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VOCABULARY ■ Adjectives

1 ★ Find pairs of opposite adjectives.

cheap common noisy boring
 clean easy far heavy quiet rare
 safe dangerous powerful unhealthy
 useless weak difficult dirty exciting
 expensive healthy light near useful

<u>cheap</u>	<u>expensive</u>
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____
8 _____	_____
9 _____	_____
10 _____	_____
11 _____	_____

2 ★★ Complete the sentences with adjectives in exercise 1.



There aren't many tigers left in India now. They are **rare**.

- Wash your hands! They're _____.
- This box is _____. Can you help me lift it, please?
- Is it _____ to your school?
No, it's only three minutes from here.
- This dictionary isn't very _____. I can't find the word 'platinum'.
- I got 97% in the science test. It was _____.
- Our dog is ill. Its legs are _____ and it can't walk.
- I love this film. It's very _____!
- I can't hear you! It's very _____.

3 ★★ Choose the correct answers to complete the text.

Tokyo

Tokyo is a huge city of more than 13 million people. It's _____, but the shops and restaurants are ¹_____. The streets are busy and ²_____, but they're always very ³_____. There isn't much crime in Tokyo. It's a really ⁴_____ city.

Japanese is a ⁵_____ language for foreigners to read and speak. Visitors to Tokyo often get lost because they can't read the signs.

The railway is a popular form of public transport in Tokyo. The underground is also very busy and workers sometimes push passengers onto the trains! There are a lot of cars as well. The pollution from Tokyo's traffic sometimes makes the air quite ⁶_____.



- a light **b exciting** c powerful
- a expensive b near c rare
 - a weak b noisy c heavy
 - a clean b near c useful
 - a far b common c safe
 - a safe b difficult c useless
 - a quiet b difficult c unhealthy

4 ★★★ Write examples for the adjectives.

- expensive a rare painting, a sports car
- quiet _____
 - dangerous _____
 - powerful _____
 - unhealthy _____
 - difficult _____
 - useful _____
 - noisy _____
 - boring _____

Comparative and superlative adjectives

1 ★ Look at the table and choose the correct words.

New DVD reviews

Tom met Sally	Dog Police	The Scientists
€12.99	€8.99	€15.49
😊	😊😊😊	😊😊
112 minutes	121 minutes	134 minutes



The Scientists is more exciting than / isn't as exciting as *Dog Police*.

- The Scientists* is more expensive than / isn't as expensive as *Tom met Sally*.
- Tom met Sally* is longer than / isn't as long as *The Scientists*.
- Tom met Sally* isn't as cheap as / is cheaper than *The Scientists*.
- Dog Police* isn't as expensive as / is more expensive than *Tom met Sally*.
- Tom met Sally* is shorter than / isn't as short as *Dog Police*.
- Dog Police* isn't as exciting as / is more exciting than *Tom met Sally*.
- Tom met Sally* is more boring than / isn't as boring as *The Scientists*.
- The Scientists* is better than / isn't as good as *Dog Police*.

2 ★★ Write superlative sentences about the DVDs.

(expensive) *The Scientists* is the most expensive DVD.

- (cheap) _____
- (short) _____
- (long) _____
- (exciting) _____
- (boring) _____
- (good) _____

Present simple

3 ★★ Write sentences and questions using the present simple.

he / go / to my school

He goes to my school.

1 they / not tidy / their room every day

2 Gina / wash up / every evening

3 I / not sleep / for eight hours every night

4 Harry / do / his homework once a week

5 they / drive / to work every morning

6 school / not finish / at two o'clock

7 you / have / breakfast every day / ?

8 your brother / go / to work / ?

4 ★★★ Answer the questions. Write complete sentences.

What time does school start?

School starts at eight o'clock.

1 Do you get the bus to school?

2 Where does your mum / dad work?

3 How often do you watch TV?

4 What time do you have breakfast?

5 Do you tidy your room every week?

6 How do you relax?

7 What do you do at weekends?

8 What time do you wake up on Saturdays?

1 ★ Find eight more routines. Write them in the order they happen every day for you.

O	S	H	G	O	S	H	T	H	R	E	D
S	C	H	O	O	L	S	T	A	R	T	S
K	P	O	S	I	A	N	G	V	I	D	O
O	O	G	E	T	U	P	E	E	V	O	S
O	O	T	B	T	R	G	T	B	E	H	G
L	L	O	K	O	W	D	T	R	A	O	O
S	F	O	S	R	A	T	H	E	T	M	T
W	L	G	A	H	K	H	E	A	L	E	O
A	N	W	I	W	E	G	B	K	T	W	S
T	I	A	N	S	U	M	U	F	G	O	L
C	S	J	K	U	P	E	S	A	M	R	E
H	Y	F	H	K	N	C	N	S	O	K	E
T	E	K	T	H	I	B	S	T	E	S	P
V	S	G	O	T	O	B	E	D	S	E	T

wake up _____

- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

2 ★★ Complete the sentences using the words in the box.

shopping go x2 do get-up have
watch plays bed

- I get up at seven o'clock.
- My parents don't _____ to work on Sundays.
 - She _____ basketball every week.
 - They _____ TV in the evenings.
 - I _____ my homework after school.
 - I never _____ to sleep before nine o'clock.
 - Do you usually _____ breakfast?
 - We often go _____ after school on Mondays.
 - What time do you go to _____ ?

3 ★★ Look at the routines for the two days and complete the text. Use the correct form of the verbs.

Wednesday

7.00	get up!
8.30	get bus
9.00	school starts
3.30	school finishes
4.00	relax in park!
6.30	do maths homework ☹️
8.00	watch TV
10.00	go to bed!

Thursday

7.00	
8.30	
9.00	
3.30	
4.30	
6.00	
7.30	
10.00	

My sister gets up at 7 a.m. and she ¹_____ the bus to school at 8.30 a.m. School ²_____ at 9 a.m. and it finishes at 3.30 p.m. After school on Wednesdays, she ³_____ with her friends. On Thursdays, she ⁴_____ shopping in town. In the evening, she ⁵_____ her homework and then she ⁶_____ TV or goes on the computer and chats with her friends. She ⁷_____ to bed at 10 p.m.

4 ★★ Complete the text about your routine on a school day.

I get up at about ¹_____ in the morning. I ²_____ breakfast with ³_____. School ⁴_____ at ⁵_____, so I ⁶_____ to school at ⁷_____. My favourite class is ⁸_____. School finishes at ⁹_____ in the afternoon. After school, I ¹⁰_____. I usually go to bed at ¹¹_____.

Present continuous

- 1 ★ Choose the correct words.
 It's the weekend and we **'re** / 's relaxing.
 1 They aren't / isn't watching the film.
 2 What 's / are he doing?
 3 He are / 's having breakfast.
 4 I 'm / are learning English.
 5 Why aren't / isn't you tidying your room?
 6 I aren't / 'm not doing my homework now.

- 2 ★★ Look at the photos and complete the sentences.



Aron and Ben are watching tv.
 They aren't doing their homework.
 (watch TV / do their homework)



1 Dad _____
 He _____
 (cook / read)



2 Brad _____
 He _____
 (chat / sleep)



3 Erin and Luke _____
 They _____
 (go to school / have breakfast)

Present simple and present continuous

- 3 ★★ Complete the phone conversation. Use the present simple or the present continuous form of the verbs in brackets.

Mum Hi, Ollie. It's Mum. I'm coming _____
 (come) home now.

Ollie OK, Mum.

Mum I _____ (you / study) for your important exam?

Ollie No. I _____ (chat) to Simon. We _____ (talk) about the exam.

Mum But you _____ (talk) to him every day.

Ollie No, we _____ (not chat) in class. We _____ (listen) to our teacher.

Mum Are you sure? What _____ (your sister / do) at the moment?
 _____ (she / do) her homework?

Ollie No, of course not, Mum. She never _____ (do) her homework. She _____ (watch) TV, I think!

- 4 ★★★ Invent a daily routine for a famous person. Write four sentences about it. Imagine what he / she is doing at the moment and write two sentences.

Lionel Messi always gets up late. He doesn't have breakfast.

At the moment, he's having dinner in an expensive restaurant.

VOCABULARY ■ Everyday objects

1 ★ Match the words in the boxes.

a bottle of
a bar of
a carton of
a tube of
a roll of
a box of
a bag of
a can of

toothpaste
shampoo
washing powder
chocolate
apples
juice
fizzy drink
toilet paper

a bottle of shampoo

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

2 ★★ Choose the correct answers.

Have you got a _____ of cola?

a bar **b can** c tube d box

- 1 We're eating a big _____ of crisps.
a carton b bar c can d packet
- 2 I'd like a drink. Where's my _____ of water?
a bar b roll c bottle d box
- 3 She's got a _____ of oranges from the market.
a bag b tube c can d roll
- 4 Is there a _____ of coffee in the cupboard?
a can b jar c bar d tube
- 5 How many _____ of toilet paper does your family use each week?
a jars b bars c bottles d rolls
- 6 How much is that _____ of apple juice?
a carton b tube c bag d packet
- 7 We need to buy a _____ of soap at the supermarket.
a roll b bar c can d bottle
- 8 Can you buy a _____ of children's toothpaste for Emily?
a jar b bag c tube d packet

3 ★★ Complete the sentences with the words in the box.

toothpaste beans juice toilet paper
washing powder shampoo chocolate

Are you thirsty? Would you like this carton of _____ juice _____?

- 1 I want to wash my hair, but I can't find that bottle of _____.
- 2 Can we open the big bar of _____? We're hungry.
- 3 This can of _____ is very cheap.
- 4 Where's my tube of _____? I can't see it in the bathroom.
- 5 We need to buy some more rolls of _____. We haven't got any!
- 6 My T-shirt is very dirty. Have we got a new box of _____?

4 ★★★ Write sentences about the things that you have or haven't got at home.



In our fridge, we've got two bottles of water, but we haven't got any cans of fizzy drink.

- 1 In our fridge, _____
- 2 In our kitchen cupboard, _____
- 3 On our breakfast table, _____
- 4 In our bathroom cupboard, _____

much, many, a lot of, some, any

- 1 ★ Complete the table with *much, many, a lot of, some* or *any*.

<i>much, many, a lot of</i>		
	Countable	Uncountable
Affirmative	We eat <u>a lot of</u> potatoes.	We buy ¹ _____ food.
Negative	I don't read many books.	I don't use ² _____ milk.
Questions	How ³ _____ eggs do you eat?	How ⁴ _____ coffee do you drink?
<i>some and any</i>		
Affirmative	There are some bananas.	There's ⁵ _____ shampoo.
Negative	He hasn't got ⁶ _____ apples.	He hasn't got ⁷ _____ juice.
Questions	Are there ⁸ _____ oranges?	Is there ⁹ _____ tea?

- 2 ★★ Order the words to make sentences. There is one extra word that you do not need.

of / always / we / many / a / drink / coffee / lot
We always drink a lot of coffee.

- isn't / there / milk / much / in / fridge / the / lot

- much / fruit / eat / how / he / many / does / ?

- aren't / some / there / eggs / the / any / box / in

- hasn't / lot / many / CDs / got / hip hop / she

- any / soap / some / there's / bathroom / the / in

- much / your / has / brother / a / got / DVDs / of / lot

- bag / apples / many / in / how / there / are / this / much / ?

Relative pronouns

- 3 ★★ Rewrite the sentences with *who, which* or *where*.

We visited a market. We bought some oranges.
We visited a market where we bought some oranges.

- Yusuf read a blog. It was about the life of a family in New York.

- Al Gore is an American. He made a famous film about the environment.

- We went to Lily's house. I played with her dog.

- His mother is a doctor. She works at the hospital in town.

- I heard some music. It was really cool.

- Cara went to a new shop. She met a friend.

- 4 ★★★ Complete the sentences using relative pronouns and your own ideas.

- My mum is a person who is very kind.
- Football is a sport _____
 - Brad Pitt is an actor _____
 - Italy is the country _____
 - My best friend is a person _____
 - Coffee is a drink _____
 - New York is a place _____
 - English is a language _____
 - My town is a place _____

1 ★ Label the photos with the words in the box.

pollute burn destroy throw away
bury recycle



destroy 1 _____



2 _____ 3 _____



4 _____ 5 _____

2 ★★ Match verbs 1–6 with sentences from newspapers a–f.

- 1 throw away b 4 recycle _____
2 destroy _____ 5 bury _____
3 poison _____ 6 burn _____

a 'Don't put rubbish in the ground!' says the environmental group.

b Did you know ... ? Americans put 25 billion plastic bottles in their bins every year.

c The worst forest fires in Australia since 1983!

d Last year, people cut down more than 15,000 km² of the Amazon rainforest.

e Local council wants people to reuse more bottles.

f Disaster! Water pollution is killing fish.

3 ★★★ Complete the sentences with the words in the box.

poison pollutes destroy waste
burn save reuse recycle

It's important to recycle more paper and glass.

- Some families buy a lot of food and don't eat it. They _____ it.
- Rubbish in the river can _____ the fish.
- People must _____ the tigers in India.
- It's bad for the environment to _____ plastic bags.
- We sometimes _____ plastic cartons. We put small plants in them.
- Using cars _____ the atmosphere.
- It's wrong to _____ trees. We need them!

4 ★★★ Complete the text using verbs in exercises 2 and 3.



Don't throw away your old clothes and put them in the bin. You can ¹ _____ them. Take them to the special recycling centre in Church Road.

Also, you can write to your local council. Ask them not to ² _____ rubbish because the smoke ³ _____ the atmosphere.

It isn't a good idea to ⁴ _____ plastic bags in the ground either.

When you get a plastic bag, don't forget to ⁵ _____ it several times.

Make sure that you eat all the food in your fridge – don't throw it in the bin and ⁶ _____ it!

1 ★ Complete the table with *too, too much, too many* or *enough*.

With adjectives	With countable nouns	With uncountable nouns
The bag is <u>too</u> small.	There are ¹ _____ bottles.	There's ² _____ pollution.
Is it big enough?	Are there ³ _____ books?	Is there ⁴ _____ water?
It isn't strong ⁵ _____.	There aren't enough chairs.	There isn't ⁶ _____ food.

2 ★★ Complete the sentences with *too, too much, too many* or *enough*.

He's too tired to walk home.

- Our dog is very fat. I think we give him _____ food every day.
- I can't do my geography homework. It's _____ difficult!
- I can't go to the cinema. I've only got £2 and that isn't _____.
- We use _____ plastic bags!
- Is your brother old _____ to go on holiday without your parents?
- There's _____ rubbish on our streets.

3 ★★ Write new sentences with *too* or *not enough*.

My shopping bag is too small.

My shopping bag isn't big enough. _____ (big)

- Our oceans aren't clean enough. _____ (dirty)
- Those concert tickets aren't cheap enough. _____ (expensive)
- The swimming pool is too far. _____ (near)
- Her brother is too young for that disco. _____ (old)
- That laptop is too heavy. _____ (light)
- Your old bike isn't safe enough. _____ (dangerous)

4 ★★ Complete the dialogues with *too much* or *too many* and the words in the box.

players books CDs noise cars
visitors homework

- Can I join your football team?
No, we've got too many players.
- I can't hear you!
Sorry! There's _____ in here!
- Why is this box so heavy?
Oh dear, I think I put _____ in it.
- It's impossible to drive in our town.
Yes, I think there are _____.
- Are you going to buy that CD?
No, I've got _____ at home.
- Would you like to come to the cinema?
Sorry, I've got _____ this evening.
- The zoo is really busy today.
Yes, there are _____ here.

5 ★★★ Write sentences about your town with some of the words in the box. Use *too, too much, too many, enough* or *not enough*.

cars motorbikes buses cinemas wet
discos noise traffic rubbish boring
entertainment rain sun hot old dirty

- There are too many cars in the centre of town.
- _____
 - _____
 - _____
 - _____
 - _____

1 ★ Read the text. Tick ✓ the correct box.

The text is about designers who ...

- a save energy at their fashion shows.
- b never throw away clothes.
- c make clothes from recycled materials.

Recycled style

A People from all over the world come to London Fashion Week. This year, one fashion show at the Science Museum is different. Models walk down the catwalk to loud music and photographers take hundreds of pictures. But that happens in every show, so what's different? The answer is, of course, the clothes.



- B All the models are wearing clothes made from reused materials which usually end up in our rubbish bins. For example, one model is wearing a hat and jewellery made from old CDs, another is wearing a jacket made from firemen's old trousers and another is wearing a pair of shoes created from car seats.
- C The show is from five 'eco-designers' who all have new collections. They want to make clothes, but not create waste. These designers recycle and reuse old materials to create their new styles.
- D The designers are all worried about the impact of clothes on the environment. 'We are seeing a culture where people are buying clothes, then throwing them away,' says one of the designers. 'We need to recycle much more.'
- E Every year in the UK, people throw away two billion kilograms of clothes, which often come from cheap fashion shops. This creates too much rubbish for councils and it's sometimes difficult to recycle the materials.

2 ★★ Match topics 1–5 with paragraphs A–E.

- 1 The problem of cheap clothes E
- 2 Designers who recycle
- 3 Clothes made from rubbish
- 4 One designer's opinion
- 5 A fashion show with a difference

3 ★★ Read the text again. Write true or false.

Only people from the UK come to London Fashion Week. false

- 1 Photographers take a lot of pictures at the show.
- 2 All the models wear firemen's trousers.
- 3 A designer made jewellery from old CDs.
- 4 The show has clothes from two designers.
- 5 People often recycle clothes from cheap fashion shops.
- 6 Recycling materials can sometimes be a problem.

4 ★★★ Answer the questions. Write complete sentences.

Where is the fashion show?

It's at the Science Museum in London.

- 1 What did one of the designers use to make a jacket?
- 2 What did one of the designers use car seats for?
- 3 What are these special designers called?
- 4 What worries the designers?
- 5 What does one designer think we need to do?
- 6 Why is it a problem that people throw away a lot of clothes?

Build your vocabulary

5 ★★ Complete the sentences with the words in the box.

centre ice cream sandwich present
paper powder

Let's go to the shopping centre .

- 1 I'd like a cheese .
- 2 Use this washing !
- 3 My bag was a birthday .
- 4 Clean the table with this kitchen !
- 5 Would you like a strawberry ?

Language point: *so* and *because*

1 ★ Choose the correct words.

The beach is dirty **so** / **because** everybody leaves rubbish on it.

- 1 It's bad to bury plastic **so** / **because** it doesn't decompose.
- 2 He was unhappy about the problem, **so** / **because** he wrote a letter to the council.
- 3 I've got a shopping bag, **so** / **because** I don't need to use plastic bags.
- 4 We're worried about plastic bags **so** / **because** they're bad for the environment.
- 5 I feel cheerful today **so** / **because** it's my birthday.
- 6 They were very hungry, **so** / **because** they ate a packet of biscuits.

2 ★★ Match sentence halves 1–6 with a–f.

- | | |
|---|--|
| 1 Marc was very hungry, | a so they got up early. |
| 2 Tim was feeling ill | b so she went to hospital. |
| 3 Laura broke her leg, | c because he ate too much chocolate. |
| 4 My mum came home late | d so he ate three packets of crisps. |
| 5 They were very tired | e because she spent an hour at the doctor's. |
| 6 They wanted to catch the first train, | f because they always went to bed late. |

□ TASK

3 ★★ Read the notes and complete Ben's letter to the council.



Problem	not enough things for teenagers / do / in our town
Photo	show / local park no tennis or basketball courts / one small football pitch no café / can't buy drinks / ice creams
Reasons	1 council spends all its money / things for babies / young children 2 council not want teenagers / go to park / with friends / evening
Conclusion	must do something / change situation maybe / not got a lot of money / but must do something to help bored teenagers / we need / place / go

Dear Sir or Madam,

I'm writing because there aren't enough things for teenagers to do in our town. I'm sending you a photo which
 1 _____ . There are no 2 _____ and there's only 3 _____ . Also, there isn't a 4 _____ .

I think there are possibly two reasons for for this problem. Firstly, the council
 5 _____ .

Secondly, the council doesn't want
 6 _____ .

We must 7 _____ .
 Maybe the council 8 _____ ,
 but we 9 _____ .

Yours faithfully,

Ben Wolf

4 ★★★ Write a letter to your council. Imagine there isn't enough for teenagers to do where you live. Describe the causes of the problems and suggest solutions.

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

I need to try this again.

I am happy with this.

I could do this better.

I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Everyday objects

1 Complete the dialogues with the words in the box.

can bar carton roll tube bag

- 1 Do you eat a lot of sweets?
Not really. I have a small _____ of chocolate every week.
- 2 How many things did you get in the shop?
We only bought a _____ of toothpaste!
- 3 You don't drink much water with your food.
But I always have a _____ of fizzy drink.
- 4 Do you want any fruit today?
Yes, I'd like a _____ of apples, please.
- 5 We need to do some shopping.
Yes, I mustn't forget to get a _____ of toilet paper.
- 6 Are you thirsty?
Yes. Can I have a _____ of orange juice, please?

2 Choose the correct words.

- 1 How **much** / **many** plastic bags do you use?
- 2 There are **a lot of** / **many** bottles to recycle.
- 3 We've got **some** / **many** potatoes in the cupboard, but we need more for dinner.
- 4 How **many** / **much** water does your dog drink every day?
- 5 My sister hasn't got **some** / **any** money. She spent it all last week.
- 6 How **many** / **much** fuel does your car use?

I can talk about quantities of things people use.

MY EVALUATION

READING ■ The 'no impact' family

3 Match sentence halves 1–6 with a–f.

- | | |
|----------------------------------|---------------|
| 1 They use recycled kitchen | a powder. |
| 2 They don't use much washing | b sandwiches. |
| 3 They don't give Christmas | c paper. |
| 4 They make their own strawberry | d centre. |
| 5 They don't eat chicken | e presents. |
| 6 They don't go to the shopping | f ice cream. |

I can understand a text about a 'no impact' family.

MY EVALUATION

LANGUAGE FOCUS ■ Relative pronouns

4 Complete the sentences with *who*, *which* or *where*.

- 1 A zoo is a place _____ you can see wild animals.
- 2 Cristiano Ronaldo is a famous footballer _____ plays for Portugal.
- 3 The Siberian tiger is an animal _____ can run very fast.
- 4 Miley Cyrus is an actress and singer _____ comes from the USA.
- 5 Cappuccino is a drink _____ you make with coffee and milk.
- 6 A supermarket is a shop _____ people can buy different types of food.

I can talk about places, people and things using relative pronouns.

MY EVALUATION

VOCABULARY AND LISTENING ■ Pollution and the environment

5 Complete the words in the sentences.

- 1 Do you re _ _ _ any of your plastic cartons?
- 2 People mustn't de _ _ _ _ _ the rainforest.
- 3 If the council puts dirty water in the sea, it can po _ _ _ _ _ the fish.
- 4 I never th _ _ _ _ _ my old clothes. I always re _ _ _ _ _ them.
- 5 'Is it wrong to bu _ _ plastic?'
'Yes, it can po _ _ _ _ _ the atmosphere.'
- 6 We must sa _ _ the elephants in Africa.
- 7 They buy food, but then they wa _ _ _ it.
- 8 It's bad to bu _ _ rubbish under the ground.

I can understand a programme about the problems with plastic bags.

MY EVALUATION

LANGUAGE FOCUS ■ too, too much, too many, enough, not enough

6 Complete the sentences with one of the expressions in brackets.

- 1 I don't usually drink coffee. It's _____ strong for me. (too / too much / enough)
- 2 Have you got _____ money to buy a drink? (too much / too many / enough)
- 3 You mustn't eat _____ sweets. They're bad for you. (enough / too / too many)
- 4 Don't buy that packet of crisps. It isn't big _____ for all of us. (too much / enough / too)
- 5 It's terrible! People waste _____ food. (too many / too much / enough)
- 6 We can never eat those pizzas. They're _____ big. (too many / too much / too)

I can talk about eating habits.

MY EVALUATION

SPEAKING ■ Offering and asking for help

7 Put the dialogue in the correct order. Number the sentences.

- a Olivia OK, no problem. Bye!
- b Olivia No, that's fine. I know a good shop which sells drinks.
- c Olivia Hi, Harry! Have we got everything for the party?
- d Olivia Do you want me to buy some more drinks?
- e Harry Thanks. That would be great. Could you get five cartons of juice and ten cans of fizzy drink?
- f Harry Well, we've got enough food, but there isn't much to drink.
- g Harry Do you mind?

I can offer and ask for help.

MY EVALUATION

WRITING ■ An environmental problem

8 Complete the text with the words in the box.

secondly shows so firstly about possibly because for

We're writing ¹_____ we were in the park yesterday and we found a lot of rubbish there. This photo ²_____ the old cartons, jars and packets which we found.

We think there are ³_____ two reasons ⁴_____ all the rubbish. ⁵_____, there aren't enough bins and a lot of people aren't careful enough, ⁶_____ they leave their old cans and plastic bags everywhere.

⁷_____, nobody looks after the park or takes away all the rubbish. We need somebody to clean the place every day.

The rubbish in our park is a real problem. We must do something ⁸_____ it.

Lydia Field and Abigail Proctor

I can write about an environmental problem.

MY EVALUATION

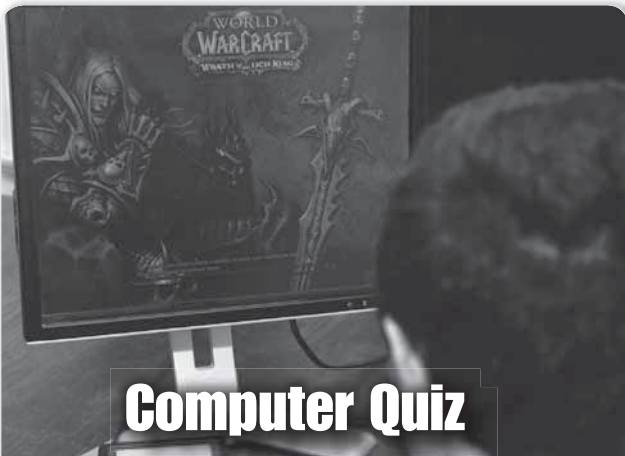
VOCABULARY ■ The internet

1 ★ Complete the internet-related nouns.

d ownload

- 1 instant m_____
- 2 p_____ webpage
- 3 file s_____
- 4 m_____ board
- 5 email a_____
- 6 o_____ game
- 7 search e_____

2 ★★ Do the *Computer Quiz*.



Computer Quiz

What is *World of Warcraft*? an online game

- 1 What do we call a letter we send by computer?

- 2 Where can you speak to your friends online?

- 3 Where can you leave online notes for your friends?

- 4 What helps you to look for information online?

- 5 What is like an online diary?

- 6 What can you use to see your friends while you are chatting?

3 ★★ Complete the sentences with the words in the box.

blog create download email play
post search send use

We play games online every day.

- 1 I _____ my friends all the time.
- 2 Did he _____ his personal webpage?
- 3 Let's _____ a message about this game.
- 4 I can _____ it as an email attachment.
- 5 When do you _____ your webcam?
- 6 Let's _____ for that information on *Wikipedia*.
- 7 I _____ every day. I've written 276 pages!
- 8 I forgot to _____ the new version of this game.

4 ★★★ Answer the questions. Write complete sentences.

Do you play games online? What online games do you play?

I play FarmVille with my cousin.

- 1 Do you prefer calling friends on your mobile, texting, or chatting online? Why?

- 2 What type of things do you download?

- 3 What type of things do you usually search for online?

- 4 Do you email people often? Who do you email?

- 5 Do you know anybody who's got a personal webpage? Who?

- 6 Have you got a webcam?
When do you use it?

Present perfect: affirmative and negative

1 ★ Complete the table with *has*, *hasn't*, *have* or *haven't*.

Affirmative		
I / You	_____ <i>have</i> _____	emailed a photo.
He / She / It	1 _____	appeared on YouTube.
We / You / They	2 _____	shared files.
Negative		
I / You	3 _____	created a webpage.
He / She / It	4 _____	played an online game.
We / You / They	5 _____	used a webcam.

2 ★★ Write sentences using the present perfect.

we / download / the new Dizzee Rascal album
We've downloaded the new Dizzee Rascal album.

1 Tom / not create / a personal webpage

2 I / play / some new online games

3 she / join / an online chess club

4 fifty people / log on / to our website

5 I / not message / my friends today

6 your grandma / not use / a computer

7 they / not chat / online before

8 we / visit / your website

Present perfect: regular and irregular verbs

3 ★★ Mrs Foster's class is creating a webpage. Read Mike's notes. What have or haven't the students done? Write sentences.

Year 11 website

Mike > buy the web address ✓

1 Mike and Jacob > design the website X

2 Rob > take photos for the site ✓

3 Bev and Harry > interview

Year 13 students ✓

4 Bev and Harry > write the stories X

5 Year 11 > put the information online X

6 Mrs Foster > tell the other classes about the website X

Mike has bought the web address.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 ★★★ Write sentences about you, your family and your friends. Use the phrases in the box and the present perfect.

create a personal webpage
 play games online email friends
 use a search engine blog share files

My friends and I have created a personal webpage.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

1 ★ Find seven more words.

E	P	A	S	S	W	O	R	D	T
M	H	E	P	S	O	D	E	N	I
A	I	H	A	C	K	E	R	Z	N
L	S	O	M	E	S	S	A	V	B
L	H	F	F	I	E	T	N	I	O
S	I	D	I	M	M	O	E	R	X
N	N	I	L	O	S	S	D	U	N
O	G	P	T	P	P	L	E	S	E
F	I	R	E	W	A	L	L	E	D
T	S	E	R	O	M	M	E	D	Y

spam filter

- 1 _____ 5 _____
 2 _____ 6 _____
 3 _____ 7 _____
 4 _____

2 ★★ Choose the correct answers.

The bank lost £1 million after a _____ attack.

a phishing b password c spam filter

- 1 I always get lots of _____.
 a inbox b spam c password
- 2 The _____ has damaged millions of computers.
 a inbox b password c virus
- 3 The _____ didn't protect my computer from the virus.
 a hacker b anti-virus software
 c spam
- 4 Have you installed a new _____?
 a hacker b spam filter c phishing
- 5 I hate _____. Who sends it?
 a junk mail b firewall c inbox
- 6 This new _____ will protect your computer.
 a spam b firewall c phishing
- 7 Don't tell anyone your _____.
 a hacker b spam filter c password

3 ★★★ Complete the text with the words in the box.

anti-virus software firewalls hackers
 passwords phishing spam viruses

ComputerExpert.com

>Bookmark this site

Home Support Products Forum

Simple ways to protect yourself

- Every computer connected to the internet needs security. You can install anti-virus software to protect your computer from ¹_____. Use different ²_____ when you log on to different sites.
- We recommend one of our safe ³_____ to stop ⁴_____. Nobody can get past them!

Dealing with junk email

- Cybercriminals send millions of junk emails because they want you to answer with your personal details. This is called ⁵_____. Remember! Most web crime happens through email; never open ⁶_____, especially if it has attachments.

4 ★★★ Answer the questions. Write complete sentences.

How many passwords have you got?

I've got three, one for my computer, one for

Facebook, and one for my email.

- 1 Do you use any security for your PC?
 What kind?

- 2 How many spam emails do you get a week?

- 3 Have you ever opened and read spam?
 If yes, what did it say?

- 4 Do you shop online? What do you buy?

- 5 Do you think shopping online is safe?
 Why / Why not?

- 1 ★ Complete the questions with *have* or *has*.
- _____ **Have** _____ you ever blogged?
- 1 _____ she ever chatted online?
- 2 _____ they ever shared files?
- 3 _____ Jack read this message board?
- 4 What _____ you emailed?
- 5 Why _____ she downloaded that file?
- 6 Where _____ we posted a message?

- 2 ★★ Complete the questions in the survey using the present perfect form of the verbs in brackets. Then answer the questions.

- 3 ★★★ Write questions using the present perfect.

what / Charlie / make

What has Charlie made? _____

1 they / see / our website

2 why / you / give / me this password

3 which / blogs / he / read

4 they / email / the attachments

5 Clare / create / a new webpage

6 where / he / post / the messages

7 you / receive / spam

8 who / send / me this email

- 4 ★★★ Read the answers. Then write the questions. Use the present perfect form of the verbs in bold.

Have you visited John's website? _____

Yes, I have. I **visited** John's website this morning.

1 _____?
_____?

No, I haven't. I've never **played** Super Mario.

2 _____?

No, he hasn't. He's never **created** a new webpage.

3 Where _____?

I'm not sure. Maybe they've **gone** to the library.

4 _____?

Yes, they have **downloaded** the film.

5 What _____?

She's **sent** a few photos.

6 _____?

_____?

No, I haven't. I've never **shared** files.

Downham Secondary School

IT SKILLS SURVEY

Which internet search engines
have you **used** (use)?

..... YES / NO

1 _____ you ever
_____ (download) files
from the internet?

2 _____ you ever
_____ (email) an
attachment?

3 _____ you ever
_____ (use) an Apple Mac?

4 _____ your friends ever
_____ (create) a personal
webpage?

5 _____ you ever
_____ (install) a software
program?

6 _____ your class
_____ (learn) to use Word?

7 Which other software programs
_____ your class
_____ (study)?

1 ★ Read the text. Tick ✓ the correct box.

The writer wrote this text to ...

- a give information about a website.
- b ask for advice.
- c improve his / her English.



Jan Hofman has never scored less than 80% in an English test and his spoken English is amazing. But Jan hasn't had extra English classes at school and he hasn't read an English dictionary. In fact, Jan spends at least three hours a day playing a game online. What's his secret? Why is Jan so brilliant at English? His secret is TSL – Teen Second Life.

TSL is a virtual world for thirteen to seventeen-year-olds and it's free to join. In TSL, teenagers from around the world have their own avatar. Avatars can go shopping and spend money – 'Linden dollars' – in the shops. They can make friends and play sports. They can even join a band and play music!

How has TSL helped Jan Hofman to improve his English? 'There are a lot of places in TSL where you can improve your English,' explains Jan. 'The British Council has got a special island in TSL and I've spent most of my time there. They don't give English lessons, but there are games and competitions in English. I also like the Global Kids island, where I learn a lot about social and world problems, all in English. The best thing about TSL is simply chatting. I love messaging players from other countries. I think anyone who wants to practise their English should log on to TSL!'

2 ★★ Find the words in the text and match them with the definitions.

- | | |
|-------------|------------------------------|
| 1 score | a very good |
| 2 brilliant | b about society |
| 3 social | c to get better at something |
| 4 avatar | d to get points |
| 5 improve | e online character |

3 ★★ Read the text again. Choose the correct answers.

Jan Hofman's English is _____.

- a very good b OK c really bad

- 1 Jan Hofman _____.
 - a reads dictionaries
 - b has extra English classes
 - c plays a game online
- 2 TSL is _____.
 - a a school b a dictionary c a game
- 3 TSL has helped Jan to _____.
 - a practise English b learn about England
 - c spend money
- 4 Jan enters competitions on the _____ island.
 - a British Council's b Global Kids c Linden
- 5 TSL is a good place to _____.
 - a play computer games
 - b communicate in English
 - c discuss the world's problems

4 ★★★ Answer the questions. Write complete sentences.

Does Jan spend a long time online?

Yes, he spends at least three hours a day online.

- 1 How much does it cost to join TSL?

- 2 Who can join TSL?

- 3 What can avatars do in TSL?

- 4 What does Jan do on the Global Kids island?

- 5 What has Jan enjoyed most about TSL?

- 6 Who does Jan chat with?

Build your vocabulary

5 ★★ Match sentence halves 1–6 with a–f.

- | | |
|----------------------|--------------------------|
| 1 I turn on the | a the girl in the photo. |
| 2 He felt very | b my money on my |
| 3 They made a lot of | c computer when I get |
| 4 She recognized | d battles in the online |
| 5 I spent all of | e sad when his cat |
| 6 They fought | f noise at the party. |

Language point: Addition and contrast linkers

1 ★ Choose the correct words.

I also / too like instant messaging.

- 1 **Although** / **However** I always email people, I've never sent an attachment.
- 2 He blogs, **but** / **too** he's never created a website.
- 3 We've played games online and we've chatted **too** / **although**.
- 4 He messages me all the time. **Also** / **However**, he isn't online right now.
- 5 I've posted a message and I've **although** / **also** emailed her.
- 6 We've logged on to TSL, **but** / **also** we haven't played it.

2 ★★ Complete the sentences with the words in the box.

also although although but
however too but

Although he downloaded anti-virus software, his computer had a virus.

- 1 My laptop was expensive, _____ it wasn't as expensive as your computer.
- 2 I've played games with my cousin, and my uncle, _____.
- 3 I've installed a firewall to protect my computer. _____, it doesn't always work.
- 4 We've chatted and we've _____ used a webcam.
- 5 _____ I've created the webpage, I haven't sent him the password.
- 6 I've played chess online, _____ I haven't won any games.

TASK

3 ★★ Read the notes about people's opinions. Then complete the comments.



James007

not download music
people download music / not pay for it = problem
bands need money / work hard
illegal downloading = stealing

PopLife444

record companies = enough money
not download music illegally
share CDs / friends
buy a song > friends enjoy
not a problem (= lend books)

Are illegal downloads killing music?

Post a comment Report to moderator

James007

I've never downloaded music. However, I know people who download music and they
1 _____. Some people say it doesn't matter, but I think that 2 _____. Bands need money, and 3 _____, too. Have you ever gone into a food shop, for example, and walked out without paying? 4 _____ stealing, too!

PopLife444

I disagree with James007. Record companies
5 _____. I've never
6 _____. However, I
7 _____. When I buy music, why can't my 8 _____? I don't think
9 _____. It's the same as lending books.

4 ★★★ Do you agree or disagree with the opinion below? Write your own opinion comment for a website. Use some addition and contrast linkers.
Chatting online is better than talking on the phone.

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

- I need to try this again.
 I am happy with this.
- I could do this better.
 I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

The internet

1 Complete the sentences with the words in the box.

shared online games message post
messaging webcam webpage

- Who created your personal _____?
- Have you ever _____ files?
- I never play _____.
- My mum has never used a _____.
- I _____ people all the time.
- I love instant _____.
- Where do you _____ messages?

2 Write affirmative or negative present perfect sentences about your own internet experiences.

- I _____.
(message people)
- I _____.
(share files)
- I _____.
(post messages)
- I _____.
(create a personal webpage)
- I _____.
(play games online)
- I _____.
(use a webcam)
- I _____.
(blog)
- I _____.
(chat with somebody from another country)

I can talk about my experiences.

MY EVALUATION

READING ■ Internet addiction

3 Complete the text with the words in the box.

makes feels fights play
recognize spends turns on

My cousin the internet addict

My cousin is an internet addict. He ¹ _____ about 15 hours online every day. His family are worried. He has changed a lot lately. They don't ² _____ him. He doesn't eat. His mum ³ _____ him sandwiches, but he leaves them. We invite him to interesting places, but he only wants to ⁴ _____ games online.

He has never joined Facebook and he doesn't send emails. He just ⁵ _____ his computer every afternoon and he ⁶ _____ battles until late at night. He never talks and I think he ⁷ _____ angry and depressed, but he doesn't think that's he's an addict. It's sad.

I can understand a text about internet addiction.

MY EVALUATION

LANGUAGE FOCUS ■ Present perfect: regular and irregular verbs

4 Complete the sentences so that they are true for you. Use the affirmative or negative present perfect form of the verbs in brackets.

- I _____ (be) online all day.
- My best friend _____ (spend) a lot of time online today.
- I _____ (search) the internet this week.
- My mum / dad _____ (email) me.
- My best friend and I _____ (chat) online this month.
- I _____ (send) email attachments.

I can talk about internet use.

MY EVALUATION

VOCABULARY AND LISTENING

Cybercrime

- 5 Choose the correct answers and complete the programme information.

Cybercriminals and YOU

20:45–21:35 BBC3

In this week's programme, learn about the three main ways that cybercriminals can attack your computer:

Hacking

Hackers can get past your ¹_____ and steal information, often using your password.

Phishing

Sometimes your ²_____ doesn't stop junk emails, and some of this spam can be ³_____ emails.

Viruses

Good anti-virus ⁴_____ is important because viruses can hide in email attachments. When you click and open the attachment, the ⁵_____ attacks your hard drive and your problems begin.

- | | | |
|--------------|---------------|------------|
| 1 a spam | b firewall | c inbox |
| 2 a hacker | b spam filter | c password |
| 3 a software | b firewall | c phishing |
| 4 a password | b phishing | c software |
| 5 a virus | b spam | c firewall |

I can talk about cybercrime.

MY EVALUATION

LANGUAGE FOCUS Present perfect: questions

- 6 Write present perfect questions.

- you / ever / create / a personal webpage?

- you / ever / use / a webcam?

- what songs / you / download / this month?

- who / you / email / recently?

- which websites / you / visit / today?

I can ask and answer about experiences.

MY EVALUATION

SPEAKING Apologizing and explaining

- 7 Complete the dialogue with the words in the box.

happen matter mean relief
sorry what

Tia I've got something to tell you.

Mum ¹_____ is it? What's the
²_____?

Tia I've done something really stupid.

Mum What have you done?

Tia It's your mp3 player. I've broken it.
I'm really ³_____! I was listening
to it and it fell on the floor.

Mum How did that happen?

Tia I don't know. I didn't ⁴_____ to.

Mum It's OK. My music's on my laptop, too.

Tia That's a ⁵_____! It won't
⁶_____ again. I promise!

I can apologize for something and explain how it happened.

MY EVALUATION

WRITING A comment on a website

- 8 Complete the text.

My best friend thinks that everybody needs a smartphone. However, ¹_____ my opinion, normal mobile phones are fine. In ²_____ experience, most people only need a phone to text and make calls. ³_____ what I've seen, Facebook is the only website people visit with their smartphones. The ⁴_____ is that the smartphone screen is too small, so you can't really read most websites. ⁵_____ this reason, I ⁶_____ normal mobile phones are better.

I can write an opinion comment on a website.

MY EVALUATION

VOCABULARY Television

1 ★ Match sentence halves 1–9 with a–i.

- | | |
|----------------------------------|----------|
| 1 Are there any good programmes | <u>d</u> |
| 2 They use special cameras | _____ |
| 3 Homer Simpson is my | _____ |
| 4 This new TV series | _____ |
| 5 The first TV broadcast | _____ |
| 6 Can I change channels | _____ |
| 7 Their new television has got a | _____ |
| 8 The show had three million | _____ |
| 9 I didn't watch the last | _____ |
- a really big screen.
 b viewers last year.
 c was in black and white.
 d on TV this evening?
 e to make 3D films.
 f has 12 episodes.
 g favourite character in *The Simpsons*.
 h episode of the series.
 i with this remote control?

2 ★★ Complete the definitions about TV.



- A broadcast is when they transmit a TV show.
- They record TV shows with a _____.
 - An _____ watches a show.
 - You can turn the TV on and off with a _____.
 - An _____ is one of several parts of a story.
 - A _____ is a person in a story.
 - A _____ is a TV show.
 - When you watch TV, you see the picture on the TV _____.
 - A _____ is a show with a lot of episodes.

3 ★★ Complete the dialogue with the words in the box.

adverts audience cameras
channels presenter show programme

Jess What do you think is the best _____ programme on TV?

Ryan I love *Who Wants to Be a Millionaire?* It's my favourite
1 _____.

I always watch it!
I was in the
2 _____ two

years ago. My seat was behind the two
3 _____ so it was a bit difficult to see, but the 4 _____ was really funny.

Jess Why do you love it?

Ryan It's exciting!

Jess What do you think is the worst thing on TV?

Ryan I hate the 5 _____! I prefer
6 _____ without them.



4 ★★★ Answer the questions. Write complete sentences.

How many channels have you got on your TV at home?

I've got eight channels on my TV at home.

1 What is your favourite TV show? Why?

2 Which programmes do you never watch? Why?

3 Which series do you usually watch?

4 Who is your favourite character? Why? What is the actor's name?

5 Do you like adverts? Why / Why not?

6 Who uses the remote control a lot in your house?

was, were, there was, there were

1 ★ Choose the correct words.

Who **was** / **were** the main characters in *Futurama*?

- 1 We **was** / **were** lucky. **There was** / **There were** two more episodes on the DVD.
- 2 Where **was** / **were** your camera?
- 3 Marc **was** / **were** tired, so he didn't watch the end of the show.
- 4 **Was** / **Were** there any good programmes on TV last night?
- 5 The first episode **weren't** / **wasn't** in 2009. It **was** / **were** in 2010.
- 6 The presenters **weren't** / **wasn't** on yesterday's programme.
- 7 How old **was** / **were** the participants?
- 8 **Were there** / **Was there** many people in the audience?

2 ★★ Write sentences. Use the affirmative (✓), negative (X) or question (?) forms of *was / were* and *there was / there were*.

I / at school this morning X

I **wasn't** at school this morning.

1 there / two channels without adverts ✓

2 there / a new character in the show this week ?

3 the remote control / next to the TV ?

4 you / in the audience ?

5 there / a new presenter in this series X

6 it / a new series ✓

7 who / the participants in *Big Brother* ?

8 there / many TV broadcasts in the 1940s X

Past simple

3 ★★ Complete the text using the past simple form of the verbs in brackets.



On the Road with Kanye West

On the Road with Stars is a new programme that follows bands on tour. In the first show, the TV company travelled (travel) to Los Angeles to meet Kanye West.

They ¹_____ (make) the programme very cheaply because they ²_____ (not have) a lot of money. They ³_____ (record) it with only one camera and they ⁴_____ (be) very lucky because the presenters ⁵_____ (work) for free.

In Los Angeles, the presenters ⁶_____ (not stay) in a hotel. Instead, they ⁷_____ (sleep) in a caravan.

During the show, Kanye ⁸_____ (fly) in a private plane from city to city, but the TV company ⁹_____ (follow) him in their car, with their caravan!

4 ★★★ Write questions for the answers.

Did you meet Kanye West?

Yes, we did. We met Kanye West in Los Angeles.

1 _____
We met him last month.

2 _____
Yes, we did. We liked him very much.

3 _____
After Los Angeles, we went to Las Vegas and then to San Francisco.

4 _____
No, we slept in a caravan.

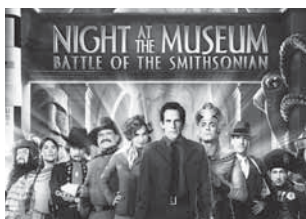
5 _____
No, we didn't fly. We drove.

6 _____
We drove because the flights were expensive.

1 ★ Look at the photos. Complete the words.



c artoon



1 f _____



2 q _____
s _____



3 s _____
p _____



4 the n _____



5 t _____
s _____



6 w _____
f _____



7 c _____
s _____

2 ★★ Read the TV guide and label the programmes.

soap opera sitcom reality show documentary drama game show the news talent show

Channel 9	TV U2
19:45 <u>sitcom</u> At the Office More laughs with Harry's 'friends' at work. Harry does a funny dance at the office party.	19:45 1 _____ Birds of Panama Can birds predict the weather? Join Monty Jones and the team in Panama.
20:15 2 _____ West Street In today's episode, Sonia loses her job and Ali has problems with the police.	20:30 3 _____ Dance-O-Rama There are only three teams on the show now. Which team will leave tonight?
21:15 4 _____ Open the box! Will this week's participants open the right boxes and win £100,000?	21:15 5 _____ Oliver Twist A fantastic version of the famous Dickens story set in 1830s London. Episode 1 of 4.
22:00 6 _____ Big Brother Carol is cooking, but will the participants like the meal?	22:00 7 _____ The World At Ten All of today's main stories. Followed by the weather.

3 ★★ Complete the definitions.

- A sitcom is a type of comedy show.
- 1 A _____ is a show with moving drawings.
 - 2 They ask lots of questions in a _____. The winner often gets a prize.
 - 3 There are a lot of hospital scenes in a _____.
 - 4 _____ often shows football matches.
 - 5 You watch a _____ at the cinema.
 - 6 A presenter interviews guests on a _____.

4 ★★★ What are your favourite television programmes? What type of programme is each one?

I love 'Match of the Day'. It's a sports programme.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Past continuous

1 ★ Complete the table with *was*, *wasn't*, *were* or *weren't*.

Affirmative			
I	<u>was</u>		watching a film.
You	<u>were</u>		enjoying the film.
He / She / It	¹ _____		sleeping.
We / You / They	² _____		talking.
Negative			
I	<u>wasn't</u>		wearing a coat.
You	³ _____		reading.
He / She / It	⁴ _____		looking.
We / You / They	⁵ _____		acting in the film.
Questions			
—	<u>Was</u>	I	sleeping?
Where	<u>were</u>	you	going?
What	⁶ _____	he	doing?
—	⁷ _____	she	listening?
Why	⁸ _____	they	laughing?

2 ★★ Read the interview. Choose the correct answers.

CineMag What _____ in Budapest? ¹ _____ in a film?
Robert No. I ² _____. I ³ _____ a film.
CineMag Wow! That's exciting! Was it difficult?
Robert Yes. We ⁴ _____ quickly because we didn't have much time. I ⁵ _____ because I was so worried, but in the end my old friend Cameron helped me.
CineMag Really?
Robert Yes, he ⁶ _____ in Bratislava. I called him and he agreed to help.

- a was you doing b you were doing
c were you doing

- 1 a You were acting b Were you acting
 c You're acting
 2 a wasn't b was c weren't
 3 a was directing b wasn't directing
 c were directing
 4 a are working b weren't working
 c were working
 5 a were sleeping b wasn't sleeping
 c weren't sleeping
 6 a were filming b was he filming
 c was filming

3 ★★★ Write questions. Think about what was happening at eight o'clock yesterday evening and write true answers.

you / read

Were you reading? Yes, I was reading a novel. /

No, I wasn't. I was washing the dishes.

1 what / you / do

2 what / you / wear

3 who / you / talk to

4 what / your friends / do

5 what / your dad / do

6 your mum / cook

Past simple and past continuous

4 ★★ Complete the sentences. Use the past simple or past continuous form of the verbs in brackets.

Sylvia was running (run) when she dropped (drop) the DVDs.

- 1 While Steve _____ (watch) a documentary, he _____ (fall) asleep.
 2 _____ you _____ (do) anything when I _____ (call)?
 3 They _____ (not listen) when you _____ (ask) for the remote control.
 4 _____ you _____ (see) your friends while you _____ (walk) to school this morning?
 5 The film _____ (start) while I _____ (get) a drink.
 6 The presenter _____ (come) in while the audience _____ (laugh).
 7 I _____ (look) out of the window when Mum and Dad _____ (arrive) home.
 8 We were _____ (drive) home when the accident _____ (happen).

1 ★ Read the text. Tick ✓ the correct box.

The text is about ...

- a an episode of *Lost*.
- b the main actor in *Lost*.
- c the series *Lost*.



ABC broadcast the first episode of *Lost* in 2004. The series started with a scene on a flight from Sydney, Australia, to Los Angeles, USA. The plane was flying over the Pacific Ocean when, suddenly, it crashed. There were 324 passengers on the plane and everybody thought they were dead. But in the mysterious world of *Lost*, 48 passengers survived.

The survivors landed on a small island and they worked together to find food. Every day, they waited for a ship or a plane, but help never arrived. While they were living on the island, they had a lot of scary experiences. In one episode, the survivors were walking in the jungle when they saw a huge polar bear. They discovered that other people were living on the island, but 'the Others' weren't friendly.

There was a flashback in every episode. These showed what the characters were doing before the plane crashed. One of the most interesting characters was the American doctor and leader of the group, Jack (played by Matthew Fox). The flashbacks explained a lot about the characters, but the island kept its secrets.

Audiences loved *Lost* because the plot was very unusual. The island was still a mystery when the series ended, after 114 episodes, in 2010.

2 ★★ Read the text again. Find the words in the text and match them with the definitions.

- | | | |
|--------------|---|---|
| 1 passengers | } | a people who don't die in an accident |
| 2 survivors | | b people in a plane, car, or train |
| 3 leader | | c a person who is in control of a group |
| 4 flashback | | d the story in a film or show |
| 5 plot | | e a scene that shows an earlier part of a story |

3 ★★ Complete the text with the words in the box.

Jack Los Angeles a plane crash USA
Pacific Ocean Sydney Matthew Fox

Lost is the story of the survivors of a plane crash in the ¹_____. The flight started in ²_____ and the plane was flying to ³_____. ⁴_____ played a character called ⁵_____, a doctor from the ⁶_____.

4 ★★★ Answer the questions. Write complete sentences.

How many passengers lived after the crash?

Forty-eight passengers survived.

- 1 How did the passengers survive on the island?

- 2 What were the survivors doing when they saw the polar bear?

- 3 Who else was living on the island?

- 4 How did the audience learn more about the characters?

- 5 Why was *Lost* popular?

- 6 When did the series end?

Build your vocabulary

5 ★★ Complete the sentences with the past simple form of the verbs in brackets.

ABC made (make) 114 episodes of *Lost*.

- 1 The show _____ (attract) a large audience.
- 2 The viewers _____ (love) this TV series.
- 3 The show _____ (win) a lot of prizes.
- 4 The final series _____ (show) the 'Man in Black'.
- 5 ABC _____ (broadcast) the last episode in 2010.

Language point: Time connectors

1 ★ Order the sentences.



a

At first, the fire was small. Mr Salter rang to get help and he threw water on the fire to try to stop it.

b

Finally, the firemen put the fire out and saved Mr Salter.

c

Then Riley ran to get help. The firemen saw Riley and followed her to the fire and found Mr Salter.

d | l

The incident happened last Friday. Gavin Salter, 43, was at home with his dog, Riley, when a fire started in the kitchen.

e

After a few minutes, the fire got bigger. The smoke made Mr Salter very ill. Riley tried to help him, but Mr Salter lay on the floor in the kitchen.

2 ★★ Read the text. Complete the sentences with one of the connectors in brackets.



Volcanic ash cloud

Eyjafjallajökull, a volcano in Iceland, started to erupt two weeks ago. At first, (At first / While) people who lived near the volcano moved away from the area. ¹_____ (As soon as / Then) a lot of thick smoke started to come from the volcano. ²_____, (While / Later) the wind changed direction, and a cloud of volcanic ash started to move south.

People were worried. They thought that the volcanic ash could break plane engines. ³_____ (As soon as / While) the clouds arrived over northern Europe, the airports closed and nobody could fly. ⁴_____ (While / Later) the European airports were closed, thousands of passengers waited in Asia and America. They all wanted to fly back to Europe, but the airports stayed closed for about one week. The ash cloud ⁵_____ (finally / at first) went away. ⁶_____ (When / While) the airports opened again, people started to fly home.

TASK

3 ★★ Read the notes. Then complete the news item with information from the notes.

- Plane crash**
 flight Brussels — Istanbul
 plane flies over Alps
 • 2 engines stop
 pilots not worried — plane has 4 engines
 Milan airport — change direction
 • 3rd engine stops
 plane slows down & loses height
 pilots worried — fly over the mountains
 • 4th engine stops — fly over last mountain
 crashes near a farm
 rescue services help survivors all night
 nobody is hurt
 airline thanks pilots for their great work

Plane crash

There were dramatic scenes last night after the crash of a flight from Brussels to Istanbul. The plane was flying ¹_____. At first, the pilots ²_____ because ³_____. They spoke to Milan airport and ⁴_____. Then ⁵_____. As soon as this happened, the plane ⁶_____ height. The pilots were worried because ⁷_____. Finally, the fourth engine ⁸_____ while ⁹_____. Then the plane ¹⁰_____. ¹¹_____ and luckily, nobody died. After the crash, the airline ¹²_____.

4 ★★★ Make notes about an interesting or important event that happened recently. Then write a news item.

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

I need to try this again.

I am happy with this.

I could do this better.

I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Television

1 Complete the sentences with the words in the box.

audience channel presenter
character programme episodes

- Was the show on a _____ with adverts?
- It was amazing. There were 20,000 people in the _____.
- The screen was tiny, so we couldn't read the _____'s name. I didn't know who was speaking.
- It's better to watch that series on DVD. There are two extra _____.
- I didn't enjoy this week's _____. It was really boring.
- Which actor played the main _____ in that new drama series?

2 Complete the sentences using the correct forms of *was / were* and *there was / there were*.

READING ■ **Reality TV**

3 Complete the text. Use the past simple form of the verbs in brackets.

I ¹_____ (watch) an interesting reality show last night. It was about children who ²_____ (have) problems with their behaviour. They ³_____ (shout) all the time. Their parents were worried, so they ⁴_____ (send) them on a special course.

As part of the course, the children ⁵_____ (go) to a motorbike garage and they ⁶_____ (learn) how to repair motorbikes. At first, they ⁷_____ (complain) a lot, but by the end of the show, the children were really different. They were much happier and they ⁸_____ (understand) how to control their feelings.

I can understand a text about reality TV.

MY EVALUATION

LANGUAGE FOCUS ■ **Past simple**

4 Write the conversation. Use the past simple affirmative (✓), negative (X), or question (?) form of the verbs.

Ann you / watch / *Tintin* yesterday ?

1 _____

Carl Yes, I did.

Ann where / you / see / it ?

2 _____

Carl I / go / to the Odeon with Marc ✓

3 _____

then we / have / lunch in a café ✓

4 _____

Ann you / call / me X

5 _____

Carl I / have / your number X

6 _____ Sorry.

I can exchange opinions about TV.

MY EVALUATION

I can talk about past events.

MY EVALUATION

Miki	1 _____ Zac Efron on that chat show last night?
Sam97	Yes, but it ² _____ very interesting, in my opinion.
Miki	Why not?
Sam97	I think Zac Efron is boring.
Miki	I don't agree with you. Zac Efron is great. ³ _____ any other guests on the show?
Sam97	I'm not sure. After that, we changed channels because ⁴ _____ some cool bands on BBC One.
Miki	Oh! What bands ⁵ _____ on BBC One?
Sam97	Lady Gaga and Usher. Usher ⁶ _____ amazing!
Miki	Wow! ⁷ _____ any other good programmes on TV last night?
Sam97	Yes, ⁸ _____ an interesting documentary, <i>Supersize Me</i> .

VOCABULARY AND LISTENING ■ On TV

5 Complete the text with the words in the box.

documentary medical drama film
reality show sports programme

What's on TV?

- We meet the participants in *Feel the Fear*, the new ¹_____. In last week's show, the participants ate snakes and spiders. This week, they are swimming with sharks. [Read more](#)
- Dr Ali McAlastair, the main character in the ²_____ *Emergency*, left the show last night. How will Hornby Hospital survive? [Read more](#)
- In this new ³_____ series you can learn about the history of the United States from 1700 up to the 1970s. [Read more](#)
- James Cameron, the director of the 2010 hit *Avatar*, discusses his new ⁴_____. [Read more](#)
- Watch this week's top matches on ITV's new ⁵_____, *Football Special*. [Read more](#)

I can understand and present news.

MY EVALUATION

LANGUAGE FOCUS ■ Past tenses

6 Complete the sentences. Use the past simple and the past continuous form of the verbs in brackets.

- 1 You _____ (cry) when that sitcom _____ (finish)!
- 2 They _____ (go out) while their parents _____ (watch) the news.
- 3 The actors _____ (come) on stage while the presenter _____ (talk).
- 4 She _____ (not smile) when the man _____ (take) her photo.
- 5 Alice _____ (drop) her glass while she _____ (have) lunch.
- 6 It _____ (rain) when we _____ (arrive) at the cinema.

I can talk about what people were doing.

MY EVALUATION

SPEAKING ■ My news

7 Complete the conversation with the words in the box.

about fed up happened really news

- Erica Hi, Jared. You look ¹_____.
- Jared Yes, I am. I've got some bad ²_____.
- Erica ³_____? Tell me ⁴_____ it.
- Jared Well, I bought the tickets for the James Bond film, but now I can't find them!
- Erica Why not? What ⁵_____?
- Jared I don't know. I'm so sorry.
- Erica Hey, don't worry! My mum bought two tickets for us.

I can talk about my news.

MY EVALUATION

WRITING ■ A news article

8 Complete the news item with sentences a–f. There is one extra sentence that you do not need.

Crash closes road

¹_____ Police closed the A345 road in both directions for two hours after a car crash.

²_____ Mrs Aldate, 52, was driving along the A345 near Salisbury in Wiltshire when suddenly, a pig ran into the road. Mrs Aldate stopped her car very quickly. ³_____ Some people were walking on a hill near the road, when they heard the crash.

⁴_____ Then they saw a pig running away from the road and they noticed some smoke. They ran down to the road and they saw the crash. One of them called the emergency services. ⁵_____ Luckily, neither of the drivers was hurt.

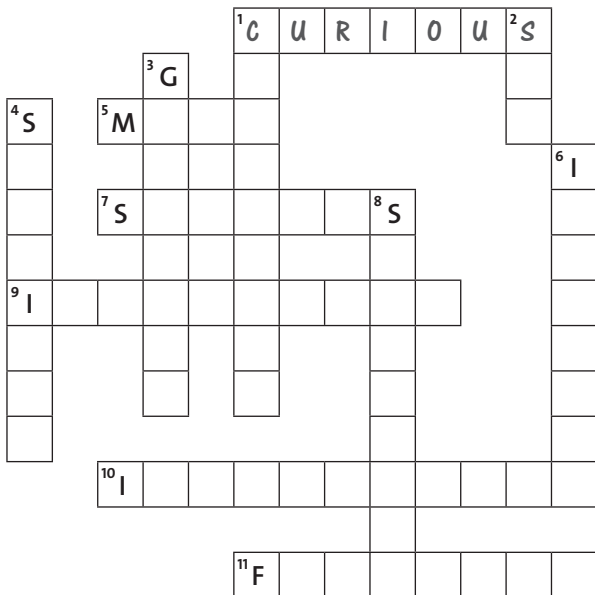
- a After a few minutes, an air ambulance arrived.
- b At first, they didn't know what the noise was.
- c There was a dramatic scene on a busy road in Wiltshire yesterday afternoon.
- d Finally, the pig ran into the road.
- e As soon as she stopped, another car crashed into the back of Mrs Aldate's car.
- f The incident happened at 3.45 p.m.

I can write a news item.

MY EVALUATION

VOCABULARY ■ Adjectives: personality

1 ★ Complete the crossword.



Across

- 1 He asks a lot of questions in class.
He's very curious.
- 5 They never spend money.
They're _____.
- 7 She didn't laugh at the film.
She's very _____.
- 9 You never listen to other people's ideas.
You're really _____.
- 10 He did well in the test.
He's _____.
- 11 She always talks to me.
She's _____.

Down

- 1 I'm going to pass the exam.
I feel _____ about it.
- 2 We didn't enjoy the party.
We're a bit _____.
- 3 You often give me presents.
You're very _____.
- 4 She always gives good practical advice. She's
very _____.
- 6 Megan is three. She doesn't know much
about the world. She's _____.
- 8 We cried when we watched that sad film.
We're really _____.

2 ★★ Choose the correct answers.

He wants to be a film star. He's very _____.

a generous **b ambitious** c mean

1 Our sister plays basketball, tennis and
football. She's very _____.

a innocent b intelligent c active

2 My dad can repair bikes because he's _____.

a innocent b intolerant c practical

3 You must be more _____ and try to
understand other people.

a tolerant b active c mean

4 I'm a very _____ person. I get what I want!

a generous b determined c friendly

5 Don't be _____! Come and talk to us!

a shy b sensible c sensitive

6 You aren't very _____. What's happened?

a mean b cheerful c curious

3 ★★★ Complete the text with words from exercises 1 and 2.

Runner Usain Bolt is famous because he has won so many Olympic gold medals, but what is Usain really like and what do we know about his personality?

Usain is a happy and cheerful person. He is always ¹f _____ to other sports people, and chats to them on the track. He isn't ²s _____ and is confident when talking to his fans and to newspaper reporters.

As a child, Usain always had a lot of energy and was very ³a _____. He was also a ⁴s _____ child, and liked to make sure his classmates were not unhappy. He has always been ⁵a _____, and from an early age wanted to run in big races and win.

Usain isn't a mean person, and is always ⁶g _____ with his money. He likes to help other people and is kind, and this has won him many fans all over the world.



Adverbs of degree

1 ★ Complete the words in the table.

*****	It's <u>i n c r e d i b l y</u> easy. Everybody can do it.
*****	I'm ¹ <u>r _ a _ l _</u> hungry. I want to eat dinner now!
****	He's ² <u>v _ r _</u> practical. He can make things.
***	The film was ³ <u>q _ i _ e</u> good, but I preferred the last one.
**	You're a ⁴ <u>b _ t</u> late. I arrived five minutes ago.
*	She isn't ⁵ <u>v _ _ y</u> friendly. She doesn't talk to me.

2 ★★ Rewrite the sentences with adverbs of degree.

My older sister is confident. *****

My older sister is really confident.

- I'm tolerant at home.*

- This football match is exciting.****

- That young artist is ambitious.*****

- Some teenagers go to bed late.***

- That exam question is difficult.**

Present perfect + *still, yet, just* and *already*

3 ★★ Write sentences using the present perfect and the word in brackets.

we / listen to / that CD (already)

We've already listened to that CD.

- I / watch / this film (already)

- he / play / a new song (just)

- Daniel / become / a celebrity / ? (yet)

- we / not finish / our new album (still)

- they / start / their tour / ? (yet)

4 ★★ Complete the sentences. Use the present perfect with *just* and the words in the box.

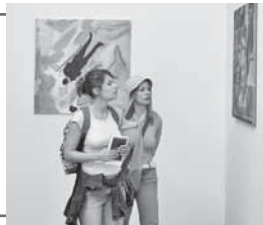
come out of the sea go-out have lunch
ask the teacher have an accident
play tennis win a competition

My brother isn't at home. He 's just gone out.

- They aren't very hungry. They _____
- You know the answer. You _____
- I've got a prize. I _____
- The dog is wet. It _____
- We've got our rackets with us. We _____
- She's in the hospital. She _____

5 ★★★ Write sentences with *still, yet* or *already*. Use the words in the boxes and your own ideas.

visit: my local art gallery
my local museum
the capital of my country
the biggest stadium in my country



try: Chinese food French food
Mexican food Indian food



learn to: make pizza
make a good cup of coffee
iron my clothes
use the washing machine



I still haven't visited my local art gallery.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

1 ★ Choose the correct words.

You need skill / skilful to be a professional footballer.

- 1 Serena Williams has got a lot of **style / stylish**.
- 2 The actor in the film is very **good looks / good-looking**.
- 3 Some people think that you don't need much **talent / talented** to be a model.
- 4 When you leave school, you need to be more **independence / independent**.
- 5 Wrestlers are always very **strength / strong**.
- 6 An astronaut needs to be very **courage / courageous**.
- 7 That singer is difficult to work with. He's got a very big **ego / egotistical**.
- 8 You usually need a lot of **luck / lucky** to become an athlete..

2 ★★ Complete the text with the correct nouns and adjectives.



Andy Murray was born in Glasgow, Scotland, in 1987. As a young boy, he was a ¹s_____ tennis player and a good footballer, but he decided to play professional tennis. Murray is an exciting player to watch. He's got a lot of ²s_____ in his arms and can hit the ball very hard. He also thinks carefully on the tennis court and uses his ³i_____ and ⁴c_____ to win.

Andy is not known for his ⁵s_____ or ⁶g_____. I_____, but he is a very ⁷t_____ player.

Murray's ego isn't too big either, and he realizes that it takes a little bit of ⁸l_____ as well as hard work to be successful.

3 ★★ Complete the sentences using the adjective or noun forms of the words in brackets.

Is your brother intelligent? (intelligence)

- 1 Sabina Altynbekova is a volleyball player with great _____. (talented)
- 2 That actress has a big _____. (egotistical)
- 3 Do you want to be _____ in the future? (fame)
- 4 Playing basketball isn't easy. You need _____. (skilful)
- 5 Cristiano Ronaldo is a _____ football player. (style)
- 6 Singers need _____ when they perform in a concert. (courageous)
- 7 Asafa Powell is a _____ 100m runner. (strength)

4 ★★★ Complete the text using words in exercises 1–3.

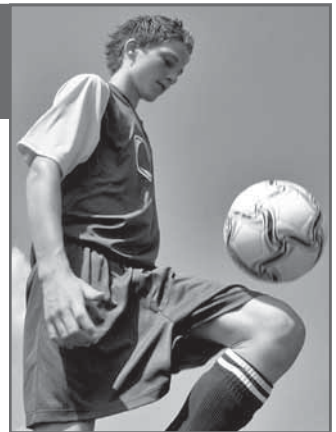
Reach Sports Academy

Are you between the ages of 11 and 16? Reach Sports Academy is looking for talented young footballers, tennis players and runners.

Reach is an academy in Liverpool which mixes academic lessons with special classes in a variety of different sports. Past students at our academy include a number of very ¹_____ TV sports personalities.

We have places for new students to start at the academy next September. To get a place at the academy you need to:

- be a very good sportsperson and have a lot of ²_____ in two or more sports.
 - be healthy and ³_____.
 - work well alone and show ⁴_____.
- You must have your own ideas!
- be good team players and not be ⁵_____.
 - have ⁶_____ and not be frightened to work hard to succeed.



for and since

1 ★ Complete the phrases with **for** or **since**.

- for three weeks
- | | |
|-----------------------|----------------------|
| 1 _____ this morning | 7 _____ a short time |
| 2 _____ one o'clock | 8 _____ last night |
| 3 _____ ten years | 9 _____ five hours |
| 4 _____ 1995 | 10 _____ January |
| 5 _____ a few minutes | 11 _____ seven days |
| 6 _____ eight months | 12 _____ the 1960s |

2 ★★ Write questions and answers using **for** and **since**.

how long / you / be / in this band (three years)

How long have you been in this band? _____

I've been in this band for three years. _____

- | | |
|--|-------|
| 1 how long / he / play / the drums (he was six) | _____ |
| 2 how long / we / have / that piano (four months) | _____ |
| 3 how long / they / study / music (many years) | _____ |
| 4 how long / Maria / work with the band (last year) | _____ |
| 5 how long / that singer / live / in New York (2010) | _____ |
| 6 how long / you / like / the <i>Sugababes</i> (a long time) | _____ |
| 7 how long / he / work / at the record company (November) | _____ |

Present perfect and past simple

3 ★★ Complete the sentences using the present perfect or the past simple form of the verbs in the box.

not see have finish play
not listen walk live

My favourite singer has had three hits this summer.

- I _____ that book on Wednesday. The ending was very good.
- She loves her flat. She _____ there for five years.
- Jack isn't in class today. We _____ him for a few days.
- _____ you ever _____ rugby or basketball?
- They _____ to that concert on the radio last night.
- _____ he _____ to school with his friends yesterday?

4 ★★★ Choose the correct verb in brackets and complete the letter using the present perfect or the past simple.

Hi Jake,

We **ve been** _____ (be / wait) in London for four days and I don't want to go home! We ¹ _____ (arrive / leave) here on Tuesday and since then we ² _____ (play / do) a lot of things. I ³ _____ (go / visit) a number of different places – Big Ben, art galleries and museums. And guess what? My brother ⁴ _____ (be / say) nice all the time and he ⁵ _____ (not listen / not say) anything horrible yet!

Yesterday we ⁶ _____ (go / visit) to see a *Coldplay* concert at Wembley Arena. It ⁷ _____ (become / start) at eight o'clock and the band ⁸ _____ (play / be) really well.

We still ⁹ _____ (not go / not like) to the British Museum and we ¹⁰ _____ (not want / not take) a boat trip on the river yet, but I think we're going to do that tomorrow.

Love Chloe



1 ★ Read the text. Tick ✓ the correct box.

The text is about ...

- a a sport which uses birds to hunt.
- b a sport which uses horses to hunt.
- c a sport where horses race each other.

EAGLE-HUNTING IN KAZAKHSTAN

In the middle of winter in a small village in Kazakhstan, the sky comes alive with a beautiful sight – the sight of eagles hunting. Below the eagles, with the big Tien Shan Mountains behind them, you can see men in big fur hats, riding powerful horses and looking up at their eagles.

The village of Nura in the south east of Kazakhstan has become famous for the traditional sport of eagle-hunting. Nura has 14 *Burkitshi* – the name given to the people who hunt with eagles. There are only 40 in the whole of Kazakhstan, so this is a large number for such a small village.

The sport of eagle-hunting has been popular in Central Asia for many centuries, and today more and more Kazakhs are keen to rediscover this traditional sport.



There is a lot of skill needed to hunt with a big bird of prey like an eagle. They are powerful and unpredictable birds and the *Burkitshi* need to be careful, strong, wise, and patient to work with them. Eagle-hunting is not a sport for everyone.

The sport is also helping to look after the eagles of Kazakhstan, which are now an endangered species. Once the sport of Central Asian rulers, let's hope that the traditional sport of eagle-hunting continues to grow in popularity, and helps to successfully protect these beautiful birds.

2 ★★ Find the words in the text and match them with the definitions.

- | | | |
|--------------------|---|--|
| 1 alive (adj) | } | a to discover again |
| 2 sight (n) | | b the ability to do something well |
| 3 fur (n) | | c living, with a lot of movement |
| 4 rediscover (v) | | d able to wait |
| 5 skill (n) | | e the hair on an animal's body |
| 6 patient (adj) | | f in danger of the whole species dying |
| 7 endangered (adj) | | g a thing that can be seen |

3 ★★ Read the text again. Choose the correct answers.

What is the name of the village that is famous for eagle-hunting?

- a Tien Shan **b Nura** c Central Asia

- 1 How many *Burkitshi* are there in Nura?
a 40 b 400 c 14
- 2 How long has eagle-hunting been popular in Central Asia?
a a few years b one hundred years
c hundreds of years
- 3 What is needed to hunt with an eagle?
a skill b money c horses

4 ★★★ Read the text again and answer the questions.

What can you see in the sky above the village of Nura?

You can see eagles hunting.

- 1 Which mountains are near the village of Nura?

- 2 What do the *Burkitshi* often wear?

- 3 What qualities do the *Burkitshi* need to work with eagles?

- 4 Why is the sport of eagle-hunting good for eagles?

- 5 Who was the sport popular with in the past?

Build your vocabulary

5 ★★ Make new words using a prefix or a suffix in the box.

-able -less im- ful- -al

- careless _____
- | | |
|-------------------|-----------------|
| 1 tradition _____ | 4 predict _____ |
| 2 power _____ | 5 success _____ |
| 3 _____patient | 6 use _____ |

Language point: Order of adjectives

1 ★ Rewrite the sentences. Put the adjectives in brackets in the correct place.

That athlete lives in a nice house. (big)
That athlete lives in a nice, big house.

1 My favourite player has got dark hair. (short)

2 You're wearing a long T-shirt. (black)

3 They play in a big stadium. (modern)

4 It's a famous book. (old)

5 He's a confident boy. (little)

6 We've got a red car. (new)

2 ★★ Order the words to make sentences.

singer / talented / new / she's / a

She's a talented, new singer.

1 eyes / got / you've / green / big / wonderful

2 watching / excellent / DVD / old / we're / an

3 brown / got / small / Anna / a / dog / has

4 boxer / he's / modern / stylish / a

5 long / she's / black / got / hair / nice

6 boy / young / Adam / a / is / shy

TASK

3 ★★ Read the notes about Uncle Ben, then complete the biography.



Paragraph 1: dance teacher / Ireland / born in small old town near Dublin in the 1970s

Paragraph 2: be involved in the world of dance / since be / little boy

first study modern dance at four / start to appear on stage soon after that

big break / in 1979 / win a local children's talent show

Paragraph 3: at eighteen move to Manchester / study dance and drama at the university

live in Manchester since then / teach hip hop dance to teenagers at big modern school

My Uncle Ben is a dance teacher .
 He comes ¹ _____
 and he ² _____ in
 the 1970s.

Uncle Ben ³ _____
 since ⁴ _____. He
⁵ _____ at the age
 of four and he ⁶ _____
 _____ soon after
 that. His ⁷ _____
 in 1979 when he ⁸ _____
 _____.

At the age of eighteen, he ⁹ _____
 _____ and he
¹⁰ _____.

He ¹¹ _____.
 He ¹² _____
 at a big modern school.

4 ★★★ Write a biography of a friend or relative. Use the text in exercise 3 to help you.

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

I need to try this again.

I am happy with this.

I could do this better.

I can do this very well.

VOCABULARY AND LANGUAGE FOCUS

■ Adjectives: personality

1 Complete the words in the sentences.

- 1 My brother doesn't like meeting my friends. He's really s ____.
- 2 I want a good job. I'm quite a _____.
- 3 She isn't very generous. She's a bit m ____.
- 4 You always think about other people's feelings. You're kind and s _____.
- 5 He never laughs. He's incredibly s _____.
- 6 They listen to other people and try to understand them. They're very t _____.
- 7 Are you happy and c _____ all the time?
- 8 Sam asks lots of questions. He's c _____.

2 Choose the correct words.

- 1 My brother is **really** / **a bit** intelligent. He took his exams a year early.
- 2 That actor is **not very** / **quite** talented. He didn't get the job.
- 3 Sports stars usually wear **very** / **a bit** expensive sports clothes.
- 4 I don't really like meeting new people. I'm usually **not very** / **quite** shy.
- 5 She won the talent show. There were a lot of people at the auditions. She was **a bit** / **incredibly** lucky.
- 6 We were **not very** / **a bit** hungry after the match so we went to a restaurant.

I can describe people's personalities.

MY EVALUATION

READING ■ Sports superstars

3 Complete the sentences. Add a prefix or a suffix to the words in brackets.

- 1 The popular football team played in an international _____ (compete) last year.
- 2 They had a lot of _____ (sleep) nights travelling from city to city to play matches.
- 3 It was a very _____ (success) competition with very big crowds.
- 4 It was _____ (predict) that the teams new football kit would be popular in many countries.
- 5 Some people were _____ (kind) and said that the team didn't play very well.

I can understand a text about sports fame.

MY EVALUATION

LANGUAGE FOCUS ■ Present perfect + *still, just, yet and already*

4 Complete the sentences with *still, just, yet or already*.

- 1 Peter _____ hasn't arrived home. He's late!
- 2 We haven't seen the new Bond film _____.
- 3 She looks happy! She's _____ won a big race.
- 4 Where's the chocolate? I'm sorry. I've _____ finished it. I ate it all last week!
- 5 Are you hungry? No, I've _____ eaten dinner. I only had it a minute ago.
- 6 He hasn't appeared on TV _____, but he's going to be in a show next month.
- 7 Let's go to Rome for our holiday. No, I've _____ been there. I went three years ago.

I can talk about things that people have done.

MY EVALUATION

VOCABULARY AND LISTENING ■ Nouns and adjectives: personal qualities

5 Complete the sentences with the words in the box.

independence lucky skill creative style egotistical courage

- The students at the art college wear very interesting and attractive clothes. They've got a lot of _____.
- It's good for you to learn to look after yourself. You must have some _____.
- One new girl performed a gymnastics routine on her own to two hundred people. It took a lot of _____ to do that.
- People think it's easy to be a dancer, but you must have _____ to dance well.
- He wasn't a very good singer. He was very _____ to win a place at the school.
- That volleyball star thinks she's incredibly important. She's very _____.
- All the students are very _____; they're always thinking of new ideas.

I can understand an interview about a creative school.

MY EVALUATION

LANGUAGE FOCUS ■ *for* and *since*

6 Write sentences using the present perfect and *for* or *since*.

- he / live / in Almaty / October

- she / not win / a race / three years

- they / study / English / 2007

- he / play / with this band / last year

- you / know / that dancer / six months

- I / listen / hip hop music / a long time

I can talk about things I have read, heard or seen.

MY EVALUATION

SPEAKING ■ Identifying and describing people

7 Match sentence halves 1–7 with a–g.

- | | |
|---------------|------------------------|
| 1 Who are you | a boy over there? |
| 2 Who's that | b like someone famous. |
| 3 Which one? | c interesting face. |
| The boy with | d looking at? |
| 4 What about | e know him? |
| 5 He looks | f him? |
| 6 He's got an | g the short dark hair? |
| 7 Do you | |

I can identify and describe people.

MY EVALUATION

WRITING ■ A biography

8 Complete the text with the words in the box.

involved brothers won since future personality born break winners

Simone Biles was ¹_____ on March 14, 1997 and is an American gymnast. Among many other medals, she ²_____ three individual gold medals at the 2016 Summer Olympics in Rio de Janeiro, and was part of the gold-medal-winning team.

Simone has two ³_____ and one sister, and her sister is also a gymnast. Simone's mother is from Belize and Simone talks about Belize as her second home.

Simone has been ³_____ in gymnastics since the age of six, but her big ⁵_____ was at the 2011 American Classic in Houston when she was fourteen years old. ⁶_____ then, Simone has entered lots of gymnastics competitions and is usually one of the ⁷_____.

Simone is a very popular sports ⁸_____ in the USA, and is still very young so has a bright ⁹_____ ahead of her.

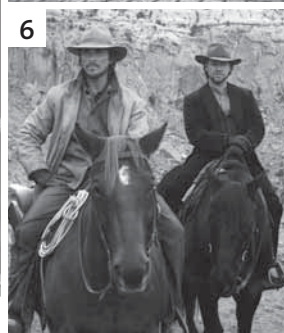
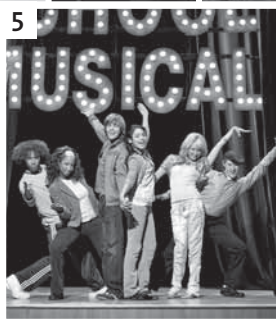


I can write a biography of a celebrity.

MY EVALUATION

VOCABULARY ■ Books and films: genres

1 ★ Look at the photos. Complete the words.



a s py f ilm

1 a d _____

2 a t _____

3 a f _____

4 a w _____

f _____

5 a m _____

6 a w _____

2 ★★ Complete the sentences with the words in the box.

cartoon comedies detective stories
thriller science fiction spy film westerns

They make a lot of westerns in Spain because it looks like the American Wild West.

1 I love _____. Jim Carrey really makes me laugh.

2 *The Bourne Identity* is a classic _____.

3 Isaac Asimov is one of the most famous _____ writers. He wrote *I, Robot*.

4 He likes old _____ like *Sherlock Holmes*.

5 *James Bond* is a great _____ series.

6 My favourite _____ is *The Simpsons*.

3 ★★ Match words 1–8 with definitions a–h.

1 an adventure story

2 a romance

3 a horror film

4 a science fiction story

5 a comedy

6 a musical

7 a mystery

8 a drama

a A story that makes you laugh a lot.

b A play or a story about people's lives, often in the past.

c An exciting novel with a fast-moving story.

d A scary film that makes people scream.

e A story that leaves you guessing until the end!

f A book about love and relationships.

g A story about space travel and visits to other planets.

h A film with singing and dancing.

4 ★★★ Answer the questions. Write complete sentences.

What's your favourite film genre? Why?

My favourite film genre is drama. I love history and seeing old styles of clothes and houses.

1 What's your favourite film genre? Why?

2 What's your favourite book genre? Why?

3 What book are you reading at the moment? What genre is it?

4 What films have you watched recently? What genres were they?

5 What film genres do you never watch? Why not?

6 What book genres do you never read? Why not?

Verbs + *-ing / to*

1 ★ Choose the correct words.

My mum doesn't like **to shop** / **shopping**.

- 1 Would you like **watching** / **to watch** this film?
- 2 We love **to eat** / **eating** in Chinese restaurants.
- 3 I'd prefer **riding** / **to ride** your bicycle.
- 4 Does she like **to appear** / **appearing** on TV?
- 5 We wouldn't like **having** / **to have** tests every day.
- 6 She's finished **to read** / **reading** your novel.
- 7 They've decided **to go** / **going** home.
- 8 I don't need **to record** / **recording** this film.

2 ★★ Write questions using the *-ing* or *to* form of the verbs in bold. Then write true answers.

do / you / like / **shop**

Do you like shopping? _____

No, I hate shopping. It's boring! _____

- 1 do / you / mind / **wash up**

- 2 do / you / prefer / **play** / football or tennis

- 3 do / you / need / **do** / homework tonight

- 4 does / your best friend / prefer / **talk** / or / **listen**

- 5 do / you / enjoy / **watch** / horror films

- 6 have / you / finished / **do** / this exercise

- 7 would / you / like / **read** / a comic

could, can, will be able to

3 ★★ Look at the table. Complete the sentences with *could, couldn't, can, can't* or *will be able to*.

name age now	swim	speak English	drive
Pam: age 15	6 years old	12 years old	one day
Kate: age 16	9 years old	15 years old	one day
Simon: age 21	12 years old	one day	17 years old

Pam can swim. Pam could swim when she was six.

- 1 Pam _____ swim when she was five.
- 2 Kate and Simon _____ swim.
- 3 Kate _____ swim when she was nine.
- 4 Kate and Pam _____ drive now.
- 5 Kate and Pam _____ drive one day.
- 6 Simon _____ drive.
- 7 Kate _____ speak English when she was ten.
- 8 Kate _____ speak English now.
- 9 Simon _____ speak English now.
- 10 Simon _____ speak English one day.

4 ★★★ Complete the table about you and a person in your family. Then write eight sentences using the correct forms of *could, can* and *will be able to*.

name	speak English	swim	drive	ride a bicycle
me	<u>12 years old</u>	_____	_____	_____
_____	_____	_____	_____	_____

I could speak English when I was twelve.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

- 1 ★ Match sentence halves 1–7 with a–g.
- | | |
|---|--|
| 1 My favourite novelist is | a Steven Spielberg. He made <i>ET</i> . |
| 2 I've read a biography | b great special effects. |
| 3 Computers can create | c Philip Pullman, who wrote <i>Northern Lights</i> . |
| 4 I think the best science fiction film director is | d the importance of families. |
| 5 One of the film's cast | e which make a lot of money. |
| 6 The theme was | f about the life of Michael Jackson. |
| 7 Blockbusters are films | g is a famous actor. |

2 ★★ Choose the correct answers.

The words of a film written on the screen in another language are _____.

- a subtitles b special effects c scripts

- A person who writes books is a _____.
a publisher b novelist c film director
- The first page of a story is the _____.
a setting b theme c beginning
- The last minute of a film is the _____.
a special effects b ending c scene
- The _____ of a book or a film could be, for example, crime, love or honesty.
a setting b theme c scene
- Computer-generated images for films are _____.
a special effects b subtitles c plots
- A _____ is a book that is very popular.
a best-seller b script c special effects
- The _____ is the story in a book or a film.
a cast b character c plot
- A _____ is the story of somebody's life.
a script b publisher c biography

3 ★★ Complete the text with the words in the box.

character director plot scenes
setting special-effects themes

DVD review

I liked *Thor* and *Green Lantern*, but my favourite film is still *Spider-Man 3*. It's got some amazing special effects and the ¹_____ with *Venom* and the *Sandman* are brilliant. As with the first two *Spider-Man* films, the ²_____ is New York City. Tobey Maguire plays the main ³_____, Peter Parker (*Spider-Man*), and the ⁴_____ of the film is Sam Raimi. The ⁵_____ are love, and the fight of good against bad. The ⁶_____ is fast-moving, so it's never boring.



4 ★★★ Answer the questions. Write complete sentences.

Which novelists do you like? What have they written?

I like Stephenie Meyer. She wrote the Twilight books.

- Do you prefer reading best-sellers or books that aren't famous? Why?

- Do you prefer books or films with a happy ending, or a sad ending? Give an example.

- Who's your favourite character from a book or a film? Why do you like this character?

- What are the best special effects you've seen in a film?

- What do you think of films with subtitles?

1 ★ Look at the table. Choose the correct words.

Situation	Result
If I watched a horror film,	I'd be / 'll be scared.
If you ¹ didn't know / 'd know,	you wouldn't be annoyed.
If he ² have / had lots of money,	would he buy a boat?

Result	Situation
They'd ³ got / get good marks	if they revised.
She wouldn't mind	if you ⁴ stayed / wouldn't stay up late.
Where would you go	if we ⁵ wouldn't be / weren't at school?

2 ★★ Order the words to make sentences and questions. There is one word or phrase that you do not need.

watch / the western if / we'd / wasn't on. / watched / this thriller

We'd watch the western if this thriller wasn't on.

1 she / doesn't / wouldn't / read novels if / she / didn't / like them.

2 would / we / went / we see if / what / to the cinema? / will go

3 would send / he'd / be / him this email. / angry if you / sent

4 have / I'd blog about / had / a computer. / the film if I

5 wouldn't / I'll / I didn't / I / study hard. / get good marks if

6 she / we / asked her? / would / be in the cast if / was in the cast if

3 ★★ Complete the sentences using the second conditional.

If you painted (paint) your bedroom, what colour would you choose? (choose)

1 We _____ (not queue) for three hours if we _____ (not want) to see the film.

2 If they _____ (enjoy) *Spider-Man 3*, they _____ (love) *Thor*.

3 _____ you _____ (tell) Mum if I _____ (come) home late?

4 She _____ (not expel) you if you _____ (apologize).

5 I _____ (fall) asleep if I _____ (watch) another musical!

6 _____ you _____ (help) your friend if he _____ (be) in trouble?

4 ★★★ Write questions using the second conditional. Then write true answers.

you / complain / if / somebody / copy / your essay

Would you complain if somebody copied your essay?

Yes, I'd tell the teacher if somebody copied my essay.

1 what / you / buy / if / you / have / £1,000

2 if / you / be / a professional footballer, / who / you / play / for

3 if / you / be / the president, / what / you / ban

4 what / you / do / if / your phone / ring in the cinema

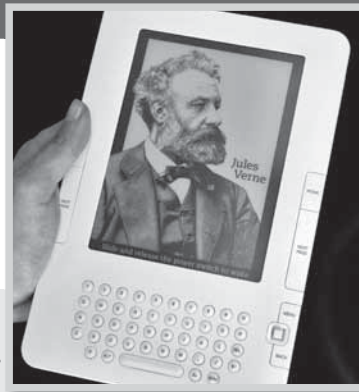
5 if / you / watch / only one film this month, / what / you / choose

6 who / you / call / if / you / have / only one minute of credit on your phone

1 ★ Read the text. Tick ✓ the correct box.

The author wrote the text to ...

- a report some news.
- b complain about something.
- c inform the reader.



The digital revolution and you

Books first appeared 2,000 years ago. People wrote by hand, so no two books looked the same. Books were big, heavy and expensive and not many people could read.

The first revolution was Gutenberg's invention of the printing press in 1440. Printing presses could print thousands of books quickly and cheaply. By 1500 there were 20 million books in Europe and millions of people learnt to read. Today, 99% of Europeans can read.

The second revolution was more recent. Publishers started to use computers to produce books about twenty years ago. Traditional presses

started to disappear and people began to produce books electronically. People also started to read newspapers and magazines online and some people thought that paper books would disappear one day.

Now the digital revolution is here! E-book readers have arrived and personal webpages and blogs have also become more popular. Did you know that 31% of people between the ages of fourteen and twenty-one have got their own blog or webpage?

'Print on demand' is another part of the digital revolution. Soon, you'll be able to choose a book from a selection of millions in any bookshop. A machine will print your book while you wait in the shop! You'll be able to print books that you've written, too.

2 ★★ Read the text again. Choose the correct answers.

_____ could read 2,000 years ago.

- a Nearly everybody
- b Only a few people**
- c Nobody

1 _____ could produce a lot of books cheaply.

- a Handwriting
- b Printing presses**
- c Webpages

2 Publishers have produced _____ for 20 years.

- a e-books
- b computers**
- c books using computers

3 A lot of people aged 14–21 have got _____.

- a webpages and blogs
- b e-books**
- c newspapers and magazines

4 Soon, you will be able to print _____ with 'print on demand'.

- a your own book
- b an e-book**
- c a website

2 What were the advantages of printing presses?

3 Why did some people think that books would disappear?

4 What is 'print on demand'?

3 ★★★ Answer the questions. Write complete sentences.

Why did books look different 2,000 years ago?

They looked different because people wrote each one by hand.

1 How does the writer describe the books of 2,000 years ago?

Build your vocabulary

4 ★★ Complete the text with suffixes -er(s) or -or(s).

My uncle's a film direct or and I went to the first night of his new film on Friday. There were three ¹spea^k____: my uncle, the ²produc____ and two of the ³act____.

The film was in French with subtitles, so the ⁴translat____ came to talk about his work on the translation.

After the speeches, they started the film, but the ⁵project____ broke! Luckily, there was an orchestra to play music at the party after the film. The ⁶conduct____ realized the problem, and asked the orchestra to start playing immediately.

Language point: Paragraphs and topic sentences

1 ★ Read the text and order the paragraphs.

- 1 B Introduction (facts)
- 2 Setting and characters (facts)
- 3 Theme and plot (opinion)
- 4 Conclusion (opinion)

2 ★★ Match sentences 1–4 with paragraphs A–D.

- 1 Christopher becomes a detective. ____
- 2 A great book for everyone! ____
- 3 Christopher is clever. ____
- 4 The author has won several awards for the novel. ____

A I particularly enjoyed the themes of loss and love in the novel. It's a mystery story and the plot is about Christopher looking for answers, after he finds his neighbour's dog dead in the garden. The thing I liked most about the book was how it's serious, but funny at the same time.

B I'd like to recommend *The Curious Incident of the Dog in the Night-Time*. It was the first best-seller by the award-winning novelist Mark Haddon.

C All in all, it's a brilliant book. I wouldn't change it. I think anyone would enjoy it, not just children.

D The setting is Swindon and London, in the south of England, and the main character is a boy called Christopher. He's fifteen and he's very good at maths, but he can't make friends easily, because he is autistic.

TASK

3 ★★ Read the notes about the film and complete the review.



Recent film: 'Friends Forever?' (drama)
Setting: Preston, England
Main characters: Daisy Jennings, Layla Evans
DETAILS:
 1 Daisy: move to Preston
 2 Layla: become Daisy's friend
 3 Layla: very popular
 4 Layla: start to bully Daisy
 5 Daisy: feel very sad
Film: very realistic – how relationships change
OPINION:
 Really like the story
 Ending not happy, but anyone enjoy it

I'd like to recommend a film that I watched recently called ¹_____.

The film is a ²_____ and the ³_____ is Preston, England. The main ⁴_____.

In the film, Daisy moves ⁵_____ and Layla ⁶_____ her friend. ⁷_____ popular at school. Soon, Layla starts to ⁸_____ Daisy. Daisy ⁹_____ very sad.

The thing I liked most about the film is that ¹⁰_____ because it shows ¹¹_____.

All in all, I ¹²_____.

The ending ¹³_____, but I think anyone ¹⁴_____.

4 ★★ Write a review of a TV programme which you have enjoyed. Use the text in exercise 3 to help you.

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

- I need to try this again.
 I am happy with this.
- I could do this better.
 I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Books and films: genres

1 Complete the sentences.

- 1 Would you like to read a _____? (love story)
- 2 I don't like _____. (stories with robots and spaceships)
- 3 I hated that _____! Were you frightened, too? (very scary film)
- 4 Would you like to watch a _____? (film with a lot of singing and dancing)
- 5 I hate _____. (films with soldiers and fighting)
- 6 It was a really funny _____. (film that makes you laugh)
- 7 Do you like _____? (films made with moving drawings or pictures)
- 8 I'd prefer to watch a _____. (cowboy film)

2 Complete the sentences using the correct form of the verbs in brackets.

- 1 I'd like _____ (meet) Mia Wasikowska.
- 2 I'd like _____ (borrow) this DVD.
- 3 I don't like _____ (cook).
- 4 Do they prefer _____ (walk) or _____ (cycle)?
- 5 We'd prefer _____ (go) skiing.
- 6 My sister loves _____ (sing) in the shower.
- 7 I'd like _____ (watch) a horror film later.
- 8 I don't mind _____ (read) at home.

I can talk about likes and dislikes.

MY EVALUATION

READING ■ Movie technology

3 Complete the text with the suffixes -or, -ors or -ers.

The first film ¹act_____ didn't need to speak because films didn't have sound. Instead, there was a pianist or sometimes an orchestra and ²conduct_____ in the cinema to accompany the film. In the 1930s, film ³produc_____ introduced music and then speaking into their films. By the 1960s, ⁴view_____ were watching colour films. In recent years, the sound and picture quality in films has improved with the invention of the digital ⁵project_____.

I can understand a text about the history of cinema.

MY EVALUATION

LANGUAGE FOCUS ■ could, can, will be able to

4 Complete the sentences using the correct form of could, can or will be able to.

- 1 My parents _____ speak English really well. They learnt it at school.
- 2 I _____ ride a bike when I was ten. I learnt when I was on holiday when I was eight.
- 3 My brother _____ drive last year. He's learning now.
- 4 I think I _____ get a good job when I leave school.
- 5 I _____ swim now, but I'm not very good.
- 6 My best friend is clever. I think he _____ go to university one day.
- 7 _____ you ride a bike when you were five?

I can talk about ability and possibility.

MY EVALUATION

VOCABULARY AND LISTENING ■ Books and films: features

5 Complete the dialogue.

Baz What kind of books do you like?

Sue I like to read 'b _____s _____, like *Twilight*.

Baz I prefer science fiction and horror stories because they usually have an exciting ²p _____ and they're often in unusual ³s _____s.

Sue Who is your favourite ⁴n _____?

Baz Stephen King, definitely.

Sue What do you think of the films of Stephen King's novels?

Baz Films like *The Mist* are brilliant, but Stephen King doesn't write the film ⁵s _____. He only writes novels.

Sue How do you know all this?

Baz I've read his ⁶b _____ on his webpage.

I can understand a programme about books and films.

MY EVALUATION

LANGUAGE FOCUS ■ Second conditional

6 Write second conditional sentences.

1 be / rich / I / become / a pilot

If I _____,

2 I / fly / you to Hollywood / I / be / a pilot

3 be / in Hollywood / we / visit / Universal Studios

If we _____,

4 meet / Brad Pitt / he / put / us in a movie

If we _____,

5 we / become / famous / we / be / in the cast of a Hollywood movie

6 be / rich / you / buy / a plane / ?

If you _____,

I can talk about imaginary situations.

MY EVALUATION

SPEAKING ■ Expressing preferences and recommending

7 Complete the dialogue with the words in the box.

about this one don't fancy might like
not a big fan of recommend that this one

Fiona Would you like to watch a war film?

Shaun No, I'm ¹_____ war films.

Fiona Well, try ²_____. *The Adventures of Tintin*. The director's Steven Spielberg.

Shaun I've seen that.

Fiona What ³_____?

Shaun I've seen that, too.

Fiona If we had *Monster House*, I'd ⁴_____.
Ah, you ⁵_____ this one.

Shaun No, I ⁶_____ that either. Sorry!

I can talk about books and films that I prefer.

MY EVALUATION

WRITING ■ A review of a book or a film

8 Choose the correct answers to complete the book review.

Claimed by Shadows

I have recently ¹_____ *Claimed by Shadows*, by the American novelist Karen Chance.

I'd ²_____ this book to anyone who enjoyed the *Twilight* series. The ³_____ is Las Vegas and the main ⁴_____ is Cassie, an American teenager.

The theme is about being brave. I ⁵_____ enjoyed the plot, which is about some vampires who are trying to catch Cassie. The best bit was when she travels through time from modern America to London in the 1870s.

All in ⁶_____, I really enjoyed it.

1 a read b changed c recommended

2 a like b recommend c enjoy

3 a plot b theme c setting

4 a character b scene c setting

5 a very b particularly c recently

6 a all b recently c end

I can write a book or a film review.

MY EVALUATION

VOCABULARY ■ Nouns: art

- 1 ★ Label the photos with the words in the box.

sculpture landscape museum
gallery auction painting



gallery



1 _____



2 _____



3 _____



4 _____



5 _____

- 2 ★★ Choose the correct answers.

The artist painted a new _____ of the president.

a masterpiece b landscape **c portrait**

- 1 The _____ wrote articles about the exhibition in the newspapers.
a landscapes b masterpieces c critics
- 2 We went to a big _____ to watch the collectors buy and sell paintings.
a exhibition b auction c museum
- 3 That beautiful painting sold for £50,000,000. It's a real _____.
a masterpiece b collector c landscape
- 4 My uncle is an art _____. He buys a lot of paintings and sculptures every year.
a critic b auction c collector
- 5 The students studied some of the petroglyphs on the cave walls. This is known as _____.
a rock art b portrait c ice sculpture
- 6 That artist has got a new _____ at a big gallery in London.
a museum b critic c exhibition

- 3 ★★ Complete the dialogue with the words in the box.

exhibition critic collector gallery
portrait sculptures masterpiece

Karl The _____ **critic** in the newspaper says this painting is terrible. What do you think?

Emma I don't agree with him at all. I think it's a ¹ _____!

Karl What did you think of that ² _____ of paintings at the new art ³ _____ in town?

Emma It was OK. But I didn't like the ⁴ _____ of Angelina Jolie. It didn't look like her at all.

Karl If you were an art ⁵ _____, what sort of things would you buy?

Emma I think I'd get a lot of big ⁶ _____ for my garden.

- 4 ★★★ Complete the letter with words in exercises 1–3.

Hi, Alex!

You wanted to know about what art to see when you come to London. Here are some suggestions.

There are a lot of wonderful **galleries** to visit in London. One of the most famous is Tate Britain. You can see many different types of ¹ _____ by famous artists here. There are ² _____ of kings and queens. There are also beautiful ³ _____ which show the hills, trees and rivers of the British countryside.

If you want to watch people buy and sell art, you can also go to an ⁴ _____.

A lot of international art ⁵ _____ come to buy paintings and sculptures.

If you're interested in things from ancient Egypt or Rome, then go to the British ⁶ _____. You can see old coins, statues and jewellery.

Write soon

Amy

Present passive: affirmative and negative

1 ★ Complete the table with the words in the box.

'm paid isn't 're aren't 's
influenced 'm not

Affirmative
I 'm _____ influenced by the Dada movement.
He / She / It ¹ _____ influenced by the Dada movement.
You / We / You / They ² _____ ³ _____ by the Dada movement.
Negative
I ⁴ _____ paid by the museum.
He / She / It ⁵ _____ paid by the museum.
You / We / You / They ⁶ _____ ⁷ _____ by the museum.

2 ★★ Complete the text using the passive form of the verbs in brackets.

TAMGALY

Tamgaly is a famous petroglyph site in Kazakhstan. Tamgaly **was made** _____ (make) a World Heritage Site by UNESCO in 2004, and ¹ _____ (visit) by many tourists every year. The site ² _____ (locate) 170 km northwest of Kazakhstan's largest city, Almaty.

Over 5000 petroglyphs ³ _____ (can see) in the main canyon, and many more ⁴ _____ (can find) in the side canyons.

The petroglyphs are very old and ⁵ _____ (think) to be mostly from the Bronze Age.

The site ⁶ _____ (give) the name Tamgaly because it means 'painted' or 'marked place' in Kazakh.

Past passive: affirmative and negative

3 ★★ Rewrite each sentence in the passive. Start each sentence with the words in bold.

They built the new art gallery in 2009.

The new art gallery was built in 2009. _____

1 Somebody found **the pictures** in an old house.

2 Naomi and Simon won **the first prize**.

3 The police didn't catch **the art thief**.

4 They didn't sell **the portraits** yesterday.

5 Somebody took **that big sculpture** on Friday.

6 Pablo Picasso painted **these masterpieces**.

7 A famous artist opened **the exhibition**.

4 ★★★ Rewrite the text using the passive when possible.

The Scream

The Scream is one of the world's most famous images. The Norwegian artist Edvard Munch painted it. He produced several versions of the painting.

In 2004, someone stole one version of the painting. Fortunately, someone photographed the thieves and in the end, the police found the painting.



The Scream

The Scream is one of the world's most famous images. It was painted by the Norwegian artist Edvard Munch. _____

1 ★ Complete the words in the sentences.

This artist is very different from other artists. He's very o r i g i n a l.

- 1 I thought that exhibition was really d _ _ _ and boring.
- 2 Her ice sculptures are very original and i _ _ _ _ _ _ _ _ _ _.
- 3 The petroglyphs in the main cave were wonderful. They were very b _ _ _ _ _ _ _ _ _ _.
- 4 The masterpiece is very c _ _ _ _ _ _ _ _ _ _.
The artist used green, yellow, blue, red and orange.
- 5 Some painters make people upset or angry with their p _ _ _ _ _ _ _ _ _ _ pictures.
- 6 The critics couldn't agree on the rock art. It was very c _ _ _ _ _ _ _ _ _ _.
- 7 His style of painting comes from the eighteenth century. It's very t _ _ _ _ _ _ _ _ _ _.
- 8 We all laughed at the portrait. It was incredibly a _ _ _ _ _ _ _ _.
- 9 I don't really like that unusual sculpture made from rubbish. It's a bit s _ _ _ _ _ _ _ _.

2 ★★ Match the adjectives 1–7 with the reviews a–g.

- 1 colourful b
- 2 dull
- 3 shocking
- 4 ridiculous
- 5 amusing
- 6 original
- 7 controversial

- a This latest exhibition isn't very interesting at all.
- b There isn't a boring black and white painting anywhere in the gallery!
- c We've never seen art like this anywhere before. It's completely new!
- d I thought this artist's cartoons were funny.
- e Nobody can agree on these new paintings. Everybody is talking about them.
- f The new portrait of the president was particularly silly and stupid.
- g This painter's work made me feel really angry and surprised.

3 ★★★ Complete the sentences with the words in the box.

shocking imaginative traditional
beautiful strange provocative
colourful

I think that artist is very provocative. She always shocks people.

- 1 Do you like that black and white painting? No, it isn't _____ enough.
- 2 The building was designed in a Roman style. It isn't modern. It's very _____.
- 3 These ice sculptures are very nice to look at. They're really _____.
- 4 She thought that the exhibition was a bit _____ because there were only two pictures.
- 5 Do you like painting? Yes, but I'm not very _____. I can't think of creative ideas.
- 6 We couldn't look at the photographs of the war for long. They were too _____.

4 ★★★ Complete the sentences using your own ideas. Say why you like or don't like the different things.



A CD cover that I like is 'Dig out your Soul' by Oasis because it's imaginative and original.

- 1 A DVD cover that I like is _____ because _____.
- 2 A book cover that I like is _____ because _____.
- 3 A painting that I don't like is _____ because _____.
- 4 A poster that I like is _____ because _____.
- 5 A building that I don't like is _____ because _____.

- 1 ★ Complete the table with the words in the box.

was given were was was were
wasn't was painted weren't wasn't
frightened

Affirmative	
I	<u>was</u> told about the cave by a local farmer.
He / She / It	¹ _____ told about the cave by a local farmer.
You / We / They	² _____ ³ _____ by a local farmer.
Negative	
I	⁴ _____ given any food at the gallery.
He / She / It	⁵ _____ given any food at the gallery.
You / We / They	⁶ _____ ⁷ _____ any food at the gallery.
Questions	
⁸ _____	I frightened by the snow leopard?
⁹ _____	he / she / it frightened by the snow leopard?
¹⁰ _____	you / we / they ¹¹ _____ by the snow leopard?

- 2 ★★ Complete the sentences using the present or past passive form of the verbs in brackets.

These paintings were bought (buy) by an American collector.

- Bananas _____ (grow) in hot countries.
- These pictures _____ (not paint) by the artist Rembrandt.
- _____ this modern chair _____ (make) of plastic?
- Fossils _____ (study) by palaeontologists.
- Tigers _____ (not find) in Africa.
- When _____ the Eiffel Tower _____ (build)?
- Pictures of mammoths _____ (draw) prehistoric people.
- The Harry Potter characters _____ (create) by J.K. Rowling.

- 3 ★★ Write questions for this quiz using the present or past passive. Then match questions 1–6 with answers a–g.

General Knowledge Quiz

when / Olympic Games / hold / in Beijing

When were the Olympic Games held in Beijing? a

- when / printing / press / invent

- where / the Tamgaly petroglyphs / locate

- where / herds of mammoths / find

- who / *The Persistence of Memory* / paint / by

- when / *Mona Lisa* / paint

- when / American Independence Day / celebrate

- | | |
|-----------------|----------------|
| a 2008 | e 1440 |
| b 16th century | f 4th July |
| c Salvador Dalí | g Central Asia |
| d Kazakhstan | |

- 4 ★★★ Complete the questions using the present or past passive. Then look at the notes and answer them.

Famous visitor attractions

Name	The London Eye
Location	Central London, next to River Thames
Architects	David Marks and Julia Barfield
Completed	1999
Opened	31st December 1999 by Tony Blair

What is it called ? (call)

It's called the London Eye.

- Where _____? (locate)

- Who _____? (design by)

- When _____? (finish)

- When _____? (open)

- Who _____? (open by)



The Saiga Antelope

The saiga antelope is found in Kazakhstan and a small number of other countries in Central Asia. It has light brown fur in the summer, and this becomes thick and white in the winter. The saiga antelope has long, thin legs and is the same size as a sheep. It has a big, long nose which hangs over its mouth, and it is the nose which makes the saiga easy to recognise.

The saiga usually live in herds of 30 to 40 animals, but during the migration tens of thousands will move together in huge groups. The migration of the saiga is an amazing sight.

Sadly, the saiga is now a critically endangered species because its numbers have fallen dramatically over the last thirty years. In the 1990s numbers were up over a million, but today they are thought to be around 50,000. Evidence

shows there are a number of causes for this huge drop in numbers. The saiga has been hunted for its meat, and has lost a lot of its habitat, which has been used by farmers for growing crops. The horn of the saiga is also used in traditional Chinese medicine, which means that people can catch the antelopes and sell their horns for a lot of money.

Many organisations are working hard to protect the saiga, and to stop the sale of its horns for Chinese medicine. Let's hope that the protection of the saiga is one of our success stories!

1 ★ Read the text. Tick ✓ the correct boxes.

- 1 The text is about ...
 - a a species of animal that is growing in number.
 - b a species of animal that is found all over the world.
 - c a species of animal that is falling in number.
- 2 The author thinks that what is happening to the saiga antelope ...
 - a is a good thing.
 - b is a bad thing.
 - c is not our problem.

2 ★★ Find the words in the text and match them with the definitions.

- | | |
|----------------------|---|
| 1 recognise (v) | a dangerously |
| 2 migration (n) | b by a very large amount |
| 3 critically (adv) | c a group of animals that are all similar |
| 4 species (n) | d the plants grown by farmers |
| 5 dramatically (adv) | e know when you see again |
| 6 crops (n) | f the movement of animals from one place to another |
| 7 medicine (n) | g something that can stop an illness |

3 ★★★ Read the text again and answer the questions.

Where can you find the saiga antelope?

You can find it in Kazakhstan and some other Central Asian countries.

- 1 What does the saiga antelope look like?

- 2 Do saiga antelopes live alone or in groups?

- 3 How many saiga antelope were there in the 1990s? How have those numbers changed today?

- 4 What has caused the drop in saiga numbers?

- 5 What are organisations doing to help to protect the saiga?

Build your vocabulary

4 ★★ Match the words from the text to their synonyms.

- | | |
|------------|-----------------|
| 1 around | a numerous |
| 2 move | b proof |
| 3 huge | c very large |
| 4 many | d travel |
| 5 evidence | e approximately |

Language point: Using synonyms

1 ★ Are the words in brackets synonyms for the words in bold? Write ✓ or X.

The man in the portrait was very **handsome**.
(good-looking) ✓

- 1 The modern art museum in New York is very **large**.
(big) _____
- 2 They decided to **close** the museum at five o'clock.
(shut) _____
- 3 Examples of the artist's work are very **rare**.
(common) _____
- 4 I can't find the **answer** to this problem.
(question) _____
- 5 She's **frightened** of big dogs.
(afraid) _____
- 6 There was a **massive** sculpture outside the art gallery.
(tiny) _____

2 ★★ Match the synonyms in the box with the words in bold in the text.

gave back **yearly** a fortnight **clever**
pupil **frequently** errors **close to**
annoyed **stupid**

We had our **annual** maths exam at school ¹**two weeks** ago. When my teacher ²**returned** my exam paper, I felt a bit ³**angry** with myself. I knew most of the answers, but there were a lot of ⁴**silly** ⁵**mistakes**.

My teacher ⁶**often** says that I'm a very ⁷**intelligent** ⁸**student**, but I need to listen more in class! It's true - I usually sit ⁹**near** the window and sometimes look outside.

- | | |
|---------------------------|---------|
| _____ yearly _____ | 5 _____ |
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |

TASK

3 ★★ Read the notes and complete the text.

Paragraph 1

it / paint/ by my grandfather
it / give to me / a few years ago

Paragraph 2

they / make / from blue glass
they / produce / in the south of Italy
they / bring back / from holiday / by a friend / last year

Paragraph 3

they / send / to / me / by my family and school friends
some of them / write / a long time ago

My favourite things

In my bedroom, I've got a little collection of my favourite things. On the wall, there's a small portrait of my mum when she was four. It was painted by my grandfather and ¹_____.

On the table near my bed, there are two small bowls - ²_____.

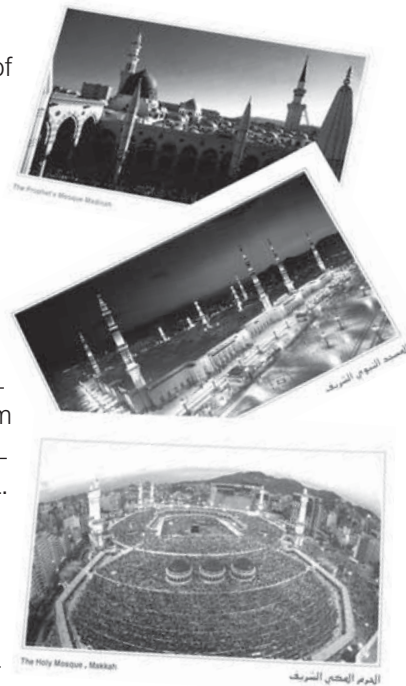
I think ³_____, but I'm not sure. ⁴_____.

I usually put all my pens and pencils in them.

The best things in my room are the postcards. I've got hundreds of them. ⁵_____.

Some of them ⁶_____. But I still keep them above my bed and I look at them every night.

4 ★★★ Write about three of your favourite things. Use the text in exercise 3 to help you.



MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

I need to try this again.

I am happy with this.

I could do this better.

I can do this very well.

VOCABULARY AND LANGUAGE FOCUS

Nouns: art

1 Complete the dialogues with the words in the box.

collector exhibition sculpture
painting art movement auction

Mark What did you buy at the
1 _____ today?

Rashid A small 2 _____. It's made of
stone.

Megan Do you want to become an art
3 _____ when you're older?

Josh Yes, but I only have one 4 _____
on my wall at the moment. It's called
River View.

Lewis Did you like the new 5 _____ at
the museum?

Jane Yes, there were a lot of pictures from
the Cubist 6 _____.

2 Complete the second sentence using the passive, so that it has the same meaning as the first sentence.

1 Collectors buy these paintings.
These paintings _____

2 Some people paint rock art in unusual places.
Rock art _____

3 They don't make these sculptures in Europe.
These sculptures _____

4 A lot of people visit the Tamgaly petroglyphs.
The Tamgaly petroglyphs _____

5 Thousands of students visit the gallery every year.
The gallery _____

6 Some critics don't accept graffiti art.
Graffiti art _____

I can talk about artists and works of art.

MY EVALUATION

READING ■ **The Lost World**

3 Replace the words in bold with the synonyms from the box.

began images huge approximately
many

1 Some prehistoric mammals were **very large**.

2 You can find **pictures** of mammoths on the
cave walls. _____

3 The weather **started** to change at the end of
the Ice Age. _____

4 The Ice Age ended **about** 15,000 years ago.

5 Today, **lots of** animals become endangered
every day. _____

I can understand a text about extinct and endangered species.

MY EVALUATION

LANGUAGE FOCUS ■ **Past passive: affirmative and negative**

4 Complete the sentences using the past passive of the verbs in the box.

not find steal build break
not paint clean

1 The masterpieces _____ by criminals.

2 That famous art gallery _____ in 1574
and it's still open today.

3 The sculptures _____ by a small child.

4 The portrait _____ carefully because it
was very valuable.

5 These paintings _____ by the artist
Matisse. He didn't usually do landscapes.

6 The painting _____ by the police.

I can use the past passive to talk about art.

MY EVALUATION

VOCABULARY AND LISTENING

Adjectives: describing art

5 Complete the words in the sentences.

- We all laughed when we saw the photo. It was very a _____.
- That new exhibition was d____ and boring.
- They loved the sculpture in yellow, blue and green. It was really c _____.
- I only like modern art. These paintings are too t _____ for me.
- We've never seen a wildlife photo like this before. It's completely o _____.
- She couldn't look at the old war photographs for very long. They were very s _____.
- He's a really creative photographer. He always takes i _____ photos.

I can describe art.

MY EVALUATION

SPEAKING

Expressing doubt

7 Choose the correct answers.

- What do you think _____ this painting?
a on b off c of d in
- It _____ me of a picture by Cézanne.
a minds b reminds c keeps
d remembers
- I'm not sure _____ that man in the picture.
a to b on c by d about
- He doesn't _____ like a person from Paris to me.
a look b appear c show d represent
- What _____ earth is that thing in the corner?
a in b on c of d at
- I think it looks _____ a child painted it.
a if b as c as if d liked

I can express opinions and doubts.

MY EVALUATION

LANGUAGE FOCUS

Present and past passive: affirmative, negative and questions

6 Complete the sentences using the present or past passive of the verb in brackets.

- The rock art _____ (visit) by a lot of people every day.
- _____ those beautiful chairs _____ (make) of wood?
Yes, they are.
- Lemons _____ (not grow) in our country.
- That weapon _____ (create) by prehistoric people.
- The famous portraits _____ (give) to a museum last year.
- When _____ this art gallery _____ (open)?
- The fossils _____ (not understand) by palaeontologists at that time.

I can ask and answer quiz questions using the passive.

MY EVALUATION

WRITING

A description of a piece of art

8 Put sentences a–d in the correct place in the text.

Café Terrace at Night was painted by Vincent van Gogh in September 1888. ¹_____. The scenery includes a café with tables and chairs in the foreground and a dark blue sky with stars in the background. ²_____.

This type of work is typical of post-impressionism, an art movement which started in France in the 1880s. ³_____.

Café Terrace at Night was first exhibited in 1892. It was bought by a Dutch art collector called Helene Kröller-Müller. ⁴_____. You can see it there today.

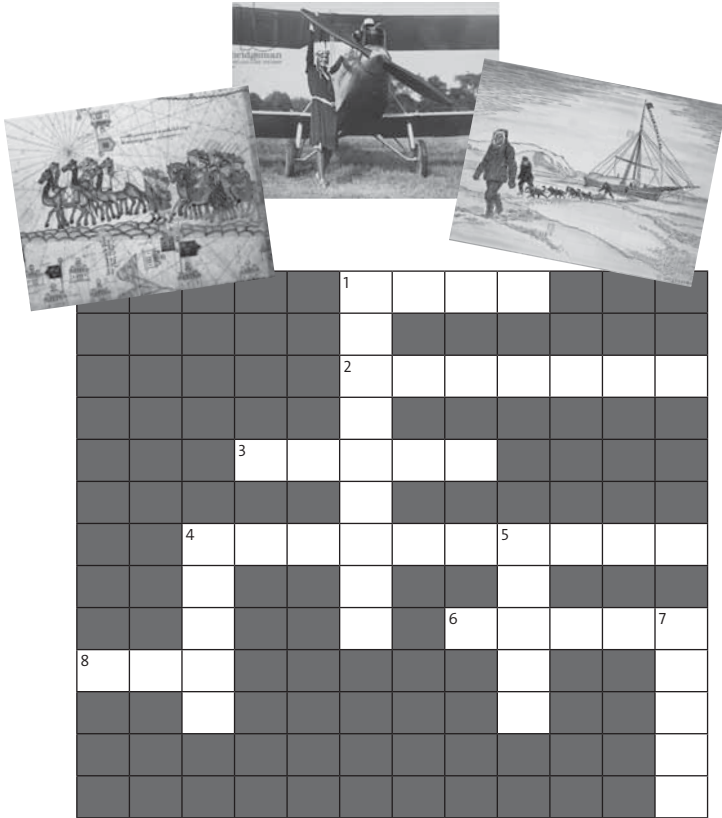
- It included other famous artists like Paul Cézanne and Henri Matisse.
- It is an oil painting and it shows a French street scene at night.
- It was later donated to a famous art museum in the Netherlands.
- It is said that this is Van Gogh's first painting with stars in a night sky.

I can write about a piece of art.

MY EVALUATION

VOCABULARY ■ Transport: nouns

1 ★ Complete the crossword with forms of transport.



Across →

- 1 It carries people and other things across water. It's a ship.
- 2 This has two wheels, but no engine. It's a _____.
- 3 This moves on rails and carries lots of people. It's a _____.
- 4 It travels in the air, but can only carry a few people. It's a _____.
- 6 This animal usually lives in the desert. It's a _____.
- 8 It carries people around cities. It's a _____.

Down ↓

- 1 This travels under the ocean. It's a _____.
- 4 People ride this animal in many countries around the world. It's a _____.
- 5 It can carry lots of people through the air. It's a _____.
- 7 This can carry goods from one place to another. It's a _____.

2 ★★ Choose the correct words to complete the sentences.

Amelia Earhart was the first woman to fly a **helicopter / plane** across the Atlantic Ocean.

- 1 Our class went to Lake Issyk for our school trip. We travelled by **bus / car**.
- 2 The **boat / submarine** was travelling at 300 metres under the ocean.
- 3 I live really close to work so I get there by **bicycle / train**.
- 4 Yuri Gagarin was the first person to travel by **camel / spacecraft**.
- 5 It took us four hours to go from India to China by **ship / plane**.
- 6 Many years ago **horses / airships** were a popular form of transport.
- 7 To go shopping in the centre of the city, I used the **tram / helicopter**.
- 8 To carry lots of goods from one place to another, **lorries / cars** are very useful.

3 ★★★ Write sentences using each of the forms of transport.

boat On holiday, we went whale-watching in a small boat for ten people.

- 1 airship _____
- 2 tram _____
- 3 car _____
- 4 spacecraft _____
- 5 submarine _____
- 6 helicopter _____
- 7 camel _____
- 8 bicycle _____

Past perfect

- 1 (★★) Choose the correct words to complete the sentences.
 When I **had got** / **got** to school, I realised I had forgotten my homework.
- Our plane **had** / **has** just taken off when we got to the airport.
 - At the age of ten, he had already **learns** / **learned** to play the piano.
 - My dad **got** / **had got** in his car but he had left the car keys in the house.
 - She **hadn't** / **hasn't** studied English before she started school.
 - I already **know** / **knew** Almaty well because I had visited the city many times.
 - Before my trip in 2017, I **had** / **have** only travelled by ship two times.
 - I **understood** / **understand** the film because I had read the book.
 - Before last week, my brother had never **went** / **been** swimming.

- 2 (★★) Circle the mistakes. Then write the correct sentences.

When my brother got home, I **(have)** already gone to bed.

When my brother got home, I had already gone to bed.

- She hadn't studies Russian before she moved to Moscow.

- They stay up really late because they had got a lot of homework.

- I had owned my car for five years before I had sold it.

- I have really wanted a guitar for my birthday, but I got a violin.

- She had heard about the film before she gone to see it.

- She has never been to Thailand before her last holiday.

Reported speech: tense changes

- 3 (★★) Complete the sentences with the verbs in the box.

waiting couldn't worked said
 enjoyed wanted had was told

Nazer told me that he had **enjoyed** his trip to Shymkent.

- My mum said that I ____ play basketball after school.
- Our teacher told us that we ____ a lot of homework.
- He ____ me that he had travelled by plane many times.
- Assem ____ that she wanted to learn Chinese.
- He said that they had been ____ for the bus for a long time.
- I told my dad that I ____ a new laptop for my birthday.
- She said that she didn't go to the cinema because she ____ too tired.
- Talgat said that he ____ for a bank.

- 4 (★★★) Change the reported speech into direct speech.

She said that she wanted to travel by ship.
"I want to travel by ship."

- Oraz told me that he had seen the Taj Mahal.

- She said that they were meeting their teacher at 8.00.

- She said that she would phone me later.

Now change the direct speech into reported speech.

"I want to travel in a submarine," she told me.
She told me that she wanted to travel in a submarine.

- Sultan said, "I have never been to Mongolia."

- "The restaurant is very expensive," my mother told me.

- He said, "I am reading a really good book!"

1 ★ Match 1–6 with a–f to make sentences.



- 1 Hurry up – our plane takes _____ e
 - 2 I'm really sorry but we need to turn _____
 - 3 Last time we drove to Almaty the car broke _____
 - 4 What time do we need to set _____
 - 5 On our way to town shall we stop _____
 - 6 Are you really going _____
- a back because I've forgotten my wallet.
 b off on Friday morning?
 c up to the top of the mountain?
 d off at our grandparent's house?
 e off at 10.30 so we need to leave now.
 f down and we had to wait for hours.

2 ★★ Choose the correct prepositions to complete the sentences.

Do we need to stop off at a petrol station?

a up b down **c off**

- 1 Did you see the plane go _____ into the sky?
a back b down c up
- 2 If you need to take a break, just pull _____ the road.
a off b down c up
- 3 Please can you go _____ to the basement for me?
a down b off c up
- 4 Did they set _____ on time last night?
a back b off c down
- 5 I really don't want to turn _____ after all this time!
a up b off c back

3 ★★ Complete the sentences with the correct form of the verbs in the box.



pull off turn back set off break down
take off go up stop off

Marco Polo set off from Venice in a big ship.

- 1 Has your car ever _____ on a journey?
- 2 A few years ago I _____ in a hot air balloon.
- 3 My plane didn't _____ because it was too windy.
- 4 Do you want to _____ the road and have a rest?
- 5 Do we need to _____ for petrol on the way?
- 6 I need to _____ because I've forgotten my passport.

4 ★★ Complete the sentences in your own words.

The plane took off and we landed in Paris four hours later.

- 1 We need to turn back because _____.
- 2 Tomorrow we are going to set off _____.
- 3 Have you ever been up _____?
- 4 It was a really cold day and our car broke down _____.
- 5 On our way, can we stop off _____?
- 6 I think I should pull off _____.

1 ★ Are the sentences reported questions (A), commands (B) or requests (C)?

- She asked me to pass her the book. C
- 1 Peter asked me if I played football. _____
 - 2 My dad told me to do my homework. _____
 - 3 Ana asked me to go to the cinema with her. _____
 - 4 Tom asked Serik if he worked in an office. _____
 - 5 She asked me to open the window. _____
 - 6 The teacher told me not to talk to my friend. _____
 - 7 My mum asked me what I wanted for dinner. _____
 - 8 The bus driver told us to sit down. _____

2 ★★ Complete the sentences with the correct form of the verbs in the box.

like ask stay make do get meet
tell be

- She asked me to meet her at the library.
- 1 Maya's mother asked me _____ for lunch.
 - 2 Tom asked me if I _____ his new trainers.
 - 3 The doctor told him _____ more exercise.
 - 4 I asked them _____ less noise because I was working.
 - 5 The policeman told him _____ out of the car.
 - 6 She _____ me to help her with her homework.
 - 7 I _____ my brother not to come into my room.
 - 8 Klara asked me if I _____ cold, but I was fine.

3 ★★★ Circle the mistakes. Then write the correct sentences.

She asked me if I (have) climbed Belukha Mountain.

She asked me if I had climbed Belukha Mountain.

- 1 My mum told me to tidied my bedroom. _____
- 2 She asks me if I went to Egypt by boat last year. _____
- 3 Ajar asked me to helping her with her Maths. _____
- 4 The bank manager asked me if fill in a form. _____
- 5 The policeman said him to stop the car. _____
- 6 Ulan asked me that I was at university. _____

4 ★★★ Change the direct speech into reported questions, commands or requests.

She said, "Can you open the window please?"

She asked me to open the window.

- 1 The teacher said, "Stop talking and get on with your work!" _____
- 2 Mai said, "Can you come over to my house?" _____
- 3 They said, "We'd like you to stay for dinner tonight." _____
- 4 The doctor said, "Don't ride your bike in the hospital!" _____
- 5 He said, "Does Alen live in Astana?" _____
- 6 Jon said, "Have you ever ridden a camel?" _____

Kazakhstan is in central Asia, with Russia to the north and China to the east. Kazakhstan is a huge country – the ninth largest in the world. It has everything – beautiful landscapes, amazing cities, a very interesting history, and a rich and fascinating culture – and most of it is still off the beaten track, so perfect for explorers!

When to go

The best times to go are in spring and autumn. In summer it is hot, hot, hot, and in winter it is very cold.



What to see

Almaty is Kazakhstan's biggest city and is filled with Russian-style buildings. Don't miss the wooden Zenkov Cathedral and the Green Bazaar.

Astana is Kazakhstan's new capital with its many ultra-modern buildings. Don't miss the Bayterek Tower and the huge Khan Shatyr, which has a boating lake and a beach resort inside it!



What to do

Kazakhstan has huge mountains, forests, deserts, lakes and lots of beautiful open spaces. If you like to get outdoors and see nature and wildlife, then it is the place for you, as it has many national parks to walk, hike and cycle in.

What to eat

Kazakhs love their meat, and a meat stew called 'Kazakh meat' is a must for all tourists. Why not try a glass of kumis, too? Many local people love it!



3 ★★★ Read the text again and answer the questions. Write complete sentences.

What is the text about?

The text is about Kazakhstan and gives some information on when to go and what to see, do and eat.

- 1 Who is the text written for?

- 2 When is it too hot to visit Kazakhstan?

- 3 What is there to see in the capital city?

- 4 What sort of landscapes can you see in Kazakhstan?

- 5 What food and drink should tourists try?

1 ★ Read the text. Tick ✓ the best title.

- a The History of Kazakhstan
- b Come to Kazakhstan!
- c The Cities of Kazakhstan

2 ★★ Find the words in the text and match them with the definitions.

- | | |
|----------------------|---|
| 1 huge (adj) | a very modern |
| 2 landscape (n) | b walk for a long time |
| 3 fascinating (adj) | c something that shouldn't be missed |
| 4 ultra-modern (adj) | d very interesting |
| 5 nature (n) | e the things you can see in an area of land |
| 6 hike (v) | f very big |
| 7 a must (n) | g the parts of the world not made by people |

Build your vocabulary

4 ★★ Match 1–6 with a–f to make sentences.

- | | |
|--|-------|
| 1 Where are you planning to go | f |
| 2 The number of holiday resorts has been | _____ |
| 3 When you're travelling, do you like to get off | _____ |
| 4 On holiday, lots of people are in | _____ |
| 5 By the age of eighteen, many people | _____ |
| 6 In recent years the number of people | _____ |
-
- a the beaten track and find new places?
 - b on the rise for many years now.
 - c have visited a different country.
 - d using cheap airlines has increased.
 - e search of new experiences.
 - f on holiday this year?

- 1 ★ Match the adverbs in direct speech and reported speech.

Direct speech

- 1 today
- 2 yesterday
- 3 tomorrow
- 4 last month
- 5 next year
- 6 a year ago
- 7 here

Reported speech

- a the next day
- b that day
- c the previous year
- d there
- e the day before
- f the following year
- g the month before

- 2 ★★ Choose the correct words to complete the sentences.

She said that she was going on holiday the following day.

- a tomorrow **b following** c after
- 1 He asked Tariq what he had done _____.
a yesterday night b last night
c the night before
 - 2 She asked me where we had been on holiday the ____ year.
a previous b before c last
 - 3 The teacher told me to wait _____.
a where b there c here
 - 4 They said that they were having a celebration _____.
a last week b next week
c the following week



A great weekend!

In the 1 _____ holidays we went to 2 _____ for the weekend. We travelled by 3 _____ and arrived 4 _____.

When we arrived at the resort, we 5 _____, and then 6 _____. All around the resort the mountains were 7 _____. It was so 8 _____.

My brother and I decided to ski down the highest mountain so we got onto a 9 _____. We were on our way up to the top when 10 _____. When we finally got to the top 11 _____, and we only had time 12 _____.

When we got to the bottom of the mountain 13 _____ – it was time to go back to the hotel for dinner. It wasn't a great start to the holiday but the day after we 14 _____ so it didn't matter at all. What a great weekend!

TASK

- 3 ★★ Read the notes and complete the story about a journey.

P1 Introduction

winter holidays – Shymbulak ski resort – with family

P2 + 3 Description of the journey and the events

by car – arrived in afternoon
checked in to hotel then straight out to ski
mountains covered in snow - beautiful
with brother on ski lift – lift broke down – got to top and resort closed – only time for one run

P4 Conclusion

at bottom Mum and Dad waiting
next day skied all day

- 4 ★★★ Write a story about a family holiday you have been on recently. Use the story text in exercise 3 to help you.

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

- I need to try this again. I am happy with this.
 I could do this better. I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Transport: nouns

1 Complete the words in the sentences.

- Lots of school children travel to school by b _ _ _ .
- A s _ _ _ _ _ _ _ _ travels deep under the ocean.
- C _ _ _ _ _ are a useful form of transport in the desert.
- A l _ _ _ _ can carry goods from one city or country to another.
- Would you like to travel to the moon in a s _ _ _ _ _ _ _ _ ?
- A quick way to get from city to city is to travel by t _ _ _ _ .
- A b _ _ _ _ _ is a good way to get around, and it keeps you fit.
- Do you get seasick when you travel by b _ _ _ _ ?
- Would you like to fly a p _ _ _ _ one day?
- It won't be long before everyone is driving electric c _ _ _ .

2 Complete the sentences with the past perfect form of the verbs in brackets.

- Marco Polo _____ (visit) many different countries by the time he returned to Venice in 1295.
- She _____ (learn) to speak Turkish before she went to live in Ankara.
- When I got to the classroom, the class _____ (go) to the sports hall.
- Before he went to the South Pole, Roald Amundsen _____ (fly) over the North Pole.
- I _____ (not travel) by ship until I went to Indonesia last year.
- Before her final round-the-world flight, Amelia Earhart _____ (break) many records.
- After Neil Armstrong _____ (walk) on the moon, he became very famous.
- I _____ (not go) to Shymkent until our holiday last month.

I can use transport nouns and talk about events at different times in the past.

MY EVALUATION

READING ■ Youth travel

3 Complete the text with the phrases in the box.

on holiday off to on my own
in search of off the beaten track
on the rise by the age of

My Summer of Travel!

Before I start university in September, I am planning to travel across Europe. I am going to travel ¹ _____ because I want to meet as many new people as possible. Youth travel is definitely ² _____ so I am sure to meet some interesting young people.

I would also really like to get ³ _____ to discover some small villages and meet the people there. I really don't want to feel like I'm just ⁴ _____ with my parents! ⁵ _____ twenty, I think everyone should have felt what it is really like to be independent. I'm ⁶ _____ an experience that will help me feel confident on my own so that I am ready for life at university.

I'm ⁷ _____ Greece for the start of my journey on Monday – wish me luck!

I can understand a text about youth travel.

MY EVALUATION

LANGUAGE FOCUS ■ Reported speech: tense changes

4 Choose the correct words to complete the sentences.

- Talia said that I _____ download a map of the city.
a could have b can c could
- My brother said he _____ travelling by train.
a likes b has liked c liked
- Bulat said that he had been _____ in Taraz for a few years.
a lives b living c lived
- Our teacher said that she didn't _____ giving us too much homework.
a like b likes c liked

VOCABULARY AND LISTENING ■ The future of transport

5 Choose the correct words to complete the sentences.

- 1 Can you see the plane on the runway? It's just about to **take off / pull off**.
- 2 On our way to the airport we need to **stop off / go up** to get some drinks.
- 3 Did you see that lorry on the side of the road? It had **turned back / broken down**.
- 4 We should **set off / go up** the mountain this morning so we can come down this afternoon.
- 5 We can't **turn back / set off** now – we are nearly there!
- 6 We need to hurry because we **went down / set off** a bit late.
- 7 If you want me to drive, just **take off / pull off** the road and we can change.

I can understand people talking about transport and travel.

MY EVALUATION

LANGUAGE FOCUS ■ Reported questions, commands and requests

6 Change the reported questions, commands and requests into direct speech.

- 1 She asked me to buy her a ticket for the show.

- 2 The teacher told Arman to stop talking.

- 3 Toni asked me if I knew the correct answers.

- 4 She asked her mother if she could go to her friend's house.

- 5 My mother asked me to help her with the cleaning.

- 6 His father told his brother to be nicer to his sister.

I can use reported questions, commands and requests.

MY EVALUATION

SPEAKING ■ Apologizing and explaining

7 Complete the dialogue with the words in the box.

don't happen worry afraid promise
couldn't sorry mean

Mum Dina, have you broken my Iranian vase?

Dina Oh, Mum, I'm 1 _____ that I have. I'm really 2 _____.

Mum How did it 3 _____?

Dina I didn't 4 _____ to. I 5 _____ really know how it happened. I was just walking past it, and it fell. I 6 _____ catch it because it all happened so fast.

Mum Don't 7 _____. It was an accident.

Dina I will buy you a new one, and I 8 _____ it won't happen again!

I can apologize for something and explain how it happened.

MY EVALUATION

WRITING ■ A memorable journey

8 Complete the text with the words in the box.

then time looked just took that

At the weekend, my friends and I went on a trip to Lake Kaindy. I had never been there before. We 1 _____ a bus to the edge of the forest and 2 _____ we travelled on foot to reach the lake.

When we got to the lake, one of my friends said that we should go swimming. I wasn't sure, but everyone wanted to so I said that I would too. I was 3 _____ about to dive into the lake when I heard a man shouting. I 4 _____ around and saw a big group of Japanese tourists - and they were all looking at me! The tour guide said 5 _____ the water was too cold to swim in, so I didn't jump.

We walked around the lake instead of swimming, and it was really beautiful. By the 6 _____ we got back to the bus we were very tired, but it had been a fantastic trip.

I can write a story about a journey.

MY EVALUATION

VOCABULARY Action and protest

1 ★ Find nine more words.

P	U	B	L	I	C	I	Z	E
E	P	R	O	T	E	S	T	C
T	X	K	V	U	M	L	Y	A
I	C	O	L	L	E	C	T	M
T	M	J	W	B	E	R	M	P
I	A	R	Y	A	T	N	I	A
O	R	G	A	N	I	Z	E	I
N	C	J	Q	Z	V	B	P	G
K	H	D	O	N	A	T	E	N

- publicize 5 _____
- 1 _____ 6 _____
- 2 _____ 7 _____
- 3 _____ 8 _____
- 4 _____ 9 _____

2 ★★ Read the definitions and complete the words.

The help that you give to an organization or charity. s upport

- A person or company that gives money so that an event can happen. s _____
- A type of protest where people stop buying a product. b _____
- A rule which says that people can't do something. b _____
- To go to a place at a certain time to see and talk to other people. m _____
- A group of people who walk through a town to protest about something. m _____
- A plan to fight something you don't agree with. c _____
- A piece of paper with a lot of people's names on. It asks the government or another organization to change something. p _____
- When a person puts information in the newspapers and on TV. p _____
- When you say that you will do something that you do not have to do. v _____

3 ★★ Complete the sentences with the words in the box.

protest donation campaign organize
petition boycott collection donate

People plan to petition the government about the terrible roads.

- Would you like to _____ some money to this hospital charity?
- I'm angry about the new shopping centre. I want to join the _____ about it outside the town hall on Saturday.
- They want to plan and _____ a big march through the centre of town.
- He's got a large _____ of books.
- That supermarket isn't paying enough to the coffee farmers. We're going to _____ it.
- The local people want to _____ against the airport.
- A rich businessman gave a big _____ to our campaign.

4 ★★★ Complete the text.

AFRICAN ADVENTURE

Eighteen-year-old Ben White has organized a trip to Africa this summer. He wants to work as a ¹ _____ there for six months.

Last year, Ben heard about an ² _____ called *Bikes for Africa*. He was interested in their campaign to ³ _____ bikes and take them to children in South Africa. *Bikes for Africa* also helps children to learn all about the bikes.

At the moment, Ben needs money for his trip and he's looking for people to ⁴ _____ him. If you're interested, you can ⁵ _____ Ben at the library this Friday at five o'clock. You can also see him on the local TV news this Thursday. He's doing an interview to ⁶ _____ the trip.



will and might

1 ★ Complete the table with the words in the box.

might not protest won't might
Will

will
Affirmative
I / You / He / She / It / We / You / They <u>will</u> volunteer.
Negative
I / You / He / She / It / We / You / They <u>won't</u> march.
Questions
<u>Will</u> I / you / he / she / it / we / you / they <u>volunteer</u> ?
might
Affirmative
I / You / He / She / It / We / You / They <u>might</u> donate some money.
Negative
I / You / He / She / It / We / You / They <u>might not</u> support the campaign.

2 ★★ Complete the sentences using *might* (✓), *will* (✓✓), *might not* (X), *won't* (X X) and the verbs in the box.

donate wait like volunteer help
get go come start

We might start a petition to ban cars from our town centre. ✓

- 1 In the future, I think I will for a children's charity. ✓✓
- 2 He isn't interested in the new campaign, so he won't to the meeting. XX
- 3 You might this DVD about the Amazon. It's quite interesting. ✓
- 4 She doesn't usually enjoy big concerts. She might not a ticket. X
- 5 You must run for the bus. It definitely will for you. XX
- 6 When the new sports centre is open, we will swimming there. ✓✓
- 7 It sounds like a good cause. I will some money. ✓✓
- 8 We're busy. We might not to organize the protest. X

First conditional

3 ★★ Match phrases from A and B to write first conditional sentences. You will need to change the form of some of the verbs.

A	B
<p>If ...</p> <ul style="list-style-type: none"> we publicize the protest you ask everybody for £1 David speak to the teachers you not read our leaflet carefully my sister go on the march it rain on Saturday we take the fast train 	<ul style="list-style-type: none"> we arrive on time everybody come you collect lots of money my mum be worried they sign the petition you not understand it we take a big umbrella

If we publicize the protest, everybody will come.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 ★★★ Complete the sentences using your own ideas.



If I have any free time in the future, I'll work as a volunteer and clean up our town.

- 1 If we don't protect the environment, _____
- 2 The students at our school will protest if _____
- 3 If the government bans violent video games, _____
- 4 My mum will be worried if _____
- 5 He'll come to the meeting if _____
- 6 If we don't save the rainforest, _____

- 1 ★ Look at the photos. Complete the phrases with the words in the box.

find out set up carry on look after
join in sign up



join in _____ a protest



1 _____ information



2 _____ for something



3 _____ collecting money



4 _____ endangered plants



5 _____ a new animal hospital

- 2 ★★ Choose the correct answers.

I want to _____ for this monthly magazine about the environment.

a end up b set up c sign up d find out

1 People might _____ tigers completely if they don't stop killing them.

a carry on b look after c find out d wipe out

2 Don't stop campaigning. You must _____.

a sign up b carry on c join in d set up

3 If we build houses everywhere, we'll _____ with no forests at all.

a end up b sign up c set up d find out

4 Can you _____ our dog next week?

a wipe out b find out c carry on d look after

5 Would you like to _____ our protest?

a look after b wipe out c join in d end up

6 We want to _____ a new recycling centre.

a end up b set up c sign up d find out

- 3 ★★ Complete the dialogues with the words in the box.

join in end up wipe out find out
set up carry on look after

What are you going to do in the future?

I'm going to _____ **set up** a hospital in Africa.

1 Did you _____ the answer to the maths question?

Yes. It's 2,321.

2 How can I help your campaign?

You can _____ our meetings on Fridays.

3 Has she finished her homework already?

No, she has to _____ for another hour.

4 Why do you support that animal charity?

Because we might _____ many endangered animals in the future.

5 Come and play tennis with us!

I can't. I have to _____ my baby brother.

6 Do you think we can save Siberian tigers?

No, not really. I think we might _____ with only a few tigers in zoos.

- 4 ★★★ Complete the text with phrasal verbs in exercises 1–3.

Interested in the environment?

Then come and join us!

We are a group of teenagers who have _____ **set up** a new organization to protect and _____ the environment in our area.

We think that if people _____ building new roads and houses, they might _____ many of the interesting birds, insects and animals which live in the countryside around our town. We might _____ with only a small number of different species.

We are looking for new members to _____ our weekend activities and conservation projects. If you want to _____ more about our organization or _____ for our monthly newsletter, please phone 004275 483282.

be going to and will

1 ★ Complete the table with the words in the box.

'm aren't 's Am 'm not
Is 're isn't Are

<i>be going to</i>	
Affirmative	
I ' <u>m</u> going to visit the rainforest.	
He / She / It ¹ _____ going to wipe out plant species in the Amazon.	
We / You / They ² _____ going to help.	
Negative	
I ³ _____ going to march on Friday.	
He / She / It ⁴ _____ going to advertise the campaign.	
We / You / They ⁵ _____ going to volunteer.	
Questions	
⁶ _____ I going to find out the answer?	
⁷ _____ he / she / it going to destroy the rainforest?	
⁸ _____ we / you / they going to collect money?	

2 ★★ Match sentences 1–7 with plans and predictions a–g.

- 1 People are cutting down too many trees. b
 - 2 We're angry about the new airport. _____
 - 3 Rainforest birds are losing their home. _____
 - 4 The scientist wants to visit the Amazon. _____
 - 5 They're organizing a good campaign. _____
 - 6 I've got a geography exam next week. _____
 - 7 We're planning a big concert for next year. _____
- a We're sure that a lot of people will come.
 - b The forest will disappear.
 - c They'll get a lot of support.
 - d We're going to protest about it on Friday.
 - e They will soon be in danger.
 - f I'm going to revise every evening.
 - g He's going to go there next year.

3 ★★ Complete the sentences with *will* or *be going to* and the verbs in brackets.

I can't come on the march tomorrow.

I 'm going to look after (look after) my sister.

- 1 In the future, I think humans _____ (wipe out) many different species.
- 2 He's buying some eggs because he _____ (make) a cake for the charity sale.
- 3 I haven't finished designing that leaflet. I'm sure I _____ (finish) it on time.
- 4 I'm making sandwiches because I _____ (have) a picnic with my friends later.
- 5 Don't go on holiday to that island. You _____ (not find) any nice beaches there.
- 6 Do your parents have any holiday plans? No, they _____ (not travel) anywhere this summer.

4 ★★★ Complete the sentences using *will* or *be going to* and your own ideas.

In five years' time, I 'll be at university _____.

- 1 At the weekend, I _____.
- 2 When I'm 25, I _____.
- 3 This evening, my mum _____.
- 4 When my cousin is older _____
_____.
- 5 Tomorrow, my school friends _____
_____.
- 6 In ten years' time, my best friend _____
_____.

Present continuous for future arrangements

5 ★★ Write sentences about Jodie, Cara and Ben. Use the present continuous.

	Jodie and Cara	Ben
Friday evening	meet Jane outside the cinema	¹ play in a football match
Saturday afternoon	² cook with friends	³ have a pizza with his best friend Mark
Sunday morning	⁴ watch a DVD	⁵ visit his grandparents

On Friday evening Jodie and Cara are meeting Jane outside the cinema.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

1 ★ Read the text. Tick ✓ the correct box.

The text is about a charity which ...

- a takes musicians to the rainforest.
- b saves the rainforest and its people.
- c helps farmers look after the rainforest.



The Rainforest Foundation UK

The Rainforest Foundation is a charity in the UK. It campaigns for the preservation of the world's rainforests and the rights of the people who live there. There are other *Rainforest Foundations* in the USA and Norway.

The musician Sting and his wife set up the charity in 1989 after they saw the unacceptable destruction of the Amazon rainforest. Some farmers were wiping out large parts of the forest, which is the home of indigenous people. *The Rainforest Foundation* thinks that indigenous people are very important to the rainforests, and the charity is going to carry on its work with them in the future.

The Rainforest Foundation has grown over the last

twenty years and it now supports projects in different countries including Brazil, Peru, Cameroon and Uganda. Since it first started, the charity has helped local people to protect and save more than 100,000 square kilometres of the rainforest in a number of countries.

Every year, supporters of the charity join in a number of big events to collect money. This year, they're going to run the London Marathon again. If you look at *The Rainforest Foundation* webpage, you'll find information about their latest events and campaigns. You can also sign up for an email newsletter.

2 ★★ Read the text again. Write *true* or *false*.

The Rainforest Foundation only campaigns to save the Amazon rainforest. false

- 1 Sting set up the foundation with some farmers. _____
- 2 The charity started in 1989. _____
- 3 The charity is going to stop working with indigenous people. _____
- 4 In the past twenty years the charity has become bigger. _____
- 5 The charity supports projects in Norway. _____
- 6 Supporters of *The Rainforest Foundation* are going to compete in the London Marathon. _____

3 Where does *The Rainforest Foundation* have projects?

4 How much rainforest has the charity saved?

5 How can you find out more about *The Rainforest Foundation*?

3 ★★★ Answer the questions. Write complete sentences.

What does *The Rainforest Foundation UK* campaign for?

It campaigns for the preservation of the world's rainforests and the rights of its people.

- 1 Where can you find two other *Rainforest Foundations*?

- 2 Why did Sting and his wife start the charity?

Build your vocabulary

4 ★★ Complete the sentences with the words in the box.

bunch fillet pinch pot slice

- 1 Would you like a ____ of cake?
I'm celebrating my birthday today.
- 2 This recipe says we need to add a ____ of salt to add flavour to the sauce.
- 3 I like to eat a ____ of yoghurt with honey for my breakfast.
- 4 I bought a bag of apples and a ____ of bananas from the fruit stall.
- 5 For the main course, you can have a ____ of steak with chips or lasagne.

Language point: Explaining

1 ★ Choose the correct words.

We don't agree with your campaign. We have **because** / **therefore** decided not to sign the petition.

- 1 We think that trains are better than cars **as** / **therefore** they produce less pollution.
- 2 **As** / **For this reason**, we need to support this charity.
- 3 I didn't buy that writing paper **because** / **therefore** I didn't have enough money.
- 4 **As** / **Therefore** you were out when we called, we have decided to write you a letter.
- 5 He isn't going to join in the march **for this reason** / **because** he's playing football tomorrow.
- 6 We don't agree with motorways **as** / **for this reason** they are bad for the environment.
- 7 We're unhappy about the situation and we have **as** / **therefore** decided to protest.

2 ★★ Match sentences 1–4 with a–d. Then write sentences with *as*, *because* or *for this reason*.

- | | |
|---|--|
| 1 The letter is important. | a She doesn't support your ideas. |
| 2 We're going to meet some politicians. | b We didn't get any publicity. |
| 3 You didn't write a letter to the newspaper. | c We're going to read it carefully. |
| 4 She isn't going to join in your campaign. | d We want to talk about nuclear power. |

- 1 **The letter is important. For this reason, we're going to read it carefully.**
- 2 _____
- 3 _____
- 4 _____

TASK

3 ★★ Read the notes for Hannah's email. Then complete the email.

NOTES:

Paragraph 1
I / email / you / because / I / just / join a group

Paragraph 2
we / be / concerned / the open-air swimming pool in town

if / it / close / there / be / nowhere / for teenagers to go

Paragraph 3
therefore / we / decide / to set up / campaign

we / be going to / have party / sell cakes / collect money

Paragraph 4
you know / a lot of people there



Hi Nathan

How are you? **I'm emailing you because** _____ I've just joined a group called 'Save Our Pool' and I thought you might be interested in it.

It's a group of young people and ¹ _____

The local council is going to shut it soon.

² _____

for teenagers to go.

³ _____

to save the pool. ⁴ _____

at my house at four o'clock on Saturday afternoon and ⁵ _____.

I hope you can come to the party as it will be good fun. ⁶ _____.

Love

Hannah

4 ★★★ Imagine that you have just joined a campaign. Write an email and invite a friend to a party or disco to raise money. Use the text in exercise 3 to help you.

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

I need to try this again.

I am happy with this.

I could do this better.

I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Action and protest

1 Complete the sentences with the words in the box.

march ban collect petition
sponsor meeting volunteer

- We want to write our names on the _____ against the airport.
- Are you running in the marathon to get money for the hospital? I'll _____ you if you want.
- Are you going to the _____ in the town hall tonight?
- When I'm older I want to work as a _____ in Africa.
- There's a protest on Tuesday and we might _____ through the streets of our city.
- We will _____ a lot of money if we have a cake sale.
- I think the government will definitely _____ smoking in public places.

2 Complete the sentences with *will* or *might*.

- I _____ definitely organize a protest if they decide to build this new road.
- Shall we organize a petition? It _____ help. I'm not sure.
- Mark _____ make some posters for the meeting. Let's ask him and see.
- I think the best thing to do is to write a letter. _____ you write one?
- We have all agreed that we _____ boycott that large supermarket.
- The council hasn't got enough money. They _____ close the pool. I hope they don't.

I can express certainty and possibility.

MY EVALUATION

READING ■ **The food waste scandal**

3 Add *un-*, *im-* or *in-* to the words in the box. Then use them to complete the dialogues.

sensitive happy acceptable patient
perfect healthy

- Do you eat _____ food like burgers? No, we always eat lots of salad.
- What do supermarkets do with damaged or _____ vegetables? They just throw them away.
- Hurry up! We need to go now. Wait a minute. Don't be so _____.
- Why are you _____? My brother threw away the nice cake that I made. He's very _____.
- What do you think about food waste? I think it's _____. The supermarkets should stop it.

I can understand a text about food waste.

MY EVALUATION

LANGUAGE FOCUS ■ **First conditional**

4 Complete the sentences with the correct form of the verbs in brackets.

- If we _____ (organize) a campaign, we _____ (save) part of the rainforest.
- Freddie _____ (not come) on the march if it _____ (rain) on Saturday.
- If I _____ (collect) some money, I _____ (give) it to the animal charity.
- If Jake _____ (start) a campaign, we _____ (help) him.
- You _____ (lose) your camera if you _____ (not put) it in your bag.
- Emily _____ (not pass) the exam if she _____ (not study) hard.

I can speculate about the future.

MY EVALUATION

VOCABULARY AND LISTENING ■ Phrasal verbs: a campaign

- 5 Complete the sentences with a phrasal verb. Use a synonym of the verb in brackets.
- In the future, humans might _____ the birds in this forest. (destroy)
 - We want to _____ more information about this rare species. (discover)
 - I'm going on holiday to the Amazon. Can you _____ my pets? (care for)
 - My dad wants to _____ a new charity to save the rainforest. (start)
 - We're talking about animals in danger. You can _____ our discussion if you want. (participate in)
 - Will farmers _____ destroying the rainforest? Or will they stop? (continue)

I can understand an interview about rainforests.

MY EVALUATION

LANGUAGE FOCUS ■ *be going to* and *will*

- 6 Choose the correct words.
- Why are you buying those art pencils? I'll / I'm **going to** draw a picture for my homework.
 - Have you broken her computer? I'm sure **she'll / she's going to** be very angry.
 - We talked to Joshua and Helen yesterday. **They'll / They're going to** move to France.
 - I'm very busy tonight. I don't think I'll / I'm **going to** watch TV.
 - Do you think **we'll / we're going to** collect enough money?
 - My father is on holiday this week. **He'll / He's going to** paint the house.

I can talk about the future.

MY EVALUATION

SPEAKING ■ Plans and arrangements

- 7 Put the dialogue in the correct order. Number the sentences.
- Ellie Thanks very much, Mrs Quinn. Bye.
 - Mrs Quinn Hello, Ellie. What can I do for you?
 - Mrs Quinn Yes, of course. It sounds like a very good cause.
 - Ellie Hi, Mrs Quinn. Have you got a minute?
 - Ellie It's for a hospital charity. Will you come and buy a cake?
 - Mrs Quinn That's great! What's it for?
 - Ellie I'm organizing a cake sale tomorrow at school.

I can make plans and arrangements.

MY EVALUATION

WRITING ■ A formal letter

- 8 Complete the text with the words in the box.

hand faithfully reason hope
represent therefore If opinion
concerned Madam

Dear Sir or ¹_____,

We ²_____ an organization called 'Save our Pool'. We are writing to you because we are ³_____ about plans to close the open-air swimming pool in our town. In our ⁴_____, the pool is very important to our area. ⁵_____ we close it, young people will have nothing to do. On the other ⁶_____, if we keep it open, we will have a wonderful place for the future.

We have ⁷_____ decided to take action and we are going to organize a campaign. For this ⁸_____, we are sending you some posters and leaflets to publicize 'Save our Pool'. We ⁹_____ you will help to support us.

Yours ¹⁰_____

Charlotte Brown and Ryan Baker

I can write a formal letter.

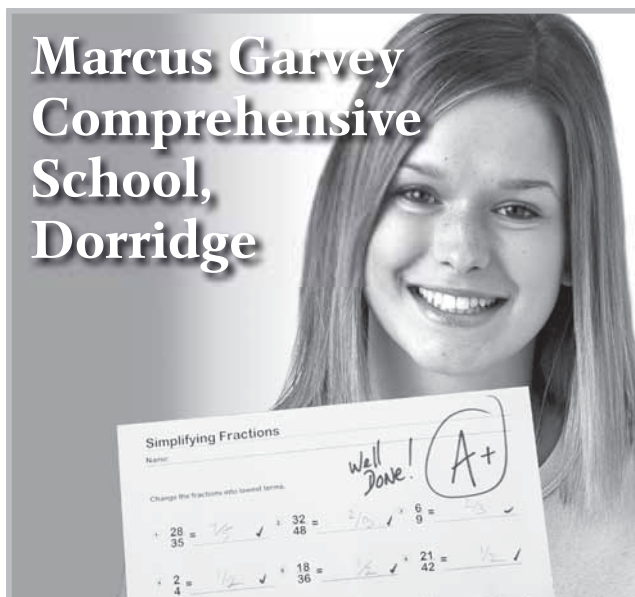
MY EVALUATION

VOCABULARY ■ School life: verbs

1 ★ Match 1–9 with a–i.

- | | |
|---------------------------|--------------------------------------|
| 1 copy | a an exam |
| 2 play | b in exams |
| 3 cheat | c a friend's work |
| 4 revise | d school |
| 5 take / fail / pass | e truant |
| 6 get | f someone |
| 7 leave | g for a test |
| 8 make | h friends |
| 9 bully / expel / suspend | i bad / good marks / a qualification |

2 ★★ Choose the correct answers to complete the text.



_____ good qualifications and ¹_____ friends at Marcus Garvey School!

At Marcus Garvey School, we think it is very important for students to get good ²_____ during the school year and to ³_____ for their end-of-year exams. Students ⁴_____ the exams in June and 87% of our students ⁵_____ and go on to get good jobs when they leave ⁶_____.

- | | | | |
|---|----------|--------------|------------|
| | a Take | b Get | c Pass |
| 1 | a make | b take | c play |
| 2 | a marks | b homework | c tests |
| 3 | a pass | b do | c revise |
| 4 | a take | b get | c revise |
| 5 | a make | b pass | c fail |
| 6 | a school | b work | c homework |

3 ★★★ Complete the sentences using the past simple form of the verbs in exercise 1.

She passed the exam. She got 100%!

- Those boys were horrible. They _____ younger children.
- They _____ for the exam every evening.
- He _____ some new friends at the football club.
- He _____ the exam. He got 20%.
- She _____ in the maths exam, so the teacher _____ her.
- He _____ truant and the teacher told his parents.
- She _____ her friend's homework, but the teacher knew.
- My brother _____ school last year and now he's at university.

4 ★★★ Answer the questions. Write complete sentences.

What marks do you usually get for maths?

I usually get bad / good marks for maths.

- What marks do you usually get for English?

- Where do you usually do your homework?

- When and how do you revise for exams?

- How can people cheat in exams?

- At what age can students leave school in your country?

- Do you enjoy school? What do you enjoy about it?

should and must

1 ★ Complete the sentences with *mustn't* or *should*.

How should I answer this question?

- 1 I _____ text friends in class.
- 2 You _____ revise before the English test.
- 3 We _____ go home before it gets dark.
- 4 You _____ fail these exams. They're very important.
- 5 Your dad _____ stop smoking. It's unhealthy.
- 6 You _____ shout in the library.
- 7 You _____ copy people's work.
- 8 _____ I tell the teacher about the bully?

2 ★★ Complete the sentences with the verbs in the box.

mustn't have should be ~~must wear~~
 mustn't eat mustn't run should bring
 must study must be

have to and don't have to

3 ★★ Complete the sentences using the correct form of *have to* or *don't have to* and the verbs in the box.

do get go revise play wear work

My dad has to work on Saturdays.

- 1 She _____ for the test because she isn't studying geography.
- 2 We _____ a uniform, but we can wear jeans on Fridays.
- 3 She _____ good marks because she wants to go to college.
- 4 They _____ to school today. It's a school holiday.
- 5 _____ Alan _____ football after school?
- 6 His new school is really strict. He _____ homework every evening, including Fridays.

4 ★★★ Write sentences about you and people in your family. Use the words in the box or your own ideas.

wash the car clean the windows
 go to work visit my grandparents
 make the dinner tidy my room
 look after my brother / sister

1 Write three things that you / they have to do this weekend.

I have to tidy my room. My brother has to wash the car.

2 Write three things that you / they don't have to do this weekend.

3 Write three things that you / they have to do every Monday morning.

SCHOOL RULES

Girls must wear skirts and black shoes.

- 1 Boys _____ long hair.
- 2 In the winter, students _____ hats and raincoats. Please do not wear baseball caps.
- 3 You _____ inside the school, it's dangerous. Please walk.
- 4 You _____ anything in the classrooms. Please have your lunch in the canteen or outside.
- 5 Students _____ polite to the teachers. Students will be suspended for bad behaviour.
- 6 All students _____ English and maths. These subjects are compulsory.
- 7 Morning classes start at 8.45 a.m. Students _____ in school by 8.30 a.m., if possible.

1 ★ Choose the correct words.

My brother eats and sleeps at his school. He doesn't come home every day because it's a **boarding** / mixed school.

- 1 My parents don't have to pay for my school. I go to a **state** / private school.
- 2 My sister is 16. She goes to the same **primary** / secondary school as me.
- 3 We don't have to wear a school **subject** / uniform at my school.
- 4 Children in England go to **primary** / private school between the ages of four and ten.
- 5 My brother can't go to the same school as me and my sister. My sister and I go to a **single-sex** / mixed school.
- 6 The **school-leaving age** / school rule in a lot of countries is 16.

2 ★★ Complete the text with the words in the box.

school-leaving age private school
 school subjects school uniform
 school holidays ~~primary school~~
 state school secondary school



Schools in England

Children in England usually start primary school when they're five years old. Their parents can choose between a ¹ _____, which is free, or a ² _____, which they have to pay for. At the age of eleven, students start ³ _____. Students have to study English, maths and science. Other ⁴ _____ include modern foreign languages, history, geography, art and design technology.

The ⁵ _____ is sixteen, but many students continue for two extra years and take 'A-levels' before they go to university.

The school year starts in September and the main ⁶ _____ are at Christmas, Easter and in the summer. A lot of schools have a ⁷ _____, but some schools allow students to wear their own clothes.

3 ★★ Write words for the definitions.

A school, usually private, where students live.
boarding school

- 1 A school for both boys and girls.

- 2 Clothes which students have to wear at school.

- 3 A school for only boys or only girls.

- 4 A school for students aged 11 to 18.

- 5 The age when students can stop going to school.

- 6 The list of things that you have to or mustn't do at school.

- 7 The weeks when you don't have to go to school.

- 8 A school which you have to pay for.

4 ★★★ Answer the questions. Write complete sentences.

Do you go to a primary or a secondary school?
I go to a secondary school.

- 1 How old were you when you started your primary school? When did you leave?

- 2 How long have you been at secondary school? What is the school-leaving age?

- 3 Do you go to a state school or a private school?

- 4 Do you have to wear a uniform at your school? If yes, describe it.

- 5 When are your school holidays and how long are they?

- 6 What are some of your school rules?

should, must and have to

1 ★ Choose the correct answers.

He _____ cycle to school. It's cheaper than the bus.

a should b shouldn't c mustn't

1 My dad _____ start work at eight o'clock.

a has to b have to c should

2 I _____ remember to finish my homework.

a doesn't have to b must c shouldn't

3 I _____ get up at six o'clock on Mondays.

I hate Mondays!

a mustn't b have to c has to

4 You _____ be late. It's rude.

a don't have to b must c shouldn't

5 We _____ leave now. We can leave later.

a mustn't b should c don't have to

6 You _____ copy my homework! It isn't fair!

a mustn't b don't have to c should

7 Marc _____ do the washing-up. He's already done it three times this week.

a doesn't have to b mustn't c has to

2 ★★ Complete the text with the verbs in the box.

must mustn't should mustn't
don't have to should

3 ★★ Complete the sentences using *should, must or have to* and the correct form of the verbs in brackets.

Henry can relax. He doesn't have to do (do) the exam.

1 You _____ (drop) litter. You _____ (use) the bins.

2 You're tired. You _____ (rest) for a while.

3 Hurry up! We _____ (leave) soon. It's nearly dark.

4 They're lucky. They _____ (get up) early.

5 You _____ (write) something. It can be anything. It _____ (be) perfect.

6 You _____ (bully) people.

7 Someone _____ (go) to the shop before we can have breakfast. We've eaten all the bread.

8 You _____ (visit) London one day.

4 ★★★ Complete the sentences using the correct form of *should, must or have to* and your own ideas.

It's raining.

You should stay at home.

1 You look tired.
You _____

2 It's Saturday!
We _____

3 The rules about smoking are clear.
You _____

4 Josh is hungry.
He _____

5 That book's too expensive.
You _____

6 There's a uniform at my new school.
We _____

7 The film starts at 6 p.m. It's 5.30 p.m.
You _____

8 She's done her homework.
She _____

Welcome to Jordan Hill Tennis Club

During matches

- There are chairs next to each tennis court. You don't have to stand. You ¹ _____ arrive early to get a good seat.

- You ² _____ take photographs.

Food and drink

- You ³ _____ eat or drink in the stadium. You ⁴ _____ have your food and drinks in the café.

Crime

- You should be careful with your things. You ⁵ _____ always leave your jackets and bags with somebody.





1 ★ Read the interview quickly. Tick ✓ the correct box.

How many subjects is Anwen studying?

- a Seven b Nine c Eleven

Boarding School

Mr Lee Why do you go to a boarding school?

Anwen My parents are musicians. They work in a different country every month. It's difficult for me to go to a normal secondary school, so I go to a boarding school in Swansea.

Mr Lee Could you describe a typical day at your school?

Anwen We have to get up at seven o'clock. We have classes and activities all day from 8.30 a.m. to 5 p.m. In the evenings, we don't have to do anything. We can watch films, we can chat with our friends and eat sweets and biscuits, or we can chat on our mobile phones. We must be in bed by ten-thirty. 'Lights out' is at eleven o'clock.

Mr Lee What subjects do you have to study?

Anwen Private schools don't have to follow the National Curriculum, but everyone at my

school must study English, maths, science and also Welsh, because our school is in Wales.

Mr Lee Do you have to study any other subjects?

Anwen Well, the other subjects aren't compulsory. I'm studying citizenship, history, music, PE and French. There's also Personal Social and Health Education. In PSHE, we learn about health and society. I get good marks, but I hate it. It's boring!

Mr Lee Do you like your boarding school?

Anwen Absolutely. The head teacher is good and I like the school. But we have to wear a school uniform.

Mr Lee Are there any disadvantages?

Anwen We have to study harder than students in some state secondary schools and we can't say, 'I've left my homework at home' because we live at school!

2 ★★ Read the text again. Write *true* or *false*.

Swansea is in Wales. true

1 Anwen lives with her parents. _____

2 She goes to a state secondary school. _____

3 She starts school at 7 a.m. _____

4 She can choose what she wants to do in the evenings. _____

5 She has to study English and maths. _____

6 All students have to study citizenship. _____

3 ★★★ Answer the questions. Write complete sentences.

Why does Anwen go to a boarding school?

Her parents always work in different countries, so she can't go to a normal school.

1 What time does Anwen have to go to sleep? _____

2 How many compulsory subjects are there? _____

3 How many languages does Anwen have to study? _____

4 What subject doesn't Anwen like? Why not? _____

5 What are the disadvantages of boarding schools? _____

Build your vocabulary

4 ★★ Complete the text with American English words.

It's difficult for me to go to a normal high school (secondary school), so I go to a boarding school.

My favorite subjects are French and math, and I get good ¹_____ (marks).

After classes, we can watch ²_____ (films), we can chat with our friends and eat

³_____ (sweets) and ⁴_____

(biscuits). I sometimes chat with my family on my

⁵_____ (mobile phone).

The ⁶_____ (head teacher) is good.

Language point: Ordering information

1 ★ Order the words in the box.

Finally Firstly Secondly

- 1 _____
- 2 _____
- 3 _____

2 ★★ Write the sentences as one paragraph. Add the words in exercise 1 and *also*.

- 1 it's quicker than a letter
- 2 it's easier to type than to write, and you can add attachments
- 3 it's better for the environment

Why email is a good idea

Firstly, email is a good idea because

TASK

3 ★★ Read the essay title and the notes. Complete the opinion essay.



Are you in favour of exams or against them?

schools: exams test students' progress

not in favour - several reasons:

- 1 *some students good in class - get nervous - not get good marks*
- 2 *students remember facts for a short while - not understand the subject*
- 3 *exams should be realistic - outside school, people can use dictionaries / calculators*

Conclusion: essays and project work better than exams

Are you in favour of exams or against them?

Most schools use exams to test
 1 _____, but I'm
 2 _____ of exams for
 3 _____. In my opinion, there
 are three reasons why schools shouldn't use exams.

Firstly, some students are 4 _____
 _____, but 5 _____
 _____, so they never 6 _____
 _____. Secondly, I think it's a bad
 thing to train students to remember 7 _____
 _____. Students who get good marks
 in exams are good at exams, but they don't have to
 8 _____. Finally, I think
 that 9 _____. In most
 exams, you can't use a dictionary or a calculator. But
 in the real world, people can 10 _____
 _____ all the time.

So all in all, I think that 11 _____
 are more effective tests than exams.

4 ★★★ Read the essay question. Make notes. Then write an opinion essay.

Are you in favour of compulsory school for students under the age of sixteen or against it?

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

- I need to try this again.
 I am happy with this.
- I could do this better.
 I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

School life: verbs

1 Complete the dialogue with the words in the box.

cheated copied expel got good marks
passed play truant suspended

- Austin Where's Caleb?
 Nathan The head teacher ¹_____him yesterday.
 Austin Why? Did he ²_____ again?
 Nathan No, he ³_____ Anna's homework.
 Austin Why did he do that? He ⁴_____ in the exam last month. He did well.
 Nathan Caleb only ⁵_____ that exam because he ⁶_____!
 Austin Really? Will the school ⁷_____ him?
 Nathan Maybe. I'm not sure.

2 Write school rules using *should*, *must* or *mustn't*.

- 1 we / help / new students

 2 we / copy / our friends' work

 3 we / be / friendly to everybody

 4 we / text / during classes

 5 we / do / our homework

 6 we / get / to classes on time

I can talk about school rules.
 MY EVALUATION

READING ■ Cheating

3 Read the email. Write the British English words for the American English words in bold.

Dear Ali
 Thank you for your email. I'm sorry to hear about your friend. Yes, sometimes students at my ¹**high school** cheat in exams to get better ²**grades**, too. I agree with you that it's really bad. Some students use their ³**cell phones** to check the answers or keep the answers in their ⁴**pants**, and some students copy their friend's work. The ⁵**principal** always takes cheating very seriously. Last year, two kids were suspended. Now they work in the local ⁶**store**.
 Write soon, Tod

- 1 _____ 3 _____ 5 _____
 2 _____ 4 _____ 6 _____

I can give my opinions about cheating at school.

MY EVALUATION

LANGUAGE FOCUS ■ *have to* and *don't have to*

4 Write about your own rules at home and at school. Use *have to* and *don't have to*.

clean the classroom do a test every day
 make my bed do the washing-up
 watch the news wear a uniform

- At home _____

 At school _____

I can talk about rules at home and at school.
 MY EVALUATION

VOCABULARY AND LISTENING ■ School life: nouns

5 Complete the words in the text.

I go to a ¹s _____-s ____ school for girls.

It's a ²s _____ s _____, it isn't a ³p _____ s _____. I like my school. My favourite ⁴s _____ s _____ are history and English.

The best thing about school is the ⁵s _____ h _____. We always go to the beach in the summer.

I don't like everything about school.

We have to wear a ⁶s _____ u _____. I hate it!

I can understand people talking about schools.

MY EVALUATION

LANGUAGE FOCUS ■ *should, must and have to*

6 Choose the correct words.

- In Britain, students **must** / **don't have to** leave school when they are 16. Some stay until they're 18.
- We **have to** / **shouldn't** be quiet in the library.
- She can take the exam again next year. She **must** / **shouldn't** be upset.
- Students **should** / **mustn't** work hard at school to get good marks.
- We **shouldn't** / **must** go to all of our lessons.
- My school **shouldn't** / **mustn't** have so many rules. It's too strict.

I can compare my school to schools in other countries.

MY EVALUATION

SPEAKING ■ Asking for and giving advice

7 Complete the dialogue with the words in the box.

sure matter should think whatever

- Nina What's the ¹_____?
- Jon I played truant last week.
- Nina Why?
- Jon Alastair Lane was bullying me. What ²_____ I do?
- Nina ³_____ you do, don't play truant! That's for ⁴_____.
- Jon Yes, you're right.
- Nina I ⁵_____ you should talk to your parents and the head teacher.
- Jon Maybe you're right. Thank you, Nina.

I can ask for and give advice.

MY EVALUATION

WRITING ■ An opinion essay

8 Choose the correct answers and complete the text.

In some schools, students have to do PE. Some students love PE, and that's great, but I hate PE. ¹_____, education should be about the mind, not the body. ²_____ compulsory PE lessons ³_____. Firstly, sport is very competitive. For students who are tall or fast, that's great. But ⁴_____ make students compete if they don't want to. Secondly, it is expensive to buy special new clothes. Finally, PE makes students really tired. ⁵_____, PE shouldn't be a compulsory school subject.

- a For various reasons b In my opinion
c In conclusion
- a I'm not in favour of b All in all
c In conclusion
- a I'm in favour b for several reasons
c I'm against
- a in conclusion b I'm in favour of
c I think that it's a bad thing to
- a For several reasons b I'm not in favour of
c In conclusion

I can write an opinion essay.

MY EVALUATION

much, many, a lot of, some, any

	Countable nouns	Uncountable nouns
Affirmative	There are a lot of apples.	There's a lot of juice.
Negative	There aren't many apples.	There isn't much juice.
Questions	How many apples are there?	How much juice is there?
Affirmative	There are some eggs.	There's some milk.
Negative	There aren't any eggs.	There isn't any milk.
Questions	Are there any eggs?	Is there any milk?

Use

We use *a lot of* to talk about countable and uncountable nouns in affirmative sentences.
There are a lot of plastic bags in the world.

There's a lot of rubbish, too.

We use *many* to talk about countable nouns in negative and interrogative sentences.

There aren't many cans of drink for the party.

Are there many cans of drink for the party?

We use *much* to talk about uncountable nouns in negative and interrogative sentences.

There isn't much milk for breakfast.

How much milk is there?

We use *some* to talk about countable and uncountable nouns in affirmative sentences.

There are some potatoes.

There's some sugar.

We use *any* to talk about countable and uncountable nouns in negative and interrogative sentences.

Are there any crisps? There aren't any crisps.

Is there any sugar? There isn't any sugar.

Relative pronouns

Relative pronoun	Used for ...
who	people
which	objects / ideas
where	places

Use

Relative pronouns tell us which person, object / idea or place is being talked about. They introduce new information. Without this information the sentence would be incomplete.

The man who lives next door recycles all his rubbish.

Did you see that film which was about the environment?

That's the local shop where we buy a lot of our food.

too, too much, too many, enough, not enough

Adjectives	Countable nouns	Uncountable nouns
The music is too quiet.	There are too many people.	There's too much rubbish.
Is it loud enough?	Are there enough packets of crisps?	Is there enough cola?
It is(n't) loud enough.	There are(n't) enough packets of crisps.	There is(n't) enough cola.

Use

too many / too much = more than necessary

enough = the necessary quantity

not enough = not sufficient

We use *too* before adjectives.

The music is too quiet.

We use *too many* before plural countable nouns.

There are too many big supermarkets in our town.

We use *too much* before uncountable nouns.

They drink too much coffee.

We use *(not) enough* after adjectives.

That box isn't big enough.

This box is big enough.

We use *(not) enough* before uncountable and plural countable nouns.

I eat enough fish.

I don't eat enough fish.

We can also use *(not) enough* with verbs. It goes after the verb.

He doesn't study enough.

much, many, a lot of, some, any

1 Complete the table with the words in the box.

sandwich juice carton rubbish tea
film washing powder packet jar
music coffee food car book

Countable	Uncountable
sandwich	

2 Complete the sentences with *much, many* or *a lot of*.

I've got a lot of cool posters in my bedroom.

- How _____ tubes of toothpaste do we need?
- How _____ water do you drink every day?
- There are _____ computers at your school.
- How _____ newspapers do you buy every week?
- They buy _____ magazines.
- How _____ homework do your teachers give you?
- How _____ people live in your home town?

3 Complete the dialogue with *some* or *any*.

- Mark Have you got any food for the party tonight?
- Jack We've got ¹_____ crisps, but we haven't got ²_____ pizza.
- Mark We also need ³_____ cans of fizzy drink.
- Jack Yes. And we need ⁴_____ cups, too. There aren't ⁵_____ in the cupboard.
- Mark Great. Have you got ⁶_____ money?
- Jack Er ... no. I'll ask my mum for ⁷_____.

Relative pronouns

4 Write new sentences using one of the words in brackets.

You're the doctor. You helped us at the hospital. (where / who)

You're the doctor who helped us at the hospital.

- This is the Tom Cruise film. It was on TV last night. (who / which)

- That's the hotel. We stayed last year. (which / where)

- She's the teacher. She gave us a lot of homework. (who / where)

- This is the shop. I bought the bottle of shampoo. (where / which)

- This is my little sister. She's learning to read and write. (which / who)

- Here's the magazine. It was in my room. (who / which)

too, too much, too many, enough, not enough

5 Order the words to make sentences.

of / is / can / expensive / that / too / drink

That can of drink is too expensive.

- got / food / drink / and / enough / we've

- throw / people / too / away / rubbish / much

- bags / waste / too / you / many / plastic

- enough / Jack / drink / doesn't / water

- that / is / coffee / enough / hot / ?

- shopping / big / isn't / bag / this / enough

Present perfect: affirmative and negative

Affirmative	
Full forms	Short forms
I have searched. You have searched.	I've searched. You've searched.
He has played. She has played. It has played.	He's played. She's played. It's played.
We have blogged. You have blogged. They have blogged.	We've blogged. You've blogged. They've blogged.
Negative	
Full forms	Short forms
I have not searched. You have not searched.	I haven't searched. You haven't searched.
He has not played. She has not played. It has not played.	He hasn't played. She hasn't played. It hasn't played.
We have not blogged. You have not blogged. They have not blogged.	We haven't blogged. You haven't blogged. They haven't blogged.

In affirmative sentences, we usually use the short forms ('s / 've) in spoken English.

I've sent an email.

In negative sentences, we usually use short forms (*haven't / hasn't*) for both spoken and written English.

She hasn't been to London.

Do not confuse the short form of *has* ('s) with the short form of *is* (also 's).

He's had breakfast.

He's eating.

Use

We use the present perfect to talk about experiences that we have had or haven't had at some time in the past.

I've created a website.

She's uploaded some photos.

You haven't visited that chat room.

We never use the present perfect to talk about an event that happened at a specific time in the past. We use it when the time of the event is not important or is not known.

She's been to Australia.

Present perfect: regular and irregular verbs

For regular verbs, the past participle is the same as the past simple form. See the rules for the formation of regular *-ed* endings on page 74. There are no rules for the formation of irregular verbs. You have to learn the form whenever you learn a new verb. Here are some typical irregular verb patterns.

Infinitive	Past simple	Past participle
Past simple and past participle with the same forms		
catch	caught	caught
have	had	had
All forms the same		
put	put	put
cut	cut	cut
Different vowels: <i>i → a → u</i>		
begin	began	begun
Participle ends <i>-n</i> or <i>-en</i>		
break	broke	broken
Exceptions		
do	did	done
go	went	gone

See the list of irregular verbs on page 104.

Present perfect: questions

Questions	
Have I chatted with you? Have you chatted with him?	Where have I been? Where have you been?
Has he been with us? Has she been with us? Has it been with us?	Where has he been? Where has she been? Where has it been?
Have we chatted? Have you chatted? Have they chatted?	Why have we stopped? Why have you stopped? Why have they stopped?

Use

We use the present perfect to ask about past experiences. We sometimes use *ever* in questions to mean 'at any time in your life until this moment'.

Have you ever played an online game?

Has she ever downloaded a film?

Present perfect: affirmative and negative

1 Write sentences using the present perfect.

I / not email / you

I haven't emailed you.

1 she / create / a great webpage

2 we / not cycle / to school

3 he / not study / French

4 it / not save / the files

5 I / use / a smartphone

6 they / not log on / to your webpage

7 you / email / the club

8 he / not share / the files

Present perfect: regular and irregular verbs

2 Complete the sentences using the present perfect form of the verbs in brackets.

He hasn't felt (not feel) well for a long time.

1 You _____ (eat) all my chocolates!

2 They _____ (sell) a lot of DVDs.

3 I _____ (not travel) to the USA.

4 She _____ (meet) Kylie Minogue.

5 We _____ (not write) an essay.

6 It _____ (copy) two hundred files.

7 You _____ (not make) any money.

8 James _____ (fly) in a plane.

9 We _____ (run) five kilometres.

10 Maria _____ (drink) mango juice.

11 My cousins _____ (not chat) on the internet.

12 I _____ (spend) all my money.

Present perfect: questions

3 Write questions using the present perfect.

where / they / stay

Where have they stayed?

1 who / take / my box

2 which / films / you / see

3 what / you / buy

4 where / she / live

5 which / books / you / read

6 why / Tim / sell / his laptop

7 how / they / travel

8 what / you / send

4 Write questions using the present perfect and *have you ever*. Then write true answers.

message anyone?

Have you ever messaged anyone?

Yes, I've messaged my best friend a lot. /

No, I've never messaged anyone.

1 blog

2 chat online

3 buy a laptop

4 download music

5 create a personal webpage

6 upload files

was, were, there was, there were

Affirmative	Negative
I was in the show.	I wasn't in the show.
You were in the show.	You weren't in the show.
He / She / It was in the show.	He / She / It wasn't in the show.
We / You / They were in the show.	We / You / They weren't in the show.
Questions	
Was I in the show?	
Were you in the show?	
Was he / she / it in the show?	
Were we / you / they in the show?	

	Affirmative	Negative
Singular	There was an advert.	There wasn't an advert.
Plural	There were some adverts.	There weren't any adverts.

Use

Was and *were* are the past simple forms of *be*. We use *(there) was* and *(there) were* to talk about past facts and opinions about the past.

They weren't in Gdańsk. That was the best programme.

Past simple

Affirmative	Negative
I / You watched TV.	I / You didn't watch TV.
He / She / It watched TV.	He / She / It didn't watch TV.
We / You / They watched TV.	We / You / They didn't watch TV.
Questions	
Did I / you watch TV?	When did I / you watch TV?
Did he / she / it watch TV?	Where did he / she / it watch TV?
Did we / you / they watch TV?	Why did we / you / they watch TV?

Regular verbs

For most regular verbs, add *-ed*.

film filmed

For regular verbs that end in *-e*, add *-d*.

smile smiled

For regular verbs that end in vowel + consonant, double the consonant and add *-ed*.

travel travelled

For regular verbs that end in consonant + *-y*, remove the *-y* and add *-ied*.

study studied

Irregular verbs

See the list of irregular verbs on page 104.

Use

We use the past simple to describe a completed action in the past.

We watched the new Robert Pattinson film yesterday. Did you like it?

We use the past simple when we know when an action happened.

We watched TV on Monday. We didn't watch it on Tuesday.

Past continuous

Affirmative	Negative
I was walking.	I wasn't walking.
You were walking.	You weren't walking.
He / She / It was walking.	He / She / It wasn't walking.
We / You / They were walking.	We / You / They weren't walking.
Questions	
Was I walking?	Where was I walking?
Were you walking?	Where were you walking?
Was he / she / it walking?	Where was he / she / it walking?
Were we / you / they walking?	Where were we / you / they walking?

Use

We use the past continuous to describe the progress of an action in the past.

They were filming for three weeks.

Past simple and past continuous

Use

We use the past simple to talk about a completed action in the past.

I recorded Friends last Friday.

We use the past continuous to talk about an action that was in progress in the past.

I was watching a sports programme at 8 p.m.

We use the past continuous and the past simple together when one action interrupts another.

We usually use *while* with the past continuous and *when* with the past simple.

While I was watching TV, Joe arrived. = I was watching TV, when Joe arrived.

was, were, there was, there were

1 Complete the dialogue with the verbs in the box.

there were there weren't was there
there was there wasn't was was
wasn't were there

- Tim What did you think about 1, 2, 3: *You Pay Me!* on TV1? Did you like it?
 Paul Yes, it was quite good, but the presenter ¹ _____ as funny as Dale Summers.
 Tim ² _____ a lot of participants?
 Paul No, ³ _____ many. In fact, ⁴ _____ only three.
 Tim Who ⁵ _____ the winner?
 Paul Mary Gallagher, from Wallingford.
 Tim ⁶ _____ a good prize?
 Paul Yes, ⁷ _____ a first prize of £25,000, but ⁸ _____ a second prize.

Past simple

2 Write sentences using the affirmative (✓), negative (✗) or question forms (?) of the past simple.

you / record / the cartoons ?

Did you record the cartoons?

1 he / see / the first broadcast from the moon ✓

2 you / know / the presenter ✗

3 we / laugh / at the sitcom ✓

4 I / record / the right programme ?

5 Lucy / go / to bed after the film ?

6 they / chat / about the news ✓

7 I / take / the remote control ✗

8 he / meet / the participants ?

Past continuous

3 Complete the sentences using the past continuous form of the verbs in brackets.

John was getting up (get up) at six o'clock.

1 You _____ (study) yesterday afternoon.

2 I _____ (not read) my book at ten o'clock last night.

3 I saw you at four o'clock. Where _____ (you / go)?

4 I _____ (not look) at you.

5 Who _____ (make) a noise last night?

6 We _____ (not watch) TV at five-thirty.

7 _____ (she / talk) to us?

8 Where _____ (they / go)?

9 My mum _____ (not drive) home.

10 How long _____ (they / wait) for the bus?

Past simple and past continuous

4 Write sentences using the past simple and past continuous tense.

while I / read / the phone / ring

While I was reading, the phone rang.

1 we / lose / the ball while we / play / football

2 when I / see / your sister / she / walk / to school

3 while Marek / do / his homework / his dad / come / home

4 they / run / when I / see / them

5 I / get / home / while you / cook

6 she / dance / when / she / fall

7 he / meet / a new friend / while / he / travel

8 when I / see / you / you / talk / to / Mr Wood

Adverbs of degree

Use

We use adverbs of degree such as: *a bit, incredibly, not very, quite, really* and *very*, before adjectives and adverbs to add the idea of ‘how much’.

That CD is a bit expensive.

I'm incredibly hungry.

He isn't very tolerant.

Note that we can only use these adverbs with gradable adjectives. For example, *interesting* is gradable – books can be more or less interesting. But we can't use these adverbs with non-gradable adjectives such as *impossible* or *dead*.

Present perfect + *still, yet, just* and *already*

Use

We use *just, still, yet* and *already* with the present perfect.

Just is used to reinforce the idea that an action has only been completed very recently. It is used in affirmative sentences, and comes between the auxiliary *has / have* and the past participle.

She's just won a talent show.

We've just met that film star.

We use *still* to reinforce the idea that something hasn't changed. It is used in negative sentences and it comes before *has / have*.

It's very late, but you still haven't done your homework.

I still haven't watched that new DVD.

We use *yet* in negative sentences and questions to talk about something that hasn't happened but that we expect to happen. It comes at the end of the phrase.

They haven't bought the concert tickets yet. (But we think they will soon.)

Has he finished his new album yet? (We think he will finish it soon.)

We use *already* with the present perfect to show that something has happened before now. It comes between the auxiliary *has / have* and the past participle.

We've already seen that singer in concert.

She's already read that magazine.

Present perfect + *for* and *since*

Use

For can be used with the present perfect or the past simple.

With the present perfect, *for* describes the duration of an action or event which started in the past and continues into the present. It is followed by a period of time: *for three months, for five days*, etc. It is placed before the time expression:

She's worked here for five years. (And she still works here.)

Ben has been in the band for two years. (And he's still in it.)

With the past simple *for* describes an action which started and finished in the past.

She worked here for five years. (But she doesn't work here now.)

Adrian was in the band for six months. (But he isn't in it now.)

Since is used with the present perfect, and it tells you when an action started. It is placed before the time expression.

He's lived in this town since 2009.

We've known Laura since May.

Present perfect and past simple

Use

The past simple is used to talk about an action or a period of time in the past which is completed.

We watched that new pop video this afternoon. (It is now evening.)

He played tennis at two o'clock. (He isn't playing tennis now.)

The present perfect is used to describe events which started in the past and continue in the present.

We've had this car for three years. (And we've still got it.)

You've studied at this school since 2010. (And you're still studying here.)

Different time expressions are used with each form.

The past simple uses time expressions which pinpoint specific moments in the past: *yesterday, last night, last week, last year, at six o'clock*, etc.

The present perfect uses expressions which describe the point at which an action started, or a period of time.

Adverbs of degree

1 Rewrite the first sentence using one of the adverbs in brackets.

We're tired. But we can play two more games of tennis. (very / a bit)

We're a bit tired.

1 She goes to bed late. Usually at two o'clock in the morning. (really / not very)

2 This exam is difficult. I can't do any of the questions. (a bit / incredibly)

3 The tickets for the concert are expensive. They're £200. (quite / very)

4 He's tall. But a lot of people are taller than him. (quite / incredibly)

5 This film is interesting. I don't want to watch it. (not very / really)

6 We're hungry. So can we have a snack, please? (a bit / not very)

Present perfect + still, yet, just and already

2 Order the words to make sentences and questions.

comic / have / you / finished / yet / this / ?

Have you finished this comic yet?

1 to / still / bed / hasn't / Emma / gone

2 already / bought / I've / CD / that

3 have / to / been / they / yet / Paris / ?

4 tidied / the / still / they / haven't / classroom

5 show / already / started / the / has

6 hasn't / my / yet / woken up / brother

Present perfect + for and since

3 Complete the phrases with *for* or *since*.

_____ *for* _____ three months

1 _____ last August

2 _____ a few weeks

3 _____ yesterday

4 _____ 1998

5 _____ about six years

6 _____ I was ten

7 _____ a long time

4 Complete the sentences using the present perfect form of the verbs in the box and *for* or *since*.

not see live not do play not appear
learn work

She *'s lived* _____ in Rome *for* _____ five years.

1 The singers _____ on TV _____ 2009.

2 You _____ in that restaurant _____ five months.

3 He _____ for the same team _____ he was twelve.

4 I _____ my cousins _____ October.

5 We _____ any homework _____ two weeks.

6 He _____ English _____ three years.

Present perfect and past simple

5 Complete the sentences using the present perfect or past simple form of the verbs in brackets.

She *hasn't had* (not have) a holiday for six months.

1 I _____ (stay) in that hotel when I was a child.

2 He's very intelligent. He _____ (pass) all his exams last year.

3 We _____ (be) at this school since we were five years old.

4 _____ (you / try) Japanese food?

5 I _____ (see) that Brad Pitt film at Christmas.

6 _____ (they / visit) Portugal last July?

Verbs + -ing / to

Verb			+ -ing
I / You	like / don't like		walking.
We / You / They	love prefer		
He / She	likes / doesn't like loves prefers		reading. living here.
Do	I / you	like love prefer	walking? reading? living here?
Does	he / she		
Do	we / you / they		
Verb			+ to
I / You	would / 'd wouldn't	like	to walk.
He / She		love	to read.
We / You / They		prefer	to live here.
Would	I / you he / she we / you / they	like love prefer	to walk there? to read this? to live here?

Use

We use *like / love / prefer + -ing* to talk or ask about likes, dislikes and preferences.

I love riding my bike. We prefer running.

We don't usually use *love* or *prefer* in negative sentences.

She doesn't like watching films.

We use *would + verb + to + main verb* to express or ask about desires or make suggestions.

We'd like to go to the cinema.

Would you like to go to the cinema?

could, can, will be able to

Affirmative		
Past	Present	Future
I could speak Italian.	She can speak Italian.	They will be able to speak Italian.
Negative		
Past	Present	Future
We couldn't speak Italian.	You can't speak Italian.	He won't be able to speak Italian.
Questions		
Past	Present	Future
Could you speak Italian?	Can he speak Italian?	Will they be able to speak Italian?

We use *could, can* and *will be able to* with the base form of the verb.

Could, can and *will be able to* have the same form for all subject pronouns.

Use

We use *could, can* and *will be able to* to express ability or possibility.

Past: *I couldn't speak English when I was very young.*

Present: *I can speak English because I am from the UK.*

Future: *I won't be able to go cycling because I'm ill.*

Second conditional

Affirmative
If I / you got up earlier, I / you wouldn't be late.
If he / she acted well, he / she would get a good review.
If we / you / they studied more, we / you / they would get better marks.
Negative
If I / you didn't go to bed late, I / you wouldn't be so tired.
If he / she / it didn't act badly, he / she / it wouldn't get a bad review.
If we / you / they didn't watch TV all night, we / you / they would go out.
Questions
If you got up earlier, would you walk to school?
If he / she / it acted well, would he / she / it get a good review?
If we / you / they studied more, would we / you / they get better marks?

We form the second conditional with *if + subject + past simple + comma (,) + would / wouldn't + base form*. We normally use the contracted forms.

The *if* clause can come in the second half of the sentence. The meaning is the same, but we do not need a comma.

I'd be on time if I got up earlier. = If I got up earlier, I'd be on time.

If he posted a message, I'd reply. = I'd reply if he posted a message.

We form information questions with the question word at the beginning of the *would* clause.

What files would you share if you were online? = If you were online, what files would you share?

Use

We use the second conditional to talk about hypothetical, unreal or imaginary situations.

If I had £200, I'd buy a mobile phone. (I haven't got £200, so I won't buy a mobile phone.)

Verbs + -ing / to

- 1** Complete the dialogues using the *to* or *-ing* forms of the verbs in brackets.
- Fiona Do you like dancing (dance)?
 Gary Not really. I prefer ¹_____ (listen) to music.
 Fiona Would you like ²_____ (listen) to some music now?
 Gary Sure, I'd love to.
 Sue I'd like ³_____ (go) out tonight.
 Mary I'd prefer ⁴_____ (stay) at home. I don't like ⁵_____ (go) out on school nights.
 Sue But you like ⁶_____ (watch) *Oxford United* matches!
 Mary Is there a match tonight?
 Sue Yes, there is. Do you want ⁷_____ (come)?
 Mary Yes, I've changed my mind! I'd love ⁸_____ (watch) the match with you!

could, can, will be able to

- 2** Complete the sentences using the correct affirmative or negative forms of *could, can* or *will be able to*.
- My mum grew up in France. She could speak French when she was very young.
- In Britain you _____ drive a car until you're seventeen.
 - It's June. We _____ go to the beach soon.
 - I _____ cycle when I was five, but now I cycle every day.
 - Where are you? I _____ see you.
 - _____ (you) drive when you're older?
 - I _____ create personal webpages. I've created one for my dad.
 - _____ you speak English ten years ago?
 - I _____ run faster than my sister when we were younger, but she's faster than me now.
 - I _____ call you last night because I've lost your phone number.
 - You _____ make some new friends when you start at your new school.

Second conditional

- 3** Complete the sentences with the words in the box.

took do had if save went
would wouldn't

What would you do if I told you a secret?

- She wouldn't be nervous if she _____ the exam. She always does well.
- If we _____ to Paris, what museums would we visit?
- _____ Sam complained, we'd say sorry.
- _____ they tidy their rooms if you paid them?
- You'd _____ paper if you printed on both sides.
- If you _____ £200, what would you buy?
- If you didn't have a bike, you _____ cycle to school.

- 4** Write sentences and questions using the second conditional.

your mum / lend / you money / if / you / ask / her / ?

Would your mum lend you money if you asked her?

- if / we / pass / all the exams / our teacher / be / really happy

- I / give / you the money / if / I / have / it

- what / they / do / if / we / offer / them a choice / ?

- if / John / find / some money / he / give / it / to the teacher

- if / you / get / the job / you / be / happy / ?

- I / come / to your party / if / I / not have / an exam

Present and past passive: affirmative and negative

Present passive

Affirmative	Negative
I'm sent a lot of emails.	I'm not sent a lot of emails.
You're sent a lot of emails.	You aren't sent a lot of emails.
He's / She's / It's sent a lot of emails.	He / She / It isn't sent a lot of emails.
We're / You're / They're sent a lot of emails.	We / You / They aren't sent a lot of emails.

We form the present passive affirmative with the subject + present simple of *be* + past participle. We form the present passive negative with the subject + present simple of *be* + *not* + past participle.

Past passive

Affirmative	Negative
I was woken up by the music.	I wasn't woken up by the music.
You were woken up by the music.	You weren't woken up by the music.
He / She / It was woken up by the music.	He / She / It wasn't woken up by the music.
We / You / They were woken up by the music.	We / You / They weren't woken up by the music.

We form the past passive affirmative with the subject + past simple of *be* + past participle. We form the past passive negative with the subject + past simple of *be* + *not* + past participle.

Use

Passive sentences emphasize the action. The action is more important than the person who does the action. Often the person is unknown so it is not included.

The TV programme about Picasso was made in France.

If we change an active sentence to a passive sentence, the object of the active sentence becomes the subject of a passive sentence.

People paint these pictures in Japan. = These pictures are painted in Japan.

Emma invited Susie to the new art gallery. = Susie was invited to the new art gallery.

In passive sentences, we don't often say who carried out the action. When we do, we use *by*.
Susie was invited to the new art gallery by Emma.

Present passive questions

Questions	Short answers	
	Affirmative	Negative
Am I sent a lot of emails?	Yes, I am.	No, I'm not.
Are you sent a lot of emails?	Yes, you are.	No, you aren't.
Is he / she / it sent a lot of emails?	Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they sent a lot of emails?	Yes, we / you / they are.	No, we / you / they aren't.

We form present passive questions with the present simple of *be* + subject + past participle.

Are you invited to the party at the museum?

Is she paid a lot of money for her sculptures?

Past passive questions

Questions	Short answers	
	Affirmative	Negative
Was I woken up by the music?	Yes, I was.	No, I wasn't.
Were you woken up by the music?	Yes, you were.	No, you weren't.
Was he / she / it woken up by the music?	Yes, he / she / it was.	No, he / she / it wasn't.
Were we / you / they woken up by the music?	Yes, we / you / they were.	No, we / you / they weren't.

We form past passive questions with the past simple of *be* + subject + past participle.

Were we given some information at the art gallery?

Was he told about the new Van Gogh exhibition?

Present passive: affirmative and negative

1 Complete the sentences using the present passive form of the verbs in brackets.

Beautiful cakes are made (make) in France.

- 1 Oranges _____ (not grow) in cold countries.
- 2 Ice hockey _____ (watch) by millions of TV viewers in Canada.
- 3 Chocolates _____ (make) in Belgium.
- 4 Our car _____ (not clean) every week.
- 5 Laptops _____ (not allow) in our classroom.
- 6 French _____ (not speak) much in the USA.
- 7 Our dog _____ (give) food twice a day.

2 Complete the sentences using the present passive form of the verbs in the box.

eat visit invite make use
find play

Gold is found in South Africa.

- 1 Mobile phones _____ by a lot of people nowadays.
- 2 Football _____ in different countries around the world.
- 3 Millions of pizzas _____ every week in the USA.
- 4 Paper _____ from trees.
- 5 A lot of people _____ to parties at Christmas.
- 6 London _____ by millions of tourists every year.

Past passive

3 Complete the second sentence so that it has the same meaning as the first sentence. Use the past passive.

Leonardo da Vinci created this sculpture.

This sculpture was created by Leonardo da Vinci.

- 1 Somebody stole the Monet painting last month.
The Monet painting _____

- 2 Gaudí designed this building.
This building _____
- 3 They didn't invite us to the art gallery.
We _____
- 4 Nobody cleaned our hotel room this morning.
Our hotel room _____
- 5 Somebody sent me a book about modern art.
I _____
- 6 They didn't tell her the terrible news.
She _____
- 7 Somebody gave us a tour of the museum.
We _____

Present and past passive: affirmative, negative and questions

4 Write sentences and questions using the present or past passive.

these CDs / advertise on the internet / ?

Are these CDs advertised on the internet?

- 1 Mandarin / teach / at your school / now / ?

- 2 presents / give / at Christmas

- 3 this picture / buy / by a collector / yesterday

- 4 those portraits / paint / by Renoir / ?

- 5 football shirts / not sell / in this shop

- 6 the missing pictures / not found / for a long time

- 7 where / your bag / steal / last week / ?

Past perfect

Affirmative	
Full forms	Short forms
I had visited.	I'd visited.
You had visited.	You'd visited.
He had travelled.	He'd travelled.
She had travelled.	She'd travelled.
It had travelled.	It'd travelled.
We had flown.	We'd flown.
You had flown.	You'd flown.
They had flown.	They'd flown.

Negative	
Full forms	Short forms
I had not visited.	I hadn't visited.
You had not visited.	You hadn't visited.
He had not travelled.	He hadn't travelled.
She had not travelled.	She hadn't travelled.
It had not travelled.	It hadn't travelled.
We had not flown.	We hadn't flown.
You had not flown.	You hadn't flown.
They had not flown.	They hadn't flown.

Use

We use the past perfect to talk about experiences that were completed at some point in the past, before something else happened.

After he had visited Taraz, he went to the Ugam-Chatkal National Park.

He'd never eaten snake before he went to Vietnam.

Compare the difference between these two sentences.

When I got to the party, Yuri went home.

(First I arrived, then Yuri went home.)

When I got to the party, Yuri had gone home.

(First Yuri went home, then I arrived.)

The past perfect uses past participle verbs. See page 112 for an irregular verbs table, which shows the past participle of many irregular verbs.

Reported speech: tense changes

When we change direct speech into reported speech the verb in the reported clause usually moves back one tense.

Present simple	→	Past simple
Present continuous	→	Past continuous
Present perfect	→	Past perfect
Past simple	→	Past perfect
will	→	would

We rarely use the reporting verb *say* with an indirect object, but always use the reporting verb *tell* with an indirect object in reported speech.

She said that we were going to Australia on holiday.

She told me that we were going to Australia on holiday.

Reported questions, commands and requests

When we report a question, we use the reporting verb *ask*.

She asked me what time we were leaving.

She asked Liza where she lived.

The word order in questions is different in reported speech. There is no inversion of subject and auxiliary verb and there is no *do/does/did*.

"Why have you come here?" → I asked him why he had come here.

"What time is it?" → She asked me what time it is.

When we report closed questions, we use *if* or *whether*.

He asked me if I liked pizza.

He asked me whether I liked pizza.

When we report commands, we use the reporting verb *tell* and the infinitive verb in the reported clause.

The police told people not to move quickly.

Our teacher told us to stop talking.

When we report requests, we use the reporting verb *ask* and *to* + the infinitive verb in the reported clause.

She asked me to open the window.

Tara's mum asked me to stay for dinner.

Past perfect

1 Complete the sentences with the past perfect form of the verbs in the box.

eat take go lose learn climb live
travel be/go

Dastan had been to Venice before he went to Florence.

- 1 When we got home, my mum _____ already _____ to my grandmother's house.
- 2 She showed me the photos she _____ of Ana's wedding.
- 3 By the time I was twelve, I _____ to play the flute.
- 4 I _____ never _____ by train before last year's trip to Pavlodar.
- 5 After Henri _____ Everest, he decided to give up climbing.
- 6 We _____ in Hungary for five years before we moved to Georgia.
- 7 I _____ not _____ Greek food before I went there on holiday.
- 8 I couldn't call you last night because I _____ my mobile.

2 Complete the table with the past participle verbs.

Infinitive	Past simple	Past participle
arrive	arrived	arrived
be	was	1
become	became	2
come	came	3
drink	drank	4
give	gave	5
know	knew	6
make	made	7
see	saw	8
try	tried	9
work	worked	10

Reported speech: tense changes

3 Complete the sentences using *said* or *told*.

My teacher told me that we were playing tennis the next day.

- 1 Eric _____ his mum that he wanted to go to university.
- 2 Tori _____ Alina that she didn't want to sit next to her in class.
- 3 My father _____ that we had to leave early in the morning.
- 4 The travel agent _____ that it was not a good time of year to go to India.
- 5 The taxi driver _____ that he would pick us up at 10.00.
- 6 My brother _____ me to book the train tickets online.
- 7 He _____ that he was writing a travel guide to Kazakhstan.
- 8 The man on the train _____ us to sit down.

Reported questions, commands and requests.

4 Complete the sentences with the correct form of the verbs in brackets. You may need to change the verb tense or add *to*.

She asked me if I had seen (see) an electric car before.

- 1 She asked me _____ (give) her a lift to the airport.
- 2 Our teacher asked us _____ (listen) carefully to the lecture.
- 3 Olga asked her sister what she _____ (want) to have for dinner.
- 4 The man told us _____ (not wear) shoes in the sports hall.
- 5 I asked Baha whether he _____ (like) playing basketball or football.
- 6 The pilot _____ (tell) the air crew to sit down during take-off.
- 7 Our father told us _____ (not take off) our seat belts.
- 8 The shop assistant asked me _____ (close) the door on my way out.

will and might

Affirmative	Negative	Interrogative
I / You / He / She / It / We / You / They will help.	I / You / He / She / It / We / You / They won't help.	Will I / you / he / she / it / we / you / they help?

Affirmative	Negative
I / You / He / She / It / We / You / They might help.	I / You / He / She / It / We / You / They might not help.

Will and might are used with the base form of the verb.

We'll join the protest next week.

I might bring Anna.

The negative is formed by putting *not* after *will* or *might*.

Will not is usually contracted to *won't*. *Might not* is not usually contracted.

I won't be at the meeting tomorrow.

Jake might not come because he's ill.

Use

We use *will* and *won't* to predict or give our opinion about the future. We normally use *will* and *won't* to talk about something definite or when we are very sure about our opinion.

I'll meet you outside school.

We use *might* and *might not* for something that is possible or when we are not sure.

It might be hot at the weekend.

First conditional

Affirmative	Negative
If you go to the meeting, you'll see Joshua.	If I don't go to the meeting, I won't see Adele.
If he walks fast, he'll be on time.	If she doesn't walk fast, she won't meet David.
If we study hard, we'll go to university.	If they don't study hard, they won't get a good job.

We form the first conditional with *if* + subject + present simple, + subject + *will* / *won't* + infinitive. We normally use the contracted forms.

The *if* clause can also come in the second half of the sentence.

If you come on the march, you'll meet Fatima.

You'll meet Fatima if you come on the march.

Use

We use the first conditional to talk about possible situations and the probable results of actions.

If it rains, we won't play tennis.

We'll collect a lot of money if we get a lot of sponsors.

be going to and will

Affirmative	Negative
I'm going to protest.	I'm not going to protest.
You're going to protest.	You aren't going to protest.
He's / She's / It's going to protest.	He / She / It isn't going to protest.
We're / You're / They're going to protest.	We / You / They aren't going to protest.

We form the affirmative with the subject + *be* + *going to* + the infinitive.

We form the negative with the subject + *be* + *not going to* + the infinitive.

Interrogative
Am I going to study?
Are you going to study?
Is he / she / it going to study?
Are we / you / they going to study?

Use

We use *will* and *be going to* to talk about the future.

We use *will* to predict or give our opinion about the future.

The meeting will be interesting.

We use *be going to* to talk about plans and intentions for the future.

She's going to collect money for animals in danger.

I'm going to campaign for a new school building.

Present continuous for future arrangements

The present continuous is used to talk about arrangements with a fixed date or time in the future.

I'm playing tennis on Friday morning.

We aren't seeing Laura this evening.

What are you doing tomorrow?

Are you staying at home this afternoon?

will and might

1 Rewrite the sentences using *will*, *won't*, *might* and *might not*.

Karl (collect) a lot of money today. (maybe not)
Karl might not collect a lot of money today.

- 1 Lucy (support) your campaign. (definitely)

- 2 They (boycott) that supermarket. (maybe)

- 3 I (sign) your petition. (definitely not)

- 4 He (volunteer) to help us. (maybe not)

- 5 Asif (come) to the meeting. (definitely not)

- 6 We (protest) against the new road. (maybe)

First conditional

2 Choose the correct words.

They'll / They listen to us if we'll / we protest.

- 1 If it **will** rain / rains on Sunday, we **won't** / **don't** go on the march.
- 2 You **won't** / **don't** save the rainforest if **you'll** / **you** sit and do nothing.
- 3 If **she'll** work / **she** works hard, **she'll** do / **she** does well at school.
- 4 **Will** / **Do** you support my campaign if **I'll** / I tell you about it?
- 5 If we **won't** / **don't** look after the environment, **we'll** / **we** have problems in the future.
- 6 **I'll** / I give you a poster, if **you'll** / **you** sign up to our newsletter.

be going to and will

3 Complete the sentences. Use the affirmative of *will* or *be going to* and the verbs in brackets.

When we get home, we 're going to have
 (have) dinner.

- 1 I know they _____ (feel) very happy if they win the match.
- 2 They've already decided on their next holiday. They _____ (do) a tour of Canada.
- 3 Why is Lydia worried?
 She _____ (take) her driving test this afternoon.

- 4 If you revise for the exam, I'm sure you _____ (get) a good result.
- 5 She thinks that the *Sugababes* concert _____ (be) really exciting.
- 6 What are your plans for this evening?
 I _____ (meet) Clara and then we _____ (go) to a party.

Present continuous for future arrangements

4 Write questions and answers using the present continuous.

what / you / do / this evening

I / watch / TV

What are you doing this evening?

I'm watching TV.

1 your dad / work / tomorrow
 no / he / stay / at home

2 what / they / cook / on Sunday
 they / make / a pizza

3 who / you / see / tonight
 I / meet / Paula and Anna

4 where / we / go / at the weekend
 we / visit / Aunt Sarah

5 Gabriella / come / with us / later
 no / she / look after / her sister

6 you / catch / the bus / today
 no / I / walk / to school

should and must

Should and *must* have got the same form for all subject pronouns.

I should, you shouldn't, he must, she mustn't, etc.

We use *should* and *must* with the base form of the main verb.

You should get good qualifications. (NOT ~~*You should to get good qualifications.*~~)

You mustn't cheat in the exam. (NOT ~~*You mustn't to cheat in the exam.*~~)

Use

We use *should* to ask for or give advice or a recommendation.

You should study harder.

You shouldn't stay up so late.

We use *must* to talk about something that is important, a rule or a law.

You must wear a motorbike helmet.

You mustn't write in pen.

have to and don't have to

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

We use *have to* with the base form of the main verb.

Use

We use *have to* to talk about something that is necessary to do, for example, when it is a rule or because of circumstances.

At my school, we have to wear a uniform.

She has to catch a bus to school. (It's too far to walk.)

We use *don't have to* to talk about something that is not necessary to do.

We don't have to walk far to school because we live close to school.

should, must and have to

Recommendation
You should revise for the exam.
You shouldn't copy your homework.
Obligation
You must arrive at 9 a.m.
You mustn't be late.
We have to wear a uniform.
No obligation
You don't have to wear a tie.

Use

Must and *have to* have got almost the same meaning.

I must do my homework tonight. = I have to do my homework tonight.

We often use *must* to talk about something that the speaker decides is necessary.

You must do your homework now.

We often use *have to* when other circumstances make something necessary.

I have to go to the library because I need some books.

We use *don't have to* to talk about something that is not necessary to do.

We don't have to clean the house. (because it is already clean).

Remember: *don't have to* doesn't mean the same as *mustn't*.

You mustn't write in pen. = It's a rule.

You don't have to write in pen. = It's not necessary.

should and must

- 1 Complete the sentences with *must*, *mustn't*, *should* or *shouldn't*.
 You must buy a ticket before you go into the cinema.
- You _____ watch the new Will Smith film if you can get tickets. It's great.
 - They _____ wear sports clothes in the gym or they won't be allowed to play.
 - You _____ lose your keys. We don't have another set.
 - She _____ borrow so much money. She _____ save her pocket money.
 - He _____ relax. The exams have finished.
 - You _____ bully people.
 - We _____ copy our homework from the internet.
 - They _____ worry. I'm sure everything will be fine.

have to and don't have to

- 2 Complete the sentences using the affirmative, negative, or question form of *have to* and the verbs in brackets.
- Roman doesn't have to sign (not sign) a new contract.
- _____ (you / finish) your essay today?
 - They _____ (not wear) a uniform.
 - You _____ (not leave) school when you're sixteen.
 - Lily is annoyed. She _____ (stay) with her little brother this weekend.
 - The pass mark is 70%. You _____ (get) 70% to pass the exam.
 - The essays _____ (not be) long.
 - _____ (the dog / sleep) here?
 - I _____ (not get up) early tomorrow.
 - We _____ (bring) our two favourite songs to class tomorrow.
 - She _____ (not do) extra English classes.

should, must and have to

- 3 Order the words to make sentences and questions.
- you / have / to / to / school / seven / at / o'clock / do / go / ?
Do you have to go to school at seven o'clock?
- bed / to / earlier / go / she / should

 - mustn't / corridors / the / in / school / run / you

 - go / doesn't / have / work / she / to / to / yet

 - I / to / dog / must / the / remember / walk

 - revise / for / exam / have / he / to / the / does / ?

 - shouldn't / wear / you / boots / at / school

 - don't / we / have / go / to / to / Saturday / on / school

 - should / bring / some / the / picnic / food / they / to / ?

- 4 Complete the sentences using the correct form of *should*, *must* or *have to*.
 We don't have to walk to school. We go by car.
- We _____ wear jeans at school. We've got a uniform.
 - _____ we _____ speak English in the classroom?
 - You _____ copy your friend's homework. It isn't fair.
 - You _____ take things that aren't yours.
 - He looks ill. He _____ see a doctor.
 - We _____ get the bus at three-thirty. It's the last bus.
 - You _____ pay me now. You can pay me tomorrow.
 - Tomas _____ go to school. He's nineteen.
 - The team _____ practise more. There's an important match next week.
 - If you're tired, you _____ go to bed.

PRONUNCIATION BANK

All Pronunciation Bank audio can be found on the Test Bank Multi-ROM

Word stress in compound nouns

1 MR.15 Listen and repeat.

- 1 shopping bag
- 2 science exam
- 3 strawberry ice cream
- 4 phone call

2 MR.16 Listen and underline the stress in the words.

- | | |
|---------------------|-----------------------|
| 1 football shirt | 6 magazine cover |
| 2 washing powder | 7 maths book |
| 3 computer game | 8 basketball match |
| 4 tourist office | 9 birthday card |
| 5 Christmas present | 10 documentary series |

3 Practise saying these words.

- 1 washing powder
- 2 coffee cup
- 3 kitchen paper
- 4 orange juice

4 Practise saying these sentences.

- 1 Would you like a chicken sandwich?
- 2 I like strawberry ice cream.
- 3 Is there any kitchen paper?
- 4 There's a big shopping centre.

Vowels

1 MR.17 Listen and repeat.

- | | |
|-------|-------|
| /æ/ | /ʌ/ |
| drank | drunk |
| began | begun |
| ran | run |
| rang | rung |
| sang | sung |
| swam | swum |

2 MR.18 Listen and tick ✓ the word you hear.

- | | |
|----------------------------------|--------------------------------|
| 1 <input type="checkbox"/> rung | <input type="checkbox"/> rang |
| 2 <input type="checkbox"/> ran | <input type="checkbox"/> run |
| 3 <input type="checkbox"/> swum | <input type="checkbox"/> swam |
| 4 <input type="checkbox"/> drank | <input type="checkbox"/> drunk |
| 5 <input type="checkbox"/> sang | <input type="checkbox"/> sung |
| 6 <input type="checkbox"/> begun | <input type="checkbox"/> began |

3 MR.19 Listen and check your answers.

Past tense -ed endings

1 MR.20 Listen and repeat.

- 1 /d/ played
- 2 /t/ laughed
- 3 /ɪd/ chatted

2 MR.21 Complete the table with the verbs in the box. Listen and check your answers. Then listen again and repeat.

argued connected finished watched
complained cried introduced offered
recorded pushed respected shouted
showed stayed stopped visited
talked wanted

/d/	/t/	/ɪd/
<u>argued</u>	<u>finished</u>	<u>connected</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 MR.22 Listen and tick ✓ the word you hear.

- | | |
|--------------------------------------|-------------------------------------|
| 1 <input type="checkbox"/> cry | <input type="checkbox"/> cried |
| 2 <input type="checkbox"/> finish | <input type="checkbox"/> finished |
| 3 <input type="checkbox"/> shout | <input type="checkbox"/> shouted |
| 4 <input type="checkbox"/> respect | <input type="checkbox"/> respected |
| 5 <input type="checkbox"/> talk | <input type="checkbox"/> talked |
| 6 <input type="checkbox"/> laugh | <input type="checkbox"/> laughed |
| 7 <input type="checkbox"/> push | <input type="checkbox"/> pushed |
| 8 <input type="checkbox"/> introduce | <input type="checkbox"/> introduced |

4 MR.23 Read and circle the odd word out. Then listen and repeat.

- 1 started completed liked attracted
- 2 organized lived received escaped
- 3 tried passed looked announced
- 4 cleaned listened carried laughed
- 5 played decided chatted waited
- 6 practised worked shopped arrived

PRONUNCIATION BANK

Diphthongs /əʊ/ /eə/ /aɪ/ /aʊ/

1 **MR.24** Listen and repeat the diphthongs and the words.

- 1 /əʊ/ phone
- 2 /eə/ there
- 3 /aɪ/ nice
- 4 /aʊ/ brown

2 **MR.25** Listen and repeat the words in the box. Then complete the table.

photo square now like OK town
go guy wear about chair mind

/əʊ/	/eə/	/aɪ/	/aʊ/
<u>photo</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3 **MR.26** Listen and check your answers.

4 Write the correct diphthong next to the sentences below. Practise saying them.

- 1 She's got fair hair. _____
- 2 He's quite shy. _____
- 3 Our house is in town. _____
- 4 We don't know. _____

Silent letters

1 **MR.27** We do not pronounce every consonant in some words. Listen and repeat.

- | | |
|----------|-------------|
| 1 column | 5 character |
| 2 school | 6 sign |
| 3 listen | 7 would |
| 4 might | 8 mustn't |

2 **MR.28** Cross out the consonants that we do not pronounce. Then listen and check.

- | | |
|-----------|----------|
| 1 thumb | 6 ghost |
| 2 receipt | 7 scent |
| 3 design | 8 autumn |
| 4 island | 9 talk |
| 5 know | 10 wrist |

3 **MR.29** Circle two words in each sentence with consonants that we do not pronounce. Listen and check.

- 1 There were some frightening scenes in the novel.
- 2 Did you walk or climb up the mountain?
- 3 That wasn't the right answer, was it?
- 4 I bought him two great birthday presents.
- 5 We have to write a talk and present it next week.
- 6 You shouldn't play with knives.

Word stress

1 **MR.30** Listen and match the words with the stress patterns. Then listen again and repeat.

- | | |
|-----------------|-----------|
| 1 painting | a ● ● ● |
| 2 gallery | b ● ● |
| 3 museum | c ● ● ● |
| 4 exhibition | d ● ● ● ● |
| 5 collect | e ● ● ● |
| 6 impressionist | f ● ● ● ● |

2 Complete the table with the words in the box.

portrait collector education support
accept masterpiece landscape
photography president definition
important intelligent




● ●	● ● ●	● ● ● ●
<u>portrait</u>	_____	_____
_____	_____	_____
● ● ●	● ● ● ●	● ● ● ● ●
_____	_____	_____
_____	_____	_____

3 **MR.31** Listen and check your answers. Then listen and repeat.




4 Draw the stress patterns for these adjectives. Use a dictionary to help you.

- 1 colourful
- 2 shocking
- 3 provocative
- 4 imaginative
- 5 amusing

Linking

- 1  MR.32 Listen and repeat. Pay attention to the linking sounds.
- 1 Let's organize a protest.
 - 2 They must ban all violent games.
 - 3 That's a good idea.
 - 4 Shall we have a meeting for an hour?
 - 5 How about starting the boycott on Saturday?
- 2  MR.33 Listen and draw the linking sounds in the sentences.
We've got a new petition.
- 1 Come on this march with us!
 - 2 Let's send an email now.
 - 3 There's a lot of litter here.
 - 4 Shall we meet at ten o'clock?
 - 5 You can ask your brother or sister.
- 3  MR.33 Listen again to the sentences in exercise 2 and repeat them. Use the linking sounds.
- 4 Mark the linking sounds in these short phrases. Then practise saying them.
- 1 Find out some information.
 - 2 Support our campaign.
 - 3 Join in with us.
 - 4 Sign up in April.

Weak forms

- 1  MR.34 Listen and repeat. Notice the weak forms /tə/ and /ðə/.
- 1 You shouldn't go to the sports centre today.
/tə/ /ðə/
 - 2 The new students have to wear the green uniform.
/ðə/ /tə/ /ðə/
 - 3 I must go to the library.
/tə/ /ðə/
 - 4 She has to do the homework later.
/tə/ /ðə/
- 2  MR.35 Listen and circle the weak forms /tə/ and /ðə/ in each sentence.
- 1 We have to visit Grandma.
 - 2 Let's go past the post office.
 - 3 The uniforms weren't very nice.
 - 4 You mustn't run in the corridor.
 - 5 I went to primary school in South Street.
 - 6 Is this the book she wanted?
- 3  MR.36 Circle the weak forms /tə/ and /ðə/. Listen and check.
- Some parents want to send their children to single-sex schools, but the majority of British teenagers go to mixed schools. Students have to stay at school until the school-leaving age, which is sixteen.

Phonetic symbols

Vowels

/i:/	happy
/ɪ/	it
/i:/	he
/æ/	flag
/ɑ:/	art
/e/	egg
/ɜ:/	her
/ɒ/	not
/ɔ:/	four
/ʊ/	look
/u:/	you
/ə/	sugar
/ʌ/	mum
/eɪ/	day
/aɪ/	why
/ɔɪ/	noisy
/aʊ/	how
/əʊ/	go
/ɪə/	here
/eə/	wear
/ʊə/	tourist

Consonants

/p/	pen
/b/	big
/t/	two
/d/	dog
/k/	can
/g/	good
/tʃ/	beach
/dʒ/	job
/f/	food
/v/	very
/θ/	think
/ð/	then
/s/	speak
/z/	zoo
/ʃ/	she
/ʒ/	television
/h/	house
/m/	meat
/n/	now
/ŋ/	sing
/l/	late
/r/	radio
/j/	yes
/w/	we

Welcome Кіріспе Введение

boring (adj)	/'bɔ:ɪŋ/	жалықтыратын скучный
cheap (adj)	/tʃi:p/	арзан дешевый
clean (adj)	/kli:n/	таза чистый
common (adj)	/'kɒmən/	кең таралған широко распространенный
cook (v)	/kʊk/	даярлау готовить
dangerous (adj)	/'deɪndʒərəs/	қауіпті опасный
difficult (adj)	/'dɪfɪkəlt/	қиын трудный
dirty (adj)	/'dɜ:ti/	лас грязный
do your homework (v)	/du jɔ: 'həʊmwɜ:k/	үй жұмысын жасау делать домашнюю работу
easy (adj)	/'i:zi/	жеңіл легкий
exciting (adj)	/'ɪk'saɪtɪŋ/	эсерлі захватывающий
expensive (adj)	/'ɪk'spensɪv/	қымбат дорогой
far (adj)	/fɑ:(r)/	алыс далекий
finish (v)	/'fɪnɪʃ/	аяқтау заканчивать
get home (v)	/get 'həʊm/	үйге келу приходиться домой
get the bus (v)	/get ðə 'bʌs/	автобуска отыру садиться на автобус
get up (v)	/get 'ʌp/	тұру вставать
go shopping (v)	/gəʊ 'ʃɒpɪŋ/	дүкен аралауға бару ийти за покупками
go to bed (v)	/gəʊ tə 'bed/	ұйқыға жату ложиться спать
go to sleep (v)	/gəʊ tə 'sli:p/	ұйықтау засыпать
go to work (v)	/gəʊ tə 'wɜ:k/	жұмысқа бару ийти на работу
have breakfast (v)	/hæv 'breɪkfəst/	таңертеңгі ас ішу завтракать
healthy (adj)	/'helθi/	дені сау здоровый
heavy (adj)	/'hevi/	ауыр тяжелый
light (adj)	/'laɪt/	жеңіл легкий
near (adj)	/'niə(r)/	жақын близкий
noisy (adj)	/'nɔɪzi/	шулы шумный
play (v)	/'pleɪ/	ойнау играть
powerful (adj)	/'paʊəfʊl/	қуатты, күшті властный
quiet (adj)	/'kwaɪət/	тыныш тихий
rare (adj)	/'reə(r)/	сирек редкий
relax (v)	/'rɪ'læks/	демалу отдыхать
safe (adj)	/'seɪf/	қауіпсіз безопасный
start (v)	/'stɑ:t/	бастау начинать
tidy your room (v)	/'taɪdi jɔ: 'ru:m/	бөлмені жинау прибирать в комнате
unhealthy (adj)	/'ʌn'helθi/	денсаулығы нашар нездоровый
useful (adj)	/'ju:sfʊl/	тиімді полезный
useless (adj)	/'ju:sləs/	тиімсіз бесполезный
wait (v)	/'weɪt/	тосу ждать
wake up (v)	/'weɪk 'ʌp/	ояну просыпаться
watch TV (v)	/'wɒtʃ 'ti: 'vi:/	теледидар көру смотреть телевизор
weak (adj)	/'wi:k/	әлсіз слабый

Unit 1 1-ші модуль Модуль 1

apple (n)	/'æpl/	алма яблоко
bag (n)	/'bæg/	сөмке сумка
bar (n)	/'bɑ:(r)/	плитка (шоколад плиткасы), кесек (сабын кесегі) плитка (шоколада), кусок (мыла)
barbecue (n)	/'bɑ:bɪkju:/	қауап барбекю
basket (n)	/'bɑ:skɪt/	себет корзина
beach (n)	/'bi:tʃ/	жағажай пляж
blog (n)	/'blɒg/	блог блог
bottle (n)	/'bɒtl/	бөтелке бутылка
bottle top (n)	/'bɒtl tɒp/	жабылма закрывашка
box (n)	/'bɒks/	қорап коробка
burger (n)	/'bɜ:gə(r)/	бургер бургер
burn (v)	/'bɜ:n/	жағу, жану, өртеу сжигать, жечь, гореть
camerawoman (n)	/'kæməɾəwʊmən/	әйел-оператор женщина-оператор
can (n)	/'kæn/	консерві банкасы консервная банка
carton (n)	/'kɑ:tən/	картон қаптамасы картонная упаковка
chicken (n)	/'tʃɪkɪn/	тауық курица
chocolate (n)	/'tʃɒklət/	шоколад шоколад
Christmas (n)	/'krɪsməs/	Рождество Рождество
cloth (n)	/'klɒθ/	мата ткань
coffee (n)	/'kɒfi/	кофе кофе
computer (n)	/'kəm'pjʊ:tə(r)/	компьютер компьютер
container (n)	/'kən'teɪnə(r)/	контейнер контейнер
cooking oil (n)	/'kʊkɪŋ ɔɪl/	өсімдік майы растительное масло
crisp (n)	/'krɪsp/	қытырлақ картоп чипсы
cup (n)	/'kʌp/	саптыаяқ кружка
destroy (v)	/'dɪ'strɔɪ/	күйрету, қирату разрушать
dishwasher (n)	/'dɪʃwɒʃə(r)/	ыдыс жуатын машина посудомоечная машина
environment (n)	/'ɪn'vaɪrənmənt/	қоршаған орта окружающая среда
exotic (adj)	/'ɪg'zɒtɪk/	экзотикалық экзотический
experiment (n)	/'ɪk'sperɪmənt/	тәжірибе опыт, эксперимент
fizzy drink (n)	/'fɪzi drɪŋk/	газдалған сусын газированный напиток
flower (n)	/'flaʊə(r)/	гүл цветок
fridge (n)	/'frɪdʒ/	тоңазытқыш холодильник
fuel (n)	/'fju:əl/	жанармай топливо
harmful (adj)	/'hɑ:mfl/	зиянды вредный
ice (n)	/'aɪs/	мұз лед
impact (n)	/'ɪmpækt/	әсер влияние
jar (n)	/'dʒɑ:(r)/	құты, құман банка, кувшин
juice (n)	/'dʒu:s/	шырын сок
kitchen (n)	/'kɪtʃɪn/	ас үй кухня
kiwi fruit (n)	/'ki:wi: fru:t/	киви киви
lemon (n)	/'lemən/	лимон лимон
life jacket (n)	/'laɪf dʒækɪt/	құтқару жилеті спасательный жилет

lifestyle (n) /'laɪfstaɪl/ өмір салты образ жизни
 light bulb (n) /'laɪt bʌlb/ шам лампочка
 lorry (n) /'lɒri/ жүк көлігі грузовик
 mammal (n) /'mæml/ сүтқоректі млекопитающее
 map (n) /mæp/ карта карта
 match (n) /mætʃ/ сіріңке спичка
 nappy (n) /'næpi/ жөргек подгузник
 newspaper (n) /'nju:zpeɪpə(r)/ газет газета
 orange (n) /'ɒrɪndʒ/ апельсин апельсин
 origin (n) /'ɒrɪdʒɪn/ түп-тегі происхождение
 packet (n) /'pækɪt/ пакет пакет
 patrol (v) /pə'trəʊl/ бензин бензин
 poison (v) /'pɔɪzn/ у яд
 pollute (v) /pə'lju:t/ ластау загрязнять
 polystyrene (n) /,pɒli'staɪri:n/ полистирол полистирол
 powder (n) /'paʊdə(r)/ ұнтақ, опа порошок, пудра
 producer (n) /prə'dju:sə(r)/ жасап шығарушы, продюсер производитель, продюсер
 recycle (v) /,rɪ'saɪkl/ қайта өңдеу перерабатывать
 reduce (v) /rɪ'dju:s/ азайту сокращать
 reuse (v) /,ri:'ju:z/ қайта қолдану использовать повторно
 roll (n) /rɔ:l/ орама рулон
 rubbish (n) /'rʌbɪʃ/ қоқыс мусор
 sandwich (n) /'sænwɪdʒ/ сэндвич сэндвич
 save (v) /seɪv/ құтқару спасать
 second-hand (adj) /'sekənd hænd/ пайдалануда болған подержанный, бывший в употреблении
 shampoo (n) /ʃæm'pu:/ сусабын шампунь
 shopping (n) /'ʃɒpɪŋ/ сауда-саттық покупки
 sign (n) /saɪn/ белгі знак
 sleeping bag (n) /'sli:piŋ bæɡ/ қаптөсек спальный мешок
 soap (n) /səʊp/ сабын мыло
 strawberry (n) /'strɔ:bəri/ құлпынай клубника
 sugar (n) /'ʃʊɡə(r)/ қант сахар
 sun cream (n) /'sʌnkri:m/ күнге күюге қарсы иісмай крем от загара
 sun hat (n) /'sʌnhæt/ күннен қорғайтын қалпақ шляпка от солнца
 takeaway (adj) /'teɪkəweɪ/ шығаруға на вынос
 throw away (v) /'θrəʊəweɪ/ лақтыру выкидывать
 toilet paper (n) /'tɔɪlət peɪpə(r)/ дәретхана қағазы туалетная бумага
 toothpaste (n) /'tu:θpeɪst/ тіс пастасы зубная паста
 torch (n) /tɔ:tʃ/ қалта шам фонарик
 tourist (n) /'tɔ:ɪst/ саяхатшы турист
 tube (n) /tju:b/ құбыр труба
 unbelievable (adj) /,ʌnbɪ'li:vəbl/ сенбейтін невероятный

used (adj) /ju:zd/ пайдалануда болған использованный
 washing (n) /'wɒʃɪŋ/ кір жуу стирка
 washing machine (n) /'wɒʃɪŋ məʃi:n/ кір жуу машинасы стиральная машина
 waste (v) /weɪst/ қалдықтар отходы
 whale (n) /weɪl/ кит кит
 wildlife (n) /'waɪldaɪf/ жабайы табиғат дикая природа
 wrapping (n) /'ræpiŋ/ орау обертка
 yoghurt (n) /'jɒɡət/ йогурт йогурт

CLIL unit 1 1-ші модуль модуль 1

agenda (n) /ə'dʒendə/ бағдарлама (жұмыс), жоспар (шара) программа (работы), план (мероприятий)
 collective (adj) /kə'lektɪv/ жинақты собирательный
 facility (n) /fə'sɪləti/ құрал, жай жабдықталуы средство; оборудование, помещения
 global (adj) /'gləʊbl/ дүниежүзілік всемирный, глобальный
 globally adv /'gləʊbəli/ ғаламдық глобально
 huge (adj) /hju:dʒ/ зор, өте үлкен огромный
 poverty (n) /'pɒvəti/ кедейшілік бедность
 refer (v) /rɪ'fɜ:(r)/ қарау относиться
 responsibility (n) /rɪ'spɒnsə'bɪləti/ жауапкершілік обязанность
 save (v) /seɪv/ қорғау, сақтау спасать, сохранять
 solution (n) /sə'lju:ʃn/ шешім решение
 summit (n) /'sʌmɪt/ саммит саммит

Unit 2 2-ші модуль Модуль 2

addiction (n) /ə'dɪkʃn/ тәуелділік зависимость
 addictive (adj) /ə'dɪktɪv/ тәуелді зависимый
 advice (n) /əd'vaɪs/ кеңес совет
 anti-virus software (n) /'æntɪvaɪrəs ,sɒftweə(r)/ вирустарға қарсы бағдарлама анти-вирусная программа
 anywhere [ʔ] /'eniweə(r)/ бір жерге куда-либо
 appear (v) /ə'piə(r)/ болу появляться
 attachment (n) /ə'tætʃmənt/ қосымша приложение
 avatar (n) /'ævəta:(r)/ аватар аватар
 backup (n) /'bækʌp/ қор деректерін көшіру резервное копирование (данных)
 battle (n) /'bætl/ қырғын, ұрыс, шайқас битва, сражение, бой
 behaviour (n) /bɪ'heɪvjə(r)/ мінез-құлық поведение
 blog (v) /blɒɡ/ блог жүргізу вести блог
 BMX (n) /,bi:em'eks/ спорт велосипеді спортивный велосипед

buy (v) /baɪ/ сатып алу покупать
 career (n) /kə'ɪə(r)/ мансап карьера
 careful (adj) /'keəfl/ абай осторожный
 chat (v) /tʃæt/ интернетте қатынасу, чатта отыру болтат в интернете; чатиться
 chat room (n) /tʃæt ru:m/ чат чат
 clinic (n) /'klɪnɪk/ клиника, емхана клиника, поликлиника
 clothes (n) /kləʊðz/ киім одежда
 comment (n) /'kɒment/ түсініктеме комментарий
 communicate (v) /kə'mju:nɪkeɪt/ қатынасу, тілдесу общаться
 community (n) /kə'mju:nəti/ қоғам общество
 compare (v) /kəm'peə(r)/ салыстыру сравнивать
 connect (v) /kə'nekt/ қосу, байланыстыру соединять, объединять
 cool (adj) /ku:l/ керемет классный
 crash (v) /kræʃ/ қарсы тұру, апатқа ұшырау дать сбой, потерпеть аварию
 credit (n) /'kredit/ несие кредит
 cure (n) /kjʊə(r)/ емдеу лечить
 depressed (adj) /dɪ'prest/ жабырқаңқы подавленный, унылый
 design (v) /dɪ'zain/ жобалау проектировать, разрабатывать
 disconnect (v) /,dɪskə'nekt/ ажырату рассоединять, отсоединять
 download (v) /,daʊnləʊd/ тиеу загружать
 download (n) /'daʊnləʊd/ жүктеу загрузка
 eat (v) /i:t/ тамақтану есть, кушать
 education (n) /,edʒu'keɪʃn/ білім образование
 email (v) /'i:meɪl/ электронды поштамен жіберу отправлять по электронной почте
 email (n) /'i:meɪl/ электронды пошта электронная почта
 experience (n) /ɪk'spiəriəns/ тәжірибе опыт
 fail (v) /feɪl/ сәтсіздікке ұшырау терпеть неудачу; не суметь; не удаваться
 fight (v) /faɪt/ төбелесу, қоғау драться, защищать, отстаивать
 file (n) /faɪl/ файл файл
 file sharing (n) /'faɪl ʃeəriŋ/ файлдармен ауысу обмен файлами
 find (v) /faɪnd/ табу находить
 firewall (n) /'faɪəwɔ:l/ брандмауэр, мүмкіндіктің желілік қорғанысының тәсілдері брандмауэр, средства сетевой защиты доступа
 freestyle (adj) /'fri:staɪl/ еркін стильде в свободном стиле
 furniture (n) /'fɜ:nɪtʃə(r)/ жиһаз мебель
 gamer (n) /'geɪmə(r)/ ойыншы игрок
 habit (n) /'hæbɪt/ әдет привычка
 hacker (n) /'hækə(r)/ хакер хакер
 identity (n) /aɪ'dentəti/ сәйкестендіру идентификация

inbox (n) /'ɪnbɒks/ кіретін хабарламалар жәшігі ящик входящих сообщений

instant messaging (IM) (n) /,ɪnstənt 'mesɪdʒɪŋ/ шапшаң хабарламалармен ауысу обмен мгновенными сообщениями

isolated (adj) /'aɪsəleɪtɪd/ оқшауланған изолированный

join (v) /dʒɔɪn/ қосу соединять

message (v) /'mesɪdʒ/ хабарлама жіберу посылать сообщение

message board (n) /'mesɪdʒ bɔ:d/ форум, хабарландырулардың электронды тақтасы форум; электронная доска объявлений

mobile (n) /'məʊbaɪl/ ұялы (телефон) мобильный (телефон)

moderator (n) /'mɒdəreɪtə(r)/ модератор модератор

money (n) /'mʌni/ ақша деньги

obsessive (adj) /əb'sesɪv/ қияли помешанный, заикленный (на чём-л.)

offline (adj) /,ɒf'laɪn/ оффлайн, желіге қосылмаған офлайн, не подключенный к сети

ogre (n) /'əʊɡə(r)/ жалмауыз, кісі жегіш людоед

online (adj) /,ɒn'laɪn/ онлайн, желіге қосылу онлайн, подключенный к сети

password (n) /'pa:swɜ:d/ құпиясөз пароль

personal webpage (n) /,pɜ:sənl 'webpeɪdʒ/ жеке бет персональная страница

phishing (n) /'fɪʃɪŋ/ фишинг фишинг

place (n) /pleɪs/ орын место

popular (adj) /'pɒpjələ(r)/ атақты популярный

post a message (v) /pəʊst ə 'mesɪdʒ/ хабарлама жіберу отправлять сообщение

psychologist (n) /saɪ'kɒlədʒɪst/ психолог психолог

put (v) /pʊt/ қою, орнату класть, ставить, помещать

ramp (n) /gæmp/ көлбеген жазықтық, көлбеу наклонная плоскость, уклон

relationship (n) /rɪ'leɪʃnʃɪp/ қарым-қатынас отношение

report (v) /rɪ'pɔ:t/ хабарлау, есеп беру, баяндау сообщать; давать отчёт, докладывать

ride (v) /raɪd/ атпен салт жүру, жүру (велосипедпен) ездить верхом, ехать (на велосипеде)

ruin (v) /'ru:ɪn/ бұзу, жою, күйрету разрушать, уничтожать, портить

search (v) /sɜ:tʃ/ іздеу искать

search engine (n) /'sɜ:tʃ 'endʒɪn/ іздеу жүйесі поисковая система

sell (v) /sel/ сату продавать

sensibly adv /'sensəbli/ сезінерлік, елеулі ошутимо, заметно

serious (adj) /'sɪəriəs/ байсалды серьезный

share (v) /ʃeə(r)/ бөлу, бөлісу делить, делиться

skatepark (n) /'skeɪtpa:k/ скейтпарк скейтпарк

sleep (v) /sli:p/ ұйықтау спать

spam (n) /spæm/ спам спам

spam filter (n) /'spæm fɪltə(r)/ спам сүзгіші фильтр спама

speak (v) /spi:k/ айту говорить; сказать

spend (v) /spend/ жарату тратить

stay up (v) /steɪ 'ʌp/ ұйқыға жатпау не ложиться спать

stolen (adj) /'stəʊlən/ ұрланған украденный

symptom (n) /'sɪmptəm/ белгі симптом

time-consuming (adj) /'taɪm kənsju:mɪŋ/ көп уақыт алатын отнимающий много времени

track (n) /træk/ трек трек

trick (n) /trɪk/ айла, қалжың уловка; шутка; трюк

type (n) /taɪp/ тип, модель тип; модель

urban (adj) /'z:ɪbən/ қалалық городской

virtual (adj) /'vɜ:tʃuəl/ виртуалды виртуальный

virus (n) /'vaɪrəs/ вирус вирус

visit (v) /'vɪzɪt/ келу посещать

webcam (n) /'webkæm/ веб-камера веб-камера

write (v) /raɪt/ жазу писать

CLIL unit 2 2 – ші модуль модуль 2

content (n) /'kɒntent/ мазмұны содержание, контент

double-check (v) /,dʌbl 'tʃek/ қайта тексеру перепроверять

go live (v) /gəʊ 'laɪv/ тікелей эфирге шығу выходить в прямой эфир

offensive (adj) /ə'fensɪv/ ренішті, қорлаған обидный, оскорбительный

update (v) /'ʌpdeɪt/ жаңарту обновлять

use (v) /ju:z/ қолдану использовать

vandalism (n) /'vændəlɪzəm/ вандализм вандализм

wiki (n) /'wiki/ вики-сайты вики-сайт

Unit 3 3 – ші модуль Модуль 3

abandoned (adj) /ə'bændənd/ тасталған заброшенный, покинутый

advert (n) /'ædvɜ:t/ жарнама, хабарлама реклама, объявление

amusing (adj) /ə'mju:zɪŋ/ қызықты, күлкілі забавный, смешной

attract (v) /ə'trækt/ қызықтыру привлекать

audience (n) /'ɔ:diəns/ теледидар көрермендері телезрители

audition (n) /'ɔ:'dɪʃn/ сынақ, тыңдату проба, прослушивание

audition (v) /'ɔ:'dɪʃn/ сынақтан өту прослушивать(ся), пробовать(ся) на роль

break down (v) /'breɪkdaʊn/ сындыру, нашарлау сломить, разбить

broadcast (n) /'brɔ:dkɑ:st/ телехабар, трансляция телевидение, трансляция

broadcast (v) /'brɔ:dkɑ:st/ трансляция жасау, хабарлау транслировать, вещать

calmly (adv) /'kɑ:mlɪ/ байсалды, сабырлықпен спокойно, хладнокровно, невозмутимо

camera (n) /'kæməɹə/ камера камера

cartoon (n) /kɑ:'tu:n/ мультфильм мультфильм

character (n) /'kærəktə(r)/ қаһарман, кейіпкер герой, персонаж

chat show (n) /'tʃæt ʃəʊ/ ток-шоу ток-шоу

choose (v) /tʃu:z/ таңдау выбирать

complaint (n) /kəm'pleɪnt/ арыз жалоба

cruel (adj) /'kru:əl/ қатал жестокий

cry (v) /kraɪ/ жылау плакать

debate (n) /dɪ'beɪt/ дебаттар дебаты

dramatic (adj) /drə'mætɪk/ драмалық драматичный

embarrassing (adj) /ɪm'bærəsɪŋ/ епсіз, қиын неловкий; затруднительный

engineer (n) /,endʒɪ'niə(r)/ инженер инженер

enjoy (v) /ɪn'dʒɔɪ/ рахатқа бөлену наслаждаться, получать удовольствие (от чего-л.)

entertaining (adj) /,entə'teɪnɪŋ/ көңіл жадырататын развлекательный

film (n) /fɪlm/ фильм фильм

finally adv /'faɪnəli/ ақыр аяғында, ең соңында в конечном счёте, в конце концов

follow (v) /'fɒləʊ/ артынан еру следовать

funny (adj) /'fʌni/ қызықты, күлкілі забавный, смешной

game show (n) /'geɪm ʃəʊ/ телеойын телеигра

leave (v) /li:v/ кету уходить, покидать

lonely (adj) /'ləʊnli/ жалғыз одинокий

love (v) /lʌv/ жақсы көру любить

medical drama (n) /,medɪkl 'drɑ:mə/ дәрігерлер туралы топтама сериал про врачей

news (n) /nju:z/ жаңалықтар новости

participant (n) /pɑ:'tɪsɪpənt/ қатысушы участник

positive (adj) /'pɒzətɪv/ позитивті позитивный

presenter (n) /prɪ'zentə(r)/ тележүргізуші телеведущий

profit (n) /'prɒfɪt/ табыс прибыль, выгода, доход

programme (n) /'prəʊgrəm/ бағдарлама программа

quiz show (n) /'kwɪz ʃəʊ/ телевикторина телевикторина

reality show (n) /rɪ'æləti ʃəʊ/ реалити-шоу реалити-шоу

receive (v) /rɪ'si:v/ алу, қабылдау
получать, принимать
remote control (n) /rɪ,məʊt kən'trəʊl/
пульт пульт
review (n) /rɪ'vju:/ шолу обзор
scene (n) /si:n/ оқиға, көрініс
эпизод, сцена
series (n) /'siəri:z/ топтама сериал
shocked (adj) /ʃɒkt/ сасқан
шокированный
show (n) /ʃəʊ/ шоу шоу
show (v) /ʃəʊ/ шоу көрсету
показывать шоу
sitcom (n) /'sɪtkɒm/ ситком
комедиялық топтама ситком,
комедийный телесериал
soap opera (n) /'səʊp ɒpərə/
телетоптама мыльная опера,
телесериал
solve (v) /sɒlv/ шешім қабылдау
решать
sports programme (n) /'spɔ:ts
prəʊgræm/ спорт бағдарламасы
спортивная программа
stuck (adj) /stʌk/ бату застрявший
take part (v) /teɪk 'pɑ:t/ қатысу
принимать участие
talent show (n) /'tælənt ʃəʊ/
таланттар шоу шоу талантов
time limit (n) /'taɪm lɪmɪt/ шектелген
мерзім, регламент предельный срок,
регламент
toilet (n) /'tɔɪlət/ дәретхана туалет
transfer (v) /'trænsfɜ:(r)/ алып
беру, бір жерден екінші жерге ауысу
передавать
try (v) /traɪ/ талпыну пытаться
TV channel (n) /,ti:'vi:tʃænl/
теледидар арнасы телевизионный
канал
TV programme (n) /,ti:'vi:'prəʊgræm/
теледидар бағдарламасы
телевизионная программа
unhappy (adj) /ʌn'hæpi/ бақытсыз
несчастный
viewer (n) /'vju:ə(r)/ көрермен
зритель
weather forecast (n) /'weðə fɔ:kɑ:st/
ауа райы болжамы прогноз погоды
win (v) /wɪn/ жеңу побеждать

CLIL unit 3 3 – ші модуль модуль 3

aerial (n) /'eəriəl/ аяу, авиациялық
воздушный; авиационный
analogue (adj) /'ænəlɒg/ ұқсасты
аналоговый
binary code (n) /,baɪnəri 'kəʊd/
екілік код двоичный код
broadcaster (n) /'brɔ:dkɑ:stə(r)/
хабарлайтын компания вещательная
компания
cable (n) /'keɪbl/ электр сымы
кабель
convert (v) /kən'vɜ:t/ жетілдіру
преобразовывать; трансформировать;
превращать
decoder (n) /,di:'kəʊdə(r)/ декодер
декодер
interference (n) /,ɪntə'fɪərəns/
бөгеттер помехи

radio wave (n) /'reɪdiəʊ weɪv/ радио
толқын радиоволна
revolutionary (adj) /,revə'lju:ʃənəri/
революциялық революционный
satellite dish (n) /'sætələɪt dɪʃ/
жерсерік тәрелкесі спутниковая
тарелка
separate (adj) /'seprət/ бөлек
отдельный
transform (v) /'træns'fɔ:m/ өзгерту,
ауыстыру трансформировать

Unit 4 4 – ші модуль Модуль 4

academic (adj) /,ækə'demɪk/
академиялық, оқу академический,
учебный
accept (v) /ək'sept/ қабылдау
принимать
active (adj) /'æktɪv/ белсенді
активный
adventurous (adj) /əd'ventʃərəs/
оқиғаға толы полный приключений
advertise (v) /'ædvətaɪz/ жарнамалау
рекламировать
ambitious (adj) /æm'bɪʃəs/ өршіл
амбициозный
art (n) /ɑ:t/ өнер искусство
astronaut (n) /'æstrənɔ:t/ астронавт
астронавт
attention (n) /ə'tenʃn/ назар
внимание
benefit (v) /'benɪfɪt/ пайда выгода,
преимущество
break (n) /breɪk/ үзіліс перерыв,
пауза
cheerful (adj) /tʃɪəfl/ көңілді
веселый, радостный
confident (adj) /'kɒnfɪdənt/ сенімді
уверенный
courage (n) /'kʌrɪdʒ/ батылдық
смелость, храбрость
courageous (adj) /kə'reɪdʒəs/ батыл
смелый, храбрый
creative (adj) /kri'eɪtɪv/ жасампаз
креативный
creativity (n) /,kri:'eɪtɪvəti/
жасампаздық креативность
critical (adj) /'krɪtɪkl/ сыншыл
критичный
curious (adj) /'kjʊəriəs/ әуес
любопытный
curved (adj) /kɜ:vɪd/ қисық
изогнутый, кривой
dead end (n) /,ded 'end/ тығырық,
лажсыз жағдай тупик, безвыходная
ситуация
determined (adj) /dɪ'tɜ:mɪnd/
табанды, анықталған решительный,
определённый
drama (n) /'drɑ:mə/ драма драма
early (n) /'ɜ:li/ бастама, ерте начало
ego (n) /'i:gəʊ/ эго эго
egotistical (adj) /,i:gə'tɪstɪkl/
өзімшілдік эгоистичный
entertainment (n) /,entə'teɪnmənt/
ойын-сауық развлечение
eyebrow (n) /'aɪbrəʊ/ қас бровь
fair (adj) /feə(r)/ ашық светлый
fame (n) /feɪm/ даңқ, мәртебе
слава,популярность

famous (adj) /'feɪməs/ атақты
знаменитый
focus (n) /'fəʊkəs/ сиқыр фокус
friendly (adj) /'frendli/ жылы
шырайлы дружелюбный
generous (adj) /'dʒenərəs/ қолы
ашық щедрый
give up (v) /gɪv 'ʌp/ берілу
сдаваться
good-looking (adj) /,gʊd 'lʊkɪŋ/
сұлу, әдемі, тартымды красивый,
привлекательный
gossip magazine (n) /gɒsɪp
'mægə'zi:n/ дүниелік хроника
журналы журнал светской хроники
hit (n) /hɪt/ хит хит
hopeful (adj) /'həʊpfl/ сенетін
надеющийся, оптимистичный
incredibly adv /ɪn'kredəbli/
таңғажайып невероятно
independence (n) /,ɪndɪ'pendəns/
тәуелсіздік независимость
independent (adj) /,ɪndɪ'pendənt/
тәуелсіз независимый
innocent (adj) /'ɪnəsnt/ бейкүнә
невинный
intelligence (n) /ɪn'telɪdʒəns/ сана,
ақыл-ой интеллект, разум
intelligent (adj) /ɪn'telɪdʒənt/
ақылды умный, сообразительный
intolerant (adj) /ɪn'tɒlərənt/
шыдамсыз нетерпимый
investigate (v) /ɪn'vestɪgeɪt/ зерттеу
исследовать, расследовать
involved (adj) /ɪn'vɒlvɪd/ былық,
араласқан запутанный, сложный,
вовлеченный
large (adj) /lɑ:dʒ/ үлкен большой
luck (n) /lʌk/ бақ удача
lucky (adj) /'lʌki/ сәтті удачливый
mean (adj) /mi:n/ сараң скупой
media (n) /'mi:diə/ БАҚ СМИ
media studies (n) /'mi:diə stʌdɪz/
БАҚ зерттеу изучение СМИ
one-hit wonder (n) /wʌn hɪt
'wʌndə(r)/ бүгінгі таңдағы
ең маңызды мәселе злоба дня,
кратковременная сенсация
opportunity (n) /,ɒpə'tju:nəti/
мүмкіндік возможность
oval (adj) /'əʊvl/ сопақ овальный
overnight (adj) /'əʊvnaɪt/ түнгі,
түнде болатын ночной; происходящий
ночью
plan (n) /plæn/ жоспар план
practical (adj) /'præktɪkl/ пысық
практичный
profitable (adj) /'prɒfɪtəbl/ табысты
прибыльный
public eye (n) /'pʌblɪk aɪ/ әлеуметтік
пікір общественное мнение
really adv /'ri:əli/ шынында
действительно
role model (n) /'rəʊl mɒdl/ еліктеу
үлгісі образец для подражания
round (adj) /raʊnd/ дөңгелек
круглый
sensation (n) /sen'seɪʃn/ сенсация
сенсация
sensible (adj) /'sensəbl/ дұрыс,
ақылды здравый, благоразумный

sensitive (adj) /'sensətɪv/ сезімтал
чувствительный, впечатлительный
shy (adj) /ʃaɪ/ қарапайым
скромный, застенчивый
skilful (adj) /'skɪlfʊl/ тәжірибелі
опытный, умелый
skill (n) /skɪl/ дағды навык
soundtrack (n) /'saʊndtræk/
саундтрек, фильмге жазылған музыка
саундтрек, музыка к фильму
square (adj) /skweə(r)/ төрт
бұрышты квадратный
straight (adj) /streɪt/ түзу прямой
strength (n) /streŋθ/ күш сила
strong (adj) /strɒŋ/ күшті сильный
stylish (adj) /'stɑɪlɪʃ/ стильді
стильный
successful (adj) /sək'sesfl/ сәтті
успешный
summary (n) /'sʌməri/ қысқаша
мазмұны, түйіндеме краткое
изложение, резюме
survey (n) /'sʒ:veɪ/ зерттеу
исследование
talent (n) /'tælənt/ талант талант
talented (adj) /'tæləntɪd/ талантты
талантливый
tend (v) /tend/ беталыс алу иметь
тенденцию
tolerant (adj) /'tɒlərənt/ шыдауға
болатын терпимый
unique (adj) /ju'ni:k/ бірегей
уникальный
wannabe (adj) /'wɒnəbi/ еліктеуші
подражатель
wide (adj) /waɪd/ кең широкий

CLIL unit 4 4 – ші модуль модуль 4

article (n) /'ɑ:tɪkl/ газет мақаласы
газетная статья
colloquial (adj) /kə'lɒkwɪəl/ сөйлеу
тілі разговорный
complex (adj) /'kɒmpleks/ қиын
сложный
concentrate (v) /'kɒnsntreɪt/
жинақталу концентрировать(ся)
crossword (n) /'krɒswɜ:d/ кроссворд
кроссворд
design (n) /dɪ'zaɪn/ дизайн дизайн
disaster (n) /dɪ'zɑ:stə(r)/ апат
катастрофа
economics (n) /,i:kə'nɒmɪks/
экономика экономика
headline (n) /'hedlɑɪn/ газет
тақырыбы газетный заголовок
horoscope (n) /'hɒrəskəʊp/ жұлдыз
жорамал гороскоп
obituary (n) /ə'bitʃuəri/ некролог
некролог
politics (n) /'pɒlətɪks/ саясат
политика
sensationalist (adj) /sen'seɪʃənəlɪst/
сенсациялы сенсационный
technique (n) /tek'ni:k/ техника
техника

Unit 5 5 – ші модуль Модуль 5

act (v) /ækt/ әрекет ету, рольде
ойнау действовать, выступать, играть
роль

adventure (n) /əd'ventʃə(r)/ оқиға
приключение
alien (n) /'eɪliən/ басқа планеталық,
келімсек инопланетянин, пришелец
alone (adj) /ə'ləʊn/ жалғыз
одинокый
animation (n) /,æni'meɪʃn/ анимация
анимация
appeal (v) /ə'pi:l/ қатынаста болу
обращаться
archery (n) /'ɑ:tʃəri/ садақпен ату
стрельба из лука
attack (v) /ə'tæk/ шабуыл жасау
атаковать, нападать
best-seller (n) /,best'selə(r)/
бестселлер бестселлер
biography (n) /baɪ'ɒgrəfi/ өмірбаян
биография
blockbuster (n) /'blɒkbʌstə(r)/
блокбастер блокбастер
body (n) /'bɒdi/ дене тело
brain (n) /breɪn/ ми мозг
cast (n) /kɑ:st/ актерлік құрылым
актерский состав
classic (adj) /'klæsɪk/ классикалық
классический
clear (adj) /klɪə(r)/ таза, түсінікті,
анық понятный, четкий, чистый
comedy (n) /'kɒmədi/ комедия
комедия
concentration camp (n) /,kɒnsn'treɪʃn
kæmp/ концлагерь концлагерь
conduct (v) /kən'dʌkt/ өткізу,
дирижерлік ету проводить,
дирижировать
conductor (n) /kən'dʌktə(r)/
дирижер дирижер
crazy (adj) /'kreɪzi/ ақылынан
адасқан сумасшедший
creature (n) /'kri:tʃə(r)/ жарату
создание
darkness (n) /'dɑ:knəs/ қараңғылық
темнота
day dreamer (n) /'deɪ dri:mə(r)/
қиялшы мечтатель
dead (adj) /ded/ өлген мертвый
deal (n) /di:l/ келісім сделка
delight (v) /dɪ'laɪt/ рахаттану
наслаждаться
detective (n) /dɪ'tektɪv/ қуанту
радоваться, восхищаться(ся)
dialogue (n) /'daɪəlɒg/ диалог
диалог
digital projector (n) /'dɪdʒɪtɪl prɒdʒek-
tə(r)/ сандық проектор цифровой
проектор
direct (v) /də'rekt/ пьесаны, фильмді
қою ставить пьесу, фильм
director (n) /də'rektə(r)/ режиссер
режиссер
DVD (n) /,di:vi:'di:/ DVD-диск
DVD-диск
emotion (n) /ɪ'məʊʃn/ сезім эмоция
ending (n) /'endɪŋ/ аяқталуы,
қорытынды бөлігі окончание;
заключительная часть
epic (adj) /'epɪk/ эпостық
эпический
everywhere (adv) /'evriweə(r)/
барлық жерде везде, повсюду
express (v) /ɪk'spres/ көрсету
выражать

fact (n) /fækt/ факт факт
fantasy (n) /'fæntəsi/ фэнтази,
фантастика фэнтази, фантастика
friendship (n) /'frendʃɪp/ достық
дружба
genre (n) /'ʒɒnrə/ жанр жанр
greedy (adj) /'gri:di/ сараң жадный
hate (v) /heit/ жек көру ненавидеть
hear (v) /hɪə(r)/ тыңдау слышать
horror (n) /'hɒrə(r)/ қорқынышты
фильм фильм ужасов
horse riding (n) /'hɔ:s raɪdɪŋ/ атпен
салт жүру езда верхом
imagination (n) /ɪ,mædʒɪ'neɪʃn/
қиялшы воображение
impact (n) /'ɪmpækt/ әсер влияние
improve (v) /ɪm'pru:v/ жақсарту
улучшать
invent (v) /ɪn'vent/ ойлап шығару
изобретать
inventor (n) /ɪn'ventə(r)/
өнертапқыш изобретатель
martial arts (n) /,mɑ:ɪ'l 'ɑ:ts/
жауынгерлік өнер боевые искусства
memorable (adj) /'memərəbl/ есте
сақтарлық памятный, незабываемый
mess (n) /mes/ астан-кестен,
шашылған беспорядок, бардак
messy (adj) /'mesi/ лас, ретсіз
грязный, в беспорядке
mind (v) /maɪnd/ қарсы шығу
возражать, иметь что-л. против
musical (n) /'mju:zɪkl/ мюзикл
мюзикл
mystery (n) /'mɪstri/ детектив
детектив
narrate (v) /nə'reɪt/ айту
рассказывать
novelist (n) /'nɒvəlɪst/ романист
романист
opinion (n) /ə'pɪnjən/ пікір мнение
paint (v) /peɪnt/ бояулармен сурет
салу рисовать красками
painter (n) /'peɪntə(r)/ суретші
художник
paragraph (n) /'pærəgrɑ:f/ абзац,
параграф абзац, параграф
particularly (adv) /pə'tɪkjələli/
әсіресе особенно
permanent (adj) /'pɜ:mənənt/
тұрақты постоянный
pianist (n) /'piənɪst/ пианист
пианист
plot (n) /plɒt/ сюжет сюжет
podcast (n) /'pɒdkɑ:st/ подкаст
подкаст
prefer (v) /prɪ'fɜ:(r)/ ұнату
предпочитать
provide (v) /prə'vaɪd/ қамтамасыз
ету обеспечивать
publisher (n) /'pʌblɪʃə(r)/ басып
шығарушы издатель
quality (n) /'kwɒləti/ сапа качество
realism (n) /'ri:əlɪzəm/ шыншылдық
реализм
realistic (adj) /,ri:ə'lɪstɪk/
шыншылдық реалистичный
recommend (v) /,rekə'mend/ ұсыну
рекомендовать
remake (n) /'ri:meɪk/ қайта түсірілім
ремейк

replace (v) /rɪ'pleɪs/ ауыстыру
заменять, замещать
revolutionize (v) /ˌrevə'ljuːʃənaɪz/
революциялау революционизировать
role (n) /rəʊl/ роль роль
romance (n) /'rəʊmæns/ махаббат
хикаясы любовная история
scent (n) /sent/ иіс запах
science fiction (n) /ˌsaɪəns 'fɪkʃn/
ғылыми фантастика научная
фантастика
screen (n) /skriːn/ экран экран
setting (n) /'setɪŋ/ баптау
настройка, обстановка
shower (n) /'ʃaʊə(r)/ душ душ
silent movie (n) /saɪlənt 'muːvi/
дыбыссыз кино немое кино
simple (adj) /'sɪmpl/ жай, қарапайым
простой
smell (n) /smel/ иіс запах
smell (v) /smel/ иістену пахнуть
space (n) /speɪs/ ғарыш, кеңістік
космос, пространство
speaker (n) /'spiːkə(r)/ спикер,
оратор спикер, оратор
special effect (n) /speʃl rɪ'fekt/
арнайы эффект спец. эффект
spy (n) /spai/ тыңшы шпион
star (v) /stɑː(r)/ басты рольдерде
ойнау играть главные роли
statement (n) /'steɪtmənt/
тұжырымдама утверждение
stimulate (v) /'stɪmjuleɪt/
ынталандыру стимулировать
story (n) /'stɔːri/ оқиға история,
рассказ
subtitle (n) /'sʌbtaɪtl/ субтитрлер
субтитры
surround sound (n) /sə'raʊnd saʊnd/
көлемді дыбыс объемный звук
theme (n) /θiːm/ тақырып тема
thriller (n) /'θrɪlə(r)/ триллер
триллер
tidy (adj) /'taɪdi/ ұқыпты
аккуратный
title (n) /'taɪtl/ атауы название
translate (v) /træns'leɪt/ аудару
переводить
translator (n) /'trɪnlədʒi/ аудармашы
переводчик
trilogy (n) /l'n'juːzəl/ үш бөлік
трилогия
unusual (adj) /l'n'juːzəl/ айырықша
необычный
value (v) /'væljuː/ бағалау ценить
various (adj) /'veəriəs/
ерекшеленетін различный
voice (n) /vɔɪs/ дауыс голос
war (n) /wɔː(r)/ соғыс война
western (n) /'westən/ вестерн
вестерн

CLIL unit 5 5 – ші модуль модуль 5

chin (n) /tʃɪn/ иек подбородок
conversation (n) /ˌkɒnvə'seɪʃn/
әңгіме разговор
converse (v) /kən'vɜːs/ қатынасу
общаться, разговаривать
difference (n) /'dɪfrəns/
айырмашылық разнища

different (adj) /'dɪfrənt/ айырықша,
басқа разный, другой
ear (n) /ɪə(r)/ құлақ уxo
eye (n) /aɪ/ көз глаз
feel (v) /fiːl/ сезіну чувствовать
feeling (n) /'fiːlɪŋ/ сезім чувство
fool (n) /fuːl/ ақымақ глупец
intelligence (n) /ɪn'telɪdʒəns/ сана,
ой, ақыл ум, разум
mean (v) /miːn/ белгілеу означать,
обозначать
meaning (n) /'miːnɪŋ/ мағына
значение
move (v) /muːv/ қимылдау
двигать(ся)
movement (n) /'muːvmənt/ қимыл
движение
neck (n) /nek/ мойын шея
pointed (adj) /'pɔɪntɪd/ үшкірленген
заостренный
prettiness (n) /'prɪtɪnəs/ әдемілік
привлекательность, миловидность
pretty (adj) /'prɪti/ әдемі, сүйкімді
милий, красивый
purple (adj) /'pɜːpl/ күлгін
фиолетовый
sad (adj) /sæd/ жабырқаңқы
грустный
sadness (n) /'sædnəs/ мұн, қайғы
грусть
sharp (adj) /ʃɑːp/ өткір острый
softly adv /'sɒftli/ жұмсақ мягко
thunder (n) /'θʌndə(r)/ дауыл
шторм
wavy (adj) /'weɪvi/ толқынды
волнистый

Unit 6 6 – ші модуль Модуль 6

abstract (adj) /'æbstrækt/
абстракттілі абстрактный
actually (adv) /'æktʃuəli/ шынында
фактически, на самом деле
adore (v) /ə'dɔː(r)/ жақсы көру
обожать
amuse (v) /ə'mjuːz/ көңіл көтеру
развлекать(ся)
art movement (n) /'ɑːt muːvmənt/
өнер бағыты художественное
направление
attractive (adj) /ə'træktɪv/ әдемі,
тартымды привлекательный
auction (n) /'ɔːkʃn/ аукцион
аукцион
background (n) /'bækgraʊnd/ артқы
көрініс задний план, фон
bizarre (adj) /bɪ'zɑː(r)/ түсініксіз
странный, эксцентричный
bright (adj) /braɪt/ жарқын яркий
bronze (n) /brɒnz/ қола бронза
cliff (n) /klɪf/ жартас, шың утес,
скала
collector (n) /kə'lektə(r)/ коллекция
жинаушы коллекционер
colourful (adj) /'klɔːfl/ жарқыраған
красочный
composition (n) /ˌkɒmpə'zɪʃn/
композиция композиция
conceptual (adj) /kən'septʃuəl/
концептуалды концептуальный

conservative (adj) /kən'sɜːvətɪv/
консервативті консервативный
controversial (adj) /ˌkɒntrə'vɜːʃl/
спортты спортный
critic (n) /'krɪtɪk/ сыншы критик
criticize (v) /'krɪtɪsaɪz/ сынау
критиковать
dark (adj) /dɑːk/ қошқыл темный
destructive (adj) /dɪ'strʌktɪv/
бүлдіргіш разрушительный
dream (n) /driːm/ ұйқы, арман сон,
мечта
dull (adj) /dʌl/ қызықсыз скучный
everyday (adj) /'evrɪdeɪ/ күн
сайынғы каждодневный, повседневный
exhibition (n) /ˌeksɪ'bɪʃn/ көрме
выставка
foreground (n) /'fɔːgraʊnd/ алдыңғы
көрініс передний план
fun (adj) /fʌn/ көңіл-күй көтеру
веселье
gallery (n) /'gæləri/ галерея
галерея
gold (n) /gəʊld/ алтын золото
image (n) /'ɪmɪdʒ/ бейне
изображение
imaginative (adj) /ɪ'mædʒɪnətɪv/
қиялдан шығарған образный,
воображаемый
include (v) /ɪn'kluːd/ өзіне кірістіру
включать в себя
indifferent (adj) /ɪn'dɪfrənt/
парықсыз безразличный
influential (adj) /ɪnflu'enʃl/ әсерлі
влиятельный
inform (v) /ɪn'fɔːm/ ақпарат беру
информировать
inspire (v) /ɪn'spaɪə(r)/
шабыттандыру вдохновлять
intense (adj) /ɪn'tens/ қарқынды
интенсивный, насыщенный
landscape (n) /'lændskeɪp/ көрініс,
пейзаж ландшафт, пейзаж
liquid (n) /'lɪkwɪd/ сұйықтық
жидкость
mad (adj) /mæd/ есінен адасқан
бешеный, безумный
marble (n) /'mɑːbl/ мәрмәр мрамор
masterpiece (n) /'mɑːstəpiːs/
өнер туындысы произведение искусства
melt (v) /melt/ еру таять, плавить
modern (adj) /'mɒdn/ қазіргі заманғы
современный
museum (n) /mjuːziːəm/ мұражай
музей
negative (adj) /'negətɪv/ жағымсыз
отрицательный, негативный
oil painting (n) /'ɔɪl peɪntɪŋ/ майлы
сурет картина маслом
original (adj) /ə'rɪdʒənəl/ түпкі
оригинальный
painting (n) /'peɪntɪŋ/ сурет
картина
portrait (n) /'pɔːtreɪt/ портрет
портрет
provocative (adj) /prə'vɒkətɪv/
зиянкес провокационный;
вызывающий
reject (v) /rɪ'dʒekt/ қайтару
отклонять, отвергать

remind (v) /rɪ'maɪnd/ ескерту
напоминать
ridiculous (adj) /rɪ'dɪkjələs/ күлкілі
нелепый, смешной
scenery (n) /'si:nəri/ пейзаж, көрініс
пейзаж, вид
sculpture (n) /'skʌlptʃə(r)/
скульптура скульптура
shed (n) /ʃed/ жаппа, сарай навес,
сарай
shocking (adj) /'ʃɒkɪŋ/ састыратын
шокирующий
sick (adj) /sɪk/ ауру больной
stool (n) /stʊ:l/ отырғыш табурет
strange (adj) /streɪndʒ/ оғаш
странный
surrealism (n) /sə'reɪlɪzəm/
сюрреализм сюрреализм
surrealist (n) /sə'reɪlɪst/ сюрреалист
сюрреалист
traditional (adj) /trə'dɪʃənəl/ дәстүрлі
традиционный
watch (n) /wɒtʃ/ қол сағат
наручные часы
weird (adj) /wɪəd/ оғаш странный

CLIL unit 6 6 – ші модуль модуль 6

bold (adj) /bəʊld/ өрескел, батыл
дерзкий, смелый
brand name (n) /'brænd neɪm/ сауда
таңбасы торговая марка
broad (adj) /brɔ:d/ кең широкий
brush (n) /brʌʃ/ майлағыш кисть
canvas (n) /'kænvəs/ кенеп холст
comic strip (n) /'kɒmɪk stri:p/ комикс
comic комикс
consumerism (n) /kən'sju:mərɪzəm/
консьюмеризм консьюмеризм
depict (v) /dɪ'pɪkt/ салу, суреттеу
изображать на картине, рисовать
drip (n) /drɪp/ тамшылау капанье
drip (v) /drɪp/ тамшы болып түсу
капать, падать каплями; стекать
Expressionism (n) /ɪk'spreʃənɪzəm/
экспрессионизм экспрессионизм
force (v) /fɔ:s/ жасату заставлять
freedom (n) /'fri:dəm/ еркіндік
свобода
materialism (n) /mə'tɪəriəlɪzəm/
материализм материализм
packaging (n) /'pækɪdʒɪŋ/ қаптама
упаковка
paint (n) /peɪnt/ бояу краска
Pop Art (n) /'pɒp ɑ:t/ поп-арт поп-
арт
pretentious (adj) /prɪ'tenʃəs/
астарлы вычурный, претенциозный
profound (adj) /prə'faʊnd/ күшті,
терең сильный, глубокий
stroke (n) /strəʊk/ жағу, штрих
мазок, черта, штрих

Unit 7 7 – ші модуль Модуль 7

airline (n) /'eəlaɪn/ авиажәлі,
авиакомпания авиалиния,
авиакомпания
airport (n) /'eəpɔ:t/ аэропорт
аэропорт

airship (n) /'eəʃɪp/ ауа кемесі
воздушный корабль
(off the) beaten track (n) /,(ɒf ðə) bi:tən
'træk/ даңғыл жолмен емес (не по)
проторенной дороге
bicycle (n) /'baɪsɪkl/ велосипед
велосипед
board (v) /bɔ:d/ отыру, бортқа отыру
подниматься на борт, производить
посадку
boat (n) /bəʊt/ қайық лодка
breakdown (n) /'breɪkdaʊn/ сыну,
апат поломка, авария
destination (n) /,destɪ'neɪʃn/
белгіленудің ақтық пункті конечный
пункт назначения
driverless car (n) /,draɪvə(r)ləs 'kɑ:(r)/
өздігінен басқарылатын машина
самоуправляемая машина
electric car (n) /ɪ,lektrɪk 'kɑ:(r)/
электромобиль электромобиль
expedition (n) /,eksprə'dɪʃn/
экспедиция экспедиция
explorer (n) /ɪk'splɔ:(r)/ зерттеуші
исследователь
flight (n) /flaɪt/ ұшу полет
fly (v) /flaɪ/ ұшу летать
go down (phr v) /gəʊ 'daʊn/ төмен
түсу спускаться
go on (a school trip) (phr v) /gəʊ ɒn ə
'sku:l 'trɪp/ бару (мектеп сапарына)
ехать (в школьную поездку)
horse (n) /hɔ:s/ ат лошадь
hot air balloon (n) /,hɒt 'eə bælu:n/
ауа шары воздушный шар
journey (n) /'dʒɜ:ni/ сапар поездка,
путешествие
land (by boat, plane) (v) /lænd (baɪ
bəʊt, pleɪn)/ қону, жағаға келіп
тоқтау приземляться, приставать к
берегу
lorry (n) /'lɒri/ жүк көлігі грузовик
metro (metropolitan railway) (n)
'metrəʊ (,metrə'pɒlɪtən 'reɪlweɪ/
метро метро
moon (n) /mu:n/ ай луна
network (n) /'netwɜ:k/ тор сеть
North Pole (n) /,nɔ:θ 'pəʊl/
Солтүстік полюс Северный полюс
outer space (n) /,aʊtə 'speɪs/ ғарыш
кеңістігі, ашық ғарыш космическое
пространство, открытый космос
petrol car (n) /'petrəl kɑ:(r)/ бензинді
автомобиль бензиновый автомобиль
plane (n) /pleɪn/ ұшақ самолет
pull off (v) /pʊl 'ɒf/ кету отходить,
отъезжать
raft (n) /rɑ:ft/ сал, паром плот,
паром
reach (v) /ri:tʃ/ жету достигать
set off (v) /set 'ɒf/ аттану (жолға)
отправляться (в путь)
ship (n) /ʃɪp/ кеме корабль
solar-powered (car) (n) /,səʊlə(r)
'paʊəd 'kɑ:(r)/ күн батареясындағы
автомобиль (автомобиль) на
солнечных батареях
South Pole (n) /,saʊθ 'pəʊl/ Оңтүстік
полюс Южный полюс

spacecraft (n) /'speɪskrɑ:ft/ ғарыш
кемесі космический корабль
space elevator (n) /'speɪs elɪveɪtə(r)/
ғарыш жедел сатысы космический
лифт
steamboat (n) /'sti:mbəʊt/ кеме
пароход
stop off (v) /stɒp 'ɒf/ тоқтау
остановиться, заехать, заскочить
submarine (n) /,sʌbmə'ri:n/ су асты
кеме подводная лодка
take (a train) (v) /teɪk ə treɪn/ поездге
отыру сесть на поезд
take off (v) /teɪk 'ɒf/ аттану
отправляться
track (n) /træk/ трек трек
train (n) /treɪn/ поезд поезд
train station (n) /'treɪn steɪʃn/ вокзал
вокзал
travel (v) /'trævl/ саяхаттау
путешествовать
travel card (n) /'trævlkɑ:d/ бірыңғай
жол жүру билеті единый проездной
билет
trip (n) /trɪp/ сапар поездка
turn back (v) /tɜ:n 'bæk/ қайту
возвращаться, вернуться назад
underground train system (n) /
'ʌndəgraʊnd treɪn sistəm/ жер асты
жолдар жүйесі система подземных
поездов
use (the metro) (v) /ju:z ðə 'metrəʊ/
метроны қолдану пользоваться метро
visit (v) /'vɪzɪt/ бару посещать
voyage (n) /'vɔɪdʒ/ теңіз сапары
морская поездка

CLIL unit 7 7 – ші модуль модуль 7

adaptation (n) /,ædæp'teɪʃn/
бейімделу адаптация
attack (v) /ə'tæk/ шабуыл жасау
атаковать, нападать
novel (n) /'nɒvl/ әңгіме рассказ
slave (n) /sleɪv/ құл раб
steamboat (n) /'sti:mbəʊt/ кеме
пароход
treat (s.o. badly) (v) /tri:t ('bædli/
қарау (жаман) относиться (плохо)
terrible (adj) /'terəbl/ сұмдық,
қорқынышты ужасный

Unit 8 8 – ші модуль Модуль 8

abroad (adj) /ə'brɔ:d/ шетелдік
заграничный
alternative (n) /ɔ:l'tɜ:nətɪv/ балама
альтернатива
ban (n) /bæn/ тыйым, тыйым салу
запрет, запрещение
billion (n) /'bɪljən/ миллиард
миллиард
boycott (n) /'bɔɪkɒt/ елеп-ескермеу
бойкот
boycott (v) /'bɔɪkɒt/ елеп-ескермеу
бойкотировать
building (n) /'bɪldɪŋ/ ғимарат
здание
campaign (n) /kæm'peɪn/ кампания
кампания

campaign (v) /kæm'peɪn/ кампания өткізу проводить кампанию
 carry on (v) /kæri'ɒn/ жалғастыру продолжать
 cause (n) /kɔːz/ себеп причина
 chain (n) /tʃeɪn/ шынжыр цепь
 charity (n) /'tʃærəti/ қайырымдылық благотворительность
 collect (v) /kə'lekt/ жинақтау собирать, коллекционировать
 collection (n) /kə'lektʃn/ жинақ коллекция
 coordinator (n) /kəu'ɔːdɪnətə/ үйлестіруші координатор
 distribute (v) /dɪ'strɪbjʊt/ тарату распространять, раздавать
 donate (v) /dəu'neɪt/ жанашырлық ету пожертвовать
 donation (n) /dəu'neɪʃn/ қайырымдылық пожертвование
 draw attention to (v) /drɔː ə'tenʃn tu, tə/ назар аудару привлекать внимание к
 end up (v) /end 'ʌp/ аяқтау завершить, закончить
 faithfully (adv) /'feɪθfəli/ шын, нақты верно, точно; честно
 find out (v) /faɪnd 'aʊt/ білу узнавать, выяснять
 forever (adv) /fə'evə(r)/ мәңгілікке навсегда
 freegan (n) /'friːgən/ фриган фриган
 government (n) /'gʌvənmənt/ үкімет правительство
 handout (n) /'hændaʊt/ таратылатын материал, садақа раздаточный материал; милостыня
 hungry (adj) /'hʌŋgri/ аш голодный
 impatient (adj) /ɪm'peɪʃnt/ шыдамсыз нетерпеливый
 important (adj) /ɪm'pɔːtnt/ маңызды важный
 impractical (adj) /ɪm'præktɪkl/ пайдасыз непрактичный
 insane (adj) /ɪn'seɪn/ ақылынан адасқан сумашедший
 insensitive (adj) /ɪn'sensətɪv/ сезімсіз бесчувственный; невосприимчивый
 join in (v) /dʒɔɪn 'ɪn/ қосылу присоединяться
 journalist (n) /'dʒɜːnəlɪst/ журналист журналист
 kill (v) /kɪl/ өлтіру убивать
 leaflet (n) /'liːflət/ лифлет лифлет
 lifetime (n) /'laɪftaɪm/ толық өмір, өмір ұзақтылығы продолжительность жизни; целая жизнь
 look after (v) /lʊk 'ɑːftə(r)/ қамын ойлау присматривать за, заботиться о
 magnificent (adj) /mæɡ'nɪfɪsnt/ тамаша великодушный
 marathon (n) /'mærəθən/ марафон марафон
 march (n) /mɑːtʃ/ марш марш
 march (v) /mɑːtʃ/ маршпен жүру маршировать
 meat (n) /miːt/ ет мясо
 meet (v) /miːt/ танысу, кездесу встречать, знакомить(ся)

meeting (n) /'miːtɪŋ/ кездесу встреча
 newsletter (n) /'njuːzletə(r)/ ақпаратты хат информационное письмо
 nuclear power station (n) /njuːkliə(r) 'paʊə(r) steɪʃn/ атом электр станциясы атомная электростанция
 occur (v) /ə'kɜː(r)/ болу, ойға түсу случаться, происходить
 organization (n) /,ɔːgənəɪ'zeɪʃn/ ұйым организация
 organize (v) /'ɔːgənaɪz/ ұйымдастыру организовывать
 participate (v) /pɑː'tɪsɪpeɪt/ қатысу участвовать
 petition (n) /pə'tɪʃn/ петиция петиция
 petition (v) /pə'tɪʃn/ петиция жолдау подавать петицию
 poor (adj) /pɔː(r)/ кедей бедный
 protest (n) /'prəʊtest/ қарсылық протест
 protest (v) /prə'test/ қарсылық көрсету протестовать
 publicity (n) /pʌb'lɪsəti/ жариялылық публичность
 publicize (v) /'pʌblɪsaɪz/ жария ету предавать гласности; широко освещать
 renewable (adj) /rɪ'njuːəbl/ жаңғыртылған возобновляемый
 represent (v) /,reprɪ'zent/ таныстыру представлять
 set up (v) /set 'ʌp/ негіздеу, орнату устанавливать, основывать
 sign up (v) /saɪn 'ʌp/ жазылу записаться, записываться
 size (n) /saɪz/ өлшем размер
 species (n) /'spiːʃiːz/ түр, түрлер вид, разновидность
 sponsor (v) /'spɒnsə(r)/ жәрдемдесу спонсировать
 strict (adj) /strikt/ қатал строгий
 subscribe (v) /səb'skraɪb/ қол қою подписываться
 support (n) /sə'pɔːt/ қолдау поддержка
 support (v) /sə'pɔːt/ қолдау жасау поддерживать
 third (n) /θɜːd/ үштен бір бөлігі треть, третья часть
 unacceptable (adj) /,ʌnək'septəbl/ жол бермеу, жөнсіз недопустимый, непроизвольный, неприемлемый
 unkind (adj) /,ʌn'kaɪnd/ мейірімсіз недобрый, недоброжелательный
 unnecessary (adj) /,ʌn'nesəsəri/ керексіз, қажеткіз ненужный
 violent (adj) /'vaɪələnt/ қорлық, қатал насильственный, жестокий
 voluntary (adj) /'vɒləntəri/ ерікті добровольный
 volunteer (n) /,vɒlən'tɪə(r)/ волонтер, ерікті волонтер, доброволец
 volunteer (v) /,vɒlən'tɪə(r)/ ерікті ұсыну (көмекті, қызметті) добровольно предлагать (свою помощь, услуги)
 waste (n) /weɪst/ қалдықтар отходы

waste bin (n) /'weɪst bɪn/ қоқыс салатын шелек мусорное ведро
 wipe out (v) /'waɪp aʊt/ бұзу, жою разрушать, уничтожать

CLIL unit 8 8 – ші модуль модуль 8

bird (n) /bɜːd/ құс птица
 canopy (n) /'kænəpi/ жасырту, баспана укрытие, убежище
 dense (adj) /dens/ қалың, тығыз густой, плотный
 diverse (adj) /daɪ'vɜːs/ әр түрлі разнообразный
 emergent (adj) /i'mɜːdʒənt/ пайда болатын (кенеттен) появляющийся (обычно внезапно, неожиданно)
 farming (n) /'fɑːmɪŋ/ фермерлік фермерство
 floor (n) /flɔː(r)/ еден пол
 forest (n) /'fɒrɪst/ орман лес
 insect (n) /'ɪnsɛkt/ жәндік насекомое
 jaguar (n) /'dʒæɡjuə(r)/ теңбілшер ягуар
 layer (n) /'leɪə(r)/ қабат слой
 medicinal (adj) /mə'dɪsɪnl/ дәрі-дәрмек, емдейтін лекарственный; целебный
 natural (adj) /'nætʃrəl/ табиғи природный
 reptile (n) /'reptail/ бауырман жорғалаушы рептилия
 shrub (n) /ʃrʌb/ бұта, бұтақ куст, кустарник
 sustainable (adj) /sə'steɪnəbl/ бекем, өмірге шыдамды устойчивый; жизнеспособный
 tapir (n) /'teɪpə(r)/ салпыерін тапир
 understory (n) /'ʌndə(r)stɔːri/ аласа ағаштар тобы подлесок, мелколесье
 vegetation (n) /,vedʒə'teɪʃn/ өсімдіктер растительность
 wood (n) /wʊd/ орман, сүрек лес, древесина

Unit 9 9 – ші модуль Модуль 9

absent (adj) /'æbsənt/ қатыспаған отсутствующий
 against (adj) /ə'genst/ қарсы против
 aspect (n) /'æspekt/ көрініс аспект
 attitude (n) /'ætɪtjuːd/ позиция, қарым-қатынас позиция; отношение
 ban (v) /bæn/ рұқсат етпеу запрещать
 beat (v) /biːt/ соғу бить
 biscuit (n) /'bɪskɪt/ пісненан брит. печенье
 bully (v) /'buli/ қорқыту грозить, запугивать, страшать
 calculator (n) /'kælkjuleɪtə(r)/ калькулятор калькулятор
 candy (n) /'kændi/ кәмпит амер. конфета
 canteen (n) /kæn'tiːn/ асхана столовая
 cell phone (n) /'selfəʊn/ ұялы телефон мобильный телефон
 cheat (n) /tʃiːt/ алаяқталық мошенничество

cheat (v) /tʃi:t/ алдау обманывать
 chewing gum (n) /'tʃu:ɪŋ ɡʌm/ сағыз
 жевательная резинка
 classroom (n) /'klɑ:sru:m/ сынып
 бөлмесі классная комната
 clever (adj) /'kleɪvə(r)/ ақылды
 умный
 compulsory (adj) /kəm'pʌlsəri/
 міндетті обязательный
 conclusion (n) /kən'klu:ʒn/
 қорытынды вывод
 convenient (adj) /kən'vi:niənt/ тиімді
 удобный
 cookie (n) /'kʊki/ пісненан амер.
 печенье (Am En)
 copy (v) /'kɒpi/ көшірме жасау
 копировать
 corridor (n) /'kɒrɪdɔ:(r)/ дәліз
 коридор
 definitely (adv) /'defɪnətli/
 анықталған определенно
 detect (v) /dɪ'tekt/ анықтау
 определять
 essay (n) /'eseɪ/ эссе эссе
 exam (n) /ɪɡ'zæm/ емтихан экзамен
 expel (v) /ɪk'spel/ қуалау выгонять;
 исключать
 firstly (adv) /'fɜ:stli/ біріншіден
 сначала, во-первых
 foreign (adj) /'fɔ:ɡən/ шетелдік
 иностранный
 freeway (n) /'fri:weɪ/ тегін
 автомагистралі бесплатная
 автомагистраль
 gasoline (n) /'ɡæsəli:n/ бензин
 амер. бензин
 grade (n) /ɡreɪd/ баға, сынып
 оценка, класс
 gym (n) /dʒɪm/ спортзалы спортзал
 head teacher (n) /,hed'ti:tʃə(r)/
 сынып жетекшісі, аға ұстаз классный
 руководитель, старший преподаватель
 high school (n) /'haɪ sku:l/ жоғары
 орта мектеп средняя старшая школа
 history (n) /'hɪstri/ тарих история
 homework (n) /'həʊmwɜ:k/ үй
 жұмысы домашняя работа
 ideal (adj) /aɪ'di:əl/ мінсіз
 идеальный
 in favour of (adj) /ɪn 'feɪvə(r) ɒv/
 пайдасына в пользу
 interview (v) /'ɪntəvju:/ интервью,
 сұхбаттасу интервью, собеседование
 leave school (v) /li:v 'sku:l/ мектепті
 тастау бросить школу
 legal (adj) /'li:ɡl/ заңды законный,
 легальный
 library (n) /'laɪbrəri/ кітапхана
 библиотека
 lie (v) /laɪ/ алдау, өтірік айту врать,
 обманывать
 make friends (v) /meɪk 'freɪnz/
 достасу заводит друзей
 mark (n) /mɑ:k/ баға оценка
 maths (n) /mæθs/ математика
 математика
 mixed (adj) /mɪkst/ аралас
 смешанный
 motorway (n) /'məʊtəweɪ/
 автомагистраль автомагистраль

movie (n) /'mu:vi/ фильм фильм
 mp3 player (n) /,em pi: 'θri: pleɪə(r)/
 mp3 ойнағыш mp3 проигрыватель
 nasty (adj) /'nɑ:sti/ жағымсыз,
 ұсқынсыз отвратительный, мерзкий
 national anthem (n) /,næʃnəl 'ænthəm/
 мемлекет әнұраны государственный
 гимн
 pants (n) /pænts/ шалбар амер.
 брюки
 pass (an exam) (v) /pɑ:s (ən ɪɡ'zæm)/
 тапсыру (емтихан) сдать (экзамен)
 pavement (n) /'peɪvmənt/ жаяу жол
 брит. тротуар
 petrol (n) /'petrəl/ бензин брит.
 бензин
 play truant (v) /pleɪ 'tru:ənt/
 (сабақтан) қалу прогуливать (уроки)
 policy (n) /'pɒləsi/ саясат политика
 pressure (n) /'preʃə(r)/ қысым
 давление
 primary school (n) /'praɪməri sku:l/
 бастапқы мектеп начальная школа
 principal (n) /'prɪnsəpl/ мектеп
 директоры директор школы
 private school (n) /,praɪvət 'sku:l/
 жекеменшік мектеп частная школа
 qualification (n) /,kwɒlɪfɪ'keɪʃn/
 біліктілік квалификация
 revise (v) /rɪ'vaɪz/ қайталау
 повторять
 rule (n) /ru:l/ ереже правило
 school yard (n) /'sku:ljɑ:d/ мектеп
 ауласы школьный двор
 science (n) /'saɪəns/ ғылым наука
 secondary school (n) /'sekəndri sku:l/
 орта мектеп средняя младшая школа
 secondly (adv) /'sekəndli/ екіншіден
 во-вторых
 set an example (v) /set ən ɪɡ'zɑ:mpəl/
 үлгі көрсету подавать пример
 shop (n) /ʃɒp/ дүкен брит. магазин
 shoulder (n) /'ʃəʊldə(r)/ иық плечо
 sidewalk (n) /'saɪdwɔ:k/ жаяу жол
 амер. тротуар
 single-sex (adj) /'sɪŋgl seks/ бір
 жынысты однополый
 state school (n) /'steɪt sku:l/
 мемлекет мектебі государственная
 школа
 store (n) /stɔ:(r)/ дүкен амер.
 магазин
 subject (n) /'sʌbdʒɪkt/ зат предмет
 succeed (v) /sək'si:d/ мақсатына
 жету достигать цели, преуспевать
 summarise (v) /'sʌmərəɪz/
 қорытындылау, нәтиже алу, жинақтау
 суммировать, резюмировать, подводить
 итог
 suspend (v) /sə'spend/ уақытша
 шеттеу временно отстранять,
 исключать
 sweet (n) /swi:t/ кәмпит брит.
 конфета
 take (an exam) (v) /teɪk (ən ɪɡ'zæm)/
 емтихан тапсыру сдавать экзамен
 test (n) /test/ тест тест
 text message (n) /tekst 'mesɪdʒ/
 мәтіндік хабарлама текстовое
 сообщение

trash (n) /træʃ/ қоқыс мусор
 trousers (n) /'traʊzəz/ шалбар
 брит. брюки
 truck (n) /trʌk/ жүк көлігі
 грузовик
 understand (v) /,ʌndə'stænd/ түсіну
 понимать
 unfortunately (adv) /ʌn'fɔ:tʃənətli/
 өкінішке орай к сожалению
 uniform (n) /'ju:nɪfɔ:m/ униформа
 униформа
 upset (adj) /ʌp'set/ көңілсіз
 растроенный, грустный
 wear (v) /weə(r)/ тағу, кию носить
 winner (n) /'wɪnə(r)/ жеңімпаз
 победитель
 worry (v) /'wʌri/ мазасыздану
 беспокоиться
 wrong (adj) /rɒŋ/ дұрыс емес, қате
 неверный, неправильный

CLIL unit 9 9 – ші модуль модуль 9

antisocial (adj) /,æntɪ'səʊʃl/ қоғамға
 қарсы антиобщественный
 appropriate (adj) /ə'prəʊpriət/
 сәйкесті подходящий,
 соответствующий
 citizenship (n) /'sɪtɪzənʃɪp/
 азаматтық гражданство
 cruel (adj) /'kru:əl/ қатал жестокий
 deal (v) /di:l/ біреумен істес болу
 иметь дело
 detention (n) /dɪ'tenʃn/ сабақтан
 кейін қалдыру (жаза ретінде)
 оставление после уроков (в качестве
 наказания)
 discipline (n) /'dɪsəplɪn/ тәртіп
 дисциплина
 disrupt (v) /dɪs'rʌpt/ бұзу, жою
 разрушать; нарушать
 disruptive (adj) /dɪs'rʌptɪv/
 бүлдіргіш, қиратушы
 разрушительный; нарушающий
 disturb (v) /dɪ'stɜ:b/ бөгет жасау
 мешать (кому-л.), беспокоить
 emotional (adj) /ɪ'məʊʃənl/
 эмоционалды эмоциональный
 insult (n) /'ɪnsʌlt/ жәбірлеу, қорлау
 оскорбление; обида
 lack (n) /læk/ жетіспеушілік
 недостаток, нужда
 miniature (adj) /'mɪniətʃə(r)/
 кішкентай, ықшамды миниатюрный,
 маленький, изящный
 physical (adj) /'fɪzɪkl/ физикалық
 физический
 prevention (n) /prɪ'venʃn/ алдын алу
 предотвращение
 punishment (n) /'pʌnɪʃmənt/ жаза
 наказание
 rumour (n) /'ru:mə(r)/ өсектер
 слухи, сплетни
 spread (v) /spred/ ашу, жаю
 расстилать; развёртывать; раскрывать
 strategy (n) /'strætədʒi/ стратегия
 стратегия
 violence (n) /'vaɪələns/ зорлық
 насилие

Welcome

Comparing

much better than ...
 a bit / a lot more interesting than ...
 not as interesting as ...
 twice / three times as good as ...

Time words

... on Thursdays / Thursday evenings.
 ... at the weekend / at night / at (about) seven o'clock.
 ... in the morning / afternoon / evening.
 ... once or twice a day / week / month.
 ... every Friday.

Unit 1

Saying numbers

One point three.
 A hundred and one.
 Fourteen thousand, five hundred and forty.
 Thirty-two thousand, nine hundred and eight.
 A hundred and twenty-five thousand.
 Two million.

Offering and asking for help

Do you want me to help you with anything?
 I'd really appreciate it if you don't mind.
 Shall I get a few cartons of juice or something?
 Do you mind?
 If you want, I can get a bag of ice, too.
 Could you get some?
 OK, no problem, I'll see what they've got.

Writing an email

I'm writing because ...
 This photo shows ...
 I think there are possibly (two) reasons for this.
 Firstly, ... Secondly, ...
 We must do something about ...

Unit 2

Experiences

Have you ever ...?
 What about you?
 Yes, occasionally.

Yes, a lot of times.
 No, never.
 Yes, a few times.
 Yes, once (or twice).

Apologizing and making excuses

What is it?
 What's the matter?
 I'm afraid ...
 I didn't mean to.
 I don't know how it happened.
 I'm really sorry.
 Don't worry.
 It won't happen again.

Opinion phrases

... in my experience ...
 ... from what I've seen ...
 I think ...
 The problem is that ...
 For this reason, I think ...
 In my opinion, ...

Unit 3

Comparing opinions

In my opinion, (there are a lot).
 I think (the answer is a).
 I agree with you.
 I don't agree.
 I think so, too.
 I'm not sure.
 I don't think so.

Talking about news

You look happy / fed up / pleased.
 I've got some amazing / good / bad / terrible news.
 Really?
 Tell me all about it.
 What happened?
 You're kidding!
 That's good news.
 What's your news?

Writing a news item

The incident happened (late yesterday afternoon).
 People were (sleeping) and ...
 There was no ... and there weren't ...
 This was the dramatic scene ...
 Later, one of them said, ...

Unit 4

Describing people

She tends to be (quite) ...
 He can be (very) ...
 He's sometimes / always (a bit) ...

He isn't (very) ...
 My (aunt) can be (incredibly) ...

Talking about qualities

He's / She's quite / very / not exactly ...
 He / She has / hasn't got (a lot of) ...
 You need (a lot of) ...
 You don't need (much) ... to be a (singer).
 It's important for a (tennis player) to be ...
 A (sports) star needs / doesn't need to be ...

Identifying people

Who's that guy / girl over there?
 I think I've seen him / her before.
 The guy / girl with long hair.
 What about him / her?
 Do you know him / her?
 He / She looks like someone famous.

A biography

She's got ... and ...
 In the years that followed, ...
 She's been involved in ... since ...
 ... was born in ...
 Since then, she has ...
 Her big break came in ...

Unit 5

Expressing likes and dislikes

Would you like to ...? Do you like ...?
 Yes, I would. Yes, I do.
 No, I wouldn't. No, I don't.
 I'd love / hate it. I love / hate it.
 I wouldn't mind. I don't mind.

Recommending and responding

What about this one?
 I'd only recommend that if ...
 I don't fancy that.
 If they had (*Avatar*), I'd recommend that.
 You might like ...
 I'm not a big fan of ...
 Try this one.

Facts and opinions

I have recently read ...
 I'd like to recommend ...
 The main characters are ...
 The setting is ...
 I particularly enjoyed ...
 All in all, I (really enjoyed) ...
 I'd / I wouldn't change it.

Unit 6

Doing a quiz

What's your next question?
 OK, you start.
 I think the answer's ...
 That's right. Well done.
 No, sorry. Bad luck.
 OK. It's your turn.

Describing art

It reminds me of ...
 It doesn't look like a ...
 What on earth is that?
 I'm not sure about ...
 It looks (a bit mad).
 It looks as if (a child painted it).

Describing a painting

The scenery / composition
 includes ...
 ... in the foreground / background
 ...
 (*The Persistence of Memory*) was
 first exhibited ...
 It is said that ...
 This type of work is typical of ...
 Their work sometimes shows ...

Unit 7

Apologizing and explaining

I didn't mean to.
 You see, ...
 I'm afraid ...
 I don't know how it happened.
 I couldn't ... because ...
 I'm really sorry.
 Don't worry.
 It won't happen again.

Telling a story

We took a train from ... to ...
 Then we travelled by bus and on
 foot.
 I was (walking back to the picnic
 site) when ...
 By the time ...
 Just then ...

Adverbs of time

That day
 The day / week / month before
 The previous day / week / month
 The next / following day / week /
 month

Unit 8

Making suggestions

Let's (organize a meeting).
 That isn't a bad idea.
 That should / could / might help
 a bit.
 How about (starting an email
 campaign)?
 I think we should try ...
 Why don't we (boycott the
 shops)?
 That will definitely work better.
 I think the best thing to do is ...
 We could write to the council.

Donating money

Have you got a minute?
 What can I do for you?
 What's it for?
 It's for (a children's charity).
 I hope to raise about (£150).
 It sounds like a good cause.

Formal letters

In our opinion, ...
 I represent ...
 For this reason, ...
 On the other hand, ...
 We have therefore decided to ...

Unit 9

Agreeing and disagreeing

I (don't) think that ...
 I agree / disagree with that / you.
 That's right.
 I (don't) think so.
 I'm not sure about that.
 Yes, I think you're right.
 That's true, but ...

Asking for and giving advice

What's the matter?
 What should I do?
 Whatever you do, don't ...
 That's for sure.
 I think you should ...
 Are you sure?

Expressing opinions

I'm (not) in favour of ...
 I'm against ...
 In my opinion / view, ... for two /
 several / various reasons.
 All in all, ...
 In conclusion, ...
 I think that it's a good / bad thing
 to ...

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be /bi:, bɪ/	was /wɒz, wəz/, were /wɜ:(r), wə(r)/	been /bi:n/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burnt / burned /bɜ:nt, bɜ:nd/	burnt / burned /bɜ:nt, bɜ:nd/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
can /kæn/	could /kʊd/	
catch /kæʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /i:t/	ate /eɪt, et/	eaten /'i:tən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got /gɒt/
get up /,get 'ʌp/	got up /,gɒt 'ʌp/	got up /,gɒt 'ʌp/
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
have /hæv/	had /hæd/	had /hæd/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:n/	learnt / learned /lɜ:nt, lɜ:nd/	learnt / learned /lɜ:nt, lɜ:nd/
leave /li:v/	left /left/	left /left/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
send /send/	sent /sent/	sent /sent/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent /spent/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /,ʌndə'stænd/	understood /,ʌndə'stʊd/	understood /,ʌndə'stʊd/
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪtn/