravely and managed to cut off one of its heads, but all three of them were killed. Then, three more of the brothers built another boat and sailed across the lake. They managed to cut off the second head, but the dragon killed them, too. The youngest brother wanted to honour his brothers by finishing what they had started, so he built his own boat and crossed the lake. He fought a long battle with the dragon, and he finally defeated it, but he was badly wounded. After a while, he too, died on the shore of the lake where his brothers fell. These days, you can still see seven rocks that mark the final resting places of the seven brothers. The three heads of the terrible dragon also lie on the shore of the lake, turned to stone by the years.

- 3 [9.4.5] Read again and for questions 1-3, choose the correct answer, A, B or C.

- 1 What is the purpose of the text?
 - A to retell an old Kazakh folk tale
 - B to explain how the rocks around Lake Toraigr formed
 - C to describe the features of Bayanaul National Park
- 2 What does the writer say about Toraigr Lake?
 - A It was discovered by Sultanmahmut Toraygirov.
 - B Sultanmahmut Toraygirov wrote a story about it.
 - C It is the third-largest lake in Kazakhstan.
- 3 Why could no one defeat the dragon?
 - A They couldn't cross the lake to reach it.
 - B The dragon never slept.
 - C They couldn't find the place where it slept.

- 4 **9.1.7.1**   What could the last brother have done differently?

Adjectives from verbs

We use these suffixes to form adjectives from verbs:

- able enjoy – enjoyable
- ible respond – responsible
- ive decide – decisive
- ate consider – considerate
- ent differ – different

9.1.10.1 **9.3.8.1**

Create your own story about the seven brothers and the lake.

• Word formation

- 5 **9.4.8.1** Read the theory. Then complete each sentence with the correct adjective formed from the verb in brackets. Check in your dictionary.

- The village is only by road. (access)
- His story just isn't It can't be true. (believe)
- The company's new advert is (excel)
- Jane is a very person. (create)
- Our tour guide was very and made sure everyone was comfortable. (consider)

• Prepositions

- 6 **9.6.14.1** Choose the correct preposition.

- Rocky Mountain National Park in Colorado is the ideal park for/in birdwatching.
- The lake was named from/after a Kazakh writer.
- He heard about/at the legend of the lake and he wanted to visit it.
- The lake is full by/of fresh water and fish.

Listening

- 7 **9.2.6.1** **9.2.7.1**  Listen and complete the advert with the missing words.



Friday: Travel from Nur-Sultan to Bayanaul by 1) , stopping at Boghikara for dinner. Sleep in Bayanaul National Park.	Saturday: Hike up 2) Mountain, have a 3) by Toraygr Lake, go on a forest walk, have dinner at Zhasybai Lake at sunset. Sleep in Zhasybai Lake 4) house.	Sunday: Swim in Zhasybai Lake. Trip to Holy 5) and bird watching. Return to Nur-Sultan.
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Functions


Requesting help

- Could you help me with ... ?
- Can you tell me how to ...
- Do you know ...

Offering help

- What do you want to know?
- You have to ...
- Of course! Certainly.

Speaking & Writing

- 8 **9.3.2.1** **9.3.4.1** **9.3.7.1**  You want to go on the tour in Ex. 7. Use the language in the Functions box and the information in Ex. 7 to request information.

- 9 **9.1.4.1** **9.1.5.1** **9.5.1.1** **9.5.3.1** **9.5.7.1** You want to request information about the tour in Ex. 7. Write a letter of request to the organisers. Swap papers. Evaluate your partner's piece of writing.

Everyday English 8d

• Apologising – Accepting an apology

✓ Check these words

- delay
- announcement
- sticker
- handle
- trip

1 Listen and repeat.

- Fancy seeing you here.
- My flight has been delayed.
- Where are you off to?
- Have you been waiting long?
- I'd better go and check my flight, too!
- I think you've taken my bag.
- Oh, did I?
- You're right!
- I'm terribly sorry about that.
- Oh, don't worry about it.
- Have a good trip.

2 **92.61** The sentences above are from a dialogue between two friends. Where are they? What happened?

Listen, read and check.

Todd: Hey Ryan! Fancy seeing you here!
 Ryan: Oh, hi Todd. Where are you off to?
 Todd: Rome – just for the weekend. How about you?
 Ryan: Glasgow, but my flight has been delayed.
 Todd: Really? Have you been waiting long?
 Ryan: Three hours and there haven't been any announcements for a while.
 Todd: Oh! Then I'd better go and check my flight, too! See you later, Ryan.
 Ryan: Bye – oh! Todd, wait! I think you've taken my bag!
 Todd: Oh, did I? I didn't realise we had the same bag.
 Ryan: Yes, I guess we do, but mine's got a sticker on the handle.
 Todd: You're right! I'm terribly sorry about that. Here you are.
 Ryan: Oh, don't worry about it. Have a good trip.
 Todd: Thanks, and you too!



Apologising

- I'm really/terribly/so sorry.
- I didn't realise.

Accepting apologies

- That's all right.
- That's OK.
- Don't worry about it.
- Never mind.
- It doesn't matter.

3 Find sentences in the dialogue which mean: *I'm surprised you're here. – Are you sure? – Where are you going? – Never mind. – I apologise.*

Then, say the sentences in Ex. 1 in your language.

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

Pronunciation /tʃ/, /dʒ/, /j/

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

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

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



UNESCO World Heritage

Site: EITHER a man-made structure that is a masterpiece, that reflects cultural change or represents a unique culture OR a place with incredible natural beauty, rare natural features, a vital or endangered ecosystem.

1 **9.1.7.1 9.1.10.1** Look at the definition. What makes the places in the text UNESCO World Heritage Sites?

🔊 Listen and read to find out.

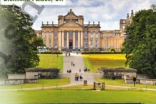


Man-made Masterpieces

In 18th century England, Queen Anne ordered a palace to be built as a gift for John Churchill, a celebrated war hero who won the Battle of Blenheim. Work began in 1705 and the palace was completed in 1722. It was the grandest project of its age and one of the first buildings created in the English Romantic style of architecture. Blenheim Palace is located inside an enormous park, landscaped by the famous designer Capability Brown.

Visitors are welcome to stroll around the grounds and see the Great Lake and the ancient oak trees, which are almost 1,000 years old. A lot of the palace's 187 rooms are open to the public with a huge collection of paintings and furniture from the past. The current Duke and Duchess have their privacy, though - in a four-storey section of the palace with 46 rooms, including 12 bedrooms and 10 bathrooms!

Blenheim Palace, UK



The Mausoleum of Khoja Ahmed Yasawi, Kazakhstan



Timur was a military leader who founded the Timurid Empire which stretched from modern-day Turkey in the west to Pakistan in the east. Timur was more than a fierce warrior, however. He loved art and architecture, and was very religious. One of his greatest projects was rebuilding the Mausoleum of Khoja Ahmed Yasawi, a poet and wise man who died in 1166. Construction began in 1389, but stopped when Timur died in 1405. The

project was never finished, but it is still a beautiful example of 12th century architecture. The structure has 35 rooms, including the mausoleum and a mosque, and is covered by the largest dome of its kind in Central Asia. Visitors can see the original paintings and tiles on the walls inside. The Mausoleum of Khoja Ahmed Yasawi is not only a fascinating example of Timurid architecture, but also a popular site for pilgrims and tourists.

Check these words

grand • locate
landscape • privacy
mausoleum
military leader
stretch • modern-day
warrior • religious
construction • dome
tile • pilgrim

2 **9.4.5** Read the texts. Then, read the sentences (1-5) and write **M** for the Mausoleum of Khoja Ahmed Yasawi and **B** for Blenheim Palace.

- | | |
|---|--|
| 1 It was built in the 18th century. | 4 People still live there. |
| 2 It is visited by religious travellers. | 5 The building was never completed. |
| 3 It was a present for a national hero. | |

3 **9.1.4.1 9.1.7.1 9.1.10.1 9.3.4.1** **THINK!** Compare and contrast the two buildings in the text.

4 **9.5.1.1 9.5.3.1** **RESEARCH!** Research another famous building in your country. Include: when built – the reason it was built – features. Present your building to the class.

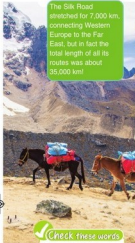


Across the Curriculum 8f

History

DID YOU KNOW?

The Silk Road stretched for 7,000 km, connecting Western Europe to the Far East, but in fact the total length of all its routes was about 35,000 km!



Check these words

- loop • settlement
- merchant • exchange
- silk • porcelain
- gunpowder • weapon
- legacy • material goods
- mass media
- globalisation

1 **9.2.4.1** **9.2.5.1** **9.2.6.1** **9.4.5.1** **What do you know about the Chang'an – Tian-Shan Corridor? Why did people travel along it?**

Listen and read to find out.



Linking East and West

The Chang'an – Tian-Shan Corridor was a 5,000-kilometre-long stretch of the Silk Road that ran through Kazakhstan. In 2014, it became the first section of the Silk Road to be included on the UNESCO World Heritage List.

The route began in Chang'an (modern-day Xian), the capital city of the Han Dynasty. It looped around the top of the Taklimakan Desert and went through the Tian-Shan Mountains and on into the steppe of Kazakhstan. In places, travellers were 154 metres below sea level, in other parts they passed mountains 7,400 metres above! They followed the route past the ancient settlements of Talgar, Aktobe, Kulan and Ormek, eventually reaching Almaty. From here, they could follow the next section of the Silk Road towards Europe.

The reason people travelled along the Chang'an – Tian-Shan Corridor was to trade goods: merchants from the East exchanged silk, spices, porcelain and gunpowder for cotton, wool, silver and mirrors from the West. People also traded salt, sugar, precious stones, weapons and horses. But perhaps the greatest legacy of the Chang'an – Tian-Shan Corridor wasn't the material goods that passed along it, but the ideas. Hundreds of years before international flights, mass media and the Internet, globalisation began with the Silk Road, and it was the Chang'an – Tian-Shan Corridor through Kazakhstan that was one of the major links between East and West.



2 **9.4.5.1** **Read the text again and answer the questions.**

- 1 How long was the Chang'an – Tian-Shan Corridor?
- 2 Where did it start?
- 3 Which geographical features did travellers pass on the Chang'an – Tian-Shan Corridor?
- 4 Which Kazakh towns and cities were on the route?
- 5 Apart from trade, why was the Chang'an – Tian-Shan Corridor important?

3 **9.1.7.1** **9.1.10.1** **THINK!** **Why was the Chang'an – Tian-Shan Corridor included on the UNESCO World Heritage List? How did it help communication between people?**

4 **9.3.7.1** **Find a map of the Silk Road network on the Internet and print it. Using the information in the text, find the Chang'an – Tian-Shan Corridor and mark it on your map. Present it to the class. Explain its importance.**

Writing 8g

• A story

1 **9.3.4.1** What can a story be about (adventure, mystery, etc)? What tenses can you mostly use?

2 **9.3.4.1** Listen to the sounds. Can you guess what the story is about? Read and check.




A Good Deed



It was still dark outside **when** my dad and I woke up last Saturday morning. Heavy rain was pouring down, **but** we didn't mind. We knew in a few hours we'd be in sunny Spain. We got excited as we loaded our bags into the car and set off for the airport.

As we drove along, the storm got worse. Suddenly, we saw a car blocking our way up ahead, **so** we stopped **and** got out to see what was happening. A man and his daughter were sitting under a tree. "Our car skidded on the wet road and crashed into a tree," the man explained. "I tried to call the emergency services on my mobile phone, **but** my battery had run out."

My dad used his phone to call a breakdown truck, **and** soon it arrived to tow the man's car away.

"This is a disaster," he told us. "We were supposed to be going on holiday today, and now we're sure to miss our flight. It takes off at 8:35 am." "The 8:35 flight to Alicante?" I asked. "That's our flight!" "Come on," said my dad, glancing at his watch. "Grab your bags **and** get in. We can still make it!"

We were all really anxious as dad was driving to the airport carefully. Luckily, there was no traffic on the roads and we arrived just in time to catch our flight. **As soon as** our plane took off, we all breathed a huge sigh of relief. It had been a close call, **but** we had made it – and we had made some new friends, too.

3 **9.4.5.1** Read the story and put the events in the order they happened.

- | | | | |
|---------------------------------------|----------------------------------|----------------------------|---|
| <input type="checkbox"/> a | The man's car was towed away. | <input type="checkbox"/> e | My dad called a breakdown truck. |
| <input type="checkbox"/> b | We saw a car blocking our way. | <input type="checkbox"/> f | My dad offered the man and his daughter a lift. |
| <input checked="" type="checkbox"/> c | We loaded our bags into the car. | | |
| <input type="checkbox"/> d | We arrived at the airport. | | |

• Linkers/Time expressions

4 Which of the words in bold: join similar ideas? refer to time? join contrasting ideas? show consequence? Use them to make sentences.

5 **9.6.1.1** Write what the people in Ex. 2 could wish for, as in the example.

I wish we had set off for the airport earlier.

Writing (a story)

6 **9.5.1.1** **9.5.3.1** **9.5.7.1** Underline the key words in the rubric. Answer the questions in the plan. Then, write your story.

- Para 1:** When/Where did the story start? Who was/were the main characters? How did they feel?
- Para 2-3:** What happened? (events in sequence and the climax event)
- Para 4:** What happened in the end? How did you feel?

Study Skills

Sequence of events

When writing a story, present the events in the order they happened. This helps readers follow the story easily.

A travel blogger has asked his readers to send in short stories entitled: "The Most Exciting Holiday of my life".

EDUTAINMENT 8



VALUES

Love for one's country

- 1 **9.1.10.1** Explain the expressions. Are there similar ones in your country?

*East or west, home is best.
He that travels far knows much.*

- 2 **9.1.10.1** Look at the list. Which of these do you do? How often? Tell your partner.

- Respect other people's way of life.
- Drop litter in the streets.
- Celebrate national holidays.
- Study the history of my country.
- Donate money to charity.
- Participate in a clean-up day.
- Support my country at international events.
- Help elderly people or those in need.

- 3 **9.1.10.1** Why is it important to love one's country? Use the ideas in Ex. 2. Can you think of any other ways? Prepare a poster for the class or write a short poem.

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

- QUIZ**
- Blenheim Palace was the home of Queen Anne. _____
 - Toraigyr Lake is the biggest lake in Kazakhstan. _____
 - People still use camels to cross the Kyzylkum Desert. _____
 - The Esil River runs through Nur-Sultan. _____
 - Timur was a famous architect. _____
 - There is an indoor pool in the Khan Shatyr Entertainment Centre. _____

- 5 **9.1.10.1** Look at Module 8 and write a T/F quiz of your own.

- 6 **9.2.6.1** **9.4.7.1** **Song:** Look at the picture and the title. What do you think the song is about?
Listen, read and check your answers.

See the World

The world is like a treasure chest
So full of magic things
It's calling me to fly away
I long to spread my wings

There's a great big world out there
So much to do and see
So pack your bags and sail away
Let travel set you free

I want to visit distant lands
Adventure waits for me
Who will I meet? What will I find?
It's all a mystery

The world is like a cosmic school
So full of things to learn
Lessons and experiences
Wait round every turn



- 7 **9.3.4.1** What does 'travel' mean to the singer?

- 8 **9.3.2.1** How do you feel about 'travel'? Discuss in pairs.

MODULE 9 Science & Technology

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: complaining about a faulty product
- Writing an opinion essay

Themes:

- gadgets • technology • computers
- *The World of Science*
- VALUES: Online code of behaviour

Language Focus:

- (to)-infinitive/-ing form
- abstract/compound nouns

Phrasal verbs: come

Vocabulary

• Gadgets

- a) In one minute, say as many gadgets as you can think of.**
 - b) Which of these gadgets have/haven't got: a (touch) screen? headphones? buttons? a keypad? a remote control? a controller?**

A tablet has got a touch screen, but it hasn't got a keyboard.

- 2 Use these phrases to say how we use the gadgets in the pictures: download music, play games, call friends, send text messages, upload photos, read books, listen to music, clean the carpets, watch films, go online.**

We use a tablet to download music. We also use it to ...



Find the page numbers for

- a bar chart
- cyborgs
- a joke

Reading 9a

Check these words

- fascination • flesh • part-mechanical
- biological • disability • identify
- sophisticated • limb • brain • wire
- nerve • muscle • develop
- colour blind • device • allow
- artificial • function • become a reality

1 **9441 9471** Read the definition. What

is a cyborg? In which sense are the people in the pictures cyborgs?

Listen and read to find out.

cyborg (n) /ˈsaɪbɔːrɡ/ a being with both biological and artificial parts

Terminator



The Age of Cybernetics

Have you noticed how many science-fiction stories have got cyborg characters? To start with, there are the Borg in *Star Trek* and the Cybermen in *Dr Who*. The *Terminator* films feature machines with a human appearance and living flesh on top of their metal skeletons. In *Robocop*, the main character is a police officer who looks like a machine, but beneath his robotic body he has a human mind with human feelings.

So what is the fascination with these part-biological, part-mechanical beings? Is it perhaps that some people dream of one day being able to become like machines, or is it that we just want to use technology to fix people's disabilities? It's probably a bit of both, but the reality is that cyborgs will be here sooner than we realise.

Many scientists and doctors have been working with sophisticated technology to develop robotic limbs that can be attached to humans. With this technology, people who lose an arm or a leg will have the chance to live almost normal lives again. For example, in 2001, an

American technician, Jesse Sullivan, lost both of his arms in an accident. He now has two robotic arms that his brain controls through wires connected to nerves in his chest muscles. Later, in 2003, engineers developed an 'eyeborg' for a completely colour-blind artist, Neil Harbisson. The eyeborg is a camera-like device which the artist wears on his head and allows him to identify colours.

Some scientists believe that we are entering the Age of Cybernetics, where man and machine are going to become one. No one really knows, though, how far this will go. What is for sure is that people who need them will soon have artificial limbs that they will be able to control with microchips in their brains. Engineers will design smart joints such as knees and ankles that will function just like real ones. Some scientists believe it will be possible to make artificial eyes that can see better than human eyes. We are not quite there yet, but the idea of a real cybernetic man is getting closer and closer to becoming reality.

Study Skills

Read the rubric, then read the text once to get the general idea. Read the stem sentences and the possible options, and underline the key words. Find the part in the text that contains the answer to the question. Read carefully, trying to find synonymous phrases. Remember the statements follow the order they appear in the text.

2 **9431 9441 9451** Read the text and for questions 1-5 choose the best answer A, B, C or D.

- 1 Cyborgs ...
 - A can't experience feelings.
 - B want to become human.
 - C are small devices that help people do things.
 - D are part-robot, part-human.
- 2 Scientists ...
 - A have already developed robotic limbs.
 - B don't think it's possible to create a cyborg.
 - C can't do much to help people who lose limbs.
 - D want to become cyborgs.
- 3 Jesse Sullivan ...
 - A lost all his limbs.
 - B has a robotic chest.
 - C can lead an almost normal life.
 - D is developing a cyborg.



Robocop



Jesse Sullivan

Vocabulary 9a


- 4 An eyeborg is ...
 A a person with robotic eyes.
 B an artificial eye.
 C a small device like a camera.
 D a robotic eye for blind people.
- 5 Scientists predict that in the future, people will ...
 A have microchips as brains.
 B not need artificial limbs.
 C have artificial eyes.
 D have better eyesight.

• Verbs

- 3 **9.4.8.1** Fill in: *become, function, dream, control, connect, develop*. You can use your dictionary.

- 1 The surgeons will wires from the man's nerves to an artificial arm so he can touch and even feel.
 2 Scientists hope that in the future they will artificial limbs that will just like real ones.
 3 Some people of becoming cyborgs.
 4 A microchip in the brain will his two robotic arms.
 5 Will the idea of a cybernetic man ever a reality?

• Word formation

- 4 **9.4.8.1** **9.5.8.1**  Read the theory and the examples. Complete the sentences with the correct noun derived from the adjectives in brackets. You can use your dictionary.

Forming abstract nouns from adjectives

We use these suffixes to form abstract nouns from adjectives:
 -ness (*happy - happiness*), -ity (*complex - complexity*),
 -ment (*merry - merriment*), -ence (*silent - silence*),
 -y (*honest - honesty*), -dom (*free - freedom*)

- 1 The research institute was grateful for the of all the people who gave money. (*generous*)
 2 His new artificial limbs will give him his of movement once again. (*independent*)
 3 Some people are not sure about the of putting microchips in brains. (*useful*)
 4 The of there being actual cyborgs in the future is great. (*possible*)

• Words often confused

- 5 **9.5.8.1** **9.6.1.1** Fill in: *artificial, false, fake*. Choose four and make sentences using them.


- 1 limbs; 2 teeth;
 3 intelligence;
 4 information;
 5 painting;
 6 fur; 7 name;
 8 eyelashes; 9 alarm;
 10 certificate;
 11 mountain;
 12 flowers

Choose the correct word.

- 1 The mechanic lost/missed his leg in an accident.
 2 Engineers are developing a(n) artificial/fake eye for the blind.
 3 The robot has two individual/single microprocessors: one for movement and one for communication.
 4 The new robotic leg will allow/let the man to walk again.
 5 The brain controls/guides all the organs in the body.

Speaking & Writing

- 7 **9.1.7.1** **9.3.3.1** **9.3.6.1** **9.6.1.1** Use the ideas in the text and your own to explain how cybernetics will improve people's lives. Write a few sentences. Tell the class.

- 8 **9.1.5.1** **9.6.1.1** **9.6.8.1**  Think of your own cyborg. What will it look like? What will it be able to do? Present it to the class.

Use of English 9b

• (to)-infinitive / -ing form

- 1 **9.6.15.1** Read the theory. Give examples in your language.

We use the **-ing form**:

- as the subject of a sentence. *Programming is fun.*
- after **like, love, enjoy, don't mind, hate dislike**.
I don't mind waiting.
- after certain verbs (**avoid, consider, fancy, go**, (+ activities), **keep, imagine, miss, suggest**, etc.)
I'd suggest starting over.
- after prepositions. *He's interested in learning about robotics.*

We use **to-infinitive**:

- to express purpose. *You need special glasses to view a 3D film.*
- after **would like, would love, would prefer**.
I'd like to get a robot to clean my floor.
- after **too/enough**. *My system is too old to upgrade, so I'll need a new one.*
- after **decide, want, expect, promise, plan**, etc.
I plan to study Medicine.

We use the **infinitive without to**:

- after modal verbs (**can, should**, etc.) *I can't believe it!*
- after **make, let**. *Let's go for a walk through the park.*

Note: Some verbs take both the **to-infinitive** or the **-ing form**, but there is a difference in meaning.

Do you remember sending the email? (recall)
Remember to send the email. (don't forget)

- 2 **9.6.15.1** Put the verbs in brackets into their correct form.

- 1 A: What do you want
(buy) for Dad's birthday?
B: I haven't decided yet. Let's
(go) shopping after school tomorrow.
- 2 A: I can't (fix) my laptop
by myself.
B: I suggest (call) Richard. He's
good at (repair) things.
- 3 A: I'd like (visit) the science
museum again.
B: We're always visiting museums. I'd prefer
..... (do) something different.

- 3 **9.6.15.1** Put the verbs in brackets into the **to-infinitive** or the **-ing form**. How do the sentences differ in meaning?

- 1 a Do you remember
(charge) your phone earlier today?
b He always remembers
(charge) the battery for his camera.
- 2 a Sue tried (upload) a
photo to the website, but it didn't work.
b Try (upload) it over a
wireless connection later.
- 3 a The PC just stopped
(work). It froze.
b Jill has stopped work
(have) a lunch break.
- 4 a Joey went on (talk) about
his research project for hours.
b He went on (talk) about
what happened.
- 5 a I'll never forget (meet)
the famous scientist Stephen Hawking.
b Anna forgot (meet) us
after the lecture last Friday.
- 6 a I'm sorry (tell) you that
the experiment was a failure.
b He regrets (tell) his
friends about his experiment.

- 4 **9.6.15.1** Use the words in the boxes to make true sentences about yourself.

- hate
- want
- I'd like
- don't mind
- love
- don't let
- enjoy
- can't stand
- look forward to

- write emails
- run out of battery
- listen to music
- go to the cinema
- play video games
- fix my own computer
- learn about new technology
- talk to my friends online
- update my blog

Use of English 9b

5 9.6.1.1 Complete the sentences so they are true about you.

- 1 I try
- 2 I can't stand
- 3 I miss
- 4 I don't mind
- 5 It's not worth
- 6 I hate
- 7 I'd rather
- 8 I avoid
- 9 I can't help
- 10 I would love

• Abstract/Compound nouns

6 9.6.1.1 Read the theory. Then, cross out the word that doesn't make a compound noun.

Abstract nouns are nouns we can't sense.

freedom, pleasure **NOT:** dog

Compound nouns are nouns formed by two or more words. The two words can be joined together (*railway*) or hyphenated (*check-in*). Each word has its own meaning, but when they are joined together they create a new word. The combinations can be:

noun + noun *keyboard, circuit board, light bulb*

adjective + noun *flat-screen TV, hard drive*

long-term memory

verb (-ing) + noun *waiting room, operating system, ice skating rink*

noun + verb (-ing) *air conditioning, moon landing*

verb + preposition *shut-off (switch), breakthrough*

verb + adverb *read-only*

preposition + noun *up-to-date, downstairs*

noun + preposition *start-up, setup, runner up*

noun + prepositional phrase *one of those days, editor-in-chief*

- | | | | |
|--------|-----------|--------|----------------|
| 1 sun | a screen | 3 air | a pilot |
| | b light | | b conditioning |
| | c sea | | c port |
| 2 book | a shop | 4 head | a ache |
| | b shelf | | b master |
| | c library | | c cap |

7 9.6.1.1 Read the sentences and fill in the blanks with the correct words from the box. Check in your dictionary.

• birth • down • flat • key • light
• soft • under • up

- 1 We keep batteries and a flash in the car for emergencies.
- 2 The BIOS is special ware, but the drive is hardware.
- 3 The load speed isn't that fast.
- 4 I prefer typing on a(n) board because it's easier than typing on my phone.
- 5 We got a(n) screen TV last year.
- 6 You should date the apps on your phone regularly.
- 7 My uncle in London hates driving so he takes the ground to work.
- 8 When is his day?

8 9.6.1.1 Match the words to form compound nouns. Then make sentences. Which ones are abstract nouns?

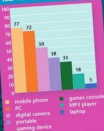
- | | | | |
|---|--------|---|----------|
| 1 | net | a | quarters |
| 2 | boy | b | break |
| 3 | motor | c | ship |
| 4 | some | d | friend |
| 5 | head | e | thing |
| 6 | heart | f | work of |
| 7 | friend | g | cycle |



Skills 9c

Teens & gadgets

Year 12 - Blackhill High School



Check these words

- screener = constantly • glued to
- move up • quick-thinking • multi-tasking
- demand • tools of communication
- survey • have an effect • worry
- addition • effect • behaviour • passion
- boot camp • psychological help
- treatment • balance • virtual world • rule

Square-eyed Teens! 

Are you a screener? Are you constantly glued to the TV, texting your friends, chatting online, or perhaps trying to move up another level in one of your favourite video games? Well, if you are, you are in the majority. You are another quick-thinking, multi-tasking teenager, like millions of others who demand to be constantly in touch with their friends.

Most teenagers do almost everything electronically. They watch digital TV, listen to music on a digital MP3 player and communicate electronically with friends through email, instant messaging or by mobile phone. Teenagers even do most of their reading online now. When they need help with their homework, it's often the Internet that they turn to. Gadgets are, in fact, teenagers' primary tools of communication, information, and entertainment. According to a recent survey more than half of teenagers prefer to spend most of their time in their bedroom because that is where their favourite gadgets are.

Experts from all over the world worry that teenagers' addiction to technology is having an effect both on their health and on their behaviour. In some countries, teenagers are getting help. In Britain, for example, there is a clinic that helps young people whose passion for all things electronic is having a negative effect on their lives. In China and Korea, there are even boot camps where children receive psychological help and treatment. There, young people have to do non-gadget-related activities. It's probable that these types of camps will become common in other countries in the future. Learning to keep a balance between the real and the virtual world will help the square-eyed generation understand that gadgets and technology are useful and fun but they should not let them rule their lives.

Vocabulary

- 1 **3.34** Look at the bar graph. Use the phrases – the majority of (>75%), most of (>70%), half of (50%), some of (<40%), a third of (33%), a few of (<20%), very few (<5%) – to make sentences.

The majority of Year 12 students at Blackhill High School have a mobile phone.

- 2 **3.34** What about you? Which of the gadgets have you got? How often do you use them? Use the phrases – watch TV, surf the Net, do research for homework, go on social networking sites (e.g. Facebook, Twitter), play games, chat online, listen to music, text friends – to make sentences.


I always/often/sometimes/never surf the Net in the evenings.

Reading

- 3 **3.33** Read the title of the text. Do you think it means: teenagers have eye problems from reading too much? teenagers spend too much time looking at their TV, computer or mobile phone screens?



0441 0451 0231

 Listen and read the text and answer the questions.

- 1 How do you define someone as a screener?
- 2 How does a teenager use their gadgets?
- 3 Why might boot camps become common in the future?

Skills 9c

9.1.1 | 9.1.7 | 9.2.1



Are you a screenerager or not? Discuss giving reasons.

Phrasal verbs

- come about = happen
- come across = meet by chance
- come down with = become ill
- come down to = be reduced to
- come out = publish
- come off = carry out
- come up to = approach
- come up with = think of

DID YOU KNOW?

People send 247 billion emails every day.

Smile

How's a passing similar to a toothbrush?



Don't let anyone else use it, and get a new one every six months.

5 **9.4.1** **Fill in:** connect, download, log on, switch off, log out, install, upload, unplug. **Check in your dictionary.**

- 1 You need to have a password to be able to to this computer.
- 2 I can't wait to get home to the photographs I took to my computer.
- 3 If you don't your memory stick correctly, you might damage it.
- 4 I can't to the Internet at the moment. There seems to be a problem.
- 5 Remember to and the computer when you have finished.
- 6 You shouldn't music or films from the Internet illegally.
- 7 The technician will come to the new software on the computer later.

• Phrasal verbs: come

6 **9.6.15.1** **Choose the correct particle(s). Make sentences using the other option.**

- 1 Jane came about/across an old friend on a social networking site the other day.
- 2 Charlie got soaked in the rain and came down with/to a nasty cold later.
- 3 The new video games console is coming out/off next week.
- 4 The software technician came up to/up with a great idea to fix my old laptop.

• Prepositions

7 **9.6.15.1** **Fill in:** in, to, with (x2), on.

- 1 Modern technology allows us to communicate people within seconds.
- 2 A lot of teenagers are hooked their gadgets.
- 3 Jack is always glued the TV and never does anything.
- 4 He doesn't participate online games.
- 5 She is in touch her friends almost all the time.

Listening

8 **9.2.2 | 9.2.5 | 9.2.8 | 9.2.9** **Listen and match the speakers (1-5) to the statements (A-F). There is one extra statement.**

- 1 Rupert
- 2 Judith
- 3 Jenna
- 4 Samuel
- 5 Hannah

This person ...

- A uses the Internet mostly to do homework
- B doesn't think she needs help
- C was addicted to text messaging
- D reconnected with old friends on the Internet
- E doesn't like chatting online
- F thinks she is a typical teenager

Speaking & Writing

9 **9.1.6 | 9.5.1** **Are your classmates screeneragers? Find out. Do a survey in pairs. Collect information and prepare a bar chart like the one in Ex. 1. Present it to the class.**

Everyday English 9d

Study

Skills

Intonation in questions

Wh- questions have a falling intonation at the end of the sentence. Yes/No questions have a rising intonation.

Who's going with you? ↘
Is it wrong? ↗

Complaining about a faulty product

1 Match the sentences to the objects. Some sentences match more than one object.

• TV • camera • mobile phone • MP3 player • laptop

- | | |
|------------------------------------|-----------------------------------|
| 1 The lens is scratched. – camera | 4 There is no remote control. |
| 2 The headphones are broken. | 5 The keys don't work properly. |
| 3 The screen is blurry/flickering. | 6 The battery only lasts an hour. |

2 a) Listen and repeat. The following sentences appear in the dialogue below. What is the problem?

- What seems to be the problem? • I think the lens is scratched.
- Can I have a look at it? • We'll have to send it away to be repaired.
- How long will it take? • We'll call you when it's ready.

b) Listen and read to find out.

Shop assistant: Hello. Can I help you, madam?

Jane: I've got a problem with my camera. I bought it here last Monday and I think it's faulty.

Shop assistant: What seems to be the problem?

Jane: I think the lens is scratched. Every photo I take has a thin black line in the corner.

Shop assistant: Can I have a look at it?

Jane: Sure.

Shop assistant: Well, we'll have to send it away to be repaired.

Jane: How long will that take?

Shop assistant: About seven to ten days.

Jane: How much will it cost?

Shop assistant: This camera has a two-year guarantee, so there's no charge. We'll call you when it's ready.

Jane: That's fine. Thank you very much.

Shop assistant: You're welcome.

Check these words

- faulty • lens • scratched
- send sth away • no charge

9.4.5.1 Find words/phrases in the dialogue which mean: What's wrong? – May I examine it? – You don't have to pay anything. – We will contact you by telephone.

4 9.1.1 9.3.1 The battery of your new MP3 player only lasts for one hour when it should last for 25 hours. Take it back to the shop you bought it from. Use the phrases in the box to act out a dialogue between you and the shop assistant. In your dialogue: say when you bought it – describe the problem – how long it will take to be repaired – how much repair will cost.

Describing problems

- I've got a problem with this ...
- There's something wrong with ...
- The ... doesn't work/is broken, etc.

Responding

- What seems to be the problem?
- What's the problem (exactly)?
- It needs looking at/repairing.
- We'll have to send it away to have someone look at it.





THE WORLD OF SCIENCE

'Play for the day, learn for a lifetime.'



Glasgow Science Centre

Are you fascinated by how the world works? The Glasgow Science Centre (GSC) is the ideal place to learn about the wonders of science! Located next to the River Clyde in Glasgow, Scotland, the GSC opened in 2001. It now has three buildings on the site, and is one of Scotland's main tourist attractions.



The Science Mall is the most popular building and there are over 250 exhibits inside! On the first floor, there is a planetarium where visitors can explore the universe we live in and take an unforgettable journey to the outermost limits of space. The second floor introduces you to careers in science, and you can take part in experiments which demonstrate basic science in The Lab. The third floor is dedicated to biology. Here, visitors can learn how the human body works by becoming both the experimenter and the scientist! There are interactive exhibits to test your reactions, balance, energy levels, memory and much more. The GSC is open every day between 10 am and 5 pm in summer, but it's closed on Mondays and Tuesdays in wintertime. If you're in Glasgow, don't miss this educational day out that's fun for all the family!

Evrikum

Another great place for the whole family to learn about science is Evrikum. It's part of Mega Park, a giant shopping mall which opened in Almaty, Kazakhstan in 2017. It's a



wonderland where people can explore the world of physics, chemistry and optical illusions. Go on a fascinating journey of discovery through special rooms designed to confuse your senses and trick your mind. Hang from the ceiling in the gravity room, find your way through the mirror maze, and try to stay on your feet in the rotating tunnel! Don't miss the science shows, where scientists explain chemical reactions, and then let you conduct your own experiments! Evrikum is open from Monday to Sunday throughout the year, from 10:00 in the morning until 9:00 at night. All the wonders of physics and chemistry are on display here: it's a unique opportunity to interact with the incredible world of science first-hand.

Check these words

- wonder • attraction
- planetarium • universe
- outermost • introduce
- demonstrate
- dedicated to
- interactive
- optical illusion • ceiling
- gravity • maze
- rotating • conduct
- on display

1 9.2.3 | 9.2.4 | 9.4.4 | Read the title and the motto. How does it relate to the texts? Listen and read to find out.

2 9.4.3 | 9.4.5 | Mark the sentences T (true) or F (False).

- 1 There is only one building at the Glasgow Science Centre.
- 2 People can learn about space on the second floor of the GSC.
- 3 Visitors can conduct their own experiments at the GSC.
- 4 Evrikum is located inside a shopping mall.
- 5 Visitors aren't allowed to touch the displays inside Evrikum.

3 9.3.1 | Compare and contrast the GSC and Evrikum. Think about: **where it is – when it opened – what people can see/do there – opening times.**

The GSC is located next to the River Clyde in Glasgow, Scotland and Evrikum is inside Mega Park, in Almaty, Kazakhstan.

4 9.5.1 | Use the headings in Ex. 3 to write a text (100-150 words) about another science centre or museum in your country or another country.



Across the Curriculum 9f

Design & Technology

- 1 **9221 9451** Look at the picture. Do you know what the different parts of a computer are and what they do?
 Listen and read the text to find out.

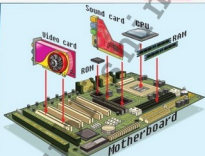


What's in a computer?

At the heart of the computer is the motherboard. It is the largest circuit board in a computer and all the other smaller circuit boards are connected to it. On the motherboard, there is a microchip called the Central Processing Unit, or CPU, which is basically the brain and command centre of the computer. The CPU interprets software programs and sends commands to all the other parts of the computer.

The BIOS (Basic Input-Output System) is special software usually stored on the motherboard. It wakes up the computer when you switch it on, checks that everything is working and reminds it of what it needs to do.

The motherboard also contains several cards, each of which has a different purpose. For example, the video card generates the graphics that you see on your screen, whereas the sound card controls the audio of the computer.



- The computer has two main types of memory, ROM and RAM. ROM holds information that is permanently 'burnt' into the computer and you cannot change it. RAM, on the other hand, is like a short-term memory that you can access and change, but once you turn off the computer it forgets everything.
- The inside parts of the computer communicate with the keyboard, the screen, the mouse and other devices such as modems through ports.

Check these words

- circuit board
- command centre
- interpret = software
- generate = graphics
- memory = permanently
- port

9441 9451 Read the text again and answer the questions.

- What is the motherboard?
- What does CPU stand for?
- Which part wakes up a computer?
- What does a sound card do?
- How many types of memory has a computer got? What does each do?

9361 Use the diagram to present a computer's hardware to the class.

9351 Find out more about the computer and its parts. Present your information to the class.

Mobile Phones at School



Mobile phones are everywhere these days! Teens use them to send and receive text messages, make and receive calls, and even to listen to music. Many people believe that students should leave their phones at home when they go to school, because they can disrupt classes, but I disagree.

In the first place, mobile phones are very important in emergency situations. For example, if a student is walking to or from school and feels they are in danger, they can call for help.

Secondly, mobile phones can be very convenient. A

lot of students stay after school for extra school activities and they use their mobiles to call their parents to come and get them, or to let them know where they are.

However, some teachers feel that mobile phones distract students when they are in school. They say that some students spend their time texting instead of listening in class, or that ring tones often interrupt them during the lesson.

In conclusion, even though mobile phones can cause problems in the classroom I feel students should have them for reasons of safety and convenience. Instead of banning phones, schools should make rules for when and where students are allowed to use their phones.

Tip

Opinion essays

Opinion essays are essays we write to explain our opinion concerning an issue

- In the introduction, we present the topic and our opinion on it.
- In the main body paragraphs, we write our viewpoints together with examples in separate paragraphs. We can include a paragraph giving the opposing viewpoint, supported by reasons/examples
- In the conclusion, we restate our opinion using different words.

We link our ideas with appropriate linking words. We usually write them in formal style, that is, we use longer sentences, impersonal tone, no use of short forms or everyday language.

1 a) **9.4.3.1** Read the model and list the viewpoints the writer gives to support their opinion. What reasons/examples do they use? What is the opposing viewpoint? Find examples of formal style.

b) Replace the topic sentences in the main body paragraphs with other appropriate ones.

2 **9.4.7.1** Look at the linking words in bold. Which: adds more points? introduces an opposing idea? concludes? introduces a supporting viewpoint? Replace them with: All in all, Also, On the other hand, First.

Writing (an opinion essay)

3 **9.2.2.1** Read the rubric. Then match the viewpoints below (A-C) to their reasons/examples (1-3). Listen and check.

Young people today should get out more and stop using technology to replace real social relationships. Write an essay expressing your opinion (120-180 words).

Viewpoints

- 1 technology makes social communication easier
- 2 remote communication means people don't know how to behave in face-to-face situations
- 3 typing and texting doesn't let you express yourself well enough

Reasons/Examples

- 1 chat/text messages are abbreviated; these messages can be misunderstood/misread
- 2 people aren't used to talking to a real person, so they can be shy/not know what to say
- 3 send a text or email quickly, cheaply

4 **9.1.7.1** **9.5.1.1** **9.5.6.1** Write your essay. Use ideas from Ex. 3. You can use the essay in Ex. 1 as a model.

EDUTAINMENT 9



VALUES

Online code of behaviour

- 1 **9.1.11** **9.1.11** **Read the statements. Which are dos? don'ts? Use a variety of modals to tell your partner.**

- Post rude comments.
- Share your password.
- Give out personal information.
- Use polite language.
- Post comments that may harm others.
- Think before you upload photos of you and your friends/family.
- Tell your parents/teacher if you get bullied online.

You shouldn't post rude comments.

- 2 **Use your answers in Ex. 1 and your own ideas to make a poster about the dos and don'ts of online behaviour. Display it to the class.**

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

QUIZ

- 1 Robocop is a police officer with no feelings.
- 2 Screenagers are people who are constantly looking at some kind of screen.
- 3 Many teenagers prefer to read books online.
- 4 The CPU is on a computer's motherboard.
- 5 In Britain, there are boot camps where children receive help with their technology addictions.
- 6 There is a planetarium inside the Glasgow Science Centre.
- 7 The Glasgow Science Centre is closed in winter.
- 8 Visitors can do chemical experiments at Evrikum.

- 4 **Go through Module 9 and write a T/F quiz of your own.**

- 5 **9.1.11** **Song:** These words – screen, avatar, online, message, text, email, glad – appear in the song. What is the song about?

Listen and read to find out.

Get in Touch

Do you know how long it's been
Since your last post showed up on the
screen?

We miss your smiling avatar
We wonder how and where you are

We go from one day to the next
Just waiting for a call or text
An email or a wink from you
Will make us smile the whole day
through

We're waiting for you to get online
Send us a message and we'll be fine
Just type us a line or two
We only want to hear from you

When you're ready, we'll be here
Waiting for you to appear
I'll be as glad as I can be
When you sign-in and chat with me

VIDEO

- 6 **9.1.11** **How do you communicate with your friends? Describe how you use technology and what types of gadgets you use to communicate with your friends.**



Language Review 1

1a

- 1 Match the words to form phrases. Use three of them in the sentences 1-3.

- 1 sharp
2 overcome
3 entered
4 turned
5 ranked
6 shark

- a a competition
b attack
c pain
d fifth
e obstacles
f red

- 1 Bethany Hamilton lost her arm in a terrible
2 She surprised everyone after she
..... and took fifth place.
3 She felt a in her arm.

- 2 Fill in: *manage, lose, rush, win, catch, escape*, in their correct form.

- 1 Bethany to surf again.
2 She was very lucky to death.
3 Surfers love waves.
4 Bethany the NSSA Nationals in 2005. She was very happy.
5 Her friends her to hospital.
6 She 60% of her blood in the attack.

1c

- 3 Complete the sentences with the following verbs in the correct form.

• earn • start • decide • create • keep

- 1 I'd like to my own business one day.
2 She beautiful jewellery and sells it online.
3 Last year, she she wanted to be an artist, and now she's applying to art colleges.
4 It's great to a living doing something you love.
5 Even when things seem difficult, trying and never give up.

1e

- 4 Match the words to form phrases. Then use them to complete the sentences.

- 1 video
2 national
3 ice
4 amusement
5 shopping

- a hockey
b mall
c park
d sport
e games

- 1 Let's go to the tomorrow; I need to buy some new shoes.
2 We often play at the local rink in the winter.
3 The best ride at the is the roller coaster!
4 Rugby is the of Wales.
5 It's raining. Let's stay in and play

1f

- 5 Complete with: *hut, sail, wheeled, trip, hall*.

- 1 His family went on a day to Paris.
2 He lives in a wooden in the mountains.
3 They the boat into the water.
4 He performed in the town's music
5 She bought a new bathing for summer.

Prepositions & Phrasal Verbs

- 6 Choose the correct item.

- 1 Always turn **off/up** your mobile phone when you enter the library.
2 This shopping mall is popular **about/with** young people because it has lots of trendy shops.
3 Brian has just turned **down/off** a fantastic job offer.
4 What do you like doing **on/in** your spare time?
5 My younger sister cries when no one is paying attention **to/on** her.

Language Review 2

2a

- 1 Match the words to form phrases. Use some of them to complete the sentences.

- | | |
|---|--------------|
| 1 | at a snail's |
| 2 | world |
| 3 | finish |
| 4 | sounds |
| 5 | take |

- | | |
|---|---------|
| a | part |
| b | strange |
| c | record |
| d | pace |
| e | line |

- Usain Bolt set a(n) by doing the 100 metre sprint in 9.58 seconds.
- You have to be over 16 years old to in the sailing race.
- I'm glad I ran the marathon, but I was relieved when I crossed the

- 2 Fill in: *pull, twist, sprain, break, get*.

- | | | | |
|---|-------------------|---|----------------|
| 1 | an ankle | 4 | a muscle |
| 2 | a black eye | 5 | a leg |
| 3 | a wrist | | |

2c

- 3 Complete the sentences with the following verbs in the correct form.

- inspire • not/bother • invite • compete • follow

- Training for a triathlon is really hard, but that me.
- She her dreams and became a racing driver.
- The Olympic champion Michael Phelps my cousin to become a swimmer.
- If you have a blue belt or higher, you can in the taekwondo championship.
- Last year, the British school our football team to London to play against them in a friendly match.

2e

- 4 Fill in: *public, hosted, demolished, stadium, spectators, located*.

- We've got tickets to watch the final match at the national
- The old sports centre was in 2017 and they are building a new one.
- Our local swimming pool is in Palmer Park.
- There were over 80,000 at the game on Saturday.
- The Sports Museum opened to the in 2012.
- My city the Winter Olympics.

2f

- 5 Fill in: *airway, casualty, principles, aid, unconscious, upright*.

- There was a massive pile-up, but luckily there was only one
- You must keep the victim's open.
- The man hit his head and fell
- If someone cuts their hand, hold it
- First can save lives.
- What are the basic of first aid?

Prepositions & Phrasal Verbs

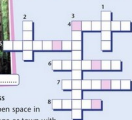
- 6 Choose the correct item.

- I ran **across/over** some old friends at the hockey match.
- Is American football similar **with/to** rugby?
- My parents were proud **of/to** me when I won the race.
- You can't run away **after/with** the ball in netball; you have to stand still when you're holding it.
- We have to book our tickets today – we're running **out/down** of time!

Language Review 3

3a

- 1 Do the crossword. Use the letters in the coloured boxes to label the picture.



Across

- 4 an open space in a village or town with houses or shops around it
5 a wide road for driving long distances fast
6 a place where things are made in large quantities
7 a place where boats shelter
8 an open space in the countryside for animals or crops

Down

- 1 a place for growing crops or raising animals
2 a narrow strip of land for walking along
3 an extremely tall building in a city

3c

- 2 Fill the gaps with: *make, admire, utility, cosy, busy, wild, carve, thatched*.
- 1 A sculptor can stone to make statues.
2 We stopped at the top of the hill to the view.
3 Some English cottages have a roof.
4 Inside, the house was warm and
5 animals can be very dangerous.
6 Prehistoric people used to their homes in caves.
7 The washing machine is in the room.
8 His flat is on a street.

3e

- 3 Match the words to their meanings. Then use them to complete the sentences.

- 1 artificial
2 region
3 banks
4

- a an area of a country
b the sides of a river
c an object that represents a place or idea
d man-made, not natural

- 1 Aktau is located in the Mangystau of Kazakhstan.
2 I like going on a stroll along the of the river.
3 The eagle is a(n) of Kazakhstan.
4 They created a(n) indoor sea with a sandy beach.

3f

Choose the correct word.

- 1 The Himalayas is a famous mountain range/edge.
2 Mountains can take millions of years to form/happen.
3 Earth is always turning, but we don't wonder/notice it.
4 The Alps were made when two tectonic plates collided/formed.
5 Magma is melted rock/crust under the surface of the Earth.

Prepositions & Phrasal Verbs

5 Choose the correct item.

- 1 He was late because his car broke out/down.
2 They caught the robbers who broke down/into the art gallery.
3 The walls of his house are made of/with stone.
4 We live in/on a flat in Almaty.
5 I love my city – it's so full with/of life!

Language Review 4

4a

1 Complete the sentences with the verbs in their correct form.

- break • deserve • encourage • honour
- make • overcome

- The mayor the charity workers at an official ceremony.
- John not only won the race, he also a record.
- Michael really our respect for all his hard work.
- In life, there are sometimes obstacles we need
- Every one of us can a difference if we want to.
- It's important young people to do charity work.

2 Fill in: *live, drinking, personal, raise, rough, support, true, charity.*

- | | |
|--------------------|---------------------|
| 1 group | 5 goal |
| 2 water | 6 event |
| 3 money | 7 inspiration |
| 4 in poverty | 8 waters |

4c

3 Complete the sentences with *wage, education, medical, vaccinate, struggle, government.*

- The charity builds centres to provide healthcare in remote villages.
- The is passing a new law to help children living in poverty.
- Some people to survive on \$1 a day.
- Everyone should be able to go to school and get a(n)
- He's so generous! He gives 10% of his monthly to charity.
- If we the children, they won't catch the disease.

4e

4 Match the words to their synonyms. Use three of the words to complete the sentences.

1	abused	a	work
2	exotic	b	ill-treated
3	operate	c	shelter
4	permanent	d	unusual
5	sanctuary	e	fixed

- You can see a lot of birds at the zoo.
- The animal sanctuary takes care of animals and tries to help them recover.
- A is a place where animals can live freely.

4f

5 Fill in: *conference, freedom, headquarters, promote, standard.*

- The organisation has its in New York.
- We have a good of living in my country.
- The UN tries to peace around the world.
- of expression is the main advantage of a democracy.
- The university held a on human rights issues.

Prepositions & Phrasal Verbs

6 Choose the correct item.

- They raised money **for/to** charity.
- Look **at/up** his phone number in my notebook.
- They brought the problem **to/in** his attention.
- Thanks **for/to** everyone's determination, we saved all the animals.
- We must look **after/of** those in need.

Language Review 5

5a

1 Choose the correct item.

- 1 A ghost **disappeared/appeared** in the room and everyone was frightened.
- 2 When I saw him standing outside the house, I couldn't **whisper/believe** my eyes.
- 3 Quiet! I can **listen/hear** footsteps.
- 4 Did you see that flash of green **candle/light**?
- 5 The twins have got very bad manners. They are extremely **rude/insulted**.

5b

2 Fill in: *felt, pointed, came, screamed, dove*.

- 1 The swimmer jumped off the rock and into the water.
- 2 Julie with fright because she thought she saw a ghost.
- 3 "Look!" he shouted and to something on the other side of the lake.
- 4 He was ill all weekend, but by Tuesday he strong again.
- 5 We were very quiet, and after a while the deer closer.

5c

3 a) Match the words to form phrases.

- | | |
|---|-------------|
| 1 | contented |
| 2 | gold |
| 3 | abandoned |
| 4 | long, white |
| 5 | eternal |

- | | |
|---|-------|
| a | house |
| b | feast |
| c | beard |
| d | man |
| e | coins |

b) Use four of the phrases from Ex. 3a to complete the sentences.

- 1 My grandfather has got a(n) , but he is completely bald.
- 2 No one lives in the It's been empty for years.
- 3 He is a(n); he is happy with his life just the way it is.
- 4 My uncle has a section of from the 16th century.

5d

4 Fill in: *surrounded, developed, worried, searched, achieved*.

- 1 Asan Kaigy good hunting skills when he was young.
- 2 Later, he was an advisor, and khans and great warriors him.
- 3 Asan Kaigy about ordinary people and he was anxious to help them.
- 4 He for the perfect place to live for many years.
- 5 Asan Kaigy never his goal, but he inspired people to live better lives.

Prepositions & Phrasal Verbs

5 Choose the correct item.

- 1 It was very early when they set **off/aside** for their trip to London.
- 2 His paintings are from ideas based **on/at** Tolkien's books about Middle-earth.
- 3 I'd love to set **back/up** a business publishing books.
- 4 Her new children's book is about having respect **about/for** the environment.
- 5 I hope one day the whole world will live **in/on** peace.

Language Review 6

6a

1 Match the words to form phrases.

- | | |
|---|-----------|
| 1 | town |
| 2 | treasure |
| 3 | firework |
| 4 | annual |
| 5 | colourful |

- | | |
|---|---------|
| a | hunt |
| b | event |
| c | mascot |
| d | float |
| e | display |

2 Fill in the verbs in the correct form.

• watch • come • take • crown • dress up

- When are they going the new queen?
- Jake wants as an alien for the fancy dress party.
- Are you going the parade tomorrow?
- Every year the town alive for the music festival.
- The festival place every year in June.

6c

3 Match the words to form phrases. Use them to complete the sentences.

- | | |
|---|-------------|
| 1 | public |
| 2 | good |
| 3 | skilled |
| 4 | coming |
| 5 | traditional |

- | | |
|---|------------|
| a | year |
| b | instrument |
| c | fortune |
| d | holiday |
| e | riders |

- I wish you health and happiness in the
- May Day is a in the UK and no one goes to school.
- The dombra is my favourite
- I have a lucky charm to bring me
- The people who rode in the horse race were all very

4 Complete the sentences with the following verbs in the correct form.

• keep up • last • bring • wander

- We love the streets during the festival, looking at all the beautiful decorations.
- They don't live in Kazakhstan now, but they still the tradition of celebrating Nauryz.
- National celebrations the whole country together.
- The festival for five days.

6e

5 Match the words to form phrases.

- | | |
|---|-----------------|
| 1 | environmentally |
| 2 | nature |
| 3 | reduce |
| 4 | save |
| 5 | live |

- | | |
|---|----------|
| a | waste |
| b | music |
| c | friendly |
| d | walk |
| e | energy |

6f

6 Fill in: crowd, signals, honour, war, tune.

- A lot of soldiers died during the
- There is a big waiting for the parade to pass by.
- The tune the beginning of the match.
- Remembrance Day is a day to dead soldiers.
- The band is playing a very sad

Prepositions & Phrasal Verbs

7 Choose the correct item.

- We need to teach our children to care of/for the environment.
- He kept out/on talking about the event.
- You needn't worry for/about me. I'm fine.
- What impact can this have in/on our lives?

Language Review 7

7a

- 1 Match the words. Use the phrases to complete the sentences.

- | | |
|---|---------|
| 1 | strong |
| 2 | true |
| 3 | highly- |
| 4 | aerial |

- | | |
|---|---------|
| a | praised |
| b | shots |
| c | story |
| d | will |

- The Eagle Huntress* tells the of Aisholpan Nurgaiv.
- The Shape of Water* is a(n) film from director Guillermo del Toro.
- They used a drone to get the of the steppe from above.
- You need a(n) to succeed against the odds.

- 2 Complete the sentences with the verbs in the correct form.

• strap • become • follow • compete

- Her dream is a film director one day.
- Over a hundred people in the contest last year.
- The director a tiny camera to the skydiver to film his jump from the plane.
- The documentary the family's journey across the USA.

7c

- 3 Fill in: create, purchase, access, fade.

- These days, you can music online with a credit card.
- Black-and-white films are not very popular nowadays and soon they will away.
- He wants to a website about Kazakh films.
- You need to sign up to the online courses; they're for members only.

7e

- 4 Fill in: rhythm, wave, stamp, traditional, brightly-coloured, swayed.

- We love to watch dances from various countries.
- The women wore dresses and held flowers in their hands.
- He danced to the of the music.
- The crowd back and forth as the music played.
- The men handkerchiefs in the air as they dance.
- All the dancers their feet at the same time.

7f

- 5 Choose the correct word.

- Do you like this piece/section of music?
- I think your guitar strings are too loose. Let me take a closer/stronger look.
- The tempo is the tone/speed of the music.
- The film was too long, so they divided/organised it into two parts.

Prepositions & Phrasal Verbs

- 6 Choose the correct item.

- The guitarist carried out/on playing for 20 minutes after the singer left the stage.
- Justice League* tells the story about/of a group of superheroes.
- Suzanne Collins got the idea for/of *The Hunger Games* books from ancient Rome.
- The band has to carry out/on sound checks before the concert starts.
- We enjoyed competing against/for other local musicians in the *Battle of the Bands*.

Language Review 8

8a

- 1 Match the words. Use the phrases to complete the sentences 1-5.

1 stunning

2 shopping

3 architectural

4 trendy

5 outdoor

a shops

b market

c mall

d views

e wonder

- The Bayterek Tower is a unique building and a(n)
- Climb the mountain and look down for some of the city.
- She spends a lot of money buying clothes in
- You can find anything in this; there are shops, restaurants and even a cinema!
- The isn't open in winter because it's too cold.

8c

- 2 Complete the sentences with the following verbs in the correct form.

- defeat • get • pass • sail • succeed
- turn • avoid

- People say an evil witch the princess to stone a thousand years ago.
- Genghis Khan many armies in battle to create the Mongol Empire.
- We stopped in Almaty as we through Kazakhstan on our way to Uzbekistan.
- My dad always the city centre; he thinks it's too crowded.
- Natalia wants to write a book. I hope she will and become a famous writer.
- How long does it take to across the lake?
- There's a mouse in our garden and we need to rid of it.

8e

- 3 Fill in: *founded, landscaped, ordered, located*.

- The palace gardens were by a famous designer.
- King Henry VIII Hampton Court Palace to be built for Cardinal Thomas Wolsey.
- Zenkov Cathedral is in Almaty.
- Hazrat Sultan Mosque in Nur Sultan was in 2012.

8f

- 4 Fill in: *settlement, route, legacy, merchants*.

- You can follow this through the Tian-Shan Mountains.
- The city of Ornek was an ancient on the Silk Road.
- Long ago, traded silk from the east in ancient Rome.
- The Mongol Empire left an important for future generations.

Prepositions & Phrasal Verbs

- 5 Choose the correct item.

- I felt so excited when our plane took **out/off** from the ground.
- Greece is ideal **with/for** people who want a relaxing holiday on the beach.
- Have you heard **at/about** the new hotel they're opening in Prosperity Square?
- Please take **off/out** your shoes by the door; I've just had the carpets cleaned.
- The Cook Islands are named **from/after** Captain James Cook.
- I thought my younger brother might be frightened of swimming in the sea, but he took **to/at** the water right away.

Language Review 9

9a

- 1 Match the words to form phrases. Use five of them to complete the sentences.

- | | |
|---|------------|
| 1 | normal |
| 2 | games |
| 3 | artificial |
| 4 | mechanical |
| 5 | human |
| 6 | vacuum |

- | | |
|---|----------|
| a | feelings |
| b | parts |
| c | cleaner |
| d | lives |
| e | eye |
| f | console |

- Engineers have developed a robotic that cleans the house.
- Cybernetics will help people without arms or legs to live again.
- He has a(n) that allows him to see and it looks like a real one.
- Robots have
- Robots don't have, so they can't experience happiness or pain.

9c

- 2 Fill in: effect, tool, camp, survey, chatting, world.

- A boot is a place where people can go to get fit.
- Some psychologists believe that video games have a negative on children.
- A lot of teenagers have created their own characters in a virtual on the Internet.
- The mobile phone is a fantastic communication
- A recent showed that teenagers spend too much time texting.
- He spends his evenings online.

9e

- 3 Complete the sentences with the verbs in the correct form.

- introduce
- locate
- explore
- conduct
- interact

- Our chemistry teacher let us our own experiments today.
- Let's the museum before we go to the planetarium show.
- The Science Museum in London is a great place to children to science for the first time.
- She really enjoyed with the other scientists at the conference and discussing new ideas.
- The Glasgow Science Centre is next to the River Clyde.

9f

- Choose the correct word.

- The motherboard is the largest circuit board/centre in a computer.
- The CPU is the brain and command centre/software of a computer.
- The CPU interprets software programs/memories.
- The video card generates/switches the graphics you see on your screen.
- The sound card accesses/controls the audio of the computer.

Prepositions & Phrasal Verbs

- 5 Choose the correct item.

- Who came up with/across this great idea?
- Many people are hooked on/in the Internet.
- Have you ever participated to/in an online survey?
- All the different parts of the computer communicate to/with each other.
- The video game came out/off last Monday.

Self-Check 1

1 Complete the sentences with: obstacles, pain, bathing, landscape, exhibition, death.

- I felt a sharp in my finger when I cut myself while chopping vegetables.
- He displayed 15 of his paintings at a(n) in his local art gallery.
- The of Kazakhstan is beautiful, with mountains, lakes and the open steppe.
- Even though he was attacked by a shark, he managed to escape and survive.
- In Victorian times, people wore suits to go swimming in the sea.
- He overcame the in his life and became a successful businessman.

(Points: $\frac{\quad}{6 \times 4 \quad 24}$)

2 Put the verbs in brackets into the correct present or past tense.

- The man (wander) for days before they (spot) him.
- They (camp) there for two weeks before they (decide) to leave.
- They (hold) a flower festival every spring.
- (you/go) to the exhibition tonight?
- These flowers (smell) wonderful.
- I wish I (have) a friend. I feel lonely.

(Points: $\frac{\quad}{6 \times 4 \quad 24}$)

3 Rewrite the sentences in the passive form.

- They exhibit the works at the new art gallery.
- The mayor will open the new museum.
- He used watercolours for this painting.
- They must finish the sculpture by next week.

(Points: $\frac{\quad}{4 \times 4 \quad 16}$)

4 Put the verbs in brackets in the correct future form.

- I promise I (send) you an SMS later.
- This time next week, we (drive) to Miami.
- I (go) to the mall this afternoon to buy a new laptop. Would you like to come?
- By the time we get home, she (cook) dinner.

(Points: $\frac{\quad}{4 \times 4 \quad 16}$)

5 Complete with: Congratulations, Don't mention it, I'm still not sure what's best for me, That sounds interesting.

- A: So, Greg, what you would like to study at university?
 B: Actually, I)
 A: What kind of job do you think would interest you?
 B: I think that I would like to do something practical.
 A: Are you good at Maths and Physics?
 B: Yes. I usually get top marks.
 A: 2) ! Let's see then! How about studying Engineering?
 B: 3) Thank you.
 A: 4) !

That's what I'm here for.

(Points: $\frac{\quad}{4 \times 5 \quad 20}$)

(My score: $\frac{\quad}{100}$)

CHECK
your progress

Competences

Mark.

- talk about hobbies and equipment ☆☆☆
- make suggestions ☆☆☆
- have an interview with a careers counsellor ☆☆☆
- write a blog entry about a hobby ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 2

1 **Fill in:** reach, dress, inspire, host, participate.

- The runners usually the end of the race by midday.
- Would you like to in the judo competition?
- Our school will this year's football championship.
- Watching the success of great athletes can young people to take up sport.
- He wants to up as a pirate when he takes part in the sailing event.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)2 **Choose the correct item.**

- I left my football boots on the driveway and my dad accidentally ran across/over them!
- The coach was dissatisfied with/in our team's performance last night.
- We were really proud of/with Mum when she completed the marathon.
- Some people think that taekwondo is similar of/to karate, but it isn't.
- We almost lost the match, but Ryan scored two goals right in/at the end of the game.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)3 **Rewrite in reported speech.**

- "This is a great game," he said.
.....
- "Will Anderson play?" Beth asked.
.....
- "What time does the match start?" he asked.
.....
- "Toby has never played rugby," said Kate.
.....
- "Don't waste your money," James said to us.
.....

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)4 **Rewrite the sentences using the verbs in the list.**

- beg • apologise • complain • suggest
- advise

- "I'm sorry I dropped the ball," she said.
- "How about watching the match on TV?" he said.
- "You should see a doctor," she said to me.
- "This game is boring!" he said.
- "Please let me play tomorrow!" she said to the coach.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)5 **Complete the dialogue.**

- I will. • That's all I need.
- Let's have a look.
- Let me help you get up. • What's wrong?

- A: Are you OK, Pete? 1)
- B: Thanks. I can't believe I fell off my bike ...
- A: 2)
- B: My arm really hurts.
- A: Oh, dear! 3)
- B: Ouch! That really hurts.
- A: I think you've broken your arm.
- B: Great! 4)
- A: You need to go to the hospital and have an X-ray taken.
- B: 5) Can you drive me there?
- A: Sure.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)(My score: $\frac{\quad}{100}$)CHECK
your progress

Competences

Mark.

- talk about national games, sports and stadiums
- talk about injuries
- write a survey report

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 3

1 Fill in: *skyscrapers, industrial, destination, accommodate, supplies, landmarks.*

- It is the ideal for those who want to relax.
- Rome has got a lot of famous to visit.
- There are a lot of tall in New York.
- This hotel can up to 250 guests.
- We ran out of food, so we stopped in a small town for
- Manchester was a(n) city with lots of factories.

(Points: $\frac{\quad}{6 \times 4 = 24}$)

2 Fill in: *cosmopolitan, sandy, transport, park, attractions, tree, department, underground, trade, shopping.*

- | | |
|-----------------|----------------|
| 1 store | 6 public |
| 2 car | 7 canal |
| 3 city | 8 mall |
| 4 beach | 9 route |
| 5 tourist | 10 top |

(Points: $\frac{\quad}{10 \times 2 = 20}$)

3 Complete the sentences with *mustn't, might not, should, don't have to.*

- Zoe come to work today. She wasn't feeling well last night.
- You get some rest. You look exhausted.
- We wake up early tomorrow. It's Sunday.
- Employees eat at their desks. It's a company rule.

(Points: $\frac{\quad}{4 \times 3 = 12}$)

4 Choose the correct item.

- You **ought/might** to visit Göreme when you're in Turkey.
- We **must/can** be at the airport two hours before our flight departs.
- May/Might** I see your boarding pass, Madam?
- They **could/were able** to meet us in Nur-Sultan after all.
- Inzhu **had to/may** apply for a new passport because her old one had expired.
- You **couldn't/shouldn't** visit the Korowai if you're scared of heights; they live in trees!
- We **might/ought** to go on a day trip tomorrow. We haven't decided yet.
- Can/Must** I have a glass of water, please?

(Points: $\frac{\quad}{8 \times 3 = 24}$)

Match the exchanges.

- | | |
|----------------------------|-----------------------------------|
| <input type="checkbox"/> 1 | It must be an amazing place! |
| <input type="checkbox"/> 2 | How was Milan? |
| <input type="checkbox"/> 3 | If only I could come with you. |
| <input type="checkbox"/> 4 | Our holiday in Spain was amazing! |
| <input type="checkbox"/> 5 | We want to go again next summer. |

- | | |
|--------------------------|--------------------|
| A So tell me everything! | C That's nice. |
| B It is. | D Well, next year. |
| | E It was great! |

(Points: $\frac{\quad}{5 \times 4 = 20}$)

(My score: $\frac{\quad}{100}$)

CHECK
your progress

Competences

Mark.

- talk about city life and country life ☆☆☆
- talk about places and dwellings ☆☆☆
- call the emergency services ☆☆☆
- write an article about the place where you live ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 4

1 Fill in: overcome, assistance, awareness, sanctuary, determination, difference, funds, headquarters.

- Thanks to everyone's hard work and, we collected £20,000.
- Do you know where the UNICEF is?
- My brother did voluntary work in an animal last summer.
- We need to do something to raise people's of this problem.
- Steve managed to all the obstacles.
- The charity gave the people to build a small school.
- Every day, thousands of people need medical after being in accidents.
- We can all make a by helping just a little.

(Points: $\frac{24}{8 \times 3}$)

2 Choose the correct item.

- A lot of people live **in/at** poverty nowadays.
- Thanks **at/to** his determination, he managed to raise a lot of money for charity.
- We should look **up/after** the elderly.
- She is looking **for/over** her notebook.

(Points: $\frac{16}{4 \times 4}$)

3 Fill in unless or if.

- Giant otters will disappear we save the Amazon rainforest.
- we don't vaccinate the children, the disease will spread.
- There will be a drought it doesn't rain soon.
- Donate your old clothes to charity you don't need them anymore.

(Points: $\frac{16}{4 \times 4}$)

4 Put the verbs in brackets into the correct tense.

- If I (get) lost in a forest, I'd be scared.
- If I were you, I (take) lots of water with me.
- If he'd known, he (not/go) there.
- I wish I (take) my GPS. I wouldn't have got lost.
- Unless they work hard, they (not/succeed).
- I wish I (not/hurt) my knee. I can't walk.
- What (you/do) if you saw a snake?
- If it (snow), we won't go hiking.

(Points: $\frac{24}{8 \times 3}$)

5 Fill in: Can I have your address, please?, Please hold the line., What number are you calling from?, Which service?.

- A: Hello. **1)**
- B: Police, please.
- A: **2)**
- C: Hello. What's the emergency?
- B: There's a burglar downstairs in my house ...
- C: **3)**
- B: 63, Belmont Road. Can you send the police quickly, please?
- C: Yes. A patrol car is on its way.
- 4)**
- B: It's 4554 735524.
- C: OK, thank you.

(Points: $\frac{20}{4 \times 5}$)

(My score: $\frac{100}{100}$)

CHECK
your progress

Competences

Mark.

- talk about social problems ☆☆☆
- call the emergency services ☆☆☆
- write a blog entry ☆☆☆

GOOD ★ **VERY GOOD** ★★ **EXCELLENT** ★★★

Self-Check 5

1 Complete with: *whispered, achieved, respected, starved, dug.*

- They in the ground to search for buried treasure.
- She her goal and became the richest woman in the country.
- If we hadn't fed the cats last winter, they would have
- The children quietly to each other because their father was sleeping.
- Asan Kaigy nature and understood the importance of looking after our world.

(Points: $\frac{\quad}{5 \times 4 = 20}$)

2 Fill in: *troubled, living, enormous, strong, fertile.*

- | | |
|--------------------|---------------|
| 1 conditions | 4 times |
| 2 soil | 5 wind |
| 3 palace | |

(Points: $\frac{\quad}{5 \times 4 = 20}$)

3 Choose the correct word.

- The writer felt **exhausted/insulted** by the rude comments people made about his book.
- Folk tales usually **teach/show** the reader a lesson.
- No one has lived in this **torn/abandoned** building for over 50 years.
- His brother had done many terrible things and now he wanted **poverty/revenge**.
- Some people pay a great **purse/price** for fame.

(Points: $\frac{\quad}{5 \times 4 = 20}$)

4 Choose the correct item.

- Uncle Tom's Cabin is set **on/in** the USA.
- I was confused, but Ravil explained the meaning of the story **to/at** me.
- The magician disappeared **in/on** a flash of light.
- It's important to **have** respect **for/of** the traditions of a country.

(Points: $\frac{\quad}{4 \times 4 = 16}$)

5 Use the words in brackets to join the sentences.

- Aykozy saved money. She bought a theatre ticket. (**to**)
Aykozy saved money to buy a theatre ticket.
- I was reading all day. I didn't finish the book. (**although**)
- We travelled to Nur-Sultan. We met the author. (**in order to**)
- He went upstairs to his bedroom. He wanted to read in peace. (**so as to**)
- She used her credit card. She ordered a new book online. (**to**)
- Erkin knows the author well. He hasn't read any of her books. (**in spite of**)
- I'm studying English Literature. I want to become a teacher. (**so that**)
- Her book was amazing. She didn't win the competition. (**despite the fact**)

(Points: $\frac{\quad}{8 \times 3 = 24}$)

(My score: $\frac{\quad}{100}$)

CHECK
your progress

Competences

Mark.

- talk about different types of fiction
- write/talk about the summary of a story
- write/talk about a folk tale

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 6

1 Fill in: reduce, represents, keen, dress up, hunt, recycling, honour, display, last, alive.

- 1 Remembrance Day is a day in of dead soldiers.
- 2 Let's watch the fireworks
- 3 People in colourful costumes and take part in the parade.
- 4 How long does the festival?
- 5 Number seven the seven days of the week and the seven virtues of life.
- 6 The city comes during the festival.
- 7 He's not too on reading.
- 8 It is a good idea to cycle to work to pollution in the city.
- 9 Children learn about the of newspapers, plastic and glass.
- 10 He wants to take part in the treasure

(Points: $\frac{\quad}{10 \times 2} = \frac{\quad}{20}$)

2 Choose the correct item.

- 1 Can I have a few/little milk in my tea?
- 2 I'd like a/some soup to start, please.
- 3 How much/many eggs do you need for the pancakes?
- 4 We've got a lot of/many chicken. We can make sandwiches tomorrow.
- 5 There are only some/a few tickets left for the concert. We should book today.

(Points: $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$)

3 Put the adjectives in the correct order.

- 1 a large leather black briefcase
- 2 a red small plastic box
- 3 a(n) ancient gold priceless coin
- 4 a woollen red long scarf

(Points: $\frac{\quad}{4 \times 5} = \frac{\quad}{20}$)

4 Put the adjectives in the correct form.

- 1 Which is (poor) country in the world?
- 2 Raising money is (difficult) I thought.
- 3 Who do you think is (generous) person of all?
- 4 It was (bad) disaster in the country's history.

(Points: $\frac{\quad}{4 \times 5} = \frac{\quad}{20}$)

5 Fill in: How about, We could, What are you up to, Let's, That sounds like a good idea.

- 1 A: go for a walk.
B: Sure!
- 2 A: Would you like to go out tonight?
B:
- 3 A: get her a hat as a present.
B: Oh, I don't think so.
- 4 A: going to the cinema?
B: All right.
- 5 A:, Karen?
B: I'm going shopping.

(Points: $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$)

(My score: $\frac{\quad}{100}$)

CHECK
your progress

Competences

Mark.

- talk about festivals and celebrations ☆☆☆
- buy a gift ☆☆☆
- write an article describing an event ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 7

1 Fill in: challenge, interview, equipment, biography, documentary, composer.

- I've just finished reading a(n) about the life of Al-Farabi.
- The heavy snow made filming the animals in the national park a(n)
- Did you watch the about life on the steppe on TV last night?
- I heard a(n) on the radio with the singer Zhanar Dugalova.
- Who is the of the music from the film Harmony Lessons?
- You need special to film under water.

(Points: $\frac{\quad}{6 \times 4 \quad 24}$)

2 Fill in: true, aerial, closing, strong, social.

- | | |
|-----------------|---------------|
| 1 media | 4 will |
| 2 shots | 5 story |
| 3 credits | |

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

3 Fill in: who, whose, when, which, where.

- This is the advert first appeared in the 1980s.
- That was the day we met for the first time.
- Look! That is the student won the competition.
- Is that the bank you have your account?
- That's the guy brother appeared in the advertisement.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

4 Choose the correct item.

- They looked for it everywhere/somewhere, but they didn't find it.
- Has anyone/no one seen my watch? I've lost it.
- How/What a great ideal
- Although/Despite it was late, he went out.

(Points: $\frac{\quad}{4 \times 4 \quad 16}$)

5 Fill in the correct reflexive pronoun.

- Did you make this?
- They don't need help. They can do it
- I can't believe I managed to do it all by
- Karen designed her dress
- Peter hurt while running in the forest.

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

6 Fill in: All right then, That sounds good, Do you feel like going to an exhibition, What time is it, I'm afraid I can't make it at 7:30.

A: Hi Dave. Are you doing anything this evening?

B: Not really.

A: 1)

B: I'd love to. 2)

A: It starts at 7:30 pm.

B: 3)

A: No problem! We can go later. How about nine?

B: 4)

A: Let's meet in the square.

B: 5) I'll see you later.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

(My score: $\frac{\quad}{100}$)

CHECK
your progress

Competences

Mark.

- talk about films and music
- invite sb somewhere, accept/refuse an invitation
- write a review

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 8

1 Fill in: landmark, cave, views, stroll, trip, collection.

- The Eiffel Tower is a(n) famous in Paris, France.
- He has got a huge of paintings hanging in his house.
- It's a nice evening; let's go on a relaxing through the town.
- There are stunning from the top of the Bayterek Tower.
- It was dark and cold in the underground
- We took a boat along the River Thames to see the sights of London.

(Points: $\frac{\quad}{6 \times 4 \quad 24}$)

2 Fill in: wise, dense, palm, sandy, shopping, natural.

- | | |
|---------------|-----------------|
| 1 tree | 4 beauty |
| 2 beach | 5 forests |
| 3 mall | 6 man |

(Points: $\frac{\quad}{6 \times 2 \quad 12}$)

3 List the adverbs under the correct heading.

- often • quite • there • well • near
• slowly • later • very

Manner	
Degree	
Place	
Time	
Frequency	

(Points: $\frac{\quad}{8 \times 3 \quad 24}$)

4 Choose the correct item.

- We go on a bike ride **every/all** Sunday.
- Kanat brought sweets for the **all/whole** class.
- Either/Neither** Sam nor Laura eats meat.
- There are **every/plenty** of things to do in Nur-Sultan.
- I'm afraid I don't like **none/either** of those dishes.
- Each/Both** my sister and I love travelling.
- They'll book a holiday in **either/neither** Spain or Portugal.
- None/Neither** of my classmates have been abroad.

(Points: $\frac{\quad}{8 \times 3 \quad 24}$)

5 Match the exchanges.

- | | |
|----------------------------|--------------------------------|
| <input type="checkbox"/> 1 | Where are you off to? |
| <input type="checkbox"/> 2 | What's wrong? |
| <input type="checkbox"/> 3 | Mine's got a white strap. |
| <input type="checkbox"/> 4 | I'm terribly sorry about that. |

- A Never mind.
B London.
C You're right. Here you are.
D I've lost my passport.

(Points: $\frac{\quad}{4 \times 4 \quad 16}$)(My score: $\frac{\quad}{100}$)CHECK
your progress

Competences

Mark.

- talk about means of transport, sights and landmarks
- apologise and accept an apology
- write a story

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 9

1 Fill in: addiction, instal, disability, develop, hooked, passion, rule, virtual.

- You need to some programs before it can work.
- Mark has a(n) for electronics and is always building new devices.
- Too many people are allowing the Internet to their life.
- John is on his mobile.
- Scientists are working hard to robotic limbs.
- Fortunately, new technology can help people with a(n)
- Nora spends a lot of time playing games online in a world.
- Many people nowadays have a(n) to technology.

(Points: $\frac{\quad}{8 \times 3 = 24}$)

2 Choose the correct item.

- Would you like to go/going to a concert tonight?
- Emily really enjoys to dance/dancing.
- Jill promised to come/coming to the party.
- Kelly is very good at writing/write poems.
- It's cold outside. You should close/to close the windows.

(Points: $\frac{\quad}{5 \times 4 = 20}$)

3 Put the verbs in brackets in the (to)-infinitive or the -ing form.

- Tom suggests (hold) a food festival.
- Would you mind (give) me those scissors?
- They are too young (take part) in the show.
- You should (wear) a costume to the party.
- I don't mind (help) you.

(Points: $\frac{\quad}{5 \times 4 = 20}$)

4 Make compound nouns to describe the following.

- the place where you buy books
- the place where you go to catch a plane
- the people in the same class as you
- the piece of computer hardware you type on

(Points: $\frac{\quad}{4 \times 4 = 16}$)

5 Fill in: How long will it take, What seems to be the problem, There's something wrong with, Can I have a look.

A: Hello. Can I help you?

B: I hope so. 1) my mobile phone and I only bought it last week.

A: 2)

B: I'm not sure, but I think the battery is faulty.

A: 3)

B: Yes of course. Here it is.

A: Hmm. I see. We'll have to send it to a technician to have it checked.

B: 4)

A: About ten days.

(Points: $\frac{\quad}{4 \times 5 = 20}$)

(My score: $\frac{\quad}{100}$)

CHECK
your progress

Competences

Mark.

- talk about technology and gadgets ☆☆☆
- complain about a faulty product ☆☆☆
- write an opinion essay ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Reading Practice

- 1 Look at the text in each question. What does it say?
Circle the letter next to the correct explanation A, B or C.

0 *Dream Dessert* is made without artificial flavours and contains no preservatives. With 73% milk content, it is a good source of calcium.

- A *Dream Dessert* is a healthy choice.
B *Dream Dessert* is made without milk.
C *Dream Dessert* has added flavour.

1 To: Alice
From: Kay
Can you call Sally and check if she's coming to see the film with us tonight? I'll buy the tickets when I'm in town this morning.

- A Kay wants Alice to ask Sally to buy the cinema tickets.
B Kay wants to find out how many tickets they need.
C Kay will meet Alice in town in the morning.

2 Mum,
Have put my red trousers in the wash.
Can you dry them for me? I want to wear them to the party tomorrow.
Thanks,
Chloe

- A Chloe wants to wear her red trousers tomorrow.
B Chloe wants her mum to help her choose what to wear to the party.
C Chloe needs her mum to help her wash her clothes.

3 To: Tom
From: Phil
We've got a problem with our car.
Can you get a taxi to our house from the station?

- A Phil wants Tom to meet him at the station.
B Phil wants Tom to collect him from the station.
C Phil wants Tom to get a taxi to his house.

4 Capricorn (22 Dec - 19 Jan)

Be careful what you spend today.
You could buy things you don't really need. Check prices carefully and think twice before buying anything.



- A Do not go shopping.
B Buy things only if necessary.
C Spend less time shopping.

5 Mr & Mrs J Hallam request the pleasure of the company of Katie Smith at our Garden Party on Saturday 30th July from 8 pm.
R.S.V.P.
30 Ballaw Road
Sunningdale

- A The Hallams are having a party outdoors.
B The Hallams are sorry they can't attend the party.
C The Hallams are inviting Katie to spend an evening in their home.

Reading Practice

- 2 The teenagers below have been given a choice of activities at the summer school they are attending. Decide which activity (A-H) would be the most suitable for each person (1-5).



1 Laura is shy and creative. She enjoys painting and visiting art galleries. She would like to take something home with her at the end of the course to show her parents.



2 Thomas enjoys spending time outdoors. He is not very athletic, however. He prefers lower, less competitive sports. He would like to take up a new sport.



3 Kerry is feeling stressed at the moment. She is looking for a relaxing activity she can do indoors, either with or without other people.



4 Julie would like to do an activity to help her lose weight. She is quite an energetic person and likes to spend time outdoors with others. She would like to explore the local area.



5 Andy is very adventurous and likes to take risks. He enjoys all kinds of sports and recently has developed a love for water sports.

Activities

- A Glencare Golf Club offers courses all summer long for all ages. Suitable for beginners to advanced players! Our experienced coaches offer excellent tuition at good prices. Come and enjoy gentle exercise in one of the most beautiful parts of the country.
- B Fairfield Summer School Theatre Club seeks talented teenagers for end-of-summer show. No acting experience necessary – just plenty of enthusiasm! Rehearsals held Mondays, Wednesdays and Fridays from 3-6 pm. Come and speak to Mrs Helsby if you are interested in joining. You'll be glad you did!
- C Come and join our Art Club and enjoy being creative! We offer classes in painting, sculpture and pottery every afternoon from 3 pm. Each member will create their own portfolio and receive tips on how to improve their technique. You may be lucky and have your work displayed in the summer exhibition!
- D Fairfield Summer School has excellent tennis facilities which is open to all students throughout the summer. Beginners can receive tuition on Mondays, Tuesdays and Wednesdays, more experienced players are welcome to come and play on Thursdays and Fridays, as well as take part in weekend matches. No need to worry about the weather, as we have both indoor and outdoor courts!
- E Belham Surf School is open July – September for surfing lessons. If you have an adventurous spirit and don't mind getting wet, this might be the sport for you! Equipment and training courses available. If interested, contact Peter Green at 01675 678452.
- F Come and join our yoga classes for beginners! Classes are held daily. Enjoy doing gentle exercise and relax at the same time. Wear comfortable clothing. (Yoga mats are free to use during the classes.) We recommend three or more classes per week to keep your body in shape.
- G Have fun with football! Join our afternoon training sessions and learn how to improve your game with the help of our expert coaches. Beginners welcome. July courses take place Mondays, Wednesdays and Thursdays 4-6 pm; August courses daily from 5-7 pm. Sign up now to avoid disappointment (maximum course size: 30 students.)
- H The Hiking Club starts again on July 4th. Come and join us and enjoy the beautiful countryside! Every afternoon we offer the choice between a three-mile and five-mile hike. At weekends we organise longer walks. All you need to take with you is a warm, windproof jacket and a good pair of shoes/boots. We look forward to seeing you!

Reading Practice

3 Look at the statements below about the Edinburgh Festival. Read the text and decide if each statement 1-10 is T (true) or F (false).

- 1 The Edinburgh Festival is an annual event.
- 2 The Edinburgh Festival consists of various festivals.
- 3 The Edinburgh Festival offers entertainment for people of all ages.
- 4 There are many shows to choose from during the Festival.
- 5 200 million tourists visit Edinburgh every year.
- 6 You have to pay a lot of money to enjoy yourself at the Festival.
- 7 Edinburgh offers entertainment all year round.
- 8 The Edinburgh International Film Festival is now held in another month.
- 9 Hogmanay takes place during the summer.
- 10 It is difficult to find accommodation in the city of Edinburgh.



The Edinburgh Festival

The Edinburgh Festival, held in Scotland's capital every year, is the largest cultural event in the world. Ever since 1947 when it was first introduced, the city has sprung to life each August, offering a wide range of entertainment. In fact, 'The Edinburgh Festival' is much more than one festival – it is in fact a group of arts and cultural festivals that take place around the same time each year. As well as the official 'Edinburgh Festival', which offers a fine selection of classical and modern theatre, opera, music, dance, visual arts, talks and workshops, there's 'The Edinburgh Fringe', which offers comedy, musicals and children's shows, and The Edinburgh Film Festival and The Edinburgh International Book Festival, just to mention a few.

Truly amazing!

With around 1500 different shows each day across 200 different venues, it's not surprising that a visit to the city of Edinburgh during the Festival has been voted the number one tourist experience in the UK.

Hundreds and thousands of visitors visit the city every year, bringing in 200 million! But, you don't have to spend a fortune when you come. In fact, many events are free to the public. And it's great to go and just see what's happening around you.

The atmosphere is truly magic – you can watch the street theatre and listen to live music – or enjoy the firework display at the end of the Festival.

All-year-round entertainment

There's always something to see in Edinburgh – no matter the time of

year. For example, The Edinburgh International Film Festival now takes place in late June; The Edinburgh International Storytelling Festival is in April and the International Storytelling Festival happens in October/November each year. Many come and visit during the winter and celebrate 'Hogmanay' (New Year's Eve) in the Festival City. There's nowhere better to celebrate the New Year!

Where to stay

Edinburgh has a great choice of accommodation. There are plenty of world famous hotels in the city centre, or you can choose to stay in a self-catering apartment close by. Wherever you stay and whatever your budget, you are sure of a warm welcome.

Reading Practice

4 Read the text below and for questions 1-5 choose the correct answer A, B, C or D.



BRITISH BEAUTY

Eighteen-year-old Victoria Jenkins talks about her dream job.

I recently took part in a beauty contest in my town. A few of my friends also participated. We had a fun time and didn't take it very seriously. Of course, I was very happy to win second place. It made me think about possibly becoming a professional model in the future.

When I was about ten years old, I used to dream about having a glamorous job and being famous. I used to look through glossy magazines and imagine myself as a top model. But I was also quite a shy girl and so I didn't think any more about it.

Then at secondary school, I joined the photography club and enjoyed taking pictures of people. I felt comfortable being behind the camera and I was pleased with the results. I put together a good portfolio and I have been offered a place at Art School in October. My aim is to start my studies

and do some modelling in my spare time and see what happens. I know it is a difficult business to get into and so I am not getting my hopes up too much. But, if you enjoy doing something and your heart is really in it, then I believe you should give it a try.

I have never considered myself to be any more beautiful than anyone else. In fact, I think I'm quite average-looking. What's important is a person's personality and level of confidence. I think if you look to the future with optimism, you might be surprised with what you manage to achieve.

- What is Victoria doing in the text?
 - She's criticising the fashion business.
 - She's describing her future plans.
 - She's explaining how to become famous.
 - She's describing her school.
- When describing her childhood years, Victoria says that
 - she used to dream of fame and success.
 - she spent a lot of time reading books.
 - she was extremely shy.
 - she thought a lot about her future studies.
- What does Victoria say about her photography experience?
 - She became very good at taking people's portraits.
 - She preferred being in front of the camera more than taking photographs of others.
 - She had a very good camera.
 - It took her away from her studies.
- What advice does Victoria give others who want to become models?
 - You should keep it as a hobby only.
 - It is too difficult to do it if you are studying at the same time.
 - You should try to do it although it's hard work.
 - You should find something else to do that you enjoy more.
- What might Victoria have written in her diary the night of the beauty contest?
 - I'm disappointed I didn't win first place. I know I'm more beautiful than those other girls. I know that I have it in me to be the best.
 - What a pleasant surprise! Second place! I'm really glad Jane, Karen and I entered the contest. It was a really good night, a great experience. What's more, it's given me confidence for the future.
 - It was a good experience taking part in the beauty contest. However, I was so stressed last night that I'm happy it's over. I hope next time I'll win first place.
 - It was great that Karen won the beauty contest. She is such a beautiful girl - and a great friend too. I am sorry I entered, as I didn't do very well at all. It has made me understand that modelling is not for me.

Reading Practice

5 Read the text below and choose the correct word (1-10) for each space.

School's Conservation Club

Over the last five years, more and more students from the school have been taking part 0) environmental projects, such as tree planting and improving the school grounds. But, no matter how much we do, there's 1) more that can be done to improve the place 2) we live.

This year students from the Conservation Club plan to work with local people to make a 3) garden near the school. As Paula, a sixth-year student, says: 'No-one wants to live in an unattractive 4) If we work together, we can turn these areas 5) spaces that we can enjoy 6) time in.'

This kind of local action is not just about the 7) It also helps people get to know 8) neighbours, and it can help build stronger communities. If you care about the state of your town, and you are interested in taking part in the project, please don't 9) to contact the school for further 10)

- | | | | |
|-----------------|---------------------------------------|--------------|-----------|
| 0 A at | <input checked="" type="radio"/> B in | C with | D over |
| 1 A always | B forever | C constantly | D ever |
| 2 A what | B which | C where | D who |
| 3 A company | B society | C community | D colony |
| 4 A area | B part | C field | D portion |
| 5 A in | B into | C to | D up |
| 6 A giving | B spending | C paying | D making |
| 7 A environment | B conditions | C setting | D climate |
| 8 A its | B her | C his | D their |
| 9 A hesitate | B debate | C wobble | D linger |
| 10 A lists | B items | C facts | D details |

Reading Practice

- 6 Look at the text in each question. What does it say? Circle the letter next to the correct explanation A, B or C.

0 The use of mobile phones is prohibited in the library. Please switch off your phone as you enter the building.

- A Mobile phones must not be used in the library.
 B Mobile phones should be turned on at all times.
 C Mobile phones are not to be brought into the library.

1 **Message**
 James – Anna phoned. She says she'll be late finishing work. Can you meet her at the restaurant one hour later?

- A James will have to leave work early.
 B James is going to meet Anna at a different time.
 C James will meet Anna at a different restaurant.

2 Stacey,
 Don't forget to take Rover out at five o'clock. Better to walk him in the park, not in the garden. Don't want him to ruin the plants!
 Mum

- A Stacey's Mum can't take Rover out until 5 o'clock.
 B Rover likes walking in the park.
 C Rover usually goes out for a walk in the afternoon.

3 Have you got your **ORANGE REWARD** card yet?
 Get points every time you buy something!
 Save £££!
PRESTO SUPERMARKET

- A People can use an Orange Reward card in all supermarkets.
 B People save money if they shop regularly at Presto Supermarket.
 C People pay for their shopping using an Orange Reward card.

4 **Aries (21 March – 20 April)**

You will be very active today and will get a lot of work done. But in the evening you will feel like relaxing with friends.



- A It is a good day to be lazy.
 B You will work best in the morning/afternoon.
 C It is a good day to play sports with friends.

5 **Doctor Webb**
 Surgery Opening Times:
 Monday – Friday 8.30 am – 2 pm
 (please telephone for an appointment)
 Monday – Friday 6 pm – 8 pm
 (open surgery)
 • **Emergency number: 07767348856** •

- A People can see the doctor in the mornings and evenings during the week.
 B Doctor Webb will only see people who have an appointment.
 C You can only see Doctor Webb in an emergency.

Reading Practice

- 7 The teenagers below have been given a choice of holidays to go on with their families. Decide which holiday (A-H) would be the most suitable for each person (1-5).



1

Eva loves to visit hot countries where she can spend time relaxing in the swimming pool and sunbathe on beautiful beaches. She also enjoys visiting different kinds of restaurants.



2

Damir is a very sporty person. He is looking to go on a winter break with his parents. He enjoys being in colder climates where there is beautiful scenery.



3

Miras would like to spend the summer leaving Europe with his parents. He would like to visit famous cultural centres but also have the opportunity to relax.



4

Lucy has a summer job and can only go on holiday with her parents for a few days. She loves to visit museums, discover new cultures and go shopping.



5

Duncan is a quiet boy who loves wildlife. His family would like to go on a holiday that is friendly towards the environment.

Holidays

A. THE PRINCESS VOYAGER

Come on board and enjoy the trip of a lifetime! Cruise the Mediterranean and discover famous places such as Venice, Dubrovnik, Corsica, Gibraltar and Las Palmas. Wine and dine in style and enjoy the many facilities available. Enjoy a dip in the pool or an open-air massage, or simply breathe in the wonderful sea air! Explore a wide variety of cultures and learn about their history as you visit Europe's cities.

B. DREAM HOLIDAY

Make your holiday really special with a luxury stay in the Seychelles. Enjoy the warm tropical climate and feel relaxed, knowing that you are over one thousand miles away from other civilisation, holidaying in an island paradise in the Indian Ocean. Admire the palm trees, deep blue seas and soft sands, or take advantage of the water sports and night life.

C. HOUSE SWAP

Ever wanted to go on holiday, but still like staying at home? Then, maybe a House Swap holiday could be the right choice for you! Enjoy the comforts of (someone else's) home in a foreign country and let out your own home to them! No need to book hotels or stay in poorly-equipped self-catering apartments! No need to pack so much luggage either!

D. ECO DOWN UNDER

For those seeking a quiet holiday in an unspoilt environment, Australia EcoTours has the perfect solution. Come and stay in one of our eco-lodges in the Grampians National Park and escape the fast pace of city life. Each lodge is designed using the latest technology for living in harmony with the environment (with the use

of rain water, solar power and self-composting waste treatment). With over two hundred bird varieties in the area, it is an ideal location for bird watching.

E. ST ANDREW'S STUDY BREAK

Improve your examination grades by attending one of our study courses in one of the most beautiful parts of the country. Study with well-qualified and experienced tutors and meet like-minded people. Courses available during April, June – September and December. Book now, specifying which subject and level you require.

F. AUSTRIAN SKI ESCAPE

Our Austrian ski resorts are ideal for a family ski holiday. Set in the beautiful Alps, we guarantee beautiful scenery, a high standard of accommodation and an excellent level of service – all at a reasonable price. The first-class skiing and après-ski make Austria the obvious choice for your next skiing holiday.

G. BENIDORM – THE FULL PACKAGE!

Benidorm, Costa Blanca's largest holiday resort town, is one of the most popular holiday destinations and has something for all ages and tastes. Nick-named Spain's 'Party Capital', there is plenty to enjoy: the white sandy beaches, the trendy cafés, the local cuisine and the nightlife. You are sure to have a great time.

H. CITY BREAK IN PARIS

Take a trip to France's capital city, one of the most elegant cities in the world. There is much to see: magnificent architecture, beautiful churches, fascinating museums and art galleries – something for all age groups. Spend a few days sightseeing, or simply enjoy the atmosphere of this beautiful city and appreciate the great shopping and cuisine.

Reading Practice

8 Look at the statements below about the city of Bergen. Read the text to decide if each statement 1-10 is T (true) or F (false).

- Bergen is inside the Arctic Circle.
- There are more than seven mountains around the city of Bergen.
- Bergen was an important port for the Vikings.
- Columbus discovered Bergen.
- Tourists can tour the Bergen area by ferry.
- The houses in Bergen are good for protecting people from the cold.
- It is dark in Bergen all year round.
- The Bergen Aquarium houses a large variety of sea life.
- There are plenty of different souvenirs to bring back from Norway.
- Food is usually cheap in the centre of Bergen.



Bergen

Location

Bergen, Norway's second largest city, is a harbour city situated halfway up the coast of the country. In winter, when the snow covers its streets, the visitor is left in no doubt of its location – Bergen is situated only a few hundred metres south of the Arctic Circle. The local people refer to 'The Seven Mountains' when they talk about the area surrounding the city. However, few agree on which seven these really are, as there are at least nine mountains and peaks in the area.

Origins

Originally, Bergen was established as a Viking trading post for the fishing settlements of the far north. From here, they traded wind-dried fish as far away as the coast of Africa and even to America 500 years before Columbus set sail to

discover it. The Viking influence is still very visible in Bergen today – the fishing boats, the yachts and the large ferries all remind us of their legacy. Indeed, a visit to Bergen should include an extensive tour of the northern fjords by ferry boat. Frequent ferries depart daily from the harbour.

Houses

Bergen is an attractive city. The houses around the harbour are made of wood, their walls painted bright red and saffron-yellow – they stand just like tall ships waiting by the waterside. Often, the houses are linked by covered walkways or passageways, and roofs overhang the walls in order to offer protection against the storms of spring and the icy darkness of the winter months. In the winter it is virtually dark all day, but in the summer months the

only darkness at night is a semi-darkness which lasts until morning.

What to do

Bergen houses a huge fish market and is also famous for its meat and cheese markets. Also well worth a visit is the Bergen Aquarium, where you can find one of the finest collections of marine life, especially penguins and seals. Shopping is expensive in Norway, but items of clothing make good souvenirs, as do a variety of the trolls, model reindeer and thick oiled-wool fisherman's sweaters, which are on sale everywhere. There is also no shortage of restaurants and cafés in Bergen. Generally speaking, the further you move away from the city centre, the cheaper and better the food. But kitchens usually close at 11 pm, so you should plan to eat early.

Reading Practice

- 9 Read the text below and for questions 1-5 choose the correct answer A, B, C or D.



Me and My Dog

Daniel Howe talks about his best friend. Many of us have pets and love them very much. But just imagine what it would be like if you depended on yours every single day of your life. That's how special my dog, Charlie, is to me. He helps me get around. But he's much more than my eyes – he's my soul mate too.

I will always remember the first time we met. I attended a training programme with 'Guide Dogs for the Blind.' It was 'Dog Day' – the day I would meet my new partner and we would start to become a team. We got on famously straight away. The rigorous 28-day training was not only hard work, but also fun. Charlie enjoyed every new

challenge and worked hard to please me and his instructors. We practised working together in real-life situations, like going shopping in the centre of town, getting on and off public transport. He's such a friendly animal – most people stop and speak to him. But what matters most is that he's intelligent – he focuses on the job and looks out for me. He understands the potential dangers that surround us and stays alert.

After the training, Charlie came to live with me and my family. Although he works hard, he knows when it's time to play and be a 'normal' dog. I know that it is a two-way relationship: I have to take good care of him, just as he takes good care of me.

- What is Daniel doing in the text?
 - He's describing the difficulties he experiences every day.
 - He's telling us how to train a guide dog.
 - He's praising his dog.
 - He's describing his family life.
- What do we learn about Daniel and Charlie from the text?
 - They did not enjoy training together.
 - They met through an organisation.
 - They learned how to mix with other people during the training programme.
 - They do not always understand each other.
- What, according to the writer, is Charlie's most important quality?
 - Being able to do the job well.
 - Being friendly.
 - Not taking time out to play.
 - Being easy to train.
- What does Daniel say about his dog?
 - His parents take good care of Charlie.
 - Charlie is a pet with needs like any other.
 - Charlie has little time to relax.
 - Charlie finds it hard to live with Daniel's family.
- Which of the following is the best description of Charlie?
 - Charlie is a friendly dog that wants to play all the time. He wants to have an easy life and do as little work as possible.
 - Charlie is a dog that wants to please everyone. He tries hard to do everything right for his owner but often makes mistakes because he has little training.
 - Charlie is a friendly, smart dog that is happy to work hard. He is a great help to Daniel.
 - Charlie is a hardworking dog but he does not get on well with everyone. He took a long time to train.

Reading Practice

- 10** Read the text below and choose the correct word 1-10 for each space.
For each question, mark the letter next to the correct word A, B, C or D.

School Uniform

Many schoolchildren in the UK **0** a uniform to school every day. Parents and teachers like it as it gives pupils a sense of **1** and families do not have to spend **2** of money on clothes. **3** , there are many pros and cons of school uniforms.

A major **4** is that you don't need to waste time deciding what to wear. Children can spend more time thinking about **5** studies rather than clothes. Also, there can be no more arguments over **6** has the most fashionable clothes. Schools argue that children in school uniform are more likely to take school seriously and be proud **7** their school.

On the other hand, many pupils would rather have the opportunity to choose their own clothes and **8** having the same clothes as their classmates.

9 students reject rules and rebel by dressing badly. This makes teachers' lives difficult as they must then **10** students' clothes daily. The most important thing we should ask ourselves is: 'Do clothes have the power to improve learning?'



- | | | | |
|----------------|---|--------------|---------------|
| 0 A dress | <input checked="" type="radio"/> B wear | C carry | D show |
| 1 A change | B identity | C separation | D nature |
| 2 A lots | B much | C several | D many |
| 3 A Except | B just | C In spite | D However |
| 4 A preference | B advantage | C chance | D opportunity |
| 5 A their | B our | C its | D theirs |
| 6 A whose | B which | C what | D who |
| 7 A at | B with | C over | D of |
| 8 A disapprove | B fancy | C frown | D dislike |
| 9 A Some | B Few | C Each | D All |
| 10 A check | B fit | C match | D control |

Listening Practice

- 1 Look at the questions and the pictures. For each question there is a short recording. You will hear each recording twice. For each question, look at the pictures and listen to the recording. Choose the correct picture and put a tick (✓) in the box below it.

0 When is the boy setting off on his journey?



A



B



C

4 What time does the race start on Saturday?



A



B



C

1 What is Anna's favourite subject?



A



B



C

5 What did Andrew forget to take to school?



A



B



C

2 Why is Thomas unable to go to school?



A



B



C

6 How does John keep fit?



A



B



C

3 What present did Anthony give to Claire?



A



B



C

7 Where is Stefania going as soon as school ends?



A



B



C

Listening Practice

- 2** Look at the questions. You will hear part of a radio interview with a circus performer called Candice Jones. Put a tick (✓) in the correct box for each question.

- 1 Why does Candice enjoy working in the circus?
- A She gets the chance to work with animals.
- B She earns a lot of money.
- C She enjoys working hard to improve her act.
- 2 Who can work in the circus?
- A Anyone who wants to.
- B Talented people who are fit and motivated.
- C People with the correct qualifications.
- 3 What does Candice say about her working conditions?
- A She works only evenings and weekends.
- B She works long hours and often late and at weekends.
- C She works only when there are performances.
- 4 Nowadays you can find
- A more men than women working in the circus.
- B more women than men working in the circus.
- C an equal number of men and women working in the circus.
- 5 Candice says that working in front of a live audience
- A always makes her feel nervous.
- B is enjoyable.
- C is stressful.
- 6 What does Candice say about her future?
- A She is thinking about giving up the circus.
- B She may work in the circus in another role.
- C She would like to improve her level of motivation.

- 3** Look at the notes. Some information is missing. You will hear some information about a painting holiday. For each question, fill in the missing information in the numbered space.

PAINTING HOLIDAY



NEW!
"Sun Tours" now offers activity holidays in 1)
Painting courses for all 2) and levels.

PLACE: beautiful 3) town of Palenos.

TRIPS & EXCURSIONS: nearby beaches, tavernas, restaurants, clubs, optional excursion on board 4)

LENGTH OF COURSES: five-day or 5) courses.

PRICES: £550 (full 5-day course with accommodation)
£210 (short course without accommodation)
Prices include art 6)

- 4** Look at the six statements. You will hear a conversation between a girl, Leila, and a boy, Timothy, about a new restaurant in their town. Decide if you think each statement is correct or incorrect. If you think it is correct, put a tick (✓) in the box under A for YES. If you think it is not correct, put a tick (✓) in the box under B for NO.

- | | A | B |
|--|--------------------------|--------------------------|
| | YES | NO |
| 1 One of Tim's relatives visited him at the weekend. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Leila thinks Italian food is simple. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Tim enjoys eating food from his own country. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Both Tim and Leila prefer eating takeaway food to going out to a restaurant. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Tim says 'Primavera' is an attractive restaurant. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Leila wouldn't consider eating at 'Primavera'. | <input type="checkbox"/> | <input type="checkbox"/> |

Listening Practice

5 Look at the questions and the pictures. For each question there is a short recording. You will hear each recording twice. For each question, look at the pictures and listen to the recording. Choose the correct picture and put a tick (✓) in the box below it.

0 What does John want to have for lunch?



A



B



C

1 When do the students have to hand in their projects?



A



B



C

2 What has the girl already tried on?



A



B



C

3 How much are the tickets for the concert?



A



B



C

4 How are Emma and Martin getting to school this morning?



A



B



C

5 What is the weather going to be like next week?



A



B



C

6 Where does James work?



A



B



C

7 What pet does Kim have?



A



B



C

Listening Practice

- 6** Look at the questions. You will hear part of a radio interview with a young cartoonist called Noah Hayes. Put a tick (✓) in the correct box for each question.

- 1 When did Noah decide to become a cartoonist?
 A When he was a little boy.
 B When he was in his teens.
 C When he left school.
- 2 At the start of his career Noah
 A had difficulty finding ideas for his cartoons.
 B was unable to make a full-time job of drawing.
 C worked in an art gallery part-time.
- 3 Noah says that, in order to become a successful cartoonist
 A you must be good at drawing.
 B you must have funny ideas.
 C you must be able to write well.
- 4 Noah writes about
 A serious subjects.
 B ordinary things.
 C people he knows.
- 5 Noah uses technology
 A less now than he used to.
 B to write down his ideas.
 C to make his work more attractive.
- 6 What does Noah like best about his job?
 A He can work the same hours every day.
 B He can work alone.
 C He can travel to work when he wants.

- 7** Look at the notes. Some information is missing. You will hear some information about an excursion to Delphi. For each question, fill in the missing information in the numbered space.

DELPHI EXCURSION

Ancient site of Delphi dates back to 1) century BC.

LOCATION: 2) hours from Athens.

DELPHI FAMOUS FOR: Oracle of Delphi who answered 3) via Apollo.
 Archaeological Museum which houses sculptures, 4) , jewels and pottery. 5,000-seat 5) and athletic stadium.

SPORTING OPPORTUNITIES: trekking, 6) , rock climbing, skiing

WHAT TO BRING: hat, sunscreen



- 8** Look at the six statements. You will hear a conversation between a girl, Lucy, and a boy, Thomas, about a new shopping centre in their town. Decide if you think each statement is correct or incorrect. If you think it is correct, put a tick (✓) in the box under A for YES. If you think it is not correct, put a tick (✓) in the box under B for NO.

- | | A | B |
|---|--------------------------|--------------------------|
| | YES | NO |
| 1 The new shopping centre is close to the town centre. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Lucy is looking forward to going shopping. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Thomas found it easy to get around in the shopping centre. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 According to Thomas, people often waste their money. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Thomas recommends the restaurants in the shopping centre to families with young children. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The shopping centre offers several forms of entertainment. | <input type="checkbox"/> | <input type="checkbox"/> |

Key to Phonetic Symbols

Vowels and diphthongs

ai	calm, heart	ai	claw, faun
æ	act, mass	ai	boy, joint
aɪ	drive, cry	u	could, stood
aɪə	fine, tyre	u	you, use
au	out, down	uə	lure, pure
aɪə	flour, sour	ɜ:	turn, third
e	met, lend, pen	ʌ	fund, must
eɪ	say, weight	ə	the first vowel
eə	fair, care		in about/ forgotten
i	fit, win	i	the second
i:	feed, me		vowel in very
ɪə	near, beard	u	the second
ɒ	lot, spot		vowel in actual
əʊ	note, coat		

Consonants

b	bed, rub
d	done, red
f	fit, if
g	good, dog
h	hat, horse
j	yellow, you
k	king, pick
l	lip, bill
m	mat, ram
n	not, tin
p	pay, lip
r	run, read
s	soon, bus

t	talk, bet
v	van, love
w	win, why
z	zoo, buzz
ʃ	ship, wish
ʒ	measure, leisure
ŋ	sing, working
tʃ	cheap, witch
θ	thin, myth
ð	then, with
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 - Hobbies & Qualities

1a

blood /blʌd/ (n)
catch a wave (phr)
enter a competition (phr)
escape death (phr)
fit /fɪt/ (v)
handle /hændl/ (n)
look bright (phr)
lose arm (phr)
overcome obstacles (phr)
rank /ræŋk/ (v)
rush /rʌʃ/ (v)
shark attack /ʃɑ:k ə'tæk/ (n)
sharp pain /ʃɑ:p 'peɪn/ (n)
strike /straɪk/ (v)
terror /tɛrə/ (n)
victim /vɪktɪm/ (n)
victory /vɪk'tɔ:ri/ (v)

қан
толқынды ұстау
додаға қатысу
өлшімен аулақ болу
сай / сайысқа
түткі
ақалды болып көріну
қолын жою
кедергілерді өтсеру
дәреже
асығу
ақулаңша шабуылы
өткір ауырсыну
ұру, соғу
террор
қурбан
жеңу

кровь
поймать волну
вступить в соревнование
избежать смерти
поместить / соответствовать
рукоятка
казаться умным / смышленным
потерять руку
преодолеть препятствия
ранг / звание
спешить
атака акулы
резкая боль
ударить
террор
жертва
выиграть

1c

antique /æntɪk/ (n)
colleague /kə'li:ɡ/ (n)
determination /dɪ'tɜ:mɪ'neɪʃən/ (n)
engrave /ɪn'ɡreɪv/ (v)
exhibition /ɪk'sɪbɪʃən/ (n)
high-quality /haɪ 'kwɒləti/ (adj)
miniature /mɪ'nɪə'tʃə/ (n)
official /ə'fɪʃl/ (adj)
rug /rʌɡ/ (n)
success /sək'ses/ (n)
textile /tek'staɪl/ (n)

көне
қызметтес
анықтау
ойымштану; ойын жасау
муражай
жоғары сапа
миниятуралы
ресми
кілем
сәттілік
тоқыма

античный
коллега
определение
выгравировать
музей
высокое качество
миниатюрный
официальный
ковёр
удача
текстиль

Word List

English	Kazakh	Russian
1e amusement park /ə'mju:zəmənt pa:k/ (n) hiking /'ha:kn/ (n) landscape /'lændʃəp/ (n) local rink /ləkəl rɪŋk/ (n) mate /meɪt/ (n) water park /'wɔ:tə pa:k/ (n)	ойын-сауық паркі жагу серуіндеу ландшафт жергілікті сырғану айданы дос / әріптес / дос аквапарк	парк аттракционов пешая прогулка ландшафт местный каток приятель / товарищ / друг аквапарк
1f bathing suit /'bæθɪŋ su:t/ (n) day trip /deɪ trɪp/ (n) era /'eɪrə/ (n) gramophone /'græməfəʊn/ (n) lacrosse /lə'krɒs/ (n) music hall /'mju:zɪk hɔ:l/ (n) musical instrument /'mju:zɪkəl 'ɪnstəmənt/ (n) performance /pə'fɔ:məns/ (n) railway system /'reɪlweɪ sɪstəm/ (n) record /rɪ'kɔ:d/ (n) seafront /si:'frʌnt/ (n) wheel /wi:l/ (v) wooden hut /'wɔ:dn hʌt/ (n)	шомылтатын костюм күздік сапар дәуір / дәуір граммофон лактросс музыка бөлмесі музыкалық аспап сөз сөйлеу теміржол жүйесі жазба жағалау доңғалақ ағаш лапық	купальный костюм дневная поездка эпоха / эра граммофон лактросс музыкальный зал музыкальный инструмент выступление железнодорожная система запись набережная колесо деревянная хижина
1g attitude /æ'tɪtju:d/ (n) competition /kəmpe'tɪʃən/ (n) distance /dɪ'stəns/ (n) national celebration /næʃənəl se'lebrɪ'eɪʃən/ (n) proud /praʊd/ (adj) strength /streŋθ/ (n) surface /sə'fɪs/ (n) take part in (phr) be tied to sth (phr)	мінез-сұлық жарыс, сайыс, дода конкурсы қашықтық ұлттық мерекесі тақашар, мәңгімен күш беті қатысу бір нәрсеге тәуелді болу	поведение соревнование / конкурс дистанция / расстояние национальный праздник гордый сила поверхность участвовать в... быть привязанным к чему -то
Module 2 – Exercise & Sport		
2a at a snail's pace (phr) championship /tʃæmpɪənʃɪp/ (n) competition /kəmpe'tɪʃən/ (n) cross /krɒs/ (v) field /fi:ld/ (n) hilarious /hɪ'lɪəriəs/ (adj) local /ləkəl/ (adj) outer /'aʊtə/ (adj) paddle /'pædəl/ (n) pound /paʊnd/ (n) reach /ri:tʃ/ (v) spray /spreɪ/ (v) stick /stɪk/ (v)	ұлғалардың жылдамдығымен (отте бау) чемпионат жарыс; сайыс, дода конкурсы кірес өріс қрастық, қоңалді жергілікті сыртқы педаль тоған жету бұрық; бұрықтыру; себу; ұстау, ұстау	со скоростью улитки чемпионат соревнование / конкурс / конкуренция крест поле узорчатый местный/локальный внешний педаль пруд достигать открыскивать / расплывать / разбрызгивать / сыпать / пульверизировать придерживаться/держаться

English	Kazakh	Russian
a silver tankard /'sɪlvə'tæŋkəd/ (n) track /træk/ (n) world record /wɜ:ld'rekɔ:d/ (n)	сыра қантамасы ауен; соқпақ; сүрлеу әлемдік рекорд	серебряная кружка трек / дорожка / след / линия мировой рекорд
2c achievement /ə'tʃi:vment/ (n) ambition /æm'bɪʃən/ (n) bother /'bɒðə/ (v) circuit /'seɪkəl/ (n) complete /kəm'pli:t/ (v) inspire /ɪn'spaɪə/ (v) kart /kɑ:t/ (n) in the spotlight (phr) transition /træn'zɪʃən/ (n)	жетістік кеудемектік; менмендік; кедергі жағдай схемасы / тіабегі / аяқпай авысталу шабыттандыру арба назарында асу; откел	достижение амбиция мешать схема / контур / цикл завершать вдохновлять тележка в центре внимания переход
2d bandage /'bændɪdʒ/ (n) focus /'fɒkəs/ (v) pressure /'preʃə/ (n) soot /so:t/ (adj) swell /swel/ (v) trip over /trɪp'əʊvə/ (phr v)	жабыстырғыш; назар аудару қысым қабыну / ауру / ауырсыну бортану / ісіну сүріну	биндик / пластырь фокусироваться давление воспаленный / большой / болезненный набухать споткнуться
2e arch /ɑ:ʃ/ (n) demolish /dɪ'mɒlɪʃ/ (v) host /hɒst/ (v) judo /'dʒu:doʊ/ (n) kiosk /'ki:ɒsk/ (n) measure /'meɪʃə/ (v) moveable /'mu:vəbəl/ (adj) sliding /'slaɪdɪŋ/ (adj) spectator /spek'teɪtə/ (n) structure /'strʌktʃə/ (n) wrestling /'restlɪŋ/ (n)	арка жоюп жібериу қабылдау, қарсы алу, дзюдо киоск өлшеуіш жылжымалы сырғинақ көрсеткіш үлгі күрес	арка снести принимать / встречать дзюдо киоск мера подвижной скользящий зритель структура борьба
2f adjust /əd'ʒʌst/ (v) administer /əd'mɪnɪstə/ (v) airway /'eəweɪ/ (n) be based on sth (phr) care /keə/ (n) casualty /'kæʒʊəlɪ/ (n) choke /tʃəʊk/ (v) medical /'medɪkəl/ (adj) prevent /pre'vent/ (v) principle /'prɪnsəpl/ (n) recovery position /ri:kəʊvəri'pəʊzɪʃən/ (n) unconscious /ʊn'kɒnʃəs/ (adj) upright /'ʌpraɪt/ (adj) victim /'vɪktɪm/ (n) wave /weɪv/ (v)	регулю жүргізу; меңгеру, басқару; ауа құбыры негізделу керек қаңқорлық оқиға, қазаттайым оқиға; қаңқорандыру; тұрғындыру; бұзындыру медициналық алдын алу қағида қалыңна келтіру орын бейсаналық тік / адал құрбан; толқын	регулировать / приспосабливать подгонять управлять воздуховод основываться на... забота жертва / несчастный случай душить / задыхаться / тушиться бастау медицинский предотвращать принцип место восстановления бессознательный вертикальный / честный жертва волна

Word List

English	Kazakh	Russian
Module 3 – Earth & our place on it		
3a		
abandoned /əbˈændɒnd/ (adj)	қараусыз қалған	зброшенный
advanced /ədˈvɑːnst/ (adj)	өзық / жетілдірілген / прогрессивтік	продвинутый / передовой / прогрессивный
bustling /ˈbʌstlɪŋ/ (adj)	шұмы / тыным таппайтын, бос емес	суеуліиый / шумный / хлопотный
cosmopolitan /ˌkɒsməˈpɒlɪtən/ (adj)	космополит	космополит
crumble /ˈkrʌmbl/ (v)	ажырау; ыдыран кету; ыдрау	развалиться / крошиться / разрушиться
excavate /ɪkˈskeɪvət/ (v)	қазу	выкапывать
evidence /ˈeɪdɪns/ (n)	дәлел	доказательство
influential /ɪnˈfluːnʃəl/ (adj)	ықпалды	влиятельный
inhabitant /ɪnhəˈbɪtənt/ (n)	тұрғын	житель
mosque /ˈmɒsq/ (n)	мешіт	мечеть
network /ˈnetwɜːk/ (n)	желі	сеть
overland /ˌoʊvəˈlænd/ (adj)	құрлық	сузопутный
replenish /rɪˈpleɪnʃ/ (v)	топтыру	пополнять
ruins /ruːnz/ (pl n)	құйреген	руины
siege /sɪdʒ/ (n)	қоршау	осада
significant /sɪɡnɪfɪkənt/ (adj)	маңызды	важный
sustain /səˈsteɪn/ (v)	қолдау көрсету	поддерживать
supply /səˈplaɪ/ (n)	жабықтау	снабжение
trade route /ˈtreɪd raʊt/ (n)	сауда жолы	торговый маршрут
3c		
carve /kɑːv/ (v)	шақпау; ою; ойып жазу	гравировать
chat /tʃæt/ (v)	әңгімелесу, сөйлесу	болтать
cone /kəʊn/ (n)	конус / мұна	конус / рожек
cosy /ˈkɒzi/ (adj)	жайы	уютный
courtyard /ˈkɔːtjɑːd/ (n)	аула	двор
disease /dɪˈziːz/ (n)	ауру	болезнь
faery /ˈfiəri/ (n)	фея	фея
chimney /ˈtʃɪmni/ (n)	дым	дымоход
fairytale /ˈfiəriːtəl/ (n)	ертегі	сказка
mosquito /ˈmɒskɪtəʊ/ (n)	мәс	комар
nature /ˈneɪtʃə/ (n)	табиғат	природа
nightfall /ˈnaɪtˌfɔːl/ (n)	ымсарт; түр; ақшам; алақолене;	сумерки
notch /nɒtʃ/ (n)	жапсырма / шотқы	метка / засечка
thatched roof /ˈθætʃt/ ruːf/ (n)	сабан шатыры	соломенная крыша
tree top /triː tɒp/ (n)	ағаштың жоғарғы жағы	вершина дерева
upside-down /ˌʌpsaɪd/ daʊn/ (adj)	жоғары және төмен	вверх-вниз
3e		
artificial /ɑːtɪʃiəl/ (adj)	жасады	искусственный
bank /bæŋk/ (n)	банк	банк
cable car /ˈkeɪbl/ kɑː/ (n)	арқан жол	канатная дорога
drift /drɪft/ (v)	дрейфтеу	дрейфовать
flow /fləʊ/ (v)	ағу; сорғылау	течь
iconic /aɪkɒnɪk/ (adj)	аса құрделі; заманаулық	портретный; традиционный; канонический; эпохальный

English	Kazakh	Russian
<p>in the blink of an eye (<i>phr</i>) magnificent /mæɡnɪfɪsənt/ (adj) source /sɔːs/ (n) stroll /strɔːl/ (v) sunset /sʌnsɛt/ (n)</p>	<p>көзді ашып жүргенше; тамаша қайнар бұлақ жауу серуендеу күннің батуы</p>	<p>в мгновение ока великолепный источник гулять закат солнца</p>
<p>3f collide /kəlaɪd/ (v) crack /kræk/ (v) crust /krʌst/ (n) fault /fɔːlt/ (n) form /fɔːm/ (v) melted /mɛltɪd/ (adj) pressure /ˈpreʃə/ (n) tectonic plate /tektonɪk ˈpleɪt/ (n)</p>	<p>соқтығысу / қысылу жарық қабымға / қыртысы қате пішін балқытылған қысым тектоникалық пилта</p>	<p>сталкиваться / пересекаться трещина кора / корда ошибка форма расплавленный давление тектоническая плита</p>
<p>3g electrical storm /ɪlektrɪkəl ˈstɔːm/ (n) fireworks display /ˈfaɪəwɜːks dɪspleɪ/ (n) for sale (<i>phr</i>) guesthouse /ˈɡesthaʊs/ (n) heavy traffic /hevi ˈtræfɪk/ (n)</p>	<p>накаған дауыл оташу сатылады қонақ үйі қарқанды қозғалысы / кетпеісі</p>	<p>шторм с грозой фейерверк продается гостевой дом интенсивный трафик / сильные пробки изолированный маяк офисная работа мировой сдавать в аренду брызгать волна</p>
Module 4 Charities & Conflict		
<p>4a ankle /ˈæŋkəl/ (n) assistance /əˈsɪstəns/ (n) awareness /əˈweɪəns/ (n) charity /ˈtʃærəti/ (n) determination /dɪˈtɜːmɪneɪʃən/ (n) feat /fiːt/ (n) get stung (<i>phr</i>) honour /ˈɒnə/ (n) incredible /ɪnˈkredəbəl/ (adj) inspiration /ɪnspəˈreɪʃən/ (n) objective /əbɪˈdʒektɪv/ (n) overcome obstacles (<i>phr</i>) persist /pəˈsɪst/ (v)</p>	<p>жігітші / тобық көмегі сезіну, түсіну, хабардар болу қайырымдылық жігершілік батырлық; ерлік; қаһармандық шағып алу күрмет ақылға сыймайтын; шынғасы; сенбейтін шабыт мақсат көдерілерді жеңу / төтен беру қайтпау; қарысу; табан аудармау</p>	<p>лодыжка помощь осознание, осведомленность благотворительность решимость подвиг быть укуленным честь невероятный вдохновение цель преодоление препятствий упорствовать</p>
<p>poverty /ˈpɒvəti/ (n) row /rəʊ/ (v) solo /səˈləʊ/ (adv) spotlight /ˈspɒtlaɪt/ (n) sting /stɪŋ/ (v)</p>	<p>кедейлік қатар соло прожектор / жарықтандыру шағу; шағып алу</p>	<p>нищета / бедность строка / ряд сольный прожектор / центр внимания жалты</p>

Word List

English	Kazakh	Russian
4c aid /eɪd/ (n) campaign /kæmpeɪn/ (v) draw sb's attention to sth (phr) enterprising /entəpraɪzɪŋ/ (adj) healthcare /helθkeə/ (n) non-profit /nɒn 'prɒfɪt/ (adj) refugee camp /refjuːdʒiː kæmp/ (n) stand for /stænd fɔː/ (phr v) struggle /strʌɡəl/ (v) sustainable development /səsteɪnəbəl dɪ'veləpmənt/ (n) vaccinate /væksɪneɪt/ (v) wage /weɪdʒ/ (n) well /wel/ (n)	көмек үгіт жүріну; үгіттеу назар аудару қасиетерлік денсаулық сақтау коммерциялық емес босқандар лагері артында тұру күрес тұрақты даму вакцина ету еңбекара жақсы	помощь агитировать обратить чье-либо внимание на что-то предприимчивый здравоохранение некоммерческий лагерь беженцев выступать за / стоять за / означать бороться устойчивое развитие вакцинировать / прививать заработная плата хорошо
4e abused /əbjuːzd/ (adj) community /kə'mju:nəti/ (n) conservation /kɒnsə'veɪʃən/ (n) critically endangered (phr) disturb /dɪstɜːb/ (v) habitat /'hæbɪtət/ (n) pride /praɪd/ (n) primate /praɪmət/ (n) raise awareness (phr) refuge /refjuːdʒ/ (n) sanctuary /sæŋk'tʃuəri/ (n) snap /sneɪp/ (v) trap /træp/ (n)	қиынат ету / қорлау қауымдастық сақтау, табиғат қорығы жойылудағы адрывда мазалау, кедергі ету тіршілік ету аймағы мақтанш басымдылық хабардарлықты айтпамасыз ету баспана; ғибадатхана шерту, сартылау тұзақ, қақпай	злоупотреблять / оскорблённый сообщество / община сохранение, заповедник на грани исчезновения беспокоить среда обитания гордость примат повысить осведомлённость убежище святилище щёлкать ловушка / западня
4f allied /ə'laɪd/ (adj) cultural heritage (phr) defend /dɪfend/ (v) development /dɪ'veləpmənt/ (n) diversity /daɪ'vesəti/ (n) found /faʊnd/ (v) fund /fʌnd/ (v) government /'gʌvənmənt/ (n) headquarters /'hedkwɔːtəz/ (pl n) poverty /'pɒvəti/ (n) promote peace (phr) reduce inequalities (phr) standard of living (phr) strive /straɪv/ (v) wipe out /waɪp 'aʊt/ (phr v)	одақ мәдени мұра қорғау даму, өрісіндеу әртүрлік табылды қор үкімет басты кеңсе кедейлік бейбітшілікті қолдайтын теңсіздікті төмендету өмір деңгейі ұмтылу / мытану жою	союзный культурное наследие защищать развитие разнообразие найдено фонд правительство головной офис бедность поощрять мир уменьшать неравенство уровень жизни стремиться уничтожить
4g assess /ə'ses/ (v) creature /kri:ʃə/ (n) feedback /'fiːdbæk/ (n) monitor /'mɒnɪtə/ (v)	бағалау жаратылыс несі кері байланыс бақылау / тексеру	оценивать создание, существо обратная связь контролировать / проверять / отслеживать

English	Kazakh	Russian
population /ˌpɒpjʊleɪʃən/ (n)	халық	население
risk /rɪsk/ (n)	тәуекел	риск
sea bed /siː bed/ (n)	теңіз түбі	морское дно
Module 5 – Reading for Pleasure		
Sa		
a flash of light (phr)	сауде жарығы	вспышка света
chain /tʃeɪn/ (n)	тізбек	цепь
footstep /ˈfʊtstɛp/ (n)	қадам	шаг
insulted /ɪnˈsʌltɪd/ (adj)	реңкіген	оскорбленный
light /laɪt/ (n)	жарық	свет
revenge /rɪˈvendʒ/ (n)	кек алу	мстить
sight /saɪt/ (n)	көзқарас өрісі	поле зрения
toen /təʊn/ (adj)	жарылған / жарылған	порванный / разорванный / разорванный
Sb		
compass /ˈkɒmpəs/ (n)	компас	компас
heat /hiːt/ (n)	жаулу	тепло
hiss /hɪs/ (v)	ысымдау, быжымдау	шипеть / свистеть / осистывать
mark /mɑːk/ (n)	баға / белгісі / белгі / балл	оценка / знак / отметка / балл / признак
pickaxe /ˈpɪkæks/ (n)	балға шот	кирка
rope /rəʊp/ (n)	арқан	веревка
Sc		
abandoned /əˈbændənd/ (adj)	тастанды / тасталаған	заброшенный / покинутый
contented /kənˈtɛntɪd/ (adj)	қанағаттандырылған / рақаттанған	удовлетворенный / удовлетворенный / довольный
dig /dɪg/ (v)	қазып алу	копать
eternal /ɪˈtɜːnl/ (adj)	мәңгі	вечный
feast /fiːst/ (n)	мерекесі	пир
palace /ˈpæləs/ (n)	құлып	замок
price /praɪs/ (n)	баға	копейка
purse /pɜːs/ (n)	сумка	сумка
Sd		
achieve /əˈtʃiːv/ (v)	қол жеткізу	достигнуть
advice /ədˈvaɪs/ (n)	кеңес	совет
capture /ˈkæptʃə/ (v)	алу, алып	захватывать
conflict /ˈkɒnflɪkt/ (n)	соғге келу, шағак шығару	конфликт
fertile /ˈfɜːtaɪl/ (adj)	қунарлы	плодородный
figure /ˈfɪɡə/ (n)	сурет / тұлға	фигура / личность
goal /ɡəʊl/ (n)	мақсат	цель / гол
justice /ˈdʒʌstɪs/ (n)	адилеттік	правосудие / справедливость
living conditions /lɪvɪŋ ˈkɒndɪʃnz/ (pl n)	өмір сүру жағдайлары	условия жизни
military theory /mɪlɪtəri ˈθɔːri/ (n)	әскери теория	военная теория
philosopher /ˈfɪləsəfə/ (n)	философ	философ
respect /rɪˈspekt/ (n)	Құрмет	уважение
society /səˈsaɪəti/ (n)	қауымдастық	общество
soil /sɔɪl/ (n)	топырақ	почва
surround /səˈraʊnd/ (v)	қоршау	окружать
train /treɪn/ (n)	поезд	поезд
wisdom /ˈwɪzdm/ (n)	даналық	мудрость

Word List

English	Kazakh	Russian
Module 6 – Traditions & Language		
6a alien /ə'li:ən/ (n) aluminium foil /ælə'mɪniəm fəʊl/ (n) come alive (phr) creature /kri:tʃə/ (n) crowning /kraʊnɪŋ/ (n) dress up /dres 'ʌp/ (phr v) exhibition /eksɪ'bɪʃən/ (n) float /fləʊt/ (n) last /lɑ:st/ (v) professional /prə'feʃənəl/ (adj) sculptor /skʌlptə/ (n) theme /θi:m/ (n) ton /tʌn/ (n)	шетелдіктен / бейтаныс алюминийная фольга тезірек! Бола! құру тәк кию көрме қалтпа / сал созылым / жалғасады кәсіпші мүсінші тақырып тонна	чужак / иностранец / иноземец / чужестранец алюминийная фольга пошевеливайся! Живей! создание короновать наряжаться / одеваться выставка поплавок / плот длиться / продолжаться профессионал скульптор тема тонна
6c ancestor /ænsə'stɔ:/ (n) blessing /'blesɪŋ/ (n) calendar /kælɪndə/ (n) custom /kʌstəm/ (n) demonstration /dɪmə'nstreɪʃən/ (n) equinox /'i:kwɪnɔ:ks/ (n) forgiveness /fɔ:ɡɪvəns/ (n) fortune /'fɔ:tʃən/ (n) holy /'həʊli/ (adj) ingredient /ɪnɡrɪ'diənt/ (n) lifestyle /'laɪfstaɪl/ (n) prosperity /prɒ'sperəti/ (n) virtue /'vɜ:tʃu:/ (n)	бабалар бата күнтізбе әдет-ғұрып, салт демонстрация теңдеу кешірім сәттілік / байлық, жағдайы қасиетті ингредиент өмір салты өрлеу ізгілік / асылық	предок благословение календарь традиция демонстрация равноденствие прощение удача / богатство / состояние святой ингредиент образ жизни процветание добродетель / чистота
6d fussy /'fʌsi/ (adj) hardly /'hɑ:di/ (adv) keen on /ki:n ɒn/ (adj) top ten /tɒp 'ten/ (n)	шырша / сәнді әсер ауес, берілген жоғарғы 10	суетливый / выгурный едва ли увлечённый / сосредоточенный топ 10
6e environmentally-friendly /ɪnvaɪrənməntəli 'frendli/ (adj) lifetime /'laɪftaɪm/ (n) presentation /prezən'teɪʃən/ (n) reduce /rɪ'dju:s/ (v) waste /weɪst/ (n) workshop /'wɜ:kʃɒp/ (n)	экологиялық таза өмір сүру ұзақтығы презентация азайту қалдықтар шеберхана, семинар	экологически чистый продолжительность жизни презентация / представление уменьшать отходы мастерская
6f battlefield /'bætlfi:ld/ (n) bugle /'bʌɡəl/ (n) fight /faɪt/ (v) honour /'hɒnə/ (n) memorial /mə'mɔ:riəl/ (n) pin /pɪn/ (v) poppy /'pɒpi/ (n) silence /'saɪləns/ (n) war /wɔ:/ (n)	Жауынгерлік / шайқас алаңы стекларус, керней, сырнай, құбыр күресу құрмет ескерткіш арнау мак тыныштық соғыс	Поле боя / сражение стекларус, горн, рожок, труба сражаться / драться честь мемориал приколоть, колоть мак тишина война

English	Kazakh	Russian
Module 7 – Music & Film		
7a		
aerial shot /eəriəl 'ʃot/ (n)	ауа түсірілімі	воздушная съёмка
capture /kæptʃə/ (v)	түсіріп алу	снимать
drone /dron/ (n)	дрон	дрон
dust /dʌst/ (n)	шаң	пыль
highly-praised /haɪli 'preɪzd/ (adj)	жоғары бағаланған	высоко оценённый
inspirational /ɪnspəreɪʃənəl/ (adj)	жігерлендіруші / шабыттандырушы	вдохновляющий
lack (of sth) /læk/ (n)	бір нәрсе болмауы	недостаток чего-то
operate /əpəreɪt/ (v)	пайдалану / басқару	оперировать / управлять
precious /preɪʃəs/ (adj)	асыл	драгоценный
remote /rɪməʊt/ (adj)	жойымды	удалённый
rush /rʌʃ/ (n)	шапшаңдық	спешка
savings /seɪvɪŋz/ (pl n)	жынақ	экономия
self-belief /self bɪli:f/ (n)	Өзіне сену	вера в себя
shot /ʃot/ (n)	кадр, сурет	кадр / снимок
support /səpəʊt/ (n)	қолдау	поддержка
universe /ˌjuːnɪvɜːs/ (n)	ғалам	Вселенная
will /wɪl/ (n)	воля / өсиет	воля / завещание
wonder /wʌndə/ (n)	ғажайып	чудо
7c		
access /ˈæksɪs/ (v)	бағалау	оценивать
available /əveɪləbəl/ (adj)	қол жетімді	доступный / имеющийся
chord /kɔːd/ (n)	аккорд	аккорд
cover /kʌvə/ (v)	жабу / орау	укрывать / накрывать
fade away /feɪd əweɪ/ (phr v)	жоғалады / кетеді	исчезнуть / расплываться / угасать
interconnection /ɪntəˈkɒneɪʃən/ (n)	қатынастар	взаимосвязь
lyrics /lɪkɪz/ (pl n)	өлең сөздері	слова песни
purchase /pɜːtʃəs/ (v)	сатып алу	покупка
social media /soʊʃəl miˈdiə/ (n)	әлеуметтік желілер	социальные сети
ultimate /ˈʌltɪmət/ (adj)	актық / финалдық	окончательный / конечный
7e		
be composed of (phr)	құралды	состоять из
couple /kʌpəl/ (n)	жүп	пара
expressive /ɪkspresɪv/ (adj)	мағымалы	выразительный
fair /feɪ/ (n)	адал / әділ	честный / справедливый
handkerchief /ˈhændkətʃɪf/ (n)	қол орамал	носовой платок
hop /hɒp/ (v)	сеңкіру	прыгать
movement /ˈmuːvmənt/ (n)	қозғалысы	движение
rhythm /rɪðm/ (n)	ырағат	ритм
ribbon /rɪbən/ (n)	таста, лента	лента
separately /seɪpəreɪtli/ (adv)	бөлек	отдельно
sleeve /sliːv/ (n)	жең	рукав
sway /sweɪ/ (v)	бұрылу	раскачиваться
tempo /temˈpoʊ/ (n)	қарқын	темп
upbeat /ʌpbi:t/ (adj)	жанданған	оптимистичный

Word List

English	Kazakh	Russian
7f beat /bi:t/ (n) divide /di'vaɪd/ (v) element /'elɪmənt/ (n) organise /'ɔ:ɡənaɪz/ (v) pitch /pɪtʃ/ (n) tone /toʊn/ (n) tune /tju:n/ (n)	сөздік бөлу элемент ұйымдастыру ұсыну, беру үн әуен	бить разделять элемент упорядочить / организовать подача тон мелодия
7g battle /'bætl/ (n) convince /kən'veɪns/ (v) defeat /di'fi:t/ (v) direct /di'rekt/ (v) fast-paced /'fɑ:st 'pi:st/ (adj) genre /'ʒenr/ (n) plot /plɒt/ (n) plot /plɒt/ (v) script /skɪpt/ (n) special effect /'speʃəl 'efekt/ (n) star /stɑ: / (v) stunt /stʌnt/ (n) villain /'vɪləɪn/ (n)	шайқас сендіру жеңу басқару тез өркендейтін жанр сюжет көзқарастық, жоспар жасау сценарий арнайы әсерлер жұлдыз трюк злым	битва убедить победить / выигрывать планировать быстро развивающийся жанр сюжет планировать / замысливать сценарий специальный эффект звезда трюк злодей
Module 8 – Travel & Tourism		
8a activity-filled /æk'tɪvəti 'fɪld/ (adj) destination /'destɪneɪʃən/ (n) domed /'dɒmɪd/ (adj) marvel /'mɑ:vəl/ (v) stroll /strɒl/ (v) stunning /'stʌnɪŋ/ (adj) trendy /'trendi/ (adj) wonder /'wʌndə/ (n)	Әрекеттерімен / өмір-саяхатпен толығатын, аялған болғандықтан, әсер күбелді таңырқаймық / тағайым / таңсеруем айрық стиль / тренде ойлау	заволаненный действиями / различечными место назначения куполообразный возмущать / удивлять прогулка потрясающий модный / в тренде размышлять
8c avoid /ə'vɔɪd/ (v) battle /'bætl/ (n) crystal-clear /kɪstl 'kliə/ (adj) defeat /di'fi:t/ (v) dense /dens/ (adj) fierce /fiəs/ (adj) get rid of sth (phr) honour /'ɒnə/ (v) lay /leɪ/ (v) legend /'ledʒənd/ (n) nomad /'nɒməd/ (n) region /'rɪʒən/ (n) wander /'wɒndə/ (v) wounded /'wʌndəd/ (adj)	аулақ шайқас мәддер таза жеңіліс тығыз кәтәл бір нәрседен құтылу күрмет жағу аңыз көшпенділер аймақ/провинция/ елді мекен санхаттану, жезу жаралы	избегать битва кристально чистой поражение плотный ожесточенный избавиться от чего то честь лежать легенда кочевник регион / область / местность блуждать / бродить / странствовать раненый

English	Kazakh	Russian
8d announcement /ˈʌnʌnsmənt/ (n) delay /dɪleɪ/ (v) handle /ˈhændl/ (n) sticker /ˈstɪkə/ (n) trip /trɪp/ (n)	хабарландыру кешіктіру ұстау тұтқам жапсырма сапар	объявление задержка рукоять / ручка наклейка поездка
8e construction /kɒnstrʌkʃən/ (n) dome /dɒm/ (n) grand /grænd/ (adj) landscape /ˈlændʃeɪp/ (v) locate /ləʊkeɪt/ (v) mausoleum /ˈmɔːsələɪəm/ (n) military leader /ˈmɪlətriːˈliːdər/ (n) modern-day /ˈmɒdn deɪ/ (adj) pilgrim /ˈpɪlgrɪm/ (n) privacy /ˈprɪvəsi/ (n) religious /rɪlɪdʒəs/ (adj) stretch /streɪtʃ/ (v) tile /taɪl/ (n) warrior /ˈwɔːriər/ (n)	құрылым шатыр ұлы ландшафт табу кесене аскері қолбасшы қазіргі заманғы күн қажы құпиялық дін созылу үй жабатын/ауыз қатырма жауынгер	конструкция / сооружение купол величавый пейзаж находить / найти мавзолей военный лидер современный день паломник конфиденциальность религиозный тянуться / подтягиваться / разматывать черепица воин
8f exchange /ɪksʃeɪndʒ/ (v) globalization /ˌɡləʊbəlɪzəɪʃən/ (n) gunpowder /ˈɡʌnpaʊdə/ (n) legacy /ˈleɪɡəsi/ (n) loop /luːp/ (v) mass media /ˈmæs ˈmiːdiə/ (n) material goods /məˈtɪəriəl ˈɡʊdz/ (pl n) merchant /ˈmɜːtʃənt/ (n) muscle /ˈmʌsəl/ (n) nerve /nɜːv/ (n) part-mechanical /pɑːt meˈkænɪkəl/ (adj) porcelain /ˈpɔːsəlɪn/ (n) settlement /ˈsetlment/ (n) silk /sɪlk/ (n) sophisticated /səˈfɪstɪkəɪd/ (adj) weapon /ˈweɪpən/ (n) wire /waɪə/ (n)	өзгерту жаһандану атыс қарум мұра ілімек бұқаралық ақпарат құралдары материалдық пайда сатушы бұлшық ет жүйе ішінара механикалық фарфор қоныс жібек вещица / тазартылған қару сым / телеграмма / телеграф	менять глобализация порох наследие петля средства массовой информации материальные блага продавец / купец мышца нерв частично механический фарфор поселение шелк сложный / утончённый оружие провод / проволока / телеграмма / телеграф
Module 9 – Science & Technology		
9a allow /əˈlaʊ/ (v) artificial /ɑːtɪfɪʃəl/ (adj) become a reality (phr) biological /baɪˈɒlədʒɪkəl/ (adj) brain /breɪn/ (n) colour blind /ˈkʌlə ˈblaɪnd/ (adj) develop /dɪˈveɪlp/ (v)	ерік беру; рұқсат ету; ирәалық беру қолдан істелген, жасанды шынайы болу биологиялық ми дальтоник өңдеу	позволять искусственный стать реальностью биологический мозг дальтоник разработать

Word List

English	Kazakh	Russian
device /dɪvaɪs/ (n) disability /dɪsə'bɪləti/ (n) fascination /fæ'sɪneɪʃən/ (n) flesh /fleʃ/ (n) function /fʌŋkʃən/ (v) identify /aɪ'dentɪfaɪ/ (v) limb /lɪm/ (n) muscle /mʌsəl/ (n) nerve /nɜ:v/ (n) part-mechanical /pɑ:t mɪ'kænɪkəl/ (adj) sophisticated /sə'fɪstɪkətɪd/ (adj) wire /waɪə/ (n)	құралы мүгедектік азуестену ет функция таныстыру аяқ-қол / ұяштары бұлшықет жүйке жартылай механикалық күрделі сым	устройство инвалидность увлечение мясо функция идентифицировать конечность мышца нерв частично механический сложный провод
9c addiction /ə'dɪkʃən/ (n) balance /bə'ləns/ (n) be glued to sth (phr) behaviour /bɪ'heɪvɪə/ (n) boot camp /bʊt kəmp/ (n) constantly /kɒnstəntli/ (adv) demand /dɪ'mænd/ (v) effect /ɪ'fekt/ (n) have an effect (phr) move up /mu:v ʌp/ (phr v) multi-tasking /mʌlti 'tɑ:skɪŋ/ (adj) passion /'pæʃən/ (n) psychological help (phr) quick-thinking /kwɪk θɪŋkɪŋ/ (adj)	тәуелділік баланс бірнәрсеге жабысу мінез-құлық, оқулық, лагерь тұрақты талап ету әсер әсер ету жылжу көп тапсырма құмарлық психологиялық көмек жылдам ойлайтын адам, зерек	зависимость баланс прилипать к чему-то поведение учебный лагерь постоянно требовать эффект производить эффект придавать многозадачность страсть психологическая помощь быстро мыслящий, сообразительный
rule /ru:l/ (v) screenager /skri:nɪdʒə/ (n)	ереже жасоскерім, компьютерге тәуелді	правило подросток зависимый от компьютера
survey /sʌ'veɪ/ (n) tools of communication (phr) treatment /tri:tmənt/ (n) virtual world /vɜ:tʃʊəl wɜ:ld/ (n) worry /wɒri/ (v)	сұрама байланыс құралы емдеу виртуалды алем алаңдау	опрос средства связи лечение виртуальный мир беспокоиться
9d faulty /'fɔ:lti/ (adj) lens /lenz/ (n) There is no charge (phr) scratch /skretʃ/ (v) send sth away /send ə'weɪ/ (phr v)	ақаулы линзалар Төлем жоқ сызаттар бер нәрсе жіберу	неисправный объектив бесплатно царапать отправлять что-то
9e attraction /ə'trækʃən/ (n) ceiling /si:ɪŋ/ (n) conduct /kən'dʌkt/ (v) dedicated (to) /dɪ'dɪkətɪd/ (adj) demonstrate /dɪ'mɒnstrət/ (v)	тарту / тартылыс төбесі өткізу арналған көрсету	притяжение потолок провести посвященный (кому-то) продемонстрировать

English	Kazakh	Russian
gravity /'grævəti/ (n)	ауырлық, дәржесі	гравитация
illusion /ɪ'lju:ʒən/ (n)	елес	иллюзия
interactive /ɪntə'ræktɪv/ (adj)	интерактивті	интерактивный
introduce /ɪn'trɒdʒəs/ (v)	енгізу / ұсыну	вести / представлять
maze /meɪz/ (n)	лабиринт	лабиринт
on display (phr)	дисплейде / дисплейде	на дисплее / вытравлено
optical /'ɒptɪkəl/ (adj)	оптикалық	оптический
outermost /'aʊtə'məʊst/ (adj)	сыртқы	внешний
planetarium /plænə'teəriəm/ (n)	планетарий	планетарий
rotating /rəʊ'teɪnɪŋ/ (adj)	айналыдыру	вращающийся
universe /'ju:nɪvɜ:s/ (n)	бүкіл әлем	Вселенная
wonder /'wʌndə/ (n)	ғажайып	чудо
9f		
circuit board /'sɜ:kət bo:rd/ (n)	баспа төлем	печатный плата
command centre /kə'mænd 'sɜ:ntr/ (n)	командалық орталық	командный центр
generate /dʒenə'reɪt/ (v)	генерациялау	генерировать
graphics /'græfɪks/ (pl n)	графика	графика
interpret /ɪn'terprɪt/ (v)	түсіндіру	интерпретировать
memory /'meməri/ (n)	жады	память
permanently /pə'mænəntli/ (adv)	тұрақты	постоянно
port /pɔ:t/ (n)	айлақ	порт
software /'sɒftweə/ (n)	бағдарламалық қамтамасыз ету	программное обеспечение

American English – British English Guide

American 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/dentist's)
one-way (ticket)
overalls

British English

bill/account
aeroplane
anywhere
flat

dressing gown
bath
bar/notice
billion/million million
engaged (phone)

taxi
ring up/phone
tin
sweets
bill (restaurant)
wardrobe
put through
biscuit
sweetcorn, maize
mud

receptionist
pudding/dessert/sweet
(city) centre
curtains
chemist's (shop)
semi-detached

aubergine
lift

atturn
lap
ground floor, first floor, etc
torch
chips
reception

rubbish/dustbin/bin
petrol
petrol station/gas
class/year

interval
crossroads

car/taxi/porter
parade

post
book
motorbike/motorcycle
film
cinema

newsagent

surgery
single (ticket)
danglers

American English

P
pants/trousers
parlyhose/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

British English

trousers
tights
car park
road surface
zebra crossing
crisps
state school
handbag

railway
toilet/cloakroom

shop assistant
timetable
pants
pavement
queue
shop
underground

lorry, van
fortnight/two weeks

holiday(s)
hoover
hoover
waistcoat

black or white

garden

(pronounced, "zed")
naught
postcode

Use of English

He just went out.
He has just gone out.

Hello, is this Steve?

Do you have a car?
Have you got a car?

He has just gone out.

Hello, is that Steve?

Have you got a car?

Spelling

aluminum
analyse
centre
check
color
honor
jewelry
practice(n,v)
program
realize
tire
travel(ler)

aluminium
analyse
centre
cheque
colour
honour
jewellery
practise(n)
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
on a team
at the weekend
Monday to Friday

Self-Check Key

Self-Check 1

- 1 1 pain 3 landscape 5 bathing
2 exhibition 4 death 6 obstacles

- 2 1 was wandering, spotted 4 Are you going
2 had camped, decided 5 smell
3 hold 6 had

- 3 1 The works are exhibited at the new art gallery.
2 The new museum will be opened by the mayor.
3 Watercolours were used for this painting (by him).
4 The sculpture must be finished by next week.

- 4 1 'I'll send 3 'm/am going
2 'I'll be driving 4 will have cooked

- 5 1 I'm still not sure what's best for me
2 Congratulations
3 That sounds interesting
4 Don't mention it

Self-Check 2

- 1 1 reach 3 host 5 dress
2 participate 4 inspire

- 2 1 over 2 with 3 of 4 to 5 at

- 3 1 He said (that) that was a great game.
2 Beth asked if/whether Anderson would play.
3 He asked what time the match started.
4 Kate said (that) Toby had never played rugby.
5 James told us not to waste our money.

- 4 1 She apologised for dropping the ball.
2 He suggested watching the match on TV.
3 She advised me to see a doctor.
4 He complained that that game was boring.
5 She begged the coach to let her play the next/following day.

- 5 1 Let me help you get up. 4 That's all I need.
2 What's wrong? 5 I will.
3 Let's have a look.

Self-Check 3

- 1 1 destination 3 skyscrapers 5 supplies
2 landmarks 4 accommodate 6 industrial

- 2 1 department 5 attractions 9 trade
2 park 6 transport 10 tree
3 cosmetics 7 underground
4 songs 8 shopping

- 3 1 might not 3 don't have to
2 should 4 mustn't

- 4 1 ought 4 were able to 7 might
2 must 5 had to 8 Can
3 May 6 shouldn't

- 5 1 B 2 E 3 D 4 A 5 C

Self-Check 4

- 1 1 determination 5 programme
2 headquarters 6 fund
3 sanctuary 7 assistance
4 awareness 8 difference

- 2 1 in 2 to 3 after 4 for

- 3 1 unless 2 if 3 if 4 if

- 4 1 got
2 'd/would take
3 wouldn't/would not have gone
4 had taken
5 won't/will not succeed
6 hasn't/had not hurt
7 would you do
8 snows

- 5 1 Which service?
2 Please hold the line.
3 Can I have your address, please?
4 What number are you calling from?

Self-Check 5

- 1 1 dug 3 starved 5 respected
2 achieved 4 whispered

- 2 1 living 3 enormous 5 strong
2 fertile 4 troubled

- 3 1 insulted 3 abandoned 5 price
2 teach 4 revenge

- 4 1 in 2 to 3 in 4 for

- 5 2 Although I was reading all day, I didn't finish the book.
3 We travelled to Nur-Sultan in order to meet the author.
4 He went upstairs to his bedroom so as to read in peace.
5 She used her credit card to order a new book online.
6 In spite of knowing the author well/in spite of the fact that Erkin knows the author well, he hasn't read any of her books.
7 I'm studying English literature so that I can become a teacher.
8 Despite the fact that her book was amazing, she didn't win the competition.

Self-Check Key

Self-Check 6

- 1 1 honour 5 represents 9 recycling
 2 display 6 alive 10 hunt
 3 dress up 7 keen
 4 last 8 reduce
- 2 1 little 3 many 5 a few
 2 some 4 a lot of
- 3 1 a large, black, leather briefcase
 2 a small, red, plastic box
 3 a priceless, ancient, gold coin
 4 a long, red, woollen scarf
- 4 1 the poorest 3 the most generous
 2 more difficult than 4 the worst
- 5 1 We could 4 How about
 2 That sounds like a good idea 5 What are you up to
 3 Let's

Self-Check 7

- 1 1 biography 3 documentary 5 composer
 2 challenge 4 interview 6 equipment
- 2 1 social 2 aerial 3 closing 4 strong 5 true
- 3 1 which 3 who 5 whose
 2 when 4 where
- 4 1 everywhere 3 What
 2 anyone 4 Although
- 5 1 yourself 3 myself 5 himself
 2 themselves 4 herself
- 6 1 Do you feel like going to an exhibition
 2 What time is it
 3 I'm afraid I can't make it at 7:30
 4 That sounds good
 5 All right then

Self-Check 8

- 1 1 landmark 3 stroll 5 cave
 2 collection 4 views 6 trip
- 2 1 palm 3 shopping 5 a mine
 2 sandy 4 natural 6 wise
- 3 **Manner:** well, slowly
Degree: quite, very
Place: there, near
Time: later
Frequency: often
- 4 1 every 3 neither 5 either 7 either
 2 whole 4 plenty 6 Both 8 None
- 5 1 B 2 D 3 C 4 A

Self-Check 9

- 1 1 install 3 rule 5 develop 7 virtual
 2 passion 4 hooked 6 disability 8 addiction
- 2 1 to go 3 to come 5 close
 2 dancing 4 writing
- 3 1 holding 3 to take part 5 helping
 2 giving 4 wear
- 4 1 bookshop 2 airport 3 classmates 4 keyboard
- 5 1 There's something wrong with
 2 What seems to be the problem
 3 Can I have a look
 4 How long will it take

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/ / were /wɛr/	been /bi:n/	leave /li:v/	left /lɛft/	left /lɛft/
bear /beə/	bore /bɔ:/	bore /bɔ:/	lend /lɛnd/	lent /lɛnt/	lent /lɛnt/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/	let /let/	let /let/	let /let/
become /bɪ'kʌm/	became /bɪ'kæm/	become /bɪ'kʌm/	lie /li:/	lay /leɪ/	lain /leɪn/
begin /bɪ'gɪn/	began /bɪ'gɛn/	began /bɪ'gɛn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /lɔ:z/	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 /meɪnt/	meant /meɪnt/
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)	burnt (burned)	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 /rɒd/	ridden /'rɪdn/
can /kæn/	could /kʊd/	(been able to do what you)	ring /rɪŋ/	rang /rɪŋ/	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 /rʌn/	run /rʌn/
come /kʌm/	came /kæm/	come /kʌm/	say /seɪ/	said /seɪd/	said /seɪd/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	seen /si:n/	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 /dɪŋ/	dig /dɪŋ/	dig /dɪŋ/	set /set/	set /set/	set /set/
do /dʌ/	did /dɪd/	done /dʌn/	sleep /sli:p/	slept /slept/	slept /slept/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	smell /smel/	smelt (smelled) /smelt/	smelt (smelled) /smelt/
dream /dri:m/	dreamt (dreamed)	dreamt (dreamed)	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	spell /spɛl/	spelt (spelled) /spelt/	spelt (spelled) /spelt/
drive /draɪv/	drove /draʊv/	driven /draɪvn/	spend /spend/	spent /spɛnt/	spent /spɛnt/
eat /i:t/	ate /et/	eaten /'i:tən/	stand /stænd/	stood /stʊd/	stood /stʊd/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
feed /fi:d/	fed /fed/	fed /fed/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
feel /fi:l/	felt /felt/	felt /felt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	swear /swɛə/	swore /swɔ:/	sworn /swɔ:n/
find /faɪnd/	found /faʊnd/	found /faʊnd/	sweep /swi:p/	swept /swɛpt/	swept /swɛpt/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	swim /swɪm/	swam /swɒm/	swam /swɒm/
forbid /fɪ'bɪd/	forbade /fɪ'beɪd/	forbidden /fɪ'bɪdn/	take /teɪk/	took /tu:k/	taken /'teɪkən/
forget /fɔ:ɡet/	forgot /fɔ:ɡət/	forgot /fɔ:ɡət/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
forgive /fɔ:ɡɪv/	forgave /fɔ:ɡəv/	forgiven /fɔ:ɡɪvn/	tear /tɛə/	tear /tɛə/	tear /tɛə/
freeze /fri:z/	froze /fri:z/	frozen /'frəʊzn/	tell /tel/	told /tɔ:ld/	told /tɔ:ld/
	got /gɒt/	got /gɒt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
	gave /gəv/	given /gɪvn/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
	went /went/	went /went/	understand /'ʌndə'stænd/	understood /'ʌndə'stʊd/	understood /'ʌndə'stʊd/
	grew /gri:ə/	grown /grəʊn/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
hang /hæŋ/	hung (hanged) /hʌŋ/	hung (hanged) /hʌŋ/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
have /hæv/	had /həd/	had /həd/	win /wɪn/	won /wɒn/	won /wɒn/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	write /raɪt/	wrote /rəʊt/	written /'rɪtn/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/			
hit /hɪt/	hit /hɪt/	hit /hɪt/			
hold /həʊld/	held /held/	held /held/			
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/			
keep /ki:p/	kept /kept/	kept /kept/			
know /nəʊ/	knew /knu:/	known /nəʊn/			
lay /leɪ/	laid /leɪd/	laid /leɪd/			
lead /li:d/	led /led/	led /led/			
learn /lɜ:n/	learnt (learned) /lɜ:n/	learnt (learned) /lɜ:n/			

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