

EXCEL

Student's Book

FOR KAZAKHSTAN

GRADE 8

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Textbook language



Pronunciation



Song

Speaking



Study Skills

Workbook 1a

Workbook: Presentation Skills



Listening



Online research



Writing



Across the Curriculum



Student's Book: Self-Check 1

Vocabulary

Portfolio

Reading



CHECK your progress

Student's Book: Language Review 1a

MODULE

1

Our World

► What's in this module?

Skills Focus:

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

Themes:

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

Language Focus:

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

Phrasal verbs: give

Vocabulary

- Global Issues

1 Look at the pictures.

- Listen and repeat.

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

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




Adopting an endangered animal helps fight species extinction.



Find the page numbers for

- a Saiga antelope ☐
- an advert ☐
- a donation form ☐

Reading 1a

-  **Look at the pictures. Imagine you are on the steppe. What can you see? How do you feel? Tell the class.**
-  **Read the title of the text. Why is the steppe important to Kazakh people according to the author?**
 **Listen and read to find out.**



The steppe: A golden treasure

Saiga antelope



pika



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

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

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

The steppe is also the **habitat** of a lot of different unique species of wildlife, from the steppe pika to the critically **endangered** Saiga antelope. The steppe winds even bring fresh clean air that clears away the **pollution** in the cities. The steppe is the birthplace of Kazakh culture. The difficulties people faced throughout the years living on the steppe and adapting to its environment and temperatures shaped their deep respect for nature. But like a lot of places in the world, the steppe now faces the challenge of climate change. However, the importance of the steppe to their identity continues to inspire the Kazakhs to preserve it for future generations.

Check these words

- plain • stunning
- recognisable • harsh
- shelter • agricultural
- natural resources
- raw materials • habitat
- wildlife
- critically endangered
- birthplace • face • adapt
- shape • respect
- challenge • identity
- preserve • generation

8.4.2.1



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

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

Vocabulary 1a

- 4 **8.3.1** Explain the words in bold. You can use your dictionary (paper or digital).

- 5 **8.3.1** **THINK!** Tell your partner three things that impressed you from the text.

Habitats

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

habitat (n): environmental area where a particular type of animal or plant normally lives.



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

- 1 endangered
2 generations
3 materials
4 view
5 change
6 shelter
7 winds
8 cold

- b) **8.3.1** Use them to say or write sentences based on the text.

Prepositions

- 8 **8.15.1** Complete with: *at, for, to, of, in*. Check in your dictionary.

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

Speaking

- 9 **8.3.1** **8.3.1** Read the text in Ex. 2 and make notes under the headings **name - weather - wildlife - agricultural products - natural resources - environmental threats** in your notebook. Use your notes to present the steppe to the class.

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

Use of English 1b

• Infinitive/-ing forms

1 **8.6.15.1** Read the theory and say the examples in your language.

We use the **(to)-infinitive**:

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

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

We use the **-ing form**:

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

2 **8.6.15.1** Put the verbs in brackets in the correct form. Give reasons.

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

• Tenses of infinitive/-ing forms

3 **8.6.15.1** Read the table, then rewrite the sentences using the verbs in brackets in the correct form.

	infinitive	-ing form
Present	(to) play	playing
Present continuous	(to) be playing	-
Perfect	(to) have played	having played
Perfect continuous	(to) have been playing	-


- There are more and more homeless people. (seem)
There seem to be more and more homeless people.
- Dinaz works with children at the weekend. (enjoy)
.....
- She has been volunteering all summer. (claim)
.....
- Air pollution gets worse each year. (tend)
.....
- He is sorry he missed the neighbourhood clean-up day. (regret)
.....
- They are planting trees in the park. (appear)
.....

4 **8.6.15.1** **8.5.3.1** **Think of your lifestyle. Complete the sentences so they are true about you.**

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

Use of English 1b

Word Formation (nouns from verbs)

- 5** **8.5.8.1**  Read the theory. Then, complete each sentence with the noun derived from the word in bold.

We can form nouns from verbs by using the following suffixes: **-ation** (*preserve – preservation*), **-ion** (*suggest – suggestion*), **-sion** (*conclude – conclusion*), **-tion** (*produce – production*)

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

Clauses of reason/result


- 6** **8.6.16.1** Read the theory and then choose the correct item.

To express **reason** we use:

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

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

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

- 7** **8.6.16.1**  Study the rules, then complete the gaps with **so**, **such** or **such a/an**.

To express **result** we use:

- so + adjective/adverb ... that** *He is so busy studying that he can't volunteer at the homeless shelter.*
- such a/an + adjective + singular countable noun ... that**
It was such a cold day that the lake froze over.
- such + adjective + plural countable/uncountable noun ... that**
The lake has such dirty water that no one wants to go swimming.

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

Skills 1c

• Natural disasters

1 Listen and repeat.



drought



flood



earthquake



tsunami



hurricane



tornado

Reading

2 **8.4.4.1** Read the title of the text and look at the picture. What do you think the text is about?

Listen, read and check.



Change the World through Engineering

Dream Big and the ASCE Foundation

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

Menzer Pehlivan, Ph.D., P.E., M.ASCE
Civil Engineer

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

What is 'Dream Big' about?

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

Check these words

- raise awareness
- collapse • prevent
- civil engineer
- specialise in sth
- achieve • inspirational
- structure • skyscraper
- career

Skills 1c

3 **8.4.2.1** Read the text again. For questions 1-3, choose the correct answer A, B or C.

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

Phrasal verbs (give)

Phrasal verbs

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

4 **8.6.15.1** Read the box, then complete the sentences.

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

Speaking

5 **8.3.6.1** **8.6.5.1** Ask and answer questions about the text in Ex. 2, in pairs.

A: When did the ASCE Foundation release 'Dream Big'?

B: In 2017.

Listening

6 **8.2.3.1** Look at the form.

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

Writing

7 **8.5.4.1** **8.5.7.1** Write a short email to your English pen-friend telling him/her about the *Dream Big* film. Explain what impressed you and suggest that he/she see it.

ASCE Donations

- 1) (please tick ✓) One-off ☐ Regular ☐
- 2) \$ per month
Method of Payment (please tick ✓)
- 3) • Credit Card ☐
- Cheque ☐
- Cash ☐
- Direct Debit (Bank Account) ☐
- Name: 4)
- Address: 5)

Everyday English 1d

• Applying to an environmental organisation

1 Listen and repeat.

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

Check these words

- volunteer
- conservation
- equipment
- waterproof
- footpath
- register

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



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



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

Volunteer action days every Saturday:

- Collecting clothes
- Helping out at the homeless shelter

No skills required

Bring: comfortable clothes and an apron

Register online at www.helping-hands.com

Don't miss this Saturday: cook a special lunch for the homeless

3 a) Find similar sentences in the dialogue that mean:

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

b) Report the dialogue to the class.

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

• Pronunciation (oo sound)

5 Listen and repeat.

- u: tools, boots, waterproof – blue, include, shoe



Unique structures

- 1 **8.4.2.1** Look at the pictures and read the titles of the texts. What is special about these buildings?

Listen and read to find out.



Khan Shatyr, Kazakhstan

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

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

Khan Shatyr is one of the world's most eco-friendly buildings.

It has been provided with a see-through covering that helps to maintain a constant warm temperature inside whatever the weather. Its builders have also designed its distinctive shape to withstand high winds. It is a unique structure for all kinds of weather.

The Crystal – UK

Next to the waters of the River Thames there is a remarkable building – the Crystal. It was designed by Wilkinson Eyre Architects and it opened in 2012. It contains an exhibition on sustainability where visitors are given the opportunity to explore issues such as energy, water and the environment.

The Crystal is the most eco-friendly building in London. It is covered with solar panels that provide all of its electricity and engineers have installed special pipes which store extra energy underground. It also produces 90% of its own water by collecting rainwater and waste water. The Crystal is a great example of how modern architecture has been made to work with nature to save the planet.



Check these words

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

- 2 **8.4.2.1** Read the texts again and complete the sentences.

- 1 Since 2010, Khan Shatyr is one of Kazakhstan's
- 2 Khan Shatyr's shape imitates
- 3 Because of its characteristic shape Khan Shatyr
- 4 The Crystal gives visitors the chance to
- 5 The Crystal stores energy underground in

- 3 **8.1.3** **8.5.1** Work in pairs. Compare and contrast

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

A: Both buildings are eco-friendly.

B: That's true. The Khan Shatyr is in Astana, Kazakhstan, whereas the Crystal is in London, UK.

- 4 **8.5.1** **8.5.4.1** Collect information about another eco-friendly building in your country or in other countries and write a short text about it for the school English magazine. Present it to the class.



Across the Curriculum 1f

PSHE

- 1 **8.2.1.1** Look at the pictures and read the title. What does it mean to be a global citizen?

Listen, read and check.



Global citizenship



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

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



Check these words

- be involved with
- interconnected
- affect
- raise
- charity
- appliance

- 2 **8.4.2.1** Read the text again and decide if the sentences (1-4) are T (true), F (false) or DS (doesn't say).

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

- 3 **8.1.7.1** **8.3.3.1** **THINK!** Use the pictures and the text to make a speech to your classmates about the importance of being a global citizen.

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

- 4 **8.1.7.1** **8.5.7.1** Collect information, then prepare a poster on how to make a positive change to the world by being a global citizen. You can use the key words **Global citizen**.

Writing 1g

• A letter to the editor suggesting solutions to a problem

- 1 **8.4.1.1** Look at the letter. What problem does the letter address?
Read and check.
- 2 **8.4.2.1** Read the letter. Copy and complete the table with information from the letter.



Dear Sir/Madam,

I am writing in response to an article in your paper about the huge amount of waste which people throw away every year all over the world. In my opinion, the damaging effect that this has on the environment is one of the most serious problems that our society faces today. I would like to give some suggestions on how to reduce the amount of waste we produce.

Firstly, we could set up recycling schemes and encourage people to recycle their rubbish. **This way**, less rubbish would go to landfill sites.

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

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

Yours faithfully,
Mary Adams

Suggestions	Expected Results

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

- 4 **8.3.5.1** **Work in pairs. Match the suggestions to the expected results, then talk about how people can reduce air pollution in cities.**

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

One possible solution is to This way,

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

- 8.1.7.1** **8.5.1.1** **8.5.3.1** **Portfolio** Use ideas from Ex. 4 to write a letter to the editor (100-180 words). In your letter, discuss the problem of air pollution suggesting ways to solve it.

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

Study Skills

A letter to the editor is a formal piece of writing about a matter of public interest.

To state our opinion:
In my opinion, As far as I'm concerned, I (strongly) think/ believe/feel that ...

To list points: To start with, First of all/Firstly, What is more, In addition, Furthermore

To express results:
This way, As a result/consequence, Consequently

To conclude: To sum up, In conclusion, All in all

EDUTAINMENT 1



VALUES

Be the change

- 1 a) **8.3.1** **8.3.4.1** In pairs, discuss the following quotation.

Quotation

Be the change you want to see in the world.

(Mahatma Gandhi)

- b) **8.3.5.1** **8.3.7.1** Look at the list of ways you can help to change the world. Which of these would you like to do in the future? Can you think of any other ways? Discuss with your partner.

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

- c) **8.1.7.1** **8.5.3.1** Use the ideas in Ex. 1b to write a short paragraph expressing your opinion.

- 2 **8.5.8.1** Do the quiz. Complete the sentences.

- QUIZ**
- 1 *Dream Big* is a film made by the
 - 2 The Saiga antelope is critically
 - 3 The earthquake in Turkey, in 1999, killed almost people.
 - 4 The Kazakh steppe makes up of the country.
 - 5 The Crystal is in
 - 6 Khan Shatyr opened in
 - 7 Polar bears live in a habitat.
 - 8 The shape of Khan Shatyr is the reason it can withstand

3



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

4

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

Listen, read and check.

- show respect • care for nature
- look after nature • nature's power
- lightning strikes • roaring lion



Nature's POWER

Show respect for every creature
Care for nature's every feature
Nature will look after you
If you look after nature, too

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

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

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

5



8.3.4.1 **Why** should we respect nature according to the singer?

MODULE 2

Daily life & Shopping

► What's in this module?

Skills Focus:

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

Themes:

- daily routines & free-time activities
- leisure activities & chores
- clothing & shoes
- I love weekends
- VALUES: Be a wise shopper

Language Focus:

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

Phrasal verbs: look

Vocabulary

- Daily routines & Free-time activities

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

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

Picture 1: eat out

2 Which are daily routines? Which are free-time activities? Decide in pairs.

3 **8.3.7.1** Use phrases from Ex. 1 to describe your daily routine and free-time activities.

I go to school every weekday.

I do my homework in the afternoon, etc.



Find the page numbers for

- a park
- an interview
- a song

Reading 2a

BEING

16

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



1)

When does school start and finish?

I go to school very early at 7:45 in the morning and eat breakfast there. My parents drive me there before they go to work. School finishes at 4:00 pm, but afterwards I go for additional computer and English lessons. Right now, I'm studying English because I have an English test tomorrow.

Do you get homework?

Yes, I do. After I finish my afterschool classes I have a short break, then I do my homework. I usually stop around 9 o'clock in the evening.

2)

Do you get any pocket money?

Every day my parents give me 700 tenge (€1.80) to buy a small snack after school. However, if I want to buy something special like a book or a CD I have to ask them for extra money.

What do you do in your leisure time?

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

3)

Where do you live?

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

Do you have to do chores in the house?

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

4)

What do you like/hate about being 16?

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

What do you worry about?

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

Check these words

- additional • leisure time
- local • chore • laundry
- grade

1

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

🔊 Listen to see if the text answers your questions.

2

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

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

Vocabulary 2a

- 3 **8.4.4.1** Read the interview and decide if the sentences below are **T** (true) or **F** (false).

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

- 4 **8.6.12.1** **THINK!** Compare Aliya's lifestyle to yours. Use adjectives and adverbs.

• Leisure activities & Chores

- 5 a) Look at the pictures. List the activities under the correct headings.

Leisure activities

Chores



Likes	Dislikes
<ul style="list-style-type: none"> I (just) love it. I'm keen on/crazy about ... 	<ul style="list-style-type: none"> I can't stand it. I hate it. I don't really like it. Not really. I prefer ...

- b) **8.3.7.1** Use the activities in Ex. 5a and your ideas to discuss, as in the example.

A: How often do you do archery?

B: I never do archery. I don't really like it. / I usually do archery at the weekends. I love it.

Prepositions

- 6 **8.6.15.1** Complete with: about, in, on, at, with. Check in your dictionary.

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

Speaking

- 7 **8.3.6.1** Work in pairs. Use the questions in the interview in Ex. 1 to interview your partner. Record yourselves. Present your interview to the class.

Writing

- 8 **8.5.3.1** Use your partner's answers to write an interview similar to Aliya's for the school magazine (100-160 words). Use the headings in Ex. 2.

Use of English 2b

• Present simple, Present continuous, Present perfect

1 B.6.10.1 Identify the verb forms. Match the tenses to their meanings.

- 1 He's having a dance class right now.
- 2 She drinks two glasses of milk every day.
- 3 He's getting married next week.
- 4 She is studying for her exams these days.
- 5 I've only been here since March.
- 6 She works as a teacher.
- 7 She has read *Oliver Twist*.
- 8 Water boils at 100°C.

- A a permanent state
- B an action happening around the time of speaking
- C an action happening now
- D a habit or routine
- E a fixed future arrangement
- F an action which started in the past and continues to the present
- G a general truth or law of nature
- H an action that has happened at an unspecified time

• Stative verbs

2 B.6.10.1 Read the theory box. Explain the meaning of both sentences in each pair (1 & 2). Make sentences of your own.

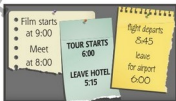
Stative verbs describe a state rather than an action (*like, love, hate, look, seem, want, need, forget, remember, know, suppose*). They do not usually have continuous forms, but they differ in meaning. *I think he's doing his homework.* (= I believe) *I'm thinking about going to the gym.* (= I'm considering)

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

3 B.6.10.1 Put the verbs in brackets into the correct tense. Give reasons.

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

4 B.6.10.1 Read the example. Which tense do we use for: timetables? future arrangements? Use the notes to act out short exchanges.



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

• already/just/yet/ever/never

5 B.6.10.1 Choose the correct word.

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

Use of English 2b

• Present perfect continuous

- 6 **8.6.10.1** Read the theory. How do we form the present perfect continuous?

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

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

We use the **present perfect continuous**:

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

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

- 7 **8.6.10.1** Read the sentences and answer the questions.

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

- How do we use *for/since*?
- Which question do the sentences answer?

- 8 **8.6.10.1** Put the verbs in brackets into the present perfect continuous.

- Susan (work) all night!
- They (learn) English for six years.
- You look really tired. What (you/do)?
- Dina (shop) since this morning.

- 9 **8.6.10.1** Put the verbs in brackets into the present simple/continuous or present perfect simple/continuous.

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

• Word Formation

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

Forming adjectives

We use these suffixes to form adjectives:

-ous (*danger* – *dangerous*), **-ive** (*sense* – *sensitive*), **-y** (*health* – *healthy*), **-ful** (*care* – *careful*)

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

Skills 2c

Check these words

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

Vocabulary

CLOTHING & SHOES



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

b) 8.3.1 What type of clothes do you like wearing: sports clothes, designer labels, casual, second-hand, formal? What do you usually wear at school? at home? to play sports? Tell your partner.

I prefer casual clothes.

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

Reading

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

b) 8.4.1 8.6.1 What do you think these teenagers like? Think about: music • clothes • free time activities.

Listen and read to find out.

British Teen Scenes

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

The Skaters

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

The Techies

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



A

B

Skills 2c

3  Read the texts again. Which teenagers, the Skaters (S) or the Techies (T) ...

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

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


• easily • device • take sth quickly • geniuses

5    Which style is closest to yours? Explain.

Phrasal verbs (look)

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

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

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

Listening

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

PEOPLE

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

TYPES OF CLOTHES

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

Speaking & Writing

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

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

Phrasal verbs

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

Everyday English 2d



Check these words

in stock • sold out
size • receipt

1

• Buying a present for a friend

a) Listen and repeat.

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

b) 8.4.1 The sentences above are part of the dialogue below.

What do you think the dialogue is about?

Listen, read and check.

Shop assistant: Hello! How can I help you?

Raygul: Hello. I'm looking for the yellow dress in the window. Is it still in stock?

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

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

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

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

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

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

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

Raygul: Here you are.

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

Raygul: Thank you very much. Goodbye.

Shop assistant: Goodbye.

UK prices

£10.20 = ten pounds and twenty pence

£1.02 = one pound and two pence

£2 = two pounds

25p = twenty-five pence

UK clothing size

6: Extra small

8-10: Small

12-14: Medium

16-18: Large

20+: Extra large

2

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

Study Skills

Intonation in questions

Wh-questions

(falling intonation) ✓
What time is it?

Yes/No questions

(rising intonation) ✓
Do you like it?

3



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

4



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

• Intonation in questions

5



Listen and repeat. Mind the intonation.

1 Are they new?

2 Were they expensive?

3 Where did you get them from?

4 Whereabouts is it exactly?



I ♥ weekends



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

NEW YORK

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

Jane, 16

ALMATY

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

Nurlan, 17



Check these words

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

8.1.3.1 8.3.1 Read the title of the text. In pairs, discuss why you love weekends.

A: I love weekends because I meet my friends and we go out together.

B: Me too. We usually go window-shopping or play basketball.

a) 8.4.1 How do Jane and Nurlan spend their weekends? Read to find out.

b) 8.2.1 Read the texts again and complete the missing words.

🔊 Listen and check.

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

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



Across the Curriculum 2f

PSHE

- 1 **14.31** What do you spend your money on? Do you have a savings plan and a budget? If you do, does this help you manage your money? If not, how can doing this help you manage your money?
- Listen, read and check.



Penny Wise

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

Set your budget

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

Save up!

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

Keep track!

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

Be realistic!

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

Check these words

- manage money • tip
- set a budget • expenses
- pocket money • cut back
- long-term goal
- keep track of • income
- savings • reduce

- 2 **14.61** Read the text again and answer the questions.

- | | |
|--|--|
| 1 How can you set a budget? | 4 Do you agree with the author's advice? |
| 2 Why is it important to set a budget? | Why/Why not? |
| 3 Why should we save money? | |

- 3 **13.31 13.43 13.51** **THINK!** Make a list of everything you spend each week, and organise it into categories (e.g. food, transport, entertainment). Do you spend your money the right way? Discuss in pairs.

Online Shopping:

a modern convenience or inconvenience?

Writing 2g

Check these words

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

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

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

▶ On the other hand, there are a number of disadvantages to shopping online. **To start with**, people worry about using the Internet for their shopping. It is very easy for someone to steal personal information. **Secondly**, you can't examine, feel or try on items until they arrive at your house, and sometimes they may be different from what you were expecting. Online shopping takes away a lot of the pleasure people get from shopping.

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

Study Skills

For-and-against essays

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

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

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

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

• A for-and-against essay

1 **8.4.6.1** Read the essay. What arguments does the writer present in favour of and against online shopping? How does he support each?

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

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

• Listening for ideas

4 **8.2.3.1** Listen to two people discussing whether teenagers should have credit cards. List their arguments for and against, together with the reasons each suggests.

Writing (a for-and-against essay)

5 **8.5.1.1** **8.5.6.1** **8.5.9.1** Use the notes from Ex. 4 and your own ideas to write a for-and-against essay entitled 'Should teenagers have credit cards?' (120-180 words). Use the plan. Check your piece of writing and edit it.

Para 1: state the topic

Para 2: state advantages with reasons and examples

Para 3: state disadvantages with reasons and examples

Para 4: conclusion

EDUTAINMENT 2



VALUES

Be a wise shopper

- 1 **8.3.6.1** When was the last time you went shopping? What did you buy? What do you buy on regular basis? Discuss.

- 2 a) What kind of shopper are you? Which of these sentences best describe you? Tick (✓) the ones that are true for you. Can you think of any other reasons you buy/don't buy things?

- 1 I purchase things that I see online. ☐
- 2 I usually buy things that are on sale. ☐
- 3 I often buy second-hand products. ☐
- 4 I love buying designer labels. ☐
- 5 I try to buy products that are made from recycled materials. ☐
- 6 I avoid buying unnecessary things. ☐
- 7 I compare prices and then I buy what is on offer. ☐

- b) **8.1.3.1** **8.1.4.1** Which of the sentences above describe a wise shopper? Why do you think it's important to shop wisely? Discuss.

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

QUIZ

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



4



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

5

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

Listen, read and check.



Money can't buy everything

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

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

I don't need money
And all that it brings
I don't need fast cars
Or big diamond rings
I've got my family
My friends and my health
These things are so much
More precious than wealth



6



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

MODULE

3

Entertainment & the Media

► What's in this module?

Skills Focus:

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

Themes:

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

VALUES: Entertainment

Language Focus:

- past simple, past continuous
- past habits (used to/would)
- comparisons

Phrasal verbs: keep

Vocabulary

• Entertainment

1 Look at the pictures (1-7).

Listen and repeat.

2 **THINK!** Which of the forms of activities in the pictures do you like best? Why? Use the adjectives below.

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

I like playing online video games because they are exciting.

3 **8.3.7.1** When was the last time you did one of these activities? What was it like? Tell the class.

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



Find the page numbers for

- a TV guide
- festivals
- a newspaper

Reading 3a

1 **B2.1 B4.2.1** Look at the places in the pictures. Which of these activities can you do in each place?

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

Listen and read to check your answers.

Check these words

- recommend • attraction
- tropical climate • escape
- waterslide • mineral spring
- it's worth it • picturesque
- resort



Steve's Travel Blog

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

Steven_UK

A Khan Shatyr beach, Astana



Hi Steven! Kazakhstan is full of amazing things to see and do. Did you know that there's a beach here in Astana? It's not like any other beach, though. In the Khan Shatyr, a huge entertainment centre, there is an indoor beach! Although it's not as big as some beaches, it always has a warm tropical climate, even when it's -30°C outside! The white sand comes from the Maldives and the water in the pool is lovely and warm.

Saule_17

Posted 11/7 15:34

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

Ulan358

B Aqua Park, Almaty



Posted 14/7 12:00

C Chundzha



Hi guys! Both these places are really cool, but if you want to go somewhere really different you should go to Chundzha. It's much smaller than Almaty or Astana, but it has more than 140 mineral springs. You have to travel much further to get there than the other places – it's a five-hour drive east of Almaty. It's worth it though, because on the way you see the picturesque Kokpek Pass and the Charyn River. The resort I went to last summer had six different pools with naturally hot water. It's a perfect place to relax!

Asiya<3

Posted 16/7 16:57

Vocabulary 3a

2 Read the texts again and answer the questions.

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

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

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

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

Compound nouns consist of two parts:

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

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

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

Prepositions

5 Complete the sentences. Use: for (x2), about, on (x3).

- 1 They found a picturesque village their way to Almaty.
- 2 We can't afford to go holiday.
- 3 Aru goes travels business, not pleasure.
- 4 I must tell you my trip to Kazakhstan.
- 5 Ulan travelled his own last month.
- 6 You should try this waterslide yourself!

• Water experiences

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

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

Speaking

• Recommending places to visit

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

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

A: Have you been to ...?

B: Yes, I went there last summer.

A: Did you like it?

B: It was great. The waterslides were amazing.
You should go.

Writing

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

Use of English 3b

• Past simple, Past continuous

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

We 1) reached the hotel at 11:30 yesterday morning. The sun 2) was shining brightly at the time and we were really excited to be there, so we 3) dropped off our bags and 4) went straight to the water park. It was so nice! A lot of people 5) were swimming in the pool. My parents 6) were drinking juice and taking photos while we 7) were swimming. As I 8) was getting out of the pool, I 9) heard someone call my name.



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

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

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

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

• A: 8) (you/go) to the concert yesterday?

B: No, I 9) (drive) to the concert when I 10) (get) a flat tyre.

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

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

We went to a water park yesterday.

• Past habits (used to/would)

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

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

As I child, I used to/would go to the seaside every year.

(Note: also I went)

Used to can also be used to talk about past states.

I used to love it, but now I prefer sightseeing holidays.

(NOT: ~~I would love it.~~)

BUT: *I went to Almaty last week. (NOT: ~~I used to go/would go.~~)*

b) Complete with used to and/or would.

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

Use of English 3b

Speaking

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



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

• Word formation

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

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

- The trip to Chundzha was very (TIRE).
- The view from the hotel room was (AMAZE).
- The singer wasn't very good and the concert was (DISAPPOINT).
- The play had a complicated plot and Berik was (CONFUSE).
- I'm really (EXCITE) about going to the water park.

• Comparisons

- 7 Read the theory and choose the correct item.

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

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

Aibek works harder than Dlingiz.

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

Theatre tickets are more expensive than cinema tickets.
Inzhu reads more slowly than Gulnaz.

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

Nurlan swims as fast as his brother Rustam.

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

This novel isn't as interesting as the previous one I read.

much/a lot/a little/a bit + comparative: to express the degree of difference between two people, animals, things or places

Birol is much worse at acting than Gulnara.

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

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

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

..... is funnier than

..... isn't as interesting as

Skills 3c

Vocabulary

- TV programmes

1  Listen and repeat.



TV & the Media

- documentary
- film • cartoon
- international news
- reality show
- political discussion
- comic strip • weather
- horoscope
- talent show

8.1.3.1 8.3.3.1 8.3.6.1 8.3.7.1  Look at the TV & the Media box.

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

Reading

3 **8.2.1** **8.2.6.1** **8.4.5.1** What do you know about the BBC? What else would you like to learn about it? Think of two questions.

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

BBC

What is the BBC?

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

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

BBC programmes

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

Uniting the nation

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

Can you live with technology, discover how computers have changed our lives.

DID YOU KNOW?

Until 2006, the BBC World Service broadcast daily in the Kazakh language!

Phrasal verbs

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

Asking

- Is there a (good) ... (film/quiz show, etc) on TV tonight?
- What's on Channel 1 ... (at 6:30/ after the news, etc)?
- When is that ... (documentary, etc) on?
- Do you want to ...?
- How about ...?

Responding

- Not really./Not much.
- I don't mind.
- I'm not very keen on ...
- I really like/enjoy/love ...
- I hate/I can't stand ...

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

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

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

- **Phrasal verbs (keep)**

- 6 Read the box, then complete the sentences.

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

Listening

- 7 Listen and match the people (0-5) to their favourite TV programmes (A-H).

PEOPLE		TV PROGRAMMES	
0	Miras	A	cooking programme
1	Jamie	B	quiz show
2	Nazym	C	comedy
3	Torun	D	documentary
4	Jane	E	sports programme
5	Kairat	F	sitcom
		G	talent show
		H	soap opera

Speaking & Writing

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

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

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

Everyday English 3d

• Expressing opinions

- 1 Listen and repeat. Which sentences: A. ask for an opinion? B. express a positive (✓) opinion? C. express a negative (X) opinion? Write the correct letter (A, B or C).

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

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

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

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

Aidar: Really? What was it like?

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

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

Jane: Did you enjoy it?

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

Jane: Sure!

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

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

• Intonation (expressing feelings)

- 5 a) Listen and repeat.

Really? interest/surprise/enthusiasm	Really? disbelief/annoyance
---	--------------------------------

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

- | | | |
|-----------------------|---|---|
| 1 I don't believe it! | a annoyed <input type="checkbox"/> | b surprised <input type="checkbox"/> |
| 2 What's the problem? | a interested <input type="checkbox"/> | b annoyed <input type="checkbox"/> |
| 3 Sure! | a enthusiastic <input type="checkbox"/> | b disbelieving <input type="checkbox"/> |
| 4 No way! | a surprised <input type="checkbox"/> | b annoyed <input type="checkbox"/> |

festivals around the world



ACROSS CULTURES 3e

8.1.8.1 **8.2.1.1** **8.2.6.1** **8.4.1.1** Look at the pictures. What festivals do they show? What do you know about these festivals?

Listen, read and check.



Shakespeare's Birthday

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

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



Festival of Nomadic Civilisation

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



Check these words

- playwright • birth
- parade • lead
- symbolise • leader
- marching band
- mayor • grave
- legacy • nomad
- yurt • aspect • craft
- introduction

2 **8.4.2.1** Read the texts again and answer the questions.

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

3 **8.3.4.1** **8.4.1.1** Copy and complete the table in your notebook. Then, use the completed table to present the two festivals to the class.

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

Shakespeare's Birthday is on It takes place

4 **8.1.10.1** **8.5.6.1** Think of another cultural festival in your country. In groups, collect information under the headings in Ex 3. Use your notes to write a short text for the school English magazine about it.



Across the Curriculum 3f

Biology

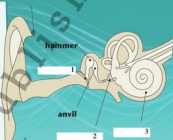
Sound & hearing



- 1** **8.2.2.1** **8.4.6.1** Read the following statements about sound. Which statement is not correct? Listen, read and check.
- 1 Sound travels in waves.
 - 2 Our ears and brain work together so that we can hear.
 - 3 Sound travels through air, liquid and solid materials.
 - 4 Cats, rabbits and horses don't hear as well as people.

What does this sound like?

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



DID YOU KNOW?

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

Check these words

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

- 2** **8.4.2.1** **8.4.6.1** Read the text and put the sentences in the correct order (1-5). Look up the words in **bold** in your dictionary.

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

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

- 4** **8.3.1.1** **8.3.6.1** **Portfolio** Look at the diagram above and tell the class how we hear. Record your monologue. Start like this.

Sound travels in waves ...

Writing 3g

• An email reviewing a concert

1 **8.4.1.1 8.4.5.1** Look at the email. Who is writing it? Where did Nazira and Rustam go? Read to find out.

2 **8.6.15.1** Read the email again and choose the correct words.

🔊 Listen and check.



Hi Nelly,

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

It was in London. I went with my brother, Rustam. We both think Ed Sheeran has really 2) **interested/interesting** songs, so we were really 3) **exciting/excited** to see him perform live. We arrived on time, but we had to wait patiently while the support group played. They were a bit 4) **bored/boring** and we couldn't wait to see Ed Sheeran. It was well worth the wait, though! He played a mixture of old and new songs and gave a brilliant performance. The crowd was really enthusiastic and everyone was singing along to all the songs. It was an electric atmosphere! After the concert, Rustam and I both bought T-shirts to remember the event.

It was a wonderful evening – the music was **live** and Ed Sheeran was great. We were 5) **exhausted/exhausting**, but we had a great time. Don't miss the chance to see him if he's performing a concert near you!

Write back,
Nazira

Study Skills

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

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

4 **8.4.8.1** Replace the adjectives in the sentences below with ones from the list. You can use your dictionary.

• talented • lively • catchy • excellent

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

Writing (an email reviewing a concert)

Check these words

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

8.5.1.1 8.5.1.2 You recently went to a concert. Write an email to your English-speaking pen-friend about it (100-160 words). Follow the plan and use the text in Ex. 2 as a model. Check your piece of writing and edit it.

Hi ... (friend's name)

Para 1: opening remarks; reason for writing

Para 2: description of the event

Para 3: feelings; recommendation; closing remarks

Write back,

(Your first name)

EDUTAINMENT 3



VALUES

Entertainment

- 1 **8.3.3.1 8.3.7.1** Why is entertainment important? Use the list to tell the class. Can you think of more reasons?

Entertainment is important because it can:

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

- 2 **8.3.3.1 8.3.7.1** Collect information and create a poster showing international days related to entertainment.

21st June – World Music Day.

- 3 **8.3.3.1 8.3.7.1** Imagine you are celebrating one of the international days of entertainment in Ex. 2. In groups, decide on how to celebrate it. Think about: place – time – decorations – events, etc. Prepare an advert for it. Present your idea to the class.

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

QUIZ

- 1 The BBC broadcasts only in the UK.
- 2 Cats have a better sense of hearing than humans.
- 3 Shakespeare died at the age of 52.
- 4 Chardzha is a three-hour drive from Ashgabat.
- 5 The BBC was founded in 1926.
- 6 The Aqua Park is in Astana.

- 5 **8.3.3.1 8.3.7.1** Look at Module 3 and write a T/F quiz of your own similar to the one in Ex. 4.

- 6 **8.5.8.1** Song: Read the song and complete the gaps with the words below.

Listen and check your answers.

- win • happy • right • mind • defeat
- free • day • world • troubles • bright

VIDEO

When I'm feeling worried
and there's too much on my 1)
I turn on my music
and I leave the world behind
I get lost in music
and I suddenly feel 2)
When I'm lost in music
I am where I want to be

Music makes me 3)
It can always make me smile
Music makes the 4) seem
so much better for a while
When your mind is heavy
and nothing's going 5)
play your favourite music
and the world seems clear, clear and
6)

When I'm just too tired
to get through another 7)
I put on a CD and I let the music play
All my 8) leave me
when I hear a song begin
Nothing can 9) me
I feel strong enough to 10)

- 7 **8.5.8.1** How does music make the singer feel? Does it work in the same way for you? Tell the class.

MODULE 4

Sport, Health & Exercise

► What's in this module?

Skills Focus:

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

Themes:

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

Language Focus:

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

Phrasal verbs: put

Vocabulary

- Physical activities

1 Look at the pictures.

- Listen and repeat.

2 8.3.7.1 Which of these activities do you like doing? Which would you like to try? Why?



- Find the page numbers for
- a cartoon strip ☐
 - a sports blog ☐
 - a for-and-against essay ☐

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

Reading 4a

Check these words

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

1

8.2.1 8.2.1 Look at the picture. What is Quidditch? How is Harry Potter related to it?

Listen and read to find out.

HOME

INFO

VIDEO

Blog entry 3/09 13:47

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

Jane

Comment 9/09 17:03

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

Ahmad

Study Skills

Predicting content

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

2

8.4.2.1 8.4.2.1 Read the texts again and match the sports to the sentences. Write Q for Quidditch and ST for Sepak Takraw.

Which sport:

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

Vocabulary 4a

3 **8.4.3.1** Answer the questions. Use ideas from the texts as well as your own.

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

4 Match the words in bold to their synonyms.

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

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

I want to try Quidditch because it's fun.

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

- 1 team
- 2 sports
- 3 volley
- 4 broom

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

• Sport

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

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

• Word formation

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

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

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

- rink • ring • pitch • court • pool
- course

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

Speaking

9 **8.3.5.1** In groups, choose a sport from your country. Make notes under the headings. Use your notes to present the sports to your class.

name of sport

number of players

place

rules

other information

Writing

10 **8.5.2.1** In pairs, invent a sport. Think of: **name of sport** - **number of players** - **place** - **rules** - **other information**. Present it to the class.

Use of English 4b

• will/be going to

1 **8.6.8.1** Match the sentences (1-4) to what they express: a future plan, a prediction based on what we see, a prediction based on what we think/believe, certainty.

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

2 **8.6.8.1** Complete with **will** or **be going to** and the verbs in brackets.

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

3 **8.6.8.1**  Daniya has decided to live a healthy life. What has she decided to do? In pairs, ask and answer as in the example.

- sleep eight hours a night (✓)
- eat a balanced diet (✓)
- eat junk food every two weeks (X)
- exercise regularly (✓)
- drink fizzy drinks (X)
- drink eight glasses of water a day (✓)

A: Is she going to sleep eight hours a night?

B: Yes, she is. Do you think she will eat a balanced diet? etc



• Present continuous (future meaning)

4 **8.6.8.1** Which sentences (1-5) describe: an action happening now? a fixed arrangement in the near future? Give reasons.

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

5 **8.6.8.1** **8.5.3.1**  Complete the sentences.

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

Use of English 4b

• Conditionals

- 6 a) **8.6.17.1** Read the joke. What tenses are used after *if*? Use the table below to identify the types of conditionals.



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

- b) **8.6.17.1** Which type refers to: a general truth or a situation that always happens? a situation that is likely to happen in the future? a situation that is unlikely to happen in the future?

- 7 **8.6.17.3** Work in pairs. How do these sentences differ in meaning?

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

- 8 **8.6.17.1** Rewrite the sentences using *if* and *unless*.

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

- 9 **8.6.17.1** Complete the sentences. Which type of conditional is each one?

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

• Wishes

- 10 **8.6.17.1** Read the theory. Then say or write sentences. Use *if only*/I wish.

wish/if only + past simple: to express a wish for the present. *I don't have time to join the gym. If only I had time to join the gym. I wish I had time to join the gym.*

Note: We can use **were** instead of **was** after wish and if only in all persons. *I'm not tall enough to join the basketball team. I wish/if only I were tall enough to join the basketball team.*

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

Skills 4c

Check these words

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

Reading

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

2 **8.4.2.1** Read the text again and complete the gaps (A-F) with the parts of sentences (1-7). There is one extra part that doesn't fit any gap. Then, explain the words in bold.

Listen and check.

- | | |
|---|--|
| 1 which make you feel calm and happy | 6 that exercise has huge benefits for teens |
| 2 so that you can keep a healthy weight | 7 to get around an hour of exercise each day |
| 3 which is perfect when you need to study | |
| 4 with an evening in front of the TV | |
| 5 feeling too tired to go on exercising | |

Teens & Exercise

The Surprising Benefits



Everybody knows it's hard to be a teen. Suddenly, you're faced with all kinds of new problems: **rapidly** changing moods, a spotty face, worries about weight, **not to** mention exams and extra **pressure** at school. Coping with these changes is hard, and it is easy to give in to the **temptation** to escape it all **A)** Yet, it seems **just** the solution to all these problems is to do **just the opposite** – get active and get some exercise! In fact, research has shown **B)**

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

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

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

So, how much exercise is enough to get these benefits? Well, the NHS, Britain's health service, advises teens **F)** What kind of exercise you do, though, is totally up to you. If you're not keen on the gym or are hopeless at sports, you can do a martial art or start dance lessons, or just put on your walking shoes and go for a long walk. The important thing is to choose something that you enjoy so you keep doing it and don't **give up**. Then, you can put aside all of these annoying teen problems.



Skills 4c

Phrasal verbs

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

Study Skills

Phrasal Verbs

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


• Phrasal verbs (put)

- 3 **8.6.15.1** Read the definitions and then complete the sentences with the correct particle.
- 1 Please put those trainers – they're in the way.
 - 2 Indira put her coat and left for work.
 - 3 Nurasyi and Ramazan decided to put their differences and work together.
 - 4 I refuse to put such rude behaviour!
 - 5 They had to put their trip till the end of the summer.

Prepositions


- 4 **8.6.15.1** Complete with: on, at (x2), to, in.
- 1 Berik isn't keen team sports, so he prefers to do athletics.
 - 2 Exercising at a gym can be boring, but it's worth it the end.
 - 3 Halima is hopeless ball sports, but she's a very good gymnast.
 - 4 You'll be amazed the low membership fees at this gym!
 - 5 Drinking energy drinks can actually be harmful your health.

Listening

- 5 **8.2.2.1**  You will hear a dialogue. Decide which of the statements (1-7) are T (true), F (false) or DS (doesn't say).

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

Speaking & Writing

- 6 **8.3.6.1**  How can the information in the text help you? Tell your partner.

- 7 **8.5.1.1** **8.5.5.1** **Portfolio** Your English-speaking friend has put on some weight. Write an email advising him/her what to do. In your email:

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

Everyday English 4d

Asking for advice

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

Giving advice

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

Responding to advice

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

Exercising in a gym

Benefits

- access to fitness equipment
- exercise advice from trainers



Drawbacks

- can be expensive
- can get overcrowded at peak times

• Asking for/giving advice

1 Listen and repeat.

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

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

Listen, read and check.

3 Read the dialogue. What does Asyl advise Kate to do? What pros and cons of exercising at home do the speakers mention?

Check these words

- afford = equipment
- injury = trainer

Asyl: Hi Kate. Don't you usually go to the gym on Saturday mornings?

Kate: I used to, but I can't afford it right now. I don't know what to do to keep fit. Any ideas?

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

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

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

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

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

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

Pronunciation /ju:/, /u:/

6 Listen and repeat.

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

Sporting legends



ACROSS CULTURES 4e



Dmitriy Balandin



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

Adam Peaty



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

Check these words

- wrestler • countless
- medal • breaststroke
- qualify • determined
- terrified
- record-breaking
- competitive
- competition
- set a world record
- heat

- Look at the title and the pictures. Can you guess in which sport these people won a medal? How do you think they felt?
- 8.2.2.1 What do you know about Dmitriy Balandin and Adam Peaty? What would you like to know? Write a few questions.
Listen, read and check if you can answer your questions.
- Copy and complete the table with information from the text. Then present the two athletes to the class.

	Country	Sport	Achievements
Dmitriy Balandin			
Adam Peaty			

- 8.4.6.1 THINK What do you think the purpose of the texts is? to inform? to entertain? to persuade?
- 8.5.1.1 Collect information about another sporting legend in your country. Think about: **name** – **sport** – **achievements**. Use your notes to write a short text for the school English magazine.



Across the Curriculum 4f

Biology



Muscles

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

A muscle is a bundle of elastic tissue which becomes shorter and thicker when it **1** a signal from our **nerves** or **hormones**.

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

Skeletal muscles are also called voluntary muscles, because we can control their movement when we want to. These muscles vary in size and strength, from the small muscles around our eyes to the large, strong muscles of our thighs. They are **attached 2** the bones of our skeleton, and each muscle can move a part of the body in a certain direction. Even quite

simple actions, **3** as kicking a ball or smiling, require several muscle groups to work together.

Smooth muscles are in most of the body's **internal organs**. For example, smooth muscles in our stomach move food through our digestive system. The muscles in our eyes **4** the **pupil** bigger or smaller when the light is bright or dark. All smooth muscles contract and relax automatically, **5** us needing to think about it, and so they are called involuntary muscles.

The third group, **cardiac muscles**, are only in the walls of the heart. These muscles contract and relax automatically in a powerful, regular rhythm to **pump blood 6** our body. Our heart beats about 70 times a minute, every **7** minute of our lives, without ever resting.



- | | | | | |
|---|-----------|-----------|------------|----------|
| 1 | A takes | B brings | C does | D gets |
| 2 | A with | B at | C to | D on |
| 3 | A like | B so | C same | D such |
| 4 | A do | B make | C have | D get |
| 5 | A without | B except | C in spite | D beside |
| 6 | A across | B between | C around | D over |
| 7 | A one | B single | C solitary | D lone |

Check these words

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

8.4.2.1 What kind of muscles do we use when we move, twist, dance, walk, run, lift weights? Read through to find out.

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

8.1.1.1 8.3.5.1 8.3.6.1 Explain the words in bold. Then, in pairs, ask and answer questions based on the text.

A: What is a muscle?

B: It's a bundle of ... etc

8.2.2.1 8.3.6.1 Read and listen to the text. Make notes under the headings: **why we need muscles** – **what muscles are made of** – **what types of muscles there are** – **what each type can do**. Use your notes to give a short presentation about muscles to the class.

Writing 4g

Check these words

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

• Writing a for-and-against essay

- 1 **8.4.2.1** Read the title of the essay. Think of two reasons for and two reasons against exercising in groups. Read the essay and check if your ideas are mentioned.

Is exercising in groups the right choice?

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

- 2 Which paragraph contains: the writer's opinion? a presentation of the topic?
- 3 Replace the underlined linking words/phrases in the text with synonyms from the Study Skills box.

Study Skills

Linking words

Link your ideas. This helps the reader follow your piece of writing.

To list points: *firstly, first, to start/begin with, secondly, furthermore, moreover, in addition, lastly*

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

To contrast: *on the other hand, however, nevertheless, but, although, while*

To conclude: *all in all, on the whole, all things considered, in conclusion*

- 4 **8.1.1.1** Match the arguments for-and-against exercising at a gym (1-4) to their justifications/examples (A-D). Decide which of the arguments are *pros* and which are *cons*.

Arguments

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

Justification/Examples

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

- 5 **8.8.1.1** Use the ideas from Ex. 4 to write an essay about the advantages and disadvantages of exercising at a gym (140-180 words). Follow the plan. Use appropriate linkers.

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

EDUTAINMENT 4



VALUES

Fitness

- 1 a) **8.1.3.1** Read the statements below. Tick (✓) the ones that are true for you.

Exercising:

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

- b) **8.1.7.1** Why do people need to exercise?

Tell the class.

- c) **8.3.5.1** It's Sports Day at your school. In groups, design the schedule for the day. Think about:

- How will the day begin? (anthem, parade of athletes, etc)
- What sports will there be? (races, football, javelin, etc)
- What time will each event be?
- Will there be a break?
- What will the awards for the winners be? (gold, silver and bronze medals, trophies, etc)

Present your Sports Day to the class.

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

QUIZ

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

3



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

4

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

Listen to and read the song to find out.



Be the Best

Treat your body with respect
And it will look after you
When you live a healthy life
There is nothing you can't do

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

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

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



5



8.1.7.1 Do you have a healthy lifestyle? Tell the class.

MODULE

5

Reading for pleasure

► What's in this module?

Skills Focus:

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

Themes:

- novels & stories
- **VALUES:** Benefits of reading

Language Focus:

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

Phrasal verbs: go

• Characters

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

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

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

3 **8.2.1.1** Listen to the plotlines (1-5) and match them to the pictures (A-E). Check your answers to Ex. 2. Were your guesses correct?



Find the page numbers for

- a graphic organiser
- a whole
- a part

4

8.5.3.1



Which story would you like to read? Why?

5a Twenty Thousand Leagues Under the Sea



Jules Gabriel Verne (1828-1905) was born in Nantes, France. As a young man, he studied law in Paris, but then he decided to become a writer. He published his first novel *Five Weeks in a Balloon* in 1863, and *Journey to the Centre of the Earth* in 1864. Other famous novels include *Twenty Thousand Leagues Under the Sea* (1870) and *Around the World in Eighty Days* (1873). Verne liked writing adventure stories and was very imaginative. He wrote about inventions like submarines, television and spaceships. This was in the 1860s when such things didn't yet exist. For this reason he is known as the father of science fiction.

- 1 **8.4.2.1 8.4.3.1** Why do you think people call Jules Verne the father of science fiction? Read the biography to find out.

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

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

☐
☐
☐
☐
☐


- 3 **8.2.1.1 8.1.8.1** Listen to an adaptation of the beginning of the story *Twenty Thousand Leagues Under the Sea* and put the pictures in the correct order.

- 4 **8.2.2.1 8.4.2.1** What do you know about the lost city of Atlantis? What did Professor Aronnax see while he was studying the ocean floor?

.. Listen and read the extract to find out.

- 5 **8.4.2.1 8.4.7.1** Read the extract again and complete the sentences.

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

- 6 **8.6.16.1** Fill in: *since, so or such*.

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

THE LOST CITY



5a

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

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

"But we can go under it. Watch!"

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

"A tunnel!"

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

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

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

"But how?"

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

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

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

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

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

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

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

"What is it?"

"Just watch!"

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

"That's not possible!"

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

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

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

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

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

Check these words

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

- 7 **8.4.7.1 Complete the sentences. Use:**
entered, escape, surrounded, moved, produced, appeared.

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

Study Skills

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

- 8 **8.4.5.1 What type of narrative is the extract – 1st or 3rd person? Who narrates the story in Ex. 4?**

- 9 **8.6.8.1 8.3.3.1 8.3.4.1 THINK** What do you think happens next in the story? Do you think the three men will manage to escape? How? Discuss in groups.

- 10 **8.4.8.1** Research the whole story or watch the **VIDEO**. How close were your guesses?

- 11 **8.5.5.1** Imagine you are a journalist. Collect information about Atlantis and write a short article about the legend of the mysterious lost city. Think about:

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

5b Moby-Dick



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

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

Check these words

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

- 1 a) What is the animal in the picture? What do you know about it? Can you name any more marine mammals?
- b) **8.3.3** What do you know about whaling? Why are whales hunted?
- 2 **8.4.5** Read the author's biography. How do you think Melville's own experiences helped him write *Moby-Dick*?
- 3 **8.2.1** **8.2.8.1** **8.4.3.1** Ishmael is the person who narrates the story of *Moby-Dick*. Why did he decide to go whaling? Listen and read to find out.



To the Sea

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

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

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

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

More than anything, it was the idea of the great whale himself. I was excited by the mystery of whales and the wild and **distant** seas where they live. I love sailing forbidden seas and landing on dangerous coasts. I dreamed of whales; whole schools of whales swam through my mind. And among them all there was the great white whale, *Moby-Dick*.



- 4 a) **8.4.2.1 8.4.6.1** Read the extract. Decide if the statements (1-5) are T (true) or F (false).

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

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

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

- 5 **8.1.3.1 8.1.7.1 8.3.3.1**  Do you think Ishmael is running away from his problems by going to sea? Why (not)? Give reasons.

• Phrasal verbs: go

- 6 Read the box and complete the sentences.

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

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


- 7 **8.6.14.1** Fill in: like or as.

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

- 8 **8.6.3.1** Put the verbs in brackets into the correct active or passive form.

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

- 9 **8.6.8.1 8.2.2.1**  Listen to the extract again and make notes. Use your notes to say or write a summary of the extract. What do you think will happen when the crew come across Moby-Dick?

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


- 11 **8.3.2.1 8.3.4.1**  Imagine the story takes place now. Who is Ishmael? What problems does he face? Where does he go? Why? Discuss in groups. Present your 'modern' Ishmael to the class.


5c Kyz-Zhibek

Kyz-Zhibek is a beautiful folk poem from Kazakhstan with a similar story to Shakespeare's *Romeo and Juliet*. In 1934, the composer Yevgeny Brusilovsky and the poet Gabit Musirepov based the first ever Kazakh opera on the poem. Sultan Khodzhikov also made a film of the story in 1972. Years later, the Astana Opera, which opened in 2013, put on an extremely successful production of Brusilovsky's opera.

Check these words

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

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

2  **8.2.2.1 8.2.8.1 8.4.1.1 8.4.4.1** How are these names related to Kyz-Zhibek: **Tolegen – Bekezhān – Bazarbai?**

 Listen and read to find out.

KYZ-ZHIBEK

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

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

However, Tolegen was strong-willed and wouldn't listen to his father. The next day he got on his horse and rode off to find Kyz-Zhibek. After riding for days, he arrived at her yurt where he saw the beautiful Kyz-Zhibek and they fell in love straight away. They promised each other that they would get married, despite the hatred between their families. The wicked Bekezhān, who was the leader of Kyz-Zhibek's tribe, was furious when he heard the news. He did not want her to marry Tolegen. "This man is the son of Bazarbai, one of our great enemies! I cannot allow Kyz-Zhibek to marry him!" he said.

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

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

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



3 a) 8.4.2.1 Read the extract and choose the correct answer (A, B or C).

- 1 Why did Kyz-Zhibek not marry the men who came to ask for her hand?
 - A They weren't kings or princes.
 - B She wasn't in love with any of them.
 - C They didn't bring expensive gifts.
 - 2 Why didn't Bazarbai want Tolegen to marry Kyz-Zhibek?
 - A Because their families were great enemies.
 - B Because he had another bride for him in mind.
 - C Because Kyz-Zhibek wasn't wealthy.
 - 3 Which of the following is true about Bekezhan?
 - A He was the son of Bazarbai.
 - B He wanted Tolegen and Kyz-Zhibek to get married.
 - C He was the leader of a tribe.
 - 4 What happens in the end?
 - A Kyz-Zhibek kills herself.
 - B Tolegen walks out alone across the steppe.
 - C Kyz-Zhibek and Tolegen get married.
- b) 8.6.11.1 Find examples of direct speech in the text. Which reporting verbs are used with these sentences. Now report the sentences.**

4 8.4.7.1 Complete the graphic organiser below with the adjectives the writer uses in the story to describe the characters.

CHARACTERS	
Kyz-Zhibek	intelligent
Tolegen
Bekezhan

- 5 8.1.1 8.1.7 8.3.1 THINK Why do you think that Tolegen and Kyz-Zhibek's families hated each other so much? Can you think of other stories with a similar theme?**

6 8.6.1.1 Choose the correct preposition.

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

Speaking & Writing

- 7 a) 8.4.1 8.4.5.1 Put the events in the order they happened.**

- ☐ a Kyz-Zhibek and Tolegen met and fell in love.
- ☐ b Kyz-Zhibek woke up from a horrible dream.
- ☐ c Bekezhan decided to kill Tolegen.
- ☐ d Kyz-Zhibek jumped off a cliff and died.
- ☐ e Tolegen decided to go and meet Kyz-Zhibek.
- ☐ f Bekezhan told Kyz-Zhibek that Tolegen was dead.
- ☐ g Bekezhan and his friends killed Tolegen.

- b) 8.3.8.1 Use the events to say or write a summary of the story.**

- c) 8.6.1.1 Act out the dialogue between Tolegen and Bazarbai. The third person reports the dialogue.**

- 8 8.4.1.1 Draw the story of Kyz-Zhibek as a comic strip in 15 frames.**

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

5d The Mausoleum of Aisha Bibi

Check these words

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

1 **Look at the picture and read the title of the text. How was this mausoleum created?**

Listen and read to find out.

The Mausoleum of Aisha Bibi

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

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

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

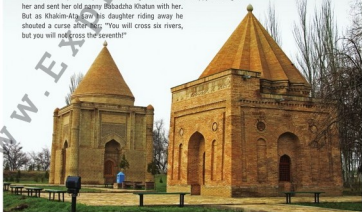
A few weeks passed, but Aisha Bibi had no news from Karakhan. She decided to travel to Taraz to find him. Her mother helped her pack a few things to take with her and sent her old nanny Babadzha Khatun with her. But as Khakim-Ata saw his daughter riding away he shouted a curse after her: "You will cross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

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

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

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

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



2



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

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

3

Join the sentences. Use the structures below.

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

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

4

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

- The khan his men to build a mausoleum.
- The soldiers the king to keep him safe.
- Karakhan Aisha Bibi in a beautiful tomb.
- They the river in order to get to the other side.
- Her father when Karakhan asked to marry Aisha Bibi.

5

Read the theory and choose the correct item.

Comparative adverbs

- (far/much/a lot/a little/a bit) less/more + adverb + **than**
- For two things that are (not) the same: (not) **as** + adverb + **as**
- Irregular forms: well – better; badly – **worse**; fast – faster; late – later; early – **earlier**; hard – **harder**

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

Speaking & Writing

6



In groups, draw the story in 6 pictures. Use them to present the story to the class.

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

EDUTAINMENT 5



VALUES

Benefits of reading

- 1 **8.3.3 8.3.4** Discuss the following quotation.

Quotations

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

(Roald Dahl)

- 2 **8.1.3** Match the benefits of reading (1-5) to the results (A-E). Do you agree with the points?

- 1 ☐ It helps you to empathise with characters and their problems.
 2 ☐ It makes you use your imagination.
 3 ☐ It teaches you about subjects like history, science and geography.
 4 ☐ It is entertaining and relaxing.
 5 ☐ It helps improve your vocabulary.

- A You become more knowledgeable and do well at school.
 B You become more aware and sensitive about different people, cultures and experiences.
 C You will be able to express yourself better and have more confidence.
 D You become less stressed and have a better mood.
 E You become more creative and expressive.

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

- 1 Moby-Dick is a huge white whale.
 2 A poisonous snake bit Aisha Bibi.
 3 Tolegen jumped off a cliff.
 4 Jules Gabriel Verne died in 1905.
 5 Herman Melville wrote 'Twenty Thousand Leagues Under the Sea'.
 6 The Mausoleum of Aisha Bibi is in the eastern region of Kazakhstan.
 7 The Nautilus reached the lost city of Atlantis.
 8 Kyz-Zhibek was in love with Bekezhon.

4



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

5

8.2.5 8 Song: Look at the title and the chorus. What do you think the song is about? Listen, read and check your answers.

RIGHT HERE,
RIGHT NOW



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

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

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



6



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

MODULE 6

The Natural World

► What's in this module?

Skills Focus:

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

Themes:

- flowers
- endangered animals
- Nature reserves around the world
- VALUES: Environmentalism

Language Focus:

- the passive
- comparative structures

Phrasal verbs: hang

Vocabulary

• Flowers

- 8.2.7.1 Look at the pictures. List them under the headings: *Garden flowers – Wild flowers – Endangered Flowers.*
Listen and check.
- Which of these flowers are there in Kazakhstan? Which is your favourite flower?
- 8.3.8.1 When was the last time you bought flowers? What was the occasion (birthday, Mother's Day, Women's Day, etc)?



Find the page numbers for

- a waterfall
- a flamingo
- a diagram

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

Reading 6a



8.2.6.1 8.4.5.1 Look at the picture and read the title. What is the text about? Why is this animal endangered?

8.2.6.1 8.4.5.1 Listen and read to find out.

The Red Panda



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

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

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

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

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

- Join an organisation that protects the red panda.
- Sponsor a Forest Guardian who cares for them in the wild.
- Adopt a red panda.

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

Check these words

- rusty • fur • bushy
- tail • relative • bamboo
- iconic • threaten • grub
- livestock • urgent
- destruction • sponsor
- adopt • ensure
- creature • survive

2 8.2.1 8.4.5.1 Read the text and for questions (1-4), choose the correct answer A, B or C.

Animal Classifications

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

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

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

- What makes the red panda look like a fox?
A its legs and ears B its ears and tail C its tail and legs
- What does the reader learn about the red panda from the text?
A There are more than 10,000 red pandas in the wild.
B Their habitat is in danger.
C Their tails are used to make coats.
- What is the red panda's main source of food?
A insects B grass and grubs C bamboo
- What is the writer's main purpose in writing the text?
A to sell something B to raise awareness
C to compare different animals

Vocabulary 6a

• Endangered animals

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



snow leopard



black rhino



loggerhead turtle



blue whale



giant panda



great white shark

- 4 **8.1.10.1** Read the animal classifications on p. 64. Which of the animals in Ex. 3 are: *mammals?* *reptiles?* *fish?* Discuss with your partner.

- 5 **8.1.10.1** **8.3.3.1** **8.3.4.1** Can you think of other animals that need our help? How can we help them? Discuss in pairs.

Prepositions

- 6 Complete the sentences. Use: *to* (x2), *in*, *under*, *from*.
- We must protect the black rhino extinction.
 - Nothing compares the beauty of the jungle.
 - Polar bears are threat from global warming.
 - A lot of animals are danger because of climate change.
 - Dolphins are friendly humans.

• Word formation

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

Forming adjectives

We use these suffixes to form adjectives:

-ous (*poison* - *poisonous*), -al (*culture* - *cultural*),
-ive (*expense* - *expensive*), -y (*salt* - *salty*)

- Dilnaz really enjoyed the beauty of the Burabay National Park. (**NATURE**)
- Aibek was surprised by how the penguins were. (**NOISE**)
- Lions are very beautiful animals, but they can be very (DANGER)
- Adopting an animal is an way of protecting endangered species. (**EFFECT**)

Speaking

8.1.1.1 **8.3.5.1** **8.3.7.1** **8.3.1.1**

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

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

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

Writing

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

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

Use of English 6b

• The passive

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

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

- 2 Complete with: was, being (x2), has, be (x3), is.

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

- 3 Fill in: is or are.

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

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

with + instrument/material/ingredient

The dam was built with steel and concrete.

by + agent

The organisation was started by the government.

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

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

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

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

Use of English 6b

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

6 **8.6.6.1** Ready the theory box, then choose the correct item.

someone/anyone/everyone/no one to talk about people.

is anyone going to volunteer for the park clean-up?
something/anything/everything/nothing to talk about things.

There is nothing more relaxing than exploring nature.
somewhere/anywhere/everywhere/nowhere to talk about places.

Endangered animals need somewhere safe to live.

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

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

7 **8.6.4.1** Choose the correct determiner.

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

8 **8.2.2.1** **8.2.7.1** In pairs, try to complete the missing information.

🔊 Listen and check.

THE GREAT Sphinx

- Located: near 1) Egypt
Made of: limestone
Built by: ancient 2)
Built: around 3) BC
Possible reason built: to 4) Giza
No. of tourists per year: 5) million



9 **8.5.3.1** 🎧 Imagine you are a tour guide. Use the notes in Ex. 8 to write a text or talk about the Great Sphinx. Use passive verb forms.


- **Comparative structures**

10 **8.6.3.1** Put the adjectives in brackets into the correct form to make comparisons, adding extra words where necessary.


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

Skills 6c

Vocabulary

- 1 **8.1.18.1**  Look at the pictures. Now close your eyes and listen to the sounds. Where are you? What can you see, smell, touch, hear? How do you feel?



- 2 **8.2.11** **8.4.5.1** What do you know about the places in the pictures? What else would you like to learn about them? Write three questions.
 Listen and read the text and see if you can answer your questions.

Places of Natural Beauty

Photos

Guided Tours

Q Search Users ...

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

Check these words

- stunning • scenery
- mixture • waterfall
- thick • meadow
- coniferous • nestle
- form • avalanche
- dam • drain • flood
- restore • majestic

TURGEN WATERFALLS

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



LAKE ISSYK

Less than 20 km away from Turgen Waterfalls is the famous Lake Issyk. Although its name means hot, it is the coldest lake in the country. With its amazing turquoise-blue waters, the lake is 1,760 metres above sea level, nestled between tall mountains. It was formed over 8,000 years ago when a huge avalanche created a 300-metre dam. However, in 1963 another avalanche destroyed the dam, draining the lake and flooding the nearby city of Esik. These days, the lake has been restored for people to enjoy again and it's a popular destination for locals and tourists to hang out, have picnics or go camping.





WHEN TO GO

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

- 3 a) **8.4.7.1** Match the words/phrases in bold with the definitions:
ideal location, blend, chance, nearby, situated in a sheltered position.

Skills 6c

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

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

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

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

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

Phrasal verbs



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

Phrasal verbs (hang)




6 Read the box and complete the sentences.

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

Listening

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

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

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

Study Skills

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

Everyday English 6d

• Suggesting – Agreeing/Disagreeing

1 a) 🎧 Listen and repeat.

- What are your plans for the summer?
- I heard about a great volunteering programme.
- What will we do there?
- The main activity is monitoring the penguins.

b) 8.2.1 8.4.1 The sentences above are part of the dialogue below. What do you think the dialogue is about?

🎧 Listen, read and check.

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

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

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

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

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

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

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

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

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

✓ Check these words

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

Suggesting

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

Agreeing with a suggestion

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

Disagreeing with a suggestion

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

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

3 8.2.1 8.4.1 🎧 Listen to and read the dialogue again. Take roles and read it aloud. How will James and Temir help protect the penguins?

• Pronunciation (silent letters)

8.2.1 8.2.1 🎧 Listen and find the silent letters. Listen again and repeat.

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



Nature reserves around the world

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

wallaby

Loch Lomond

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

Korgalzhyn Nature Reserve

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

flamingo

mushroom

8.2.1.1 8.2.6.1 8.4.2.1 Read the introduction on the webpage and look at the pictures. Which of the animals and plants do you think you can find at Loch Lomond and which at Korgalzhyn Nature Reserve?

8.4.1.1 Listen and check.

2 a) 8.4.1.1 Read the text and correct the statements below.

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

b) 8.4.7.1 8.4.8.1 Find the words for: 3 habitats, 5 types of birds, 6 other kinds of animals, 5 plants. Then, explain the underlined words. You can use your dictionary (paper or digital).

8.1.1.1 8.3.2.1 8.3.4.1 Ask and answer questions about the two nature reserves.

4 8.5.9.1 Collect information about another nature reserve in your country or in another country. Think about: name - location - animals/plants. Write a paragraph. You can use pictures.

Check these words

- woodland
- rare
- guided canoe trip
- hectare
- wetland
- swampy
- landscape
- massive
- crossroads
- migrate



Across the Curriculum 6f

Science

TREE PARTS and functions

1 **8.1.3.1 8.1.7.1** Why are trees important? e.g. clean the air, etc. Tell the class.

2 **8.2.7.1 8.4.7.1** Read the texts and complete the gaps with the correct missing words. Compare with your partner.
 Listen and check.



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

ROOTS

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

CROWN

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

TRUNK

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

LEAVES

The leaves are the most important part of the tree as they make the plant's food from water, air
 6) sunlight. They are full of a special substance called chlorophyll that absorbs sunlight and allows the tree to turn water and carbon dioxide 7) glucose which the tree uses as food. Chlorophyll is what gives leaves their distinctive green colour.

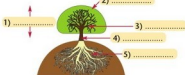
BRANCHES

Branches are connected 8) the trunk and have a lot of shapes and sizes. Leaves, flowers, or fruit can grow on them. They can store glucose from the leaves and serve as a 'pipe' for water and nutrients. A small branch is called a twig.

Check these words

- ingredient • turn into
- carbon dioxide
- support • structure
- spread • underground
- suck up • mineral
- photosynthesis
- perform • dry out
- sunlight • absorb
- distinctive • glucose
- pipe • nutrient

3 **8.4.5.1** Label the diagram. Use the headings from the texts.



4 **8.6.1.1** Fill in: gather, distinctive, central, several. Then use the phrases to make sentences about the different parts of a tree.

- | | |
|---------------|----------------------|
| 1 roles | 3 green colour |
| 2 part | 4 energy |

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

Writing 6g

- An article about a place of natural beauty

- 1 **8.4.7.1** Read the article and match the paragraphs (A-D) to the headings (1-4).



A carpet of Colour

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

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

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

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



- 1 RECOMMENDATION
- 2 PLANTS AND ANIMALS
- 3 INTRODUCTION
- 4 GEOGRAPHICAL FEATURES

Check these words

- granite • valley
- pond • mountaineering
- identify • coyote
- otter

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

Writing (an article about a place of natural beauty)

8.5.5.1 8.5.7.1 8.1.2.1 Write a short article about a place of natural beauty in your country or in another country for the English school magazine (120-180). Give your article a catchy title. Follow the plan. Swap papers and evaluate your partner's piece of writing.

Para 1: what is the place of natural beauty (name, location)

Para 2: geographical features (lakes, rivers, waterfalls, valleys, etc)

Para 3: plants and animals (flowers, trees, birds, etc)

Para 4: suggest visiting the place

Study Skills

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

EDUTAINMENT 6



VALUES

Environmentalism

- 1 a) **8.1.3.1** **8.4.6.1** **8.1.10.1** Read the sentences. Which of the reasons to protect areas of natural beauty are important? Decide in pairs.

- 1 They attract tourists.
- 2 They are home to many species of animals and plants.
- 3 They are for future generations to enjoy.
- 4 They offer opportunities for visitors to go hiking and snorkelling.
- 5 They are good holiday destinations.
- 6 They offer a space away from the hustle and bustle of the city.
- 7 People can relax and enjoy the view.

- b) **8.3.3.1** **8.1.7.1** Use the ideas to give a presentation on why places of natural beauty are important.

- c)  Prepare a 2-minute video showing places of natural beauty in your country and explaining why we should protect them. Use the ideas in Ex. 1a as well as your own. Upload the video to the school website.

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

QUIZ

- 1 The red panda eats mainly bamboo.
- 2 There are less than 5,000 red pandas left.
- 3 Korgalzhyn Nature Reserve is home to a famous colony of flamingos.
- 4 Turgan Waterfalls is around 70 km west of Almaty.
- 5 Loch Lomond is full of lichen and mushrooms.
- 6 Trees keep our air clean by turning carbon dioxide into oxygen.

3



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

4



Listen to and read the song.



Which words and phrases tell you how the singer feels?



Nature Rules

Earth is an amazing place
In every single way
Where miracles are happening
Each moment of each day
The lakes that freeze in winter
The drops of rain that fall
The flowers that grow in springtime
Nature rules them all

Let Nature rule the planet
That's how it's meant to be
Nature rules the sun and moon,
The Earth, and you and me
Don't try to alter Nature
Don't try to interfere
Don't try to change our planet
Just be glad that you are here

Man has strength and power
We know that this is true
We change the world around us
There's nothing we can't do
But sadly our world suffers
When humans interfere
The Earth becomes unbalanced
And species disappear



5



Do you think the world around us is getting better or worse? Tell your partner giving reasons.

MODULE

7

Travel & Transport

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: going through passport control
- Writing an email about a trip

Themes:

- signs relating to travel
- sightseeing and means of transport
- Airport terminals around the world
- VALUES: Be a responsible tourist

Language Focus:

- modals

Phrasal verbs: make

• Signs relating to travel

1 Look at the signs (1-8). Which ones can you see: in an airport? at a train station? on a cruise liner?

2 8.6.13.1 Match the signs (1-8) to their meanings (A-H). Listen and check.

- ☐ A You must be careful as you leave the tube.
☐ B You can follow this sign to get to the top of the ship.
☐ C You should collect your baggage here after you have landed.
☐ D You can buy products without import tax here.
☐ E You must go through this in case of a fire, earthquake, etc.
☐ F You must present your identity papers here.
☐ G You have to go here to get on a flight abroad.
☐ H You have to go here to get on a train.



3 8.3.7.1 Explain the signs to the class.

You must go through the emergency exit in case of a fire, earthquake, etc.



Reading 7a

1 go on a cable car



• Sightseeing & Means of transport

1 Look at the pictures.

Listen and repeat.

2 What are some unusual ways to see the sights of London?

Listen and read to find out.

Check these words

- sort out • accommodation
- attraction • spot • landmark
- off the beaten track
- safety helmet • at my own pace
- available • regular • departure
- pier • the ultimate • cable car
- perspective • panoramic
- spectacular • in advance
- a head for heights • recommend

VIDEO

Become an Urban Explorer

So, you've got your tickets sorted out, your accommodation booked, and your list of must-see attractions ready. Now all you need to do is plan how to get from one sightseeing spot to the next. But what type of transport should you use? Read our transport tips which will get you going in the right direction and show you the best of the city.

Off the beaten track

The hop on, hop off bus tours are famous in London and for good reason – they cover all the major landmarks like Buckingham Palace and the Tower of London. But to get an insider's view of the city, you have to look elsewhere. Bike tours are becoming more and more popular and are an excellent way to get off the beaten track. Riders needn't worry, as safety helmets are provided. If you want to take things at your own pace, then try one of the many walking tours available. Whether you're into food, history, art or architecture, you should find the perfect tour for you.

Smooth sailing

You don't have to stay on land to see the city. If you're feeling a bit more adventurous, try a cruise on the River Thames. With regular departures from piers all along the river, you can skip

the traffic and enjoy a trip down the water seeing famous sights such as St Paul's Cathedral and Shakespeare's Globe Theatre.

Up, up and away

Perhaps you're looking for a completely different way to see the city. Well, look no further as we have two options which offer you the ultimate in sightseeing. Cross the River Thames by cable car from Greenwich Peninsula over 1 km to Royal Victoria Dock! At a height of 90 metres, the 10-minute journey offers views right across the city, so don't forget to take your camera. For a bigger thrill, take a helicopter tour and get ready for an experience which will leave you with a fresh perspective from 1,000 feet up in the air! The panoramic views are spectacular. You must book in advance, and a head for heights is recommended!

3 take a helicopter tour



4 go on a bus tour




5 go on a bike tour



6 go on a river cruise




Vocabulary 7a


- 3**  **8.4.2.1** Read the text. For questions 1-3, choose the correct answer A, B or C.

- What are the hop on, hop off bus tours famous for?
A You can get off the beaten track.
B You do things at your own pace.
C They cover all the major landmarks.
- How does the text suggest you can avoid the traffic?
A by going on a cruise
B by cycling C by taking a bus
- How long is the journey on the cable car?
A 90 minutes B 1 hour C 10 minutes

- 4** Complete the phrases. Use: safety, panoramic, head, regular, fresh, must-see. Then make sentences using them.

- helmet
- for heights
- departures
- attraction
- perspective
- view

- 5** a)  **8.3.3.1** Which tour would you like to go on? Why?

- b)  **8.6.7.1** Imagine you are in London. What have/haven't you done? Use the text to tell your partner.

- 6**  **8.4.8.1** Fill in: drive, sail, ride, take, go. You can use your dictionary.

- We hired a boat so we could around the bay.
- When you on the cable car, you travel over the city at 90 metres!
- Aibek decided to a guided tour of the city in the afternoon.
- We can there by car in about half an hour.
- Dana wants to her bike to school tomorrow.

Prepositions

- 7**  **8.6.1.1** Fill in: in, by, about, on, with.

- Seth always takes a book to read long train journeys.
- Our flight was very tiring; we were up the air for ten hours!
- I was angry the taxi driver for trying to charge too much.
- Nancy plans to tour the Lake District bicycle.
- We were worried missing our 5 am flight.

Speaking & Writing

- 8**  **8.3.5.1** Imagine you are a travel agent. Your partner is interested in a summer holiday. Suggest a trip to London. Think about: *what to see – what to do – how to get around.*

- 9**  **8.5.1.1** Imagine you visited London. Write an email to your English friend (100-140 words). Write: *where you went – who with – what you saw and did there – how you got around – recommend a trip there.*

- 10**     Think of unusual ways for tourists to see the capital of your country. Present your ideas to the class.

Use of English 7b

• Modals

- 1** **8.6.13.1** Read the theory. Which modal verbs express: possibility, necessity, lack of necessity, obligation, permission, prohibition, request, suggestion, advice?

We use **must** to express:

- **duty/strong obligation.** *You must arrive at least one hour before your flight leaves.* (It's your duty. You're obliged to.)
- **strong advice.** *You must learn to drive safely.* (I strongly advise you to.)

We use **have to** to express **strong necessity/obligation.** *You have to drive on the left in the UK.* (It's necessary.)

We use **mustn't/can't** to express **prohibition.** *You mustn't/can't bring more than 100 ml of any liquid on board.* (It's forbidden. It's against the rules.)

We use **don't have to** to express **lack of necessity/obligation.** *You don't have to check in all your bags.* (It's not necessary.) *You don't have to wear a cycling helmet in some countries, but it's a good idea.* (It's not an obligation.)

We use **can/may/might/could**:

- to **ask for or give permission.** *Can I ride my bike to school?* (Will you allow me to?) *You can park your car here.* (You are allowed to.) *May/Might/Could I park my bike here?* (Is it OK if I?) Do you mind if? (more formal or polite than **can**: *Can I park my bike here?*)
- to **express possibility.** *Cycling on the road can be dangerous.* (It's possible.) *He may/might/could come with us.* (It is possible/likely.)

We use **can** for:

- **suggestions.** *You can get a taxi to the airport - it's faster.* (It's a good idea to)
- **requests.** *Can you help me with my luggage, please?* (Will you?)

We use **need** to express **necessity.** *I need a new passport.* (It's necessary.)

We use **needn't** to express **lack of necessity.** *You needn't need to pick me up.* (It's not necessary. You don't have to.)

We use **should/ought to** to give **advice.** *You should/ought to remove any metal devices before you go through the security check.* (I advise you to. It's a good idea.)

- 2** **8.6.13.1** Choose the correct item.

- 1 You **mustn't**/have to leave your bags on the plane when you get off.
- 2 Zarina **doesn't have to**/has to run for the train because she's early.
- 3 You **don't have to**/mustn't buy a bus ticket – I'll buy one for you.
- 4 I **mustn't**/have to get on the number 18 bus, or I'll be late for work.
- 5 Mitas **mustn't**/has to buy a new tyre for his bike – his front one is flat.
- 6 Sara **has to**/**doesn't have to** wait long; the train is leaving in five minutes.
- 7 You **mustn't**/have to forget your luggage.
- 8 Passengers **must**/**mustn't** check-in their bags before they fly.

- 3** **8.6.13.1** Complete the gaps with: **can, can't, may, might, should.** There can be more than one answer.

- 1 You **can't** proceed when the light is red.
- 2 When the doors open, you get off the bus.
- 3 You always buy your ticket in advance. It's my advice.
- 4 They cancel the flight because of the storm, but we don't know yet.
- 5 I have a ticket for the number 10 bus?
- 6 We go early to the station. It's a good idea.
- 7 I park my bike there. It's for cars only.
- 8 you tell me when the bus arrives, please?

Use of English 7b

- 4 **8.6.13.1** Read the signs and fill in: *mustn't*, *have to*, *may*, *don't have to*.



- 1 You get home late today.
- 2 You drive up this street.
- 3 You leave the park before 6:30 pm.
- 4 You pay for parking if you stay for less than an hour.

- 5 **8.6.13.1** Rewrite the phrases in bold in your notebook, using an appropriate modal and making any other necessary changes.

- 1 You aren't allowed to board the plane yet.
- 2 Would you help me with my bags?
- 3 I advise you to call a taxi.
- 4 Is it OK for me to leave early on Friday?
- 5 It's likely that we'll be late for our train.
- 6 Is it possible for us to choose a different flight?
- 7 You're obliged to book your seats online.
- 8 It's possible they will close the road on Monday.
- 9 It isn't necessary for you to buy tickets at the station.
- 10 It's a good idea to check if you have enough fuel.

- 6 a) **8.6.13.1** **8.6.5.1** Complete the gaps using the modal verbs in the list. Then, match the sentences (1-5) to the responses (A-E).

- Can • mustn't • Could • must
- Do you have to

- 1 **E** Can I help you, Mrs?
- 2 You cross the road here; it's dangerous.
- 3 pay extra for luggage?
- 4 you pick me up at 10 am?
- 5 You tell the driver where you want to go.

- A OK, I'll use the crossing.
- B Sure, I can do that.
- C OK, Baker Street, please.
- D No, it's included in the price.
- E Yes. Where is platform 2?

- b) **8.6.5.1**  Imagine you are travelling in London. Act out similar exchanges, using your own ideas.

• Word formation

- 7 Read the theory, then complete the correct form of the words in brackets.

We use the prefixes *im-/in-/il-* to show that something is negative or has the opposite meaning.
possible – *impossible* (not possible)
appropriate – *inappropriate* (not appropriate)
logical – *illogical* (not logical)

- 1 The passengers were to get off the plane. (PATIENT)
- 2 It's to drive in the UK if you're under 16. (LEGAL)
- 3 The parking facilities are for this building. (ADEQUATE)
- 4 Without a passport, you are of travelling abroad. (CAPABLE)

Skills 7c



Check these words

- resident • stray
- nickname • silkworm
- mainland • chase
- remain • explode • furry
- cabin • contest • alien
- continent • wildlife
- develop • biologist
- vase • reptile • fairytale

1

8.2.4.1 **8.4.1.1** **8.4.4.1** **8.4.5.1** Look at the pictures and read the titles of the texts. What do you think is special about these places?

Listen and read to find out.

Island Destinations with a Difference

A lot of people visit islands for their holidays. But you shouldn't just travel to resort islands. Take a look at these two weird, but wonderful islands!



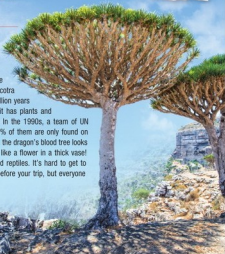
Tashirojima Island, Japan

This small island off the east coast of Japan has only around 100 human residents – but thousands of stray cats! In fact, the island's nickname is Cat Island. In the 18th and 19th centuries, thousands of people lived there and raised silkworms to make silk for clothes. But mice were destroying these silkworm farms – so farmers brought in cats from the mainland to chase them away! When silk stopped being made there, most people left, but the cats remained and their numbers exploded! Nowadays, the island's fishermen feed the cats so that their furry friends bring them good luck at sea! Lots of tourists visit the island and you can even stay there overnight in cat-shaped cabins! You can also take part in regular cat photo contests! There's one important rule, though – visitors mustn't bring their dogs!



Socotra Island, Yemen

If you're looking for somewhere unlike anywhere in the world, make for Socotra Island off the coast of Yemen. When you arrive, you might think that you've landed on an alien planet. It's definitely a place where you could make a sci-fi film! Unlike most islands, Socotra hasn't been connected to a continent for about 18 million years – so its wildlife developed on its own. This means it has plants and animals that you can't find anywhere else on Earth! In the 1990s, a team of UN biologists discovered 825 plant species there and 37% of them are only found on Socotra. Many of them look very strange! For example, the dragon's blood tree looks like an inside-out umbrella, and the bottle tree looks like a flower in a thick vase! Also, Socotra has a lot of unique species of birds and reptiles. It's hard to get to Socotra, and you have to start planning a long time before your trip, but everyone should try to see this fairytale island.



Phrasal verbs

- **make up** = invent/ become friends again
- **make up for** = make sb feel better after a bad experience
- **make out** = see sth that is unclear
- **make for** = move towards a place

Polperro in Cornwall

for the Perfect Holiday!

What to see

- narrow streets and 0) *traditional* – fishermen's cottages
- sandy 1) and amazing 2) of the coast

What to do**Visit:**

- the Museum of Smuggling and 3)
- the 4) Village and Railway
- the Music and 5) Festival

Eat:

- fantastic 6)

2 8.4.2.1 Read the texts and complete the sentences.

- 1 Fishermen in Tashirojima Island feed the cats because they believe
- 2 Visitors to Tashirojima Island can take part in regular
- 3 Socotra Island is off
- 4 What makes Socotra Island unique is that the plants and animals there
- 5 The bottle tree has the shape

3 8.4.2.1 Answer the questions in your own words.

- 1 Why did fishermen start bringing cats to Tashirojima Island?
- 2 Why is the wildlife of Socotra so different from anywhere else?

• Phrasal verbs: make

4 Read the box and complete the sentences.

- 1 It started raining, so they made the bus shelter.
- 2 Aisara and Miras always make quickly after an argument.
- 3 We're taking Nurlan on holiday next year to make missing the trip to London last summer.
- 4 I couldn't quite make the numbers on the front of the bus.
- 5 Rustam said he went to London, but I think he's making it

Listening

5 8.2.2.1 Listen to the advert and complete the gaps (1-6).

Speaking & Writing

6 8.6.5.1 Ask and answer questions based on the texts.

- A: Where is Cat Island?
- B: It's off the east coast of Japan.

8.6.5.1 Imagine you are in one of the places in the texts in Ex. 1. Complete the postcard to your English-speaking friend, Brian, describing your experience there.

Hi Brian,
Greetings from I
it is an island
I think it's
What's special about it is
We're having a great time here.
Write back soon,
.....

Everyday English 7d



Check these words

- passport
- direct flight
- for business or pleasure

• Going through passport control

1 Listen and repeat.

- Can I see your passport and visa, please?
- I took a direct flight here from London.
- Are you in the country for business or pleasure?
- How long are you staying in the country?
- Do you have a return ticket?
- Have a nice stay!



2 8.4.5.1 8.4.2.1 The sentences above are from a dialogue between a passport control officer and a traveller. Why is the person visiting the country? How long does he intend to stay?

Listen and read to find out.

- A: Good evening. Can I see your passport and visa, please?
 B: Yes, of course. Here you are.
 A: Thank you. Could you tell me where you have travelled from?
 B: I took a direct flight here from London.
 A: OK. Are you in the country for business or pleasure?
 B: Pleasure – I'm visiting my sister who's going to college here.
 A: And how long are you staying in the country?
 B: Just for two weeks.
 A: Do you have a return ticket?
 B: Yes, I do. Here it is.
 A: Have you been here before?
 B: Yes, I have.
 A: Thank you very much. Have a nice stay!

6 8.6.14.1 Fill in: as or like.

- Martin enjoys working an air traffic controller.
- I slept a baby after my long tiring journey.
- me, most passengers felt annoyed by the poor in-flight service.
- I'm travelling to Lisbon a sales representative.

3 Find phrases in the dialogue which mean: What's the duration of your visit? – Certainly. – I flew here from London. – Is this your first time here? Then, say the sentences in Ex. 1 in your language.

4 a) Listen and read the dialogue. Then, take roles and read it aloud.

b) 8.6.9.1 Report the dialogue.

Pronunciation ea

5 Listen and repeat.

- /ɪə/ here, appear, year
 /i:/ please, need, reason

- /eɪ/ stay, great, break



- 1 **8.4.2.1 8.4.4.1 8.4.5.1** What can you see in the pictures? What would you like to know about these airport terminals? Read the texts and see if you can answer your questions.

AIRPORT TERMINALS Around the World

New York International Airport

New York City is a destination that most people want to visit at least once in their lives and if you are lucky enough to travel there, your plane will probably land 1) John F. Kennedy International Airport (JFK Airport). Its construction started in 1943 when it became clear that the city's first major airport, La Guardia Airport, was simply too small for such a 2) city! The major airlines that were going to use the airport, designed the airport's terminals, and so each terminal at the airport is unique. After five years, in July 1948, the first passenger flight left the airport. Its official name was New York International Airport, but in December 1963, two months after the assassination of President John F. Kennedy, people started using the new name out of respect for the late president. Now, 3) 53 million passengers pass through JFK Airport each year!



Astana International Airport

Astana is one of the most modern and exciting cities in the world. With its striking architecture and huge open boulevards, it's a unique travel destination. If you're one of the thousands of tourists visiting Astana every year, then you'll probably arrive in the Astana International Airport. Although there has been an airport in Astana 4) 1931, they started 5) the amazing structure we see today in 1997. In 2005, the new passenger terminal designed by Kisho Kurokawa opened. 6) days, it is one of the busiest airports in Central Asia with almost four million passengers passing under its beautiful blue dome every year. A new terminal was opened in June 2017 for EXPO, Kazakhstan.



Check these words

- terminal • destination
- land • construction
- airline • passenger flight
- official • assassination
- out of respect
- the late president
- architecture • boulevard
- dome

2 Choose the correct word to complete the gaps.

- | | | |
|--------------|----------|-----------|
| 1 A at | B in | C on |
| 2 A busy | B busier | C busiest |
| 3 A above | B over | C more |
| 4 A when | B until | C since |
| 5 A building | B build | C built |
| 6 A This | B These | C Those |

3 Listen, read and check.

THINK In pairs, compare and contrast the terminals in the texts in Ex. 1.

DO Collect information and photos of other airport terminals in your country. Think about: **name** – **location** – **history** – **number of passengers**. Present them to the class.



Across the Curriculum 7f

PSHE



- 1 **8.1.1.10** **8.4.5.1** Look at the pictures and read the titles. Why do you think these souvenirs are illegal? Listen, read and check.

Illegal Souvenirs

When on holiday, people want to buy something unique to show people back home, but sometimes they buy souvenirs not knowing that they are illegal! So, what should tourists avoid when shopping abroad?

Ivory

Ivory is a white material that comes from elephant tusks. Trading ivory is illegal worldwide because elephants are endangered animals. Every year, up to 27,000 elephants disappear from Africa's savannahs. Poachers take their tusks and sell them to make jewellery such as bracelets and necklaces. Tourists often buy these items thinking that they are supporting local tribesmen. The truth, though, is that they are bringing the African elephant one step closer to extinction.



Turtle Shell

Sea turtles have a hard covering, or shell, which protects them from harm. The sea turtle shell is a popular souvenir around the world, from Indonesia to the Caribbean. Tourists buy turtle shell souvenirs like bags, masks and jewellery. In most of these places, though, sea turtles are protected by law, which means selling their body parts is illegal. Scientists believe that because humans have hunted turtles so much, the population of sea turtles has declined by as much as 90 percent in the last 100 years.

Coral

Coral reefs are some of the most beautiful natural organisms in the world. You might know that coral reefs are under threat from global warming, but another threat to them is coral poaching. This is when people dive into coral reefs and break off pieces of coral. They then use this coral to make expensive jewellery. In East Asia, people also believe that coral jewellery can help cure various illnesses. It's true that in some places you can buy coral jewellery legally, but the next time you see a coral bracelet, stop and think about the future of the world's coral reefs.



Check these words

- illegal • unique • tusk
- disappear • savannah
- poacher • bracelet
- necklace • tribesman
- extinction • shell
- protect • law • decline
- natural organism
- under threat
- global warming
- break off • cure • illness

- 2 **8.4.2.1** Read the texts and answer the questions.

- Why do people often buy jewellery made out of elephant tusks?
- What items are made out of turtle shells?
- What are the threats to coral reefs?



8.1.1.10

Imagine you work for an environmental group.

Use the pictures and the texts to make a speech to your classmates about the importance of not buying illegal souvenirs. Use *should*/*shouldn't*.

You shouldn't buy bracelets and necklaces made from ivory.

- 4

8.1.7.1



Collect information, then either talk or write a text about how to protect animals from illegal hunting. You can use the key word phrase **illegal hunting**. Read your text to the class.

Writing 7g

• An email about a trip

- 1 **8.6.6.1 8.6.14.1** Read the email. Choose the correct preposition. Then, match the paragraphs (A-D) to the descriptions (1-4).

- 1 ☐ accommodation, weather, what you are doing now
 2 ☐ closing remarks
 3 ☐ opening remarks, reason for writing
 4 ☐ sights you saw, means of transport you used to get around

Hi George,

A How are you? I'm 1) **in/on** holiday 2) **at/in** Paris and I thought I'd drop you a line to tell you all 3) **about/for** it.

B We're staying 4) **in/on** a lovely little hotel 5) **on/in** the centre of the city. It's really beautiful, but it's a bit crowded. The weather has been wonderful so far, but now it's just started raining, so we're staying 6) **in/off** the hotel today.

C Yesterday, we went 7) **to/on** a fantastic bus tour round central Paris and saw the Eiffel Tower. Afterwards, we took a luxury coach to see the Palace of Versailles. We also used the famous Paris Metro to get 8) **over/around**.

D We're having an amazing trip and I bought you some lovely souvenirs. Hope you are well.

All the best,

Nurlan

good/nice

bad

- 2 Which adjectives does Nurlan use to describe: the weather? the hotel? the means of transport? the trip? the souvenirs?

- 3 a) Copy and complete the table with the adjectives: wonderful, delicious, horrible, boring, modern, expensive, awful, crowded, exciting, comfortable.

- b) Use some of the adjectives from Ex. 3a to complete the sentences.

- 1 We wanted to visit the museum, but the tickets were too
 2 The tour was rather, so we all got really sleepy.
 3 We tried some really dishes at the local restaurants.
 4 The journey was quite relaxing as the coach had very seats.

Study Skills

Using adjectives

When we narrate an experience, we should avoid using the same adjectives (good, nice, bad, etc.). Using a variety of adjectives (popular, quiet, delicious, etc.) makes our writing more interesting to the reader.

Writing

- 4 **8.5.1.1 8.5.4.1** You are on holiday. Write an email to your English-speaking friend telling him/her about it (100-160 words).

Follow the plan. Check your piece of writing and edit it.

Hi,

Para 1: opening remarks, reason for writing

Para 2: accommodation, weather, what you're doing now

Para 3: sights you saw, means of transport you used to get around

Para 4: closing remarks

All the best,
(Your first name)

EDUTAINMENT 7



VALUES

Be a responsible tourist



- 1 Complete the sentences. Use: shop, disturb, respect, learn, discover, use, buy.

Dos

- places of natural beauty.
- the geography, history and culture of the other country.
- other people's way of living.
- public transport to get around.
- in local shops.

Don'ts


- souvenirs made from endangered animals or plants.
- the habitats of rare wildlife.


- 2   Your friend is travelling abroad. Use the ideas in Ex. 1 to advise him/her how to be a responsible tourist.

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

QUIZ

- Buckingham Palace is one of the major landmarks of London.
- You can see Shakespeare's Globe Theatre on a River Thames cruise.
- Tashirojima Island has thousands of human residents.
- You can find the dragon's blood tree in Socotra Island.
- Astana International Airport's terminal was designed by major airlines.
- Coral reefs are under threat from global warming and coral poaching.

- 4  Look at Module 7 and write a T/F quiz of your own.

- 5 Song: Read the song and complete the gaps with the words below.
 Then, listen and check your answers.

- people • today • take • perfect • visit
 • explore • adventures • learn • escape




The World Is Our Oyster

Let's go on a journey. 1) for a while
 We'll just 2) our time and we'll travel in style
 We'll see distant landscapes, we'll try new things
 And see what 3) our holiday brings

The world is our oyster, that's what 4) say
 We can go anywhere, let's leave 5)
 We'll 6) the places we've seen on TV
 The whole world is waiting, there's so much to see

So many places for us to 7)
 Places that we've never heard of before
 We'll live like the natives we'll 8) all their ways
 We'll have 9) evenings and magical days



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

MODULE 8

Food & Drink

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: ordering breakfast
- Writing an email describing how to make your favourite food

Themes:

- foods and drinks
- cooking methods
- The best way to start the day
- VALUES: Healthy eating habits

Language Focus:

- countable/uncountable & quantifiers
- several, plenty of, (a large/small) amount/number
- containers
- all, both, half

Phrasal verbs: break

Vocabulary

• Foods & Drinks

1 Listen and repeat.

2 Which of the foods/drinks in the pictures would you eat/drink for breakfast? lunch? dinner? a snack? dessert?

I'd eat fresh fruit for a snack.

3 **8.3.7.1** Which of the foods/drinks do you like eating/drinking? Why?

- tasty • healthy • delicious • light • filling
- nourishing

I like eating fresh fruit because it is healthy.



Find the page numbers for

- a food calendar
- a menu
- measurements

Reading 8a

Check these words

- poet • main course
- stuffed • oatmeal
- garland • bonfire
- population • line
- rhythm • funky • stall
- unique • ash • sticky
- last • the early hours

1 **8.2.6.1** **8.4.5.1** **8.4.4.1** Look at the pictures. Which festival is each food related to?

Listen and read to find out.



Festive Food Calendar

No matter what time of the year, food and festivals go hand in hand! Here's a list of some well-known festivals and the delicious food that people eat at these occasions.

A On 25th January, Scotland honours its most famous and favourite poet, Robert Burns. Scottish people enjoy a special dinner on Burns Night in which the main course is called haggis. This is a sheep's stomach which is stuffed with meat, onions and oatmeal.



haggis

B May is the month when the people of Teramo, Italy, celebrate Sagra delle Virtù. They prepare minestrone, a kind of thick soup made with fresh spring vegetables. As part of the festival, people serve soup to the poor.



minestrone

C Midsummer is a special day in many countries. In Finland and Sweden, people celebrate it on the Saturday between 20th and 26th June. They make garlands with flowers, light big bonfires, dance traditional dances and eat lots of smoked and pickled fish, boiled new potatoes and strawberries with cream for dessert.



smoked fish

D Independence Day is a huge celebration in the United States, and it takes place on 4th July. Across the country, there are fireworks displays and people enjoy barbecues and picnics. Popular foods include burgers, hot dogs and corn on the cob.



hot dogs,
corn on the cob

E Started by the large Caribbean population who live there, the Notting Hill Carnival is a huge street festival in London, England. It takes place at the end of August every year. Thousands of people line the streets to watch the colourful parade, dancing to the rhythm of Caribbean music. There are many stalls selling jerk chicken, a tasty Caribbean dish.



jerk chicken

F Bonfire Night, also called Guy Fawkes' Night, is an event that is unique to the UK. It is on 5th November, when people light huge bonfires. They eat potatoes baked in the ashes of the fire, cinder toffee and a sticky cake called parkin.




parkin

G For people in Scotland, 31st December – New Year's Eve – is a very special occasion. They celebrate Hogmanay. Parties last well into the early hours with people eating traditional Scottish food such as shortbread and Dundee cake.



Dundee cake

Vocabulary 8a

- 2** **8.4.2.1** **8.4.5.1**  Read the texts again and match the paragraphs (A-G) to the headings (1-8). One heading is extra.

- 1 Setting the country on fire
- 2 For fans of seafood
- 3 A party that can last all night
- 4 A romantic celebration
- 5 Helping the community
- 6 Lighting up the sky
- 7 Remembering a well-loved writer
- 8 Bringing the streets to life

- 3** In pairs, ask and answer comprehension questions based on the text.

A: What do the Scottish celebrate on 25th January?

B: Their most famous poet, Robert Burns.

- 4** **8.4.7.1** Complete the collocations. Use: thick, fireworks, dinner, vegetables, street, colourful.

- | | | |
|-----------------|---------|----------|
| 1 special | 4 | displays |
| 2 | 5 | festival |
| 3 fresh | 6 | parade |

Use the completed phrases to make sentences based on the texts.

People in Scotland eat a special dinner on 25th January.

- 5** **8.4.7.1** Complete the sentences with one of the underlined words/phrases in the text.

- 1 They had chicken wings as a starter, and roast lamb as the
- 2 They danced and had fun till the
- 3 This festival was started by the Irish in the city.
- 4 The turkey is with herbs and spices.
- 5 They baked some potatoes in the of the fire.

- 6** Choose the correct word. Compare answers with your partner. Check in your dictionaries.

- 1 He hates bitter/oily chocolate.
- 2 Can I have a bottle of still/creamy water, please?
- 3 Chillii peppers are too bland/spicy for me.
- 4 Can you please chop/grate some cheese?
- 5 How about vanilla ice cream for dessert/starter?
- 6 This cake is delicious. Can I have the prescription/recipe, please?

- 7** **8.3.7.1** Work in pairs. Discuss the foods and the cooking methods, as in the example.

Cooking Methods

- baked • roasted
- boiled • fried
- grilled • raw
- mashed • steamed
- scrambled

Foods

- eggs
- potatoes • fish
- chicken
- vegetables
- rice • lamb

A: How do you like your eggs?

B: I like them boiled. What about you?

A: I like them scrambled.

Speaking

- 8** **8.1.8.1** **8.3.5.1**    List festivals in your country, the dates they take place and what foods you eat during these festivals. Use your list to present them to the class.

Writing

- 9** **8.5.2.1**   Prepare a calendar for festivals in your country. Use your answers in Ex. 8 and the texts in Ex. 1 as a model. Present it to the class.

Use of English 8b


• Countable/Uncountable & Quantifiers

- 1 **8.5.2.1** Read the theory and say the examples in your language. Which of the words in bold do we use in: affirmative sentences? negative sentences? questions?

Countable	Uncountable
Countable nouns are nouns we can count. <i>an/one orange – two oranges</i>	Uncountable nouns are nouns we can't count. <i>(some) milk</i> NOT: a milk – two milks
<i>How many lemons do you need? Not many.</i>	<i>How much sugar is there? Not much.</i>
<i>There are a lot/lots of eggs in the fridge.</i>	<i>We've got a lot of/lots of milk. Let's make a milkshake.</i>
<i>There aren't many carrots. There are only a few. (some)</i>	<i>We haven't got much rice. We've only got a little. (some)</i>
<i>There are very few apples. (almost no)</i>	<i>There is very little milk. (almost no)</i>
<i>Are there any apples?</i>	<i>Is there any milk?</i>
<i>We haven't got any bananas.</i>	<i>There isn't any orange juice.</i>
<i>We have no tomatoes.</i>	<i>There is no sugar.</i>

- 2 **8.5.2.1** Choose the correct words.


- Is there **some/any** pasta in the cupboard?
- Don't eat too **much/many** chocolate!
- Are there any nuts? Yes, **a few/a little**.
- There is **a lot of/many** rice.
- There's **only a little/a few** milk left.
- How **much/many** sugar do you want in your tea?
- Is there **much/many** butter in the cake?
- There is **any/no** milk.
- We've got **a lot of/much** lemons.
- Can I have **a few/any** biscuits?

- 3  Copy the table in your notebook and list the words under the headings. In two minutes, add as many more words as you can. Then write C for countable or U for uncountable.

- sugar • milk
- bread • beef
- soup • cheese
- orange juice
- spaghetti • coffee
- cabbage • potato
- lettuce • burger
- carrot • apple
- chocolate • chicken • yoghurt • biscuit
- rice • egg • cake • pear • salad
- ice cream • tea • banana • nuts • lamb
- grape • salt • pizza



meat	dairy	fruit & vegetables	desserts	drinks	dishes	other

- 4 **8.5.2.1**  Complete the dialogue. Use: much, many, a, an, some, any.


- A: I'm hungry!
- B: Would you like 1) chicken?
- A: Not really. Have we got 2) eggs? I fancy 3) omelette.
- B: No, sorry. What about 4) sandwich?
- A: OK. How 5) cheese is there?
- B: Oh, we've got 6)
- A: Good. Are there 7) tomatoes?
- B: Yes, but not 8) Let's make your sandwich, then go to the supermarket. We need to buy 9) fruit!

Use of English 8b

- **several, plenty of, (a large/small) amount/number**


5 a) **8.5.2.1** Read the examples. Say them in your language. How do we use the words in bold?

- We use **plenty of** with countable and uncountable nouns. *There is **plenty of** food in the fridge.*
- We use **several** only with countable nouns to express a small number of something. *I drank **several** cups of tea this morning.*
- We use **(a large/small) amount of** with uncountable nouns. *We must lower the **amount of** red meat in our diets.*
- We use **(a large/small) number of** with countable nouns. *The **number of** students who eat at the school canteen has increased.*

b) 8.5.2.1  Fill in: **plenty, several, amount, number.**

- 1 I bought cakes from the bakery earlier.
- 2 There is a large of expensive restaurants opening in town.
- 3 Don't worry, there's of pudding for everyone!
- 4 A lot of people consume a large of sugar on a daily basis, which is very unhealthy.

- **Containers**

6 **Fill in:** box, bag, can, bottle, packet, carton.
 **Listen and check.**



1 a
of cereal



2 a
of ketchup



3 a
of sugar



4 a
of spaghetti



5 a
of orange juice



6 a
of cola

Word formation (verb suffixes)

7 Read the theory. Form verbs from the words in brackets in the correct form.

We use these suffixes to form verbs:

-ise (apology – apologise)

-ate (fabric – fabricate)

-en (short – shorten)

-ify (beauty – beautify)

- 1 Eating food containing calcium helps to your teeth and bones. (STRENGTH)
- 2 Scientists food into carbohydrates, proteins and fats. (CLASS)
- 3 Ulan wants his new restaurant to in healthy, vegetarian food. (SPECIAL)
- 4 The headteacher is a plan to encourage healthy eating. (FORMULA)

- **all, both, half**

8.6.4.1 Read the theory, then complete the sentences. Use: **all, both or half.**

- **All** refers to more than two people, things or groups. It has a positive meaning and is followed by a plural verb. ***All the apples are fresh.***
All of them taste great.
- **Both** refers to two people, things or groups. It has a positive meaning and is followed by a plural verb. ***Both men work at the restaurant.***
Both of them cost a lot of money.
- **Half** refers to one of the two equal parts of something. ***Mix in half the butter.***
I've eaten half of the cake.

- 1 Sam and Nurlan ordered the pasta dish for lunch.
- 2 The food was delicious; I ate of it!
- 3 Aibek ate of the pizza and left the rest for his friend.
- 4 of Gulnaz's parents like French cuisine.

Skills 8c

Reading



1

8.19.1 8.2.1 8.4.1 8.4.1 Look at the picture and the title of the text. How do you think food is related to our brain?

Listen and read to find out.

FOOD

for thought

Have you ever had a week when you felt tired or sad and didn't know why? It might have been the food you ate. There is a strong connection between what you eat and how your brain works. For this reason, small changes in your diet can make a big difference to how you feel and function.

The brain is a really complicated organ – it doesn't just need energy, it needs lots of different chemicals, fats and minerals to keep everything working. A lot of these things only come from food, so if you're not eating the right things, it can have a bad effect on your brain. Making sure you're eating the right kinds of amino acids, fatty acids and micronutrients can improve your memory, mood and mental performance.



The most common substance in our brain is fat. But not just any kind of fat! The cells of the brain are made up of special fats called fatty acids. If we don't replace these fatty acids, then the brain cells start to break down. This means that the brain won't work so well, especially as we get older. There are two essential fatty acids for the body: omega-3 and omega-6. Omega-3 mainly comes from oily fish like mackerel and sardines, while omega-6 comes from liver and dark green vegetables.

The brain works by sending electrical and chemical signals through special cells called neurons. In order to make these chemicals, the body needs amino acids. These are found in foods which have lots of protein in them, such as meat, fish, eggs and dairy products. If you're a vegetarian or a vegan you can get amino acids from beans, soya and seeds.

Finally, we need to have various micronutrients like zinc, iron, copper and sodium. These protect the brain from diseases and can be found in fruit, vegetables and nuts. Overall, the most important thing is to eat a wide variety of different foods. A diet rich in fruit, vegetables, seeds, nuts and oily fish, and low in red meat and sugar, is the best way to maintain a healthy body, mind and brain!

Check these words

- connection • function
- complicated • organ
- chemical • fat • mineral
- effect • amino acid
- fatty acid • micronutrient
- memory • cell • neuron
- vegan • bean
- substance • zinc • iron
- copper • maintain

2

8.4.1 8.4.1 Read again and choose the correct answer A, B or C.

- 1 Amino acids are essential for ...
 A making the chemicals that send signals to the brain.
 B replacing the brain cells.
 C protecting the brain from diseases.
- 2 Omega-3 and omega-6 are the two essential ...
 A amino acids. B micronutrients. C fatty acids.
- 3 A healthy diet for your brain is low in ...
 A fruit and vegetables. C red meat and sugar.
 B zinc, iron, copper and sodium.

3

8.3.1 8.3.1 TWINK What did you learn from the text? How can this information help you? Tell the class.

Prepositions

4 **8.6.15.1** Complete with: *in* (x2), *for*, *on*, *at*.

- the end of the day, your health is the most important thing.
- He's a good mood today.
- Let me sleep it and I'll tell you my decision tomorrow.
- There's no excuse eating too many sweets.
- Fruit and vegetables are very high vitamins.

Phrasal verbs

- **break down** = 1) to decompose, 2) to lose control of feelings
- **break into** = to enter by force
- **break out of** = to escape from
- **break up** = to stop for holidays (of schools, etc)

• Phrasal verbs (*break*)5 **8.6.15.1** Read the box and complete the sentences.

- The farmer's sheep broke of the pen.
- Your stomach breaks food into sugar, proteins and fats.
- The criminals broke the café and stole all the money.
- When school breaks we all go on our summer holidays.

Listening

6 **8.2.4.1** Listen to a boy called Kairat talking about his family's eating habits. Fill in the gaps (1-5).

The Omarov Family

Eating Habits

Members in family: 4 people

Breakfast: orange juice, 1) banana

Lunch: hot meal or sandwiches, grapes, 2)

Dinner: 3) potatoes, carrots, broccoli

Treats: 4) biscuits, no

5)

Speaking & Writing

7 **8.5.2** **8.6.15.1** What do you eat/drink every day? Use the phrases to tell your partner.

- | | | |
|-------------------|------------|-------------|
| • (too) much/many | • milk | • fish |
| • a lot of | • biscuits | • cake |
| • not any | • fruit | • chocolate |
| • some | • meat | • sweets |

*I eat a lot of meat, but not too much red meat.*8 **8.5.1.1** Write an email to your English-speaking friend suggesting which food to eat to improve his/her concentration and performance at school (80-100 words). Use ideas from the text in Ex. 1.

Everyday English 8d

Check these words

- order • offer • light
- omelette • plain • filling

• Ordering breakfast

1 **8.2.6.1** **8.4.5.1** Read the first and the last exchange in the dialogue. What is it about?

Listen and read to find out.



- Waiter: Good morning. What can I get you?
 Martha: Hi. Is it too late to order breakfast?
 Waiter: No, not at all. We serve breakfast until noon. And, we've got a special offer today – our full English breakfast is just £6.
 Martha: Oh, I think I'd prefer something lighter. Can I have an omelette, please?
 Waiter: Yes, of course. Would you like it plain or with a filling?
 Martha: Hmm, could you make it with cheese and tomato?
 Waiter: No problem at all! Would you like some toast with that?
 Martha: Yes, please, and some butter, too.
 Waiter: What would you like to drink?
 Martha: I'd like some coffee, please.
 Waiter: OK. Can I get you anything else?
 Martha: No, thanks.
 Waiter: OK. I'll bring your order in a moment.

Menu

Breakfast

- Full English breakfast ... £6.00
- Omelette £4.00
- Toast with butter and jam £1.50
- Pancakes £4.00

Drinks

- Coffee £1.50
- Tea £1.00
- Hot chocolate £2.00
- Orange juice £2.00

2 Match the underlined phrases in the dialogue with the ones from the list below.

I don't want to eat a heavy meal.

Would you like anything else?

Do you still serve breakfast?

Your meal will be ready soon.

What about a beverage?

3 **8.3.6.1**



Look at the menu. In pairs, act out a dialogue similar to the one in Ex. 1.

Pronunciation ou

4 **Listen and repeat.**

/aʊ/ about, house, sound, count
 /ɔ:/ course, fourth

/aʊ/ you, could, group, would
 /a:/ cousin, double

**Check these words**

- sausage • black pudding
- porridge • jam
- marmalade • berry

8.4.2.1 8.4.4.1 How similar/different is the breakfast in the UK and Kazakhstan? Read through to find out.



The Best Way to Start the Day

Breakfast in the UK

One of the most famous dishes in the UK is the 'full English' or 'fry-up'. It's made up of eggs, bacon, sausages, baked beans and toast, and can also include black pudding, fried mushrooms and tomatoes! A full English breakfast takes a lot of time to cook and it's quite unhealthy to eat every day, so a lot of British people only eat it at the weekend. On weekdays, most people eat something lighter for breakfast, like a bowl of porridge or breakfast cereal. Another popular choice is to eat buttered toast with jam or marmalade. No English breakfast is complete without a cup of tea!



Breakfast in Kazakhstan

Breakfast is an important meal for Kazakhs. Traditional breakfast food in Kazakhstan includes lots of dairy-based products such as milk and ayran. During the week, especially in the cities, people prefer to eat fried eggs, porridge, bread, jam, milk and berries for breakfast. Tea is the most popular morning drink in Kazakhstan – it's the perfect way to start the day!



8.2.6.1 8.5.8.1 **Read and listen to the texts. Compare the breakfast habits of people in the UK and Kazakhstan.**

A typical British breakfast includes ... A typical Kazakh breakfast includes ... During the week, ...

3

8.5.4.1 **In groups, collect information about the typical food people eat in the UK and Kazakhstan for lunch. Write a text. Read it to the class.**



Across the Curriculum 8f

PSHE

1

8.2.6.1

8.4.2.1

Look at the labels (1-4). What are they for?



Listen and read to find out.

Food Labelling


BEST BEFORE:
16.07.2017

STORAGE

Keep refrigerated.

CONTACT INFORMATION
Consumer Food Division,
FoodCo, Po Box 1116,
UB3 8AL, Hayes

NUTRITIONAL INFORMATION

Typical	Values Per 100 g
Energy	1027 kJ/246 kcal
Fat	1.3 g

What is a label?

A label is a piece of paper or other material that gives consumers information about a product.

Why do we need labels?

Labels help consumers make informed decisions about the products they want to buy. In different countries, there are different laws about what information a label must contain. Usually, they say what ingredients the product has in it, where it was made, and how to store, prepare and use the product safely.

Why do labels have dates on them?

Food labels must have a use by/best before date on them. This date tells the consumer when the product is no longer safe to use.

Why do labels tell us where to store our products?

The storage conditions tell consumers where the product needs to be kept so that it is safe for consumption. For example, tinned food must be kept in a cool, dry place until it is opened. After opening, it should be kept in the fridge or freezer.

Why do labels tell us where our products come from?

By law, labels have to display the name of the company, its address and the country it comes from. If consumers are not satisfied with the product, they can contact the company. For example, if a consumer buys a product that does not match the description on the label, they can use the contact information to complain to the company.

What is the nutritional information/health claims section for?

The ingredients list and nutritional information tell consumers what is in the product, and exactly how much protein, fat, sugar, salt, etc it has in it. This helps consumers decide whether what they are buying is suitable for them.

Check these words

- label • consumer
- informed decision • law
- ingredient • store
- prepare • consumption
- tinned food • freezer
- display • satisfied
- contact • complain

2

8.4.2.1

Read the text again and mark statements (1-5) as T (true), F (false) or DS (doesn't say). Correct the false statements.

- All countries have the same rules about what information must be on a label.
- Tinned food must be kept in a cool, dry place after opening.
- The information about the company is there so consumers can contact the company.
- Food labels tell consumers whether there are any ingredients in the food that cause allergies.
- Nutritional information tells consumers how much protein, fat, sugar, salt, etc there is in a product.

3

8.1.3.1

8.1.10.1



Do you think it's important to have labels on food products? Why? Discuss.

4



Look at the packaging of products in your country. Collect as many labels as you can. Present them to the class. Say what each one is for and where you found them.

Writing 8g

Check these words

- recipe • stalk • celery
- chop • finely • grate
- peel • saucepan • fry
- season • drain • pour
- sprinkle • herb

Measurements

- g = grammes
- kg = kilogrammes
- ml = millilitres
- tbsp = tablespoon
- tsp = teaspoon

Chocolate cake ingredients

- 250 g flour
- 150 g sugar
- 100 g cocoa powder
- 2 tsp baking powder
- 3 eggs
- 250 ml milk
- 250 g butter

- An email describing how to make your favourite food

- 1 [8.4.5.1] [8.4.4.1] Look at the email. Who is writing it? What is it about? Read and check.
- 2 [8.4.7.1] Complete the gaps with: chop, grate, pour, boil, fry, sprinkle, peel. Use your dictionaries. Listen and check.

Hi Megan,

How are you? I've got the recipe you asked for. I'm so glad you liked the spaghetti Bolognese dish I cooked on Friday. It's my favourite.

It's not that hard to cook. First, you need 500 g of beef, an onion, a carrot, a stalk of celery, some Parmesan cheese, two tomatoes and a packet of spaghetti. Once you've got all that, you need to wash the vegetables. 1) up the onion, carrot and celery finely. Then, 2) the Parmesan cheese, 3) the tomatoes and cut them into small pieces. Put some olive oil in a saucepan and add the onion, vegetables and meat. 4) all the ingredients until they're cooked. Season with salt and pepper. While you're doing that, 5) the spaghetti in salted water for about 10 minutes. When it's ready, drain the spaghetti and place it on a plate. 6) the vegetable and meat sauce over the spaghetti and 7) with the Parmesan cheese.

You can change some of the ingredients if you want. For example, you can add mushrooms and herbs. Write back and tell me what you think.

Best wishes,
Luiza



- 3 Look at the ingredients. Ask and answer.

A: How much flour do we need?

B: 250 g.

Writing (an email describing how to make your favourite food)

- [8.5.1.1] [8.5.4.1] A friend has sent you an email asking for the recipe of your favourite food. Write an email describing how to make your favourite food (120-180 words). Follow the plan. Check your piece of writing and edit it.

Hi ...

Para 1: greetings (I'm so glad you liked ...)

Para 2: describe how to prepare your favourite food – ingredients and cooking method (First you need ... Then, ... When it's ready ...)

Para 3: extra suggestions, closing remarks (You can change ... Write back ...)

Best wishes,
(Your first name)

EDUTAINMENT 8



VALUES

Healthy eating habits

- 1 Which of the sentences best describe your eating habits? What are you going to change? Discuss in pairs.

- 1 Eat a lot of fruit and vegetables.
- 2 Don't eat red meat every day.
- 3 Drink lots of water and fresh juices every day.
- 4 Eat junk food once a week.
- 5 Don't eat sweets every day.
- 6 Eat starchy food (potatoes, rice, bread, pasta, etc) with each main meal.

- 2 It's Healthy Food Day at your school. Collect information about how food affects our body and mood. Create a poster informing people about healthy eating.

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

QUIZ

- 1 Meat, fish and eggs protect our brains from diseases.
- 2 Haggis is a traditional dish from Sweden.
- 3 In Kazakhstan, the "Eti-up" is often a treat for the weekend.
- 4 Omega-3 and omega-6 are essential fatty acids for the body.
- 5 Guy Fawkes' Night is celebrated on 5th November.
- 6 Labels tell consumers how to store, prepare and use a product safely.

4



Look at Module 8 and write a T/F quiz of your own similar to the one in Ex. 3.

5

6.2.6.1 6.4.5.1 Song: These words appear in the song. What is the song about?

Listen, read and check.

- family day • loved ones • celebrate
- delicious food • dance • in style
- happy songs



Let's All Get Together



Let's all get together soon
Let's have a party here
We can have a family day
With all our loved ones near
It's fun to be with family
It's fun to celebrate
We can cook delicious food
The party will be great



*Festive times with family
Are always lots of fun
It's great to get together
And spend time with everyone*

We can talk and we can dance
Let's celebrate in style
We can sing some happy songs
That always make us smile
Spending time with family
Makes everything all right
We've got lots to celebrate
So let's have fun tonight



6



6.1.8.1 Why does the singer enjoy family celebrations? What about you?

MODULE

9

The World of Work

► What's in this module?

Skills Focus:

- Reading & Listening for specific information and main ideas
- Speaking: a job interview
- Writing an opinion essay

Themes:

- work & jobs
- Off work! Public holidays
- VALUES: Working as a team

Language Focus:

- reported speech
- reporting verbs

Phrasal verbs: take**Vocabulary**

• Work & Jobs

1

8.3.7.1 Look at the pictures (1-12).

Listen and repeat.

2

8.3.7.1 What does each person do at work? Use the phrases to tell the class.

- treats sick animals
- makes sure people obey the law
- receives calls and welcomes visitors
- gives private lessons
- advises people on the law
- cuts and styles people's hair
- cooks delicious food
- fixes broken water pipes
- performs operations
- fixes electrical problems
- puts out fires
- reads the news on TV or radio

A vet treats sick animals.



vet

newsreader



tutor

firefighter



police officer



plumber



surgeon



chef



receptionist



lawyer



hairdresser



electrician

Find the page numbers for

- a biography
- a CV
- a job advert

Reading 9a

1 In a minute, write as many jobs as you can related to entertainment (actor, singer, etc). Compare with your partner,

2 **B1.3.1** Look at the pictures. Where do these people work? What do they do for a living?

🔊 Listen and read to find out. Then match the pictures to the texts.



strange jobs

Unusual looks

A After she wakes up most mornings, Christina Clarkson spends an hour and a half covering her skin with body paint! Christina is an actress, but not an ordinary one. When she's not performing in the theatre, she works as a living statue.

After getting into her costume, she goes down to Covent Garden and sets up her box to stand on. Christina plays many different 'statues', but the most popular one is an ancient Greek statue. For this, she uses gold or silver paint and wears a matching drape. Usually she works for an hour at a time, then she has to take a rest.

B When Joe Atkins arrives at work, he goes to the dressing room to change into his work clothes. For the next eight hours, he wears a furry costume and a huge heavy mask over his head.

Joe is the Disney character Pluto, and he works at Disney World in Florida. Before he leaves the dressing room, he says "Have a nice day" to the other characters. He knows that he cannot speak to anyone later because Disney characters must not speak to the visitors and they have to be good at mime. Joe then makes his way to Café Mickey to

Although standing very still sounds like an easy job, it's actually really tiring and you have to be in good shape. Christina has to be good at making really slow movements – being a living statue isn't just about standing still!

Christina needs to have good comic timing and a great sense of humour to make people laugh. Sometimes when people are watching her, she surprises them by winking, coughing or suddenly moving. Christina says that occasionally little children are a bit scared of living statues, but eventually they all want to have their photo taken with her.

welcome the visitors. He walks slowly and carefully and doesn't swing his arms or legs. He must be careful and remember that his 'body' is at least double his normal size.

One little girl looks frightened, so Pluto doesn't get too close. Joe slowly extends his hand to her parents so the little girl can see that he is friendly. One of the most important qualities for people working as a Disney character is to be patient with children and extremely tolerant.

Very soon the little girl is smiling and enjoying breakfast with her new, furry friend.

Check these words

- living statue • take a rest
- still • in good shape
- wink • cough
- dressing room • furry
- mime • swing
- double sb's size
- extend • tolerant

3 **B4.2.1** Read the texts and answer the questions. Which of the entertainers (A or B) ...

- | | |
|---|---|
| 1 works out on the streets? | 4 needs over an hour to get ready for work? |
| 2 dresses as a cartoon character? | 5 has to rest every hour? |
| 3 wears a mask at work? | |

Vocabulary 9a

- 4 Complete with the words:** costume, statue, humour, still, room, mask, slowly, clothes, job, paint. **Use the phrases to present Christina and Joe to the class.**



- 1 stand
- 2 living
- 3 work
- 4 easy
- 5 furry
- 6 dressing
- 7 heavy
- 8 walk
- 9 body
- 10 sense of

• Prepositions

- 5 Complete with: in, with, at (x2), of.**


- 1 Teachers must be patient children.
- 2 You must study for least five years to become a doctor.
- 3 Some children are scared living statues.
- 4 You need to be good shape to work as a firefighter.
- 5 Inzhu has to arrive work at 9 am.

- 6 a)  Tell the class three things you remember from the texts in Ex. 2.**

- b)   Which of the jobs in the texts would/ wouldn't you like to do? Why? In three minutes write a few sentences. Read your sentences to your partner.**

• Jobs

- 7 a) Fill in:** artist, presenter, trainer, guard, worker, driver, agent, surgeon, designer, programmer, pilot, assistant to form compound nouns.

 **Listen and check. Listen again and repeat. Mind the stressed syllables.**

- | | | |
|------------------|------------------|-------------------|
| 1 security | 5 airline | 9 bus |
| 2 make-up | 6 shop | 10 personal |
| 3 travel | 7 graphics | 11 TV |
| 4 social | 8 computer | 12 heart |



- b) Which of the people above:**

- work: shifts? from 9 to 5? part/full-time? with a computer? under pressure? long hours? indoors?
- get: paid well? low/high wages?

Choose three jobs and write about them, as in the example.

A security guard works shifts. He works under pressure and gets low wages.

Listening & Speaking

- a)   Listen to Petra talking about her job and work routine and complete the table in your notebook.**

Job	
Skills	
Hours/Routine	
Workplace	
Wages	

- b)  Talk about Petra's job and work routine.**

Writing

- 9   Think of an unusual job. Make notes under the headings in Ex. 8a. Write a short text. Present your job to the class.**

Study Skills

Word stress in compound nouns

We usually stress the first part of a compound noun.
police officer
fashion designer
train driver

Use of English 9b

• Reported speech

- 1 **B.6.11.1** Read the theory and answer the questions.

Direct speech is the actual words someone said.

Reported speech is the exact meaning of what someone said, but not the exact words.

Direct Speech	Reported Speech
Statements	
"I'm fifteen," said Ulan.	Ulan said (that) he was fifteen.
"I'm working hard," Kim said to Pete.	Kim told Pete (that) she was working hard.
"I got the promotion," said Ned.	Ned said (that) he had got the promotion.
"I was doing my work," Dilnaz said to Inzhu.	Dilnaz told Inzhu (that) she had been doing her work.
"I'll lend you a tie," said Jim.	Jim said (that) he would lend me a tie.
"I've done the job interview," said Aliya.	Aliya said (that) she had done the job interview.
Questions	
"Is Aibek here?" he asked.	He asked if/whether Aibek was there.
"Where is Dina?" he asked.	He asked where Dina was .
Commands	
"Go out," he said to us.	He told us to go out .
"Don't be late," he said to us.	He told us not to be late.

Some words and time expressions change according to the meaning of the sentence as follows: **now** → then, immediately; **today** → that day; **yesterday** → the day before, the previous day; **tomorrow** → the next/following day; **this week** → that week; **last week** → the week before, the previous week; **next week** → the week after, the following week; **two days ago** → two days before; **here** → there

- Which verbs do we use to report someone's words?
- How do tenses change?
- How do pronouns / possessives change?
- Which verb is used to report questions?
- How do we report a positive/negative command?

- 2 **B.6.11.1** Read the sentences. When do we use the verbs *said*? *told*?

Direct Speech	Reported Speech
"I work in the theatre," Serik said .	Serik said (that) he worked in the theatre.
"I'm going to miss my train," Enlik said to/ told me .	Enlik said to me (that)/ Enlik told me (that) he was going to miss the train.

- 3 **B.6.11.1** Fill in: *said* or *told*.

- The boss that lunch was at 2 o'clock.
- Aiday us that she was starting a new job on Monday.
- Mark he has opened a new restaurant.
- Dad that he would be late at work.
- We Nurzhan that we'd meet at the train station.
- Timur he was moving to Astana for work.

- 4 **B.6.11.1** Rewrite the sentences from **direct into reported speech**.

- "I'll finish work in two hours," said Sezim.
- "I got a job at Disneyland," he said to us.
- "I passed all of my examinations," Bota said.
- "We had a great meeting," they said.
- "I don't want to go to work," said Nurlybek.
- "Gulmira was working until 4:00 pm yesterday afternoon," Bibigul told Aru.
- "I haven't finished my project yet," said Jane.
- "Kanat finished school and he's looking for a job," Nursultan said to Timur.

Use of English 9b

5 Report the questions and commands.

- "Where is the manager's office?" he asked.
- "Is Fatiha at the meeting?" he asked me.
- "Don't forget your papers," Inkar said to Azat.
- "Check if the file is on my computer," he said.
- "Did you read the report?" Lucy asked Ben.
- "Wake up!" Mum said to Nurlan.

• Reporting verbs

6 Read the theory and report the sentences. Use the special introductory verbs in brackets.

Apart from **say/tell**, we can use a variety of reporting verbs to report what someone said:

- agree, demand, offer, order, promise, refuse, etc + to-infinitive.**
We agreed to meet at nine o'clock.
- advise, allow, ask, invite, remind, warn, etc + somebody + to-infinitive.** *Anara reminded me to phone the job agency.*
- admit (to), apologise for, complain (to sb) of/about, suggest, etc + -ing form.**
He suggested organising a campaign.
- explain, inform sb, complain, etc + that clause.** *She explained that the interview had been delayed.*

- "Go to your room!" he said to me. (ORDER)
- "Give me the book", she said to him. (ASK)
- "I'm sorry I shouted at you," said Ulan. (APOLOGISE)
- "No, I won't go to the shop," he said to her. (REFUSE)
- "Would you like me to show you how to use the cash register?" Sholpan said to Nurgul. (OFFER)

• Word formation

7 Read the theory box. Then, complete each sentence with the correct noun formed from the words in brackets.

Forming people nouns from verbs/nouns

We use these suffixes to form people nouns from verbs and nouns:

-er (drive – driver), **-or** (sail – sailor), **-ist** (novel – novelist), **-ian** (statistics – statistician), **-man**, **-woman** or **-person** (business – businessperson), **-ent** (reside – resident)

- Charles Dickens was a (WRITE).
- Brad Pitt is a famous (ACT).
- A (SALES) works in a shop.
- Leonardo da Vinci was an (ART) as well as a (MATHEMATICS).
- Nelson Mandela was the (PRESIDE) of South Africa.

Phrasal verbs (take)

8 Read the box, then complete the sentences.

- take after** = be like or resemble somebody
(e.g. a parent)
- take on** = hire or employ somebody
- take over** = take control of something
- take up** = start (e.g. a new hobby)

- Kanat takes his father; he has the same talent in Maths.
- Why don't you take a relaxing activity like painting?
- When her mother retires, Damilia plans to take the family business.
- They're taking new staff at the art gallery.

9 Work in groups of three. Two of you act out a short dialogue about what jobs you want to do when you're older. The third reports the dialogue to another group.



Skills 9c

Check these words

- dream job • demanding
- career • aim (for sth)
- value • average
- focus (on sth) • capture
- spirit • wildlife • talent
- discover • passion
- adventure
- follow sb's footsteps

Reading

- 1 Read the title and look at the picture. What does Dylan do for a living? Think of three questions you would like to ask him. Read the text and see if you can answer them.

- 2   Read the text and complete the gaps (A-F) with the parts of the sentences (1-7). There is one extra part. Then explain the words in bold. Listen, read and check.

- but since he was a young boy
- and he's met lots of kids who want to become artists too
- so understanding your personal values is the key to keeping yourself motivated
- he was travelling around the country
- but can you really make a career out of something you care about
- but his passion became his job
- you can set realistic goals and work towards them with confidence



They say that life is what you make of it, A) ? Of course you can, but your dream job could be just as demanding as any other career choice. Dreams come in all shapes and sizes, B) Once you know what kind of life you're aiming for, C)

Dylan Scott Pierce may look like an average teenager, D) , he has focused on capturing the spirit of animals in his watercolour paintings. As a child, Dylan enjoyed drawing sketches of lions and dinosaurs. By the age of ten, E) , entering his work in art shows, and today his wildlife paintings sell for as much as \$20,000. That's pretty good for a young artist. "I think we all have talents," Dylan says, "but I was lucky enough to discover mine at a really young age."

Dylan's passion to get closer to the animals he paints has taken him on many adventures F) So, can anyone follow in Dylan's footsteps? Dylan says, "The most important thing is just to do what you love and don't let anyone else tell you that you can't do it."

Skills 9c

3 Which of the following would you consider when choosing a career? Discuss in pairs.

work: a 9-5 job/shifts/overtime/at the weekends/long hours/under pressure/with a team/at my own pace
 get: paid well/low wages/promoted
 meet: tight deadlines/interesting people
 visit: various places/exotic destinations

A: What would you like to do for a living?
 B: I'd like to be ...
 A: Really? Why?
 B: Well, I don't mind working long hours and meeting tight deadlines. I guess I work better under pressure. What about you?

Listening

4 a) Look at the CV below. What type of information is missing?

CV	
	PERSONAL DETAILS
	Name/Surname: Silmartha 1)
	Address: 16 Grove End, 2)
	Date of birth: 3)/08/89
	Tel.: 7737264 (mob) 4)
	EDUCATION
	Qualifications: Completed GCSEs Falmer High School, Brighton
	WORK EXPERIENCE (School placement) Chester and Barnes advertising Runnymede, East Sussex.
	Position: junior 5) assistant.
	PERSONAL QUALITIES
	hardworking, reliable, polite, friendly

b) 8.2.1 Listen and complete the gaps. Write in your notebook.

c) 8.5.1 Imagine you want to apply for a part-time job as a shop assistant. Write your CV in your notebook.

Speaking

5 8.1.1 8.3.6.1 Listen to the text in Ex. 2 again. Work in pairs.

Interview Dylan. Prepare your questions based on the text. Ask: what his job is; how he started; where he works; how much he earns; how he feels about his job. Then take roles and act out your interview. Record yourselves.

Writing

6 8.3.2 8.6.5 Portfolio Interview a person you know who has a job that you find interesting. You can use questions similar to the ones in Ex. 5. Record the interview and then write a short article about them for the school magazine.

Everyday English 9d

Sales Assistant Wanted

Job: part-time sales assistant at Harry's Store in the city centre.
 Work Hours: Saturday 9-4, Sunday 10-3.
 Applicants must be hardworking, enthusiastic and ready to start straightaway.
 Send your CV to jobs@harrys.co.uk.

Check these words

- CV (Curriculum Vitae)
- sales assistant • quality
- position • enthusiasm
- candidate



• A job interview

1 Read the advert. What is it about?

2 Listen and repeat.

- Come in and sit down. • Why do you want to work for us?
- I am hardworking, honest and patient.
- There are a number of other candidates.
- Thank you for your time. • I'm looking forward to hearing from you.

3 8.4.6.1 The sentences above are from the dialogue below. What is the dialogue about? Is the dialogue formal or informal?

Listen and check.

A: Hello, Roberta. Come in and sit down.

B: Thank you.

A: Now, I have your CV here. I can see that you are 17 and go to Teddington School, and get good grades. However, what I'd like to know is: why do you want to work for us?

B: Well, I was hoping to earn some extra money during the holidays. So when I saw the ad in the newspaper for a part-time sales assistant, I applied straightaway.

A: Do you think you have the qualities necessary for the position?

B: Yes, I do. I am hardworking, honest and patient. I also have good communication skills. Also, because I really like the things I will sell, I think I will be good at it!

A: It's good to hear your enthusiasm! However, there are a number of other candidates. I will call you tomorrow and let you know our decision.

B: Thank you for your time. I'm looking forward to hearing from you.

4 Find sentences in the dialogue which mean:

Why do you want the job?

There are others who want the job.

I can't wait for you to call me.

5 Listen to the dialogue again. In pairs, take roles and read it aloud.

6 8.3.5.1 In pairs, write a similar interview and/or act it out in front of the class. Use the dialogue in Ex. 3 as a model.

• Intonation in compound nouns

7 Listen and repeat.

- part time • sales assistant • hardworking • footsteps • video games

Off Work!

Public Holidays



ACROSS CULTURES 9e



UK: May Day

May Day is a spring 1) (CELEBRATE) that takes place on the first Monday of May. It is a public holiday when people have the day off work and schools are shut. It is a 2) (TRADITION) spring festival, but usually only people in rural areas still celebrate it. They have a parade which is led by the May Queen and the Green Man. The May Queen is a young girl with a crown of spring flowers and the Green Man is dressed in a costume of leaves to represent the spirit of spring. The 3) (PROCEED) has groups of Morris Dancers. These are men with 4) (FLOWER) hats and bells around their knees, who dance around each other shaking handkerchiefs and banging sticks. At the festival field, there is a Maypole with ribbons tied to the top of it. Young girls dance around the pole holding the ribbons and make beautiful patterns. There is also a funfair with rides and stalls selling sweet treats.



Kazakhstan: Women's Day 8th March

Women's Day is an 5) (OFFICE) public holiday. Kazakhs celebrate it at home with a special meal with family and friends. People give flowers, cards, chocolate, and other gifts to their mothers, wives, grandmothers, sisters and daughters. In some parts of Kazakhstan, men do all the chores on this day so that women can enjoy a full day of rest. Across the country, 6) (ENTERTAIN) put on concerts and give 7) (PERFORM) in honour of women. Museums also organise exhibitions about love and women to make this a day to remember.



Check these words

- off work • public holiday
- rural area • crown
- spirit • shake
- handkerchief • ribbon
- pattern • sweet treat
- chore • in honour of sb
- exhibition

1 Look at the pictures and read the titles of the texts. What do people celebrate on these days? Read through to find out.

2 3.2.7.1 Read the texts and complete the gaps with words derived from the words in brackets. Listen and check.

3 3.1.6.1 3.3.7.1 3.3.8.1 Listen to and read the texts again. Make notes under the headings: *name of festival/holiday – date – why is it a special day – celebrations*. Use your notes to present the festivals to the class.

4 Think of a public holiday in your country. Make notes under the headings in Ex. 3. Use your notes to write a short text for the school English magazine.



Across the Curriculum 9f

Literacy



A Christmas Carol

by Charles Dickens

After a long day, it was time to close the office. **Bad-tempered**, Scrooge got down from his stool and told the clerk in the small office, who **instantly** blew out his candle and put on his hat.

"You'll want the whole day off tomorrow, I suppose?" asked Scrooge.

"If it's **convenient**, sir."

"It's not convenient," moaned Scrooge, "and it's not **fair**! And if you don't get your half-crown* for it, you'll think I'm **treating** you badly."

The clerk smiled a little.

"And yet," said Scrooge, "you don't think I'm treated badly when I pay someone a day's **wages** for no work."

The clerk **pointed out** that Christmas was only once a year. "That's still not a good excuse for taking my money every 25th December!" **muttered** Scrooge, doing up the buttons on his coat to his chin. "I suppose you must have the whole day, but be here very early the next morning."

The clerk promised that he would, and Scrooge walked out **angrily**. The office closed shortly afterwards, and the clerk went down a **slide** on Cornhill with a group of boys twenty times, **in honour of** it being Christmas Eve, and then ran home to Camden Town as fast as he could,

to be with his family.

* an old British coin

- 1 What is the story of *Christmas Carol* about? Read the biography to find out.



Charles Dickens

(1812–1870)

is considered to be one of the greatest English novelists. When his father was unable to pay his debts, Dickens had to go and work in a factory at the age of 12. He never forgot this experience and a lot of his books dealt with the terrible lives of poor working people in Britain at the time. One of his best-known books is 'A Christmas Carol'. This book, published in 1843, tells the story of an old and bitter miser, Ebenezer Scrooge, who only thinks of money and mistreats his poor employee, Bob Cratchit, until he meets some unusual visitors and his life changes.

Check these words

- bad-tempered • stool
- clerk • instantly
- blow out • convenient
- moan • fair • treat
- wage • excuse
- mutter • do up
- button • chin • slide

2

8281 8421



Listen to and read the text. For questions 1–3, choose the correct answer (A, B, C or D). Then, explain the words in bold.

- 1 Scrooge thinks he 'is treated badly' because
 - A he doesn't get paid enough.
 - B he has to pay his employees when they take a day off.
 - C his employees are always asking for higher wages.
 - D his employees don't work hard enough.
- 2 What is Scrooge's opinion of Christmas?
 - A He thinks that it's at an inconvenient time of year.
 - B He wants it to take place more than once a year.
 - C He suspects people steal money from him on Christmas Day.
 - D He believes people should still go to work on Christmas Day.
- 3 What does the last paragraph tell us about the clerk?
 - A He is afraid of Scrooge.
 - B He is excited about Christmas.
 - C He is late for an appointment with his family.
 - D He is a young man.

3

8331



Which adjectives best describe Scrooge? the clerk?

- moody • kind • mean • shy • polite • grumpy • loyal • nasty

Writing 9g

• A letter of application

1 Read the letter of application. Which paragraph contains:

- a closing remarks c opening remarks; reason for writing
b age/studies/qualifications d previous experience/personal qualities

Dear Mr Smith,

1) I want to ask for the job of part-time shop assistant at London Zoo Gift Shop 2) that I read about in The Daily News on Monday, 12th June.

I am 17 years old and I am a student at Darlington Secondary School. I have a certificate in Basic First Aid and recently passed an exam in intermediate German.

Last summer, I worked as a receptionist at my local swimming pool. This position gave me experience in dealing with the public which I feel 3) will come in handy in your shop. 4) I think I'm hard-working, reliable and punctual.

5) I can come for an interview at your convenience. 6) I can't wait to hear from you.

7) See you soon,

Emily Johnson

2 **8.4.7.1** Correct the register in Emily's letter. Replace the informal phrases in bold in her letter with the formal phrases below.

- | | |
|---|--|
| <input type="checkbox"/> A I look forward to hearing from you | <input type="checkbox"/> D I consider myself to be |
| <input type="checkbox"/> B Yours sincerely | <input type="checkbox"/> E I am available |
| <input type="checkbox"/> C I am writing to apply for the position | <input type="checkbox"/> F which was advertised |
| | <input type="checkbox"/> G would be useful |

Useful Language

Opening remarks: I am writing to apply/I am interested in applying for the position of ... which was advertised in ... I am writing with regards to your advertisement which I read in ...

Work experience: I have ... years' experience working as ... years ago, I worked as ...

Personal qualities: I am hard-working and ... I consider myself to be punctual and friendly.

Closing remarks: I am available for an interview (any weekday morning/at your convenience). I look forward to hearing from you.

3 Read the job advertisement and write a letter of application (100-120 words) for it. Use phrases from the Useful Language box to write your letter. Follow the plan.

Joy
Summer
Camp



CAMP LEADER NEEDED

Are you over 17 years old? Are you looking for a part-time weekend job? Do you like being around children? Then, apply now!

You don't need work experience, just lots of energy!

Send your letter of application to: Joy Summer Camp, 74 Oak St., Kent

Introduction: Dear Mr Smith,/Dear Sir/Madam,

Para 1: reason for writing (I am writing to ... which ...)

Para 2-3: • age/studies/qualifications
• previous experience/personal qualities

Para 4: closing remarks (I am available ... I look forward to ...)

Sign off: Yours sincerely,/Yours faithfully,
(your full name)

EDUTAINMENT 9



VALUES

Working as a team

- 1 **8.1.3.1 8.1.10.1** What does it mean to work as a team? Read what various people say. Do you agree or not? Tell your partner.
- "We understand that there is no success without teamwork."
 - "We share common goals."
 - "We respect each other."
 - "We exchange ideas and opinions."
 - "We recognise our own abilities and those of others."
 - "We collaborate on projects."

- 2 **8.1.3.1 8.1.10.1** Why do you think employers consider the ability to be a "team player" as one of the most important qualities in an employee? Discuss in pairs.

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

QUIZ

- Morris Dancers take part in May Day parades.
- Women do all the housework on Women's Day in Kazakhstan.
- Charles Dickens started working in a factory when he was young.
- Women's Day is a public holiday in Kazakhstan.
- Dylan Scott Pierce liked drawing pictures of cats when he was little.
- A living statue needs to have a great sense of humour.

4



Look at Module 9 and write a T/F quiz of your own similar to the one in Ex. 3

5

8.2.2.1 **Song:** Listen to and read the song. What jobs does the singer mention?

WHEN I GROW UP



When I grow up, not far from now
I want to help the world somehow
What can I be, what can I do
To make things better for me and you?

An architect builds amazing places
An actress plays a thousand faces
A musician touches all our hearts
A good comedian makes us laugh

So many things that I can do
To make things better for me and you.
When I grow up I want to be
The person that's inside of me!



6



What is your dream job? In three minutes, write down a few sentences about the job that you think is suitable for you. Say: what the job is, what you have to do and why you like it. Read your sentences to the class.

Language Review 1

1a

1 Write the correct habitat.



t _ _ _ _ _

g _ _ _ _ _

r _ _ _ _ _



p _ _ _ _

d _ _ _ _

m _ _ _ _

1c

2 Choose the correct item.

- 1 A lot of animals died during the **flood/drought** because there wasn't enough water.
- 2 The **tornado/earthquake** was so strong that it lifted houses up into the air.
- 3 A terrible **hurricane/tsunami** with strong winds and rain destroyed people's houses.
- 4 The heavy rain caused a **tornado/flood** that washed a lot of cars into the river.
- 5 During the **earthquake/tsunami**, the ground shook violently and a lot of buildings were damaged.

1e

3 a) Match to form phrases.

- | | |
|--|----------------|
| 1 <input type="checkbox"/> tourist | A building |
| 2 <input type="checkbox"/> entertainment | B architecture |
| 3 <input type="checkbox"/> solar | C centre |
| 4 <input type="checkbox"/> eco-friendly | D attractions |
| 5 <input type="checkbox"/> distinctive | E panels |
| 6 <input type="checkbox"/> modern | F shape |

b) Use four of the phrases from Ex. 3a to complete the sentences.

- 1 The on the roof provide electricity to the whole building.
- 2 Nurlan wants to visit all the in London.
- 3 Khan Shatyr's imitates the tent structure of a yurt.
- 4 The collects rainwater on the roof and gathers energy from the wind.

1f

4 Fill in: clothing, volunteer, raise, community, plant.

- 1 A lot of Bibigul's friends at the local soup kitchen every weekend.
- 2 Nurlibek went to trees in the local park last weekend.
- 3 A lot of charities money to send food and medicine to poorer countries.
- 4 Aibek collects all his old to give to charity.
- 5 You should get involved with your local to help people in need.

Prepositions & Phrasal Verbs

5 Choose the correct item.

- 1 Ulan gave **off/away** his toys and appliances to a local charity shop.
- 2 We should do everything we can to create a better world **for/in** humanity.
- 3 The Kazakh steppe is the home **to/of** the endangered Saiga antelope.
- 4 I have to give **in/away** my application for volunteering with an organisation.
- 5 The Crystal is situated **in/at** London.

Language Review 2

2a

1 Fill in: *set, do, mop, go, vacuum, dust.*

- 1 the carpets
- 2 the furniture
- 3 the floor
- 4 dancing
- 5 archery
- 6 the table

2 Choose the correct item.

- 1 Tamerlan likes to go swimming during his leisure/special time.
- 2 There's nothing to fear/worry about.
- 3 Sezim's parents give her a little pocket/additional money each Friday.
- 4 My dad goes to support the local/home football team on Wednesdays.

2c

3 Write the words in the correct boxes.

- sandals • suit • dress • cap • scarf
• tracksuit • boots • skirt

accessories	
footwear	
sports clothes	
ladieswear	
menswear	

2e

4 Fill in: *window-shopping, mainstream, hang, court.*

- 1 After school, we all go to the basketball to play.
- 2 Nurlan and his friends often out at the shopping centre.
- 3 Alikhan doesn't like fashion and prefers to wear alternative clothes.
- 4 Gulnara wasn't sure what she wanted to buy, so she went around the town centre.

2f

5 Fill in with: *change, keep, manage, reduce, set, in the correct form.*

- 1 Take notes in order track of your spending.
- 2 Surviving financially at college means a budget.
- 3 If you end the month with no money, you'll need your spending habits.
- 4 You spend far too much. You have your expenses.
- 5 A lot of people don't know how their money.

Prepositions & Phrasal Verbs

6 Choose the correct item.

- 1 Nursultan is very interested **in/after** computers and technology.
- 2 Dana has to look **into/after** her sister while their parents are shopping.
- 3 Ulan is really good **at/on** football and wants to join the school's team.
- 4 Inkar is looking **for/up** a nice dress to wear at the party.
- 5 We went to Almaty Central Park **at/in** the weekend.

Language Review 3

3a

1 Choose the correct item.

- 1 We all went to **mineral/aqua** springs to relax in the hot water.
- 2 The **summer/tropical** heat in the middle of August in Astana is extreme.
- 3 Whatever the weather, the **warm/indoor** beach is always hot.
- 4 Rustam is visiting the new **entertainment/resort** centre in the middle of town.

2 Fill in: *slide, sunbathe, dip, escape*.

- 1 It was a really hot day and Bibigul decided to go for a in the pool.
- 2 It's nice to but you have to be careful you don't get burnt.
- 3 Temir tries to from the city every weekend to relax in the countryside.
- 4 Bulat wanted to down the waterslide again and again.

3c

3 Fill in: *soap, sports, talent, quiz, cookery, sitcom*.

- 1 Kairat loves watching rugby on the daily show.
- 2 We were all watching a funny and we couldn't stop laughing.
- 3 She answered all the questions correctly and won the first prize on the show.
- 4 Nursultan learnt a new cake recipe from the programme that he watched last night.
- 5 There were some amazing singers and dancers on the show.
- 6 Daria never misses an episode of her favourite opera.

3e

4 Fill in: *playwright, performances, shopping, marching*.

- 1 I went to buy some clothes at the new centre.
- 2 There is a parade with bands and lots of schoolchildren celebrate the national day.
- 3 Serik went to see the dance and live music at the festival.
- 4 Shakespeare is a great who wrote 'Hamlet'.

3f

5 Fill in: *tube, bones, vibrates, create, outer*.

- 1 The eardrum when sound waves hit it.
- 2 All sound waves first gather in the ear.
- 3 The cochlea is a small curled inside the ear.
- 4 When the nerves in the cochlea move, they signals that the brain can understand.
- 5 The hammer and the anvil are two little found inside the ear.

Prepositions & Phrasal Verbs

6 Choose the correct item.

- 1 Rustam decided to keep **on/up** reading his book even though he was tired.
- 2 Last year we went **for/on** holiday to Scotland.
- 3 My brother is a very good swimmer and I can't keep **away/up** with him.
- 4 I saw a documentary **for/about** nature.
- 5 Nurlybek is planning to go **on/away** a trip to Chundzha next week.
- 6 The sign says that you should keep **away/off** from the swimming pool after 6 pm.

Language Review 4

4a

1 Label the pictures.



f _ _ _



c _ _ _ _



f _ _ _



p _ _ _ _



p _ _ _



c _ _ _ _

4c

3 Match to form phrases. Then use three of them to complete the sentences.

- | | |
|--|-----------|
| 1 <input type="checkbox"/> concentration | A disease |
| 2 <input type="checkbox"/> spotty | B levels |
| 3 <input type="checkbox"/> heart | C health |
| 4 <input type="checkbox"/> physical | D cells |
| 5 <input type="checkbox"/> brain | E face |

- It's usual for some teens to have a but their skin improves as they grow older.
- Experts say that exercise helps prevent
- Our suffers when we don't exercise and have a bad diet.

4e

4 Choose the correct item.

- There are a lot of record/medal breaking athletes from Kazakhstan.
- He gets very competitive/talented because he always wants to be the best.
- Serik is terrified/determined to win the race tomorrow.
- The team had to score two goals to beat/qualify for the semi-final.
- Against/Instead all odds, Aibek won the tennis match and received a medal.

4f

5 Fill in: pump, depend, attach, breathe, digest, require, in the correct form.

- Skeletal muscles are to our bones.
- The heart blood around the body.
- Foods that contain too much fat are hard for the body to
- Inzhu has difficulty because she has a heavy cold.
- Staying fit and healthy a proper diet and exercise.
- Our body on muscles to move and carry out different processes.

Prepositions & Phrasal Verbs

6 Choose the correct item.

- We had to put off/away the trip because of the rain.
- Rustam is a terrible footballer, but he's amazing at/to basketball.
- You should put aside/on your jacket as it is cold outside.
- My dad plays squash every Wednesday on/at the sports centre.
- We have to put off/away the equipment after practice.

Language Review

52

5a

- 1 **Fill in:** *turned, escaped, surrounded, appeared, studied.*

- We were amazed to see that our ship was by whales.
- We on the lights so we could see what was outside.
- The professor the strange animals he saw in the ocean.
- Luckily, the whole crew just before the ship sank.
- A strange light from an underwater volcano.

5b

- 2 **Choose the correct item.**

- He **stared/reflected** through the window at the ocean.
- Sailors have to work in **distant/harsh** weather while working at sea.
- Ishmael was **bored/trapped** of living on the land and wanted to try something new.
- It was a **deliberate/forbidden** choice to go on a whaling ship.
- If you sail as a **passenger/member** of the crew, you do not have to pay.

5c

- 3 **Fill in:** *cliff, capture, fell, bravely, enemies.*

- A lot of kings wanted to marry Kyz-Zhibek, but she would only marry the man who could her heart.
- Their families were great and didn't want their kids to get married.
- When Tolegen met Kyz-Zhibek, they in love.
- Tolegen fought, but eventually they killed him.
- Heartbroken, she jumped off a and died.

5d

- 4 **Fill in:** *travelled, decided, shouted, crossed, died, ordered, married.*

- The great khan never after his beloved wife died.
- He a curse after her as she rode away.
- She after she was bitten by a poisonous snake.
- The great khan for a mausoleum to be built for his beloved.
- A lot of people to Samarkand to see the beautiful city.
- Aisha Bibi to leave her home and search for Karakhan.
- They a lot of rivers on their journey to Taraz.

Prepositions & Phrasal Verbs

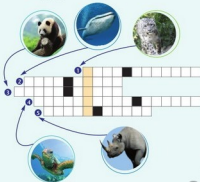
- 5 **Choose the correct item.**

- There was a lot of noise, but they couldn't see what was going **off/on** outside.
- We went **over/by** a small island on our way to Egypt.
- The alarm went **off/by** and all the sailors woke up for work.
- The three men went **over/off** their plan to escape from the Nautilus.
- They saw a large ship **in/at** the distance.
- I don't know what fate has **at/in** store for me.

Language Review 6

6a

- 1 Do the crossword. Find the missing word.



6c

- 2 Match to form phrases. Then use four of them to complete the sentences.

- 1 ☐ thick
2 ☐ surrounding
3 ☐ popular
4 ☐ breathtaking
5 ☐ natural
6 ☐ guided

- A destination
B tour
C beauty
D countryside
E views
F forest

- 1 We decided to go on a
..... around the nature reserve.
2 The
from the top of the mountain were stunning.
3 Issyk Korga is a
..... for tourists from all over the world.
4 After visiting Astana we decided to go and
see the amazing wildlife in the

6e

- 3 Choose the correct item.

- 1 The giant panda is a **rare/migrating** species; there are very few left in the wild.
2 The **wetlands/landscape** of the Alps is characterised by tall mountains.
3 The koalas are the **star/massive** attraction of the local zoo.
4 The natural **reserve/habitat** of the giant otter is the rainforests of Brazil.
5 The Amazon is **home/place** to thousands of species of animals.

6f

- 4 Fill in: *spread, perform, absorb, gather*, in the correct form.

- 1 Trees have deep roots that underground.
2 Leaves energy for photosynthesis.
3 Chlorophyll is a substance that allows trees to sunlight.
4 Each part of the tree a particular role.

Prepositions & Phrasal Verbs

- 5 Choose the correct item.

- 1 Korgalzhyn Nature Reserve protects animals **from/under** illegal hunting.
2 I love hanging **out/up** with my friends by the lake.
3 The entertainment centre is still **in/under** construction.
4 Berik hung **around/up** the phone when he finished talking.
5 The animals at the zoo are used **to/in** humans.
6 Climate change is putting a lot of species **under/in** danger.

Language Review 7

7a

- 1 Match to form phrases. Then use four of the phrases to complete the sentences below.

1 right	A helmet
2 regular	B attraction
3 safety	C direction
4 panoramic	D departures
5 must-see	E in advance
6 book	F view

- 1 Buckingham Palace is a ; you shouldn't miss it!
- 2 On the London Eye you can have a of the whole of London.
- 3 You should always wear a when cycling around the city.
- 4 There are for the boat tour from the pier on the River Thames.

7c

- 2 Fill in: silkworm, stray, photo, resort.

- 1 cats 3 island
2 contest 4 farm

- 3 Fill in: residents, chase, exploded, wildlife, develop.

- 1 Australia is home to the kangaroo and other unique
- 2 Rustam bought a cat to away the mice living in his house.
- 3 The island is very small and there are only 100 still living there.
- 4 The number of rats and soon there were hundreds of them.
- 5 It took millions of years for the plants on Spectra Island to into the form we see them today.

7e

- 4 Fill in: terminal, pass, passengers, busiest, destination.

London Heathrow Airport is the 1) airport in Europe. Every year it is the travel 2) of over 70 million 3) So many people 4) through the airport each year that in 2008 they had to open a fifth 5)! This huge airport is definitely worth a visit.

7f

- 5 Choose the correct item.

- 1 Ivory is a material made from elephant shells/tusks.
- 2 The world's coral reefs are being seriously damaged by coral poaching/hunting.
- 3 A lot of people buy ivory because they want to help local poachers/tribesmen.
- 4 Global warming/covering is a serious problem for the whole planet.
- 5 Poachers kill a lot of endangered animals and sell/buy their body parts.
- 6 Some people think that coral jewellery can cure/save various illnesses.

Prepositions & Phrasal Verbs

- 6 Choose the correct item.

- 1 This train is heading towards/by London Paddington Station.
- 2 It was raining heavily and I couldn't make out/up anything outside the train window.
- 3 We don't have a car so we usually go on holiday on/by train.
- 4 Aidar needs to make up for/out forgetting her friend's birthday.
- 5 Nurzhan cycles to school every day on/by his bike.
- 6 We have to get by/off the bus at the next stop.

Language Review 8

8a

- 1 **Complete with:** *stuffed, mashed, stalls, dish, fried, spicy, cob, hot.*

Hi Kanat,

I'm in Seattle, USA, visiting my cousins. Yesterday, we went to the Seattle Street Food festival. There were dozens of 1) selling all kinds of food from around the world. It was great! Apart from 2) dogs and fries – the all-American favourites – I had lots of things. I had corn on the 3) and fajitas. That's a type of thin, round bread that's 4) with meat and vegetables. It was hot and 5) but delicious! It's a Mexican 6) but it's very popular here. I also tasted southern-style chicken: chicken coated with a mix of herbs and spices, 7) in hot oil and served with 8) potatoes. It was very tasty! I don't think I've eaten so much in my life! Hope you're OK. See you in two weeks.

Adam



8c

- 2 **Match to form phrases. Then use the phrases to complete the sentences.**

1 <input type="checkbox"/> brain	A performance
2 <input type="checkbox"/> mental	B vegetables
3 <input type="checkbox"/> chemical	C products
4 <input type="checkbox"/> dairy	D cells
5 <input type="checkbox"/> green	E signals

- 1 Humans have billions of
 2 Tiredness affects; when we are tired we cannot think clearly.
 3 like cheese and yogurt have lots of protein in them.
 4 Our brains are full of neurons that communicate using
 5 are an amazing source of omega-6.

8e

- 3 **Choose the correct item.**

- 1 In my country, no meal is **open/complete** without freshly-baked bread on the table.
 2 Biscuits can be made in many different **shapes/choices**.
 3 I had a bowl of **toast/cereal** for breakfast.
 4 Dilnaz has no time for a **full/light** breakfast; she usually has coffee and a few biscuits.

8f

- 4 **Fill in:** *informed, best, tinned, contact, ingredients.*

- 1 You shouldn't eat food past the '..... before' date on the side.
 2 Read the list to check how much fat is in the food you are eating.
 3 The good thing about food is that it lasts for a long time in a cool, dry place.
 4 I rang the company using the phone number I found on the information.
 5 Knowing what is in the food we eat, helps us make decisions.

Prepositions & Phrasal Verbs

- 5 **Choose the correct item.**

- 1 Ready-made food vary **at/in** nutritional value and quality.
 2 Benik isn't very keen **on/in** joining a gym.
 3 The family meal went **on/for/at** many hours.
 4 Erke's school broke **out/up** for the summer holidays.
 5 There are a lot of healthy food options **at/on** the new café.
 6 You should avoid food that is high **in/on** fat.

Language Review 9

9a

- 1 **Fill in:** police officer, surgeon, chef, firefighter, plumber. **Then match the sentences (1-5) to the pictures (A-E).**

- 1 The arrested the criminal and took him to jail.
- 2 The performed a life-saving operation.
- 3 The bravely ran into the burning house to save the cat.
- 4 I need a; there's a leak in my bathroom.
- 5 The at the restaurant cooks fantastic food.



9c

- 2 **Fill in:** choice, job, work, tight, exotic, long, pressure, get.

- | | |
|-------------------|----------------------|
| 1 overtime | 6 |
| 2 under | 7 destinations |
| 3 promoted | 8 hours |
| 4 deadlines | 9 career |
| 5 a 9-5 | |

9e

- 3 **Fill in:** parade, staffs, public, rural.

- 1 Madina isn't working next Friday because it's a holiday.
- 2 The spring festival in our town always ends with the big May Day down the streets.
- 3 People who live in areas enjoy fresher air and a cleaner environment than those who live in big cities.
- 4 There are a lot of selling all kinds of street food around the city centre.

9f

- 4 **Choose the correct item.**

- 1 Can you stop **moaning/muttering** and speak louder? I can hardly hear you.
- 2 Galiya isn't coming to work today, she's taken the day **out/off**.
- 3 I can't believe you spent a week's **wages/coins** on a video game!
- 4 Sveta thinks that it's only **fair/convenient** that Sanzhar gets a pay rise; he works harder than anyone else in the company.
- 5 Alikhan said he wouldn't come out with us but he changed his mind **instantly/shortly** afterwards.

Prepositions & Phrasal Verbs

- 5 **Choose the correct item.**

- 1 I'll take **after/over** the company while you are sick.
- 2 Nuriya takes **up/after** her mum; they have the same eyes.
- 3 Aray is scared **at/of** spiders.
- 4 You need to be patient **with/at** children to be a teacher.
- 5 I think I might take **up/on** cycling.

Self-Check 1

1 Fill in: preserve, face, habitat, withstand, register.

- Nurlybek wants to for the charity run next Friday.
- The emperor penguin's is in Antarctica.
- We all have to work together to places of natural beauty for future generations.
- A lot of places in the world the challenges of climate change.
- The new skyscraper is designed to harsh weather.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

2 Choose the correct word.

- The steppe is rich in **natural/raw** resources.
- It is important to **raise/achieve** awareness of environmental issues worldwide.
- It can be difficult to **adapt/affect** to the climate of the desert.
- After finishing school, Aibek started a **structure/career** in engineering.
- One of the biggest threats to the planet is **excess/harsh** waste.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

3 Put the verbs in brackets in the correct infinitive/-ing form.

- Dilnaz enjoys (volunteer) at the local homeless shelter.
- All my friends are eager (participate) in the clean up day.
- I started (work) for an organisation that protects endangered animals.
- Berik would like (visit) the Khan Shatyr Entertainment Centre in Astana.
- Everyone should (recycle) waste instead of throwing it away.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

4 Fill in: now, as, since, because.

- that there are more green buildings, the air in our cities is cleaner.
- Asylgul tries to recycle it helps protect the environment.
- the hurricane destroyed numerous homes, a lot of people left the village.
- Gulnaz is tired she was planting trees at the local park all morning.

(Points: $\frac{\quad}{4 \times 5 \quad 20}$)

5 Match the sentences (1-5) to the responses (a-e).

- What equipment do I need?
- How do I sign up?
- Good morning. Protect the Earth.
- Can you tell me about your next event?
- That sounds great. I'd like to take part.

- Certainly. This Friday our volunteers will be planting trees at Harwood Forest.
- Oh, hello. I'd like to find out about volunteering for your organisation.
- You need good boots and waterproof clothing.
- You can register online or come to the office.
- Great. See you then.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

(My score: $\frac{\quad}{100}$)

CHECK
your progress

Competences

Mark.

- talk about global issues ☆☆☆
- talk/write about the steppe ☆☆☆
- express purpose, preference, reason and result ☆☆☆
- apply to an environmental organisation ☆☆☆
- write an essay suggesting solutions to a problem ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 2

1 Fill in: reduce, savings, income, express, additional, purchase.

- 1 Saltanat decided to take lessons to improve her English.
- 2 Teenagers nowadays like to themselves through the clothes they wear.
- 3 I think it's risky to things online.
- 4 You can your expenses by spending less money on little things.
- 5 My parents have to use all their to pay for my studies this year.
- 6 Nurlan earns a good as a football player.

(Points: 6 X 4 = 24)

2 Match the words.

- 1 leisure
- 2 mainstream
- 3 alternative
- 4 window
- 5 pocket

- a shop
- b money
- c shopping
- d time
- e fashion

(Points: 5 X 3 = 15)

3 Put the verbs in brackets into the correct present tense.

- 1 Aruzhan (do) chores for the last two hours.
- 2 Kanat (play) video games with his friends every afternoon.
- 3 Erke (go) shopping this afternoon.
- 4 My cousin Sezim (never/do) archery before.

(Points: 4 X 5 = 20)

4 Choose the correct item.

- 1 She exercises/is exercising every afternoon.
- 2 Have you just/ever gone skateboarding?
- 3 I think/am thinking about studying abroad.
- 4 I'm not hungry; I've already/yet had lunch.
- 5 She has been in the library for/since a long time.

(Points: 5 X 4 = 20)

5 Complete the dialogue with:

- Do you know what size she is
- Can I pay by credit card
- How can I help you
- Here you are
- Is it still in stock
- Here's your card and receipt
- That's £29.99, please

Shop assistant: Hello! 1)

Mary: I like this blue skirt in the window. 2)

Shop assistant: Yes, is it for you?

Mary: No, it's a present for my mum.

Shop assistant: OK! 3)

Mary: She's a size 12.

Shop assistant: 4) Do you like it?

Mary: Yes, I'll take it. 5)

Shop assistant: Yes, of course.

6)

Mary: There you go.

Shop assistant: Please enter your PIN number.

7)

Mary: Thank you. Goodbye.

Shop assistant: Goodbye.

(Points: 7 X 3 = 21)
My score: 100

CHECK
your progress

Competences

Mark.

- talk/write about daily routines & free time activities ☆☆☆
- talk about actions happening now, permanent states and future arrangements ☆☆☆
- talk about leisure activities & chores ☆☆☆
- talk about actions that started in the past and continue up to the present ☆☆☆
- talk about clothing & shoes ☆☆☆
- buy a present for a friend ☆☆☆
- talk about money management ☆☆☆
- write a for-and-against essay ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 3

1 Fill in: *recommend, attend, attraction, nation, resort, picturesque, founded.*

- Dilnaz is spending her weekend at a seaside
- I'm going to a concert of my favourite band on Saturday.
- Big Ben in London is a very popular tourist
- Can you a good TV series for me to watch this weekend?
- They the family company in 1986.
- There was a view of the lake from the hotel.
- Celebrating the 4th of July brings the whole American together.

(Points: $\frac{7 \times 3}{21}$)

2 Match to form collocations.

- | | |
|-------------------------------------|--------------|
| <input type="checkbox"/> 1 electric | a report |
| <input type="checkbox"/> 2 current | b atmosphere |
| <input type="checkbox"/> 3 mineral | c band |
| <input type="checkbox"/> 4 news | d spring |
| <input type="checkbox"/> 5 marching | e affairs |

(Points: $\frac{5 \times 3}{15}$)

3 Put the verbs in brackets into the past simple or the past continuous.

It 1) (rain) when we 2) (arrive) at the concert, but soon it 3) (stop). We 4) (leave) our coats in the cloakroom and 5) (go) inside. While I 6) (dance) to the music, my friend 7) (sing) along. We all 8) (have) a great time!

(Points: $\frac{8 \times 3}{24}$)

4 Choose the correct item.

- Aidar used to/would love travelling by train, but now he prefers planes.
- Guldana didn't go/didn't use to go to the theatre yesterday.
- I think that going to a concert is as/more exciting than playing video games.
- Kenje is much/more taller than her friend Inkar.
- Talent shows are a lot/as interesting as reality shows.

(Points: $\frac{5 \times 4}{20}$)

5 Complete the dialogue with:

- It was fantastic • What was it like
- Not really • What did you do
- Did you enjoy it

A: Sorry I didn't answer the phone. I was at the theatre.

B: Really? 1)

A: 2)! The actors were amazing. 3)

B: I just stayed home and watched a TV series.

A: 4)

B: 5) It was nothing special. Listen, do you want to go for a walk later?

A: Sure!

(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{100}{100}$)

CHECK
your progress

Competences

Mark.

- talk/write about entertainment ☆☆☆
- recommend places to visit ☆☆☆
- talk about past actions/habits ☆☆☆
- make comparisons ☆☆☆
- talk/write about TV programmes ☆☆☆
- express opinions ☆☆☆
- write an email reviewing a concert ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

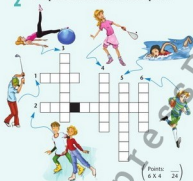
Self-Check 4

1 Fill in: *internal, fight, burn, digestive, pressure.*

- 1 Dancing can help you keep fit and stress.
- 2 I hate it when people put on me.
- 3 The liver is one of the biggest organs in the human body.
- 4 Our system turns the food we eat into nutrients the body needs to produce energy.
- 5 Exercising is a great way to fat.

(Points: $\frac{5 \times 4}{20}$)

2 Complete the crossword with sports.

(Points: $\frac{6 \times 4}{24}$)

3 Put the verbs in brackets into the correct future tense.

- 1 I'm sure they (manage) to beat the other team.
- 2 Look at Albek! He (kick) the ball into the goal.
- 3 Kairat (meet) his father for a squash match at seven o'clock.
- 4 I think it (rain) later.

(Points: $\frac{4 \times 5}{20}$)

4 Put the verbs in brackets into the correct tense to form conditionals and wishes.

- 1 I wish Dina (can) come with me to the gym.
- 2 If you eat healthily, you (feel) a lot better.
- 3 If only I (have) more time to practise my dancing!
- 4 If I (be) you, I'd take up swimming.

(Points: $\frac{4 \times 5}{20}$)

5 Choose the correct response.

- 1 A: Don't you usually go to the gym on Fridays?
B: a I used to, but I can't afford it right now.
b I don't think it's a good idea.
- 2 A: I don't know what to do to keep fit. Any ideas?
B: a I'm not sure that's such a good idea.
b Why don't you exercise at home?
- 3 A: It's easier to get injured when you exercise without a trainer.
B: a Great idea b That's true!
- 4 A: Why don't you buy a book about exercising at home?
B: a I suppose you're right.
b It doesn't cost any money.

(Points: $\frac{4 \times 4}{16}$)(My score: $\frac{100}{100}$)CHECK
your progress

Competences

Mark.

- talk/write about physical activities and sport ☆☆☆
- make predictions ☆☆☆
- talk about my future plans & intentions ☆☆☆
- ask for/give advice ☆☆☆
- give a presentation about muscles ☆☆☆
- write a for-and-against essay ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 5

1 Choose the correct word.

- Hot **land/lava** was pouring out of the volcano.
- No one knows whether the great white whale **exists/appears**.
- Nursultan comes from the Atyrau **region/empire** of Kazakhstan.
- Ulan bought an expensive **tile/gift** for his mother.
- Asyl is a **faithful/noble** friend and I can always rely on her.
- He had a strong **desire/hatred** to sail around the world.

(Points: $\frac{6 \times 4}{24}$)

2 Fill in: ocean, merchant, fate, beloved, asked, captured, trapped.

- Farida had so much anger inside her.
- Askar for Gulziya's hand in marriage.
- He is working as an engineer on a ship.
- The divers took pictures of the floor.
- Perhaps, it was what had in store for me.
- linzhu can't wait to see her cat when she gets back from her trip.
- The fairytale was really interesting and Dina's imagination.

(Points: $\frac{7 \times 4}{28}$)

3 Fill in the gaps with the correct compound of the word in brackets.

- wanted to hear the end of the story. (every)
- Would you like from the supermarket? (any)
- I'm bored; there's to do. (no)
- Have we got we need for the journey? (every)
- Is there in the room? (any)
- Have you been nice this year? (any)
- bought the last copy of the book at the shop. (some)

(Points: $\frac{7 \times 4}{28}$)

4 Choose the correct item.

- There were only a **few/much** people in the cinema.
- He has **less/few** money than his brother.
- There isn't **much/more** food left for dinner.
- There aren't **much/many** giant pandas left in the wild.
- Very **few/less** people live in the desert.

(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{100}{100}$)

CHECK
your progress

Competences

Mark.

- talk about different characters ☆☆☆
- talk about fiction ☆☆☆
- write/talk about the summary of a story ☆☆☆
- write a story ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 6

1 Fill in: *threatened, meadow, creature, livestock, ensure, restore*.

- The red panda is by human activity.
- Farmers need a lot of space to keep such as cattle and sheep.
- Penguins need careful monitoring to that they're healthy and have enough food.
- They had to their house after the earthquake.
- The alpine near the mountain is full of colourful wild flowers.
- The aye-aye is a strange from Madagascar that looks like a monkey.

(Points: $\frac{\quad}{6 \times 4 = 24}$)

2 Choose the correct word.

- The Tugen Waterfalls is surrounded by thick/bushy forest.
- The family decided to migrate/adopt a black rhino and they send money to WWF every month.
- The Lake District has some of the most rare/stunning scenery in England.
- After the avalanche/waterfall, the village was covered with snow and rocks.

(Points: $\frac{\quad}{4 \times 4 = 16}$)

3 Put the verbs in brackets in the correct passive form.

- The Great Sphinx (build) in around 2,500 BC.
- Korgalzhyn Nature Reserve (visit) by thousands of people every year.
- The car (repair) right now.
- The trees (not/plant) yet.

(Points: $\frac{\quad}{4 \times 5 = 20}$)

4 Put the adjectives in brackets into the correct form to make comparisons.

- Holkham National Nature Reserve is than the Lizard National Nature Reserve. (LARGE)
- Dolphins are than sharks. (FRIENDLY)
- Mount Everest in Nepal is than Mont Blanc in France. (TALL)
- The Pacific Ocean is than the Indian Ocean. (DEEP)
- The greater flamingo is than owls. (BEAUTIFUL)

(Points: $\frac{\quad}{5 \times 4 = 20}$)

5 Match the sentences (1-5) to the responses (a-e).

- ☐ I heard about a great volunteering programme.
- ☐ What will we do there?
- ☐ Why don't we ask Irina to come with us?
- ☐ What are your plans for this summer?
- ☐ We could go to Costa Rica together.

- We will be monitoring nesting sea turtles.
- What is it about?
- I haven't thought about it yet.
- I don't think so. She's going to London.
- That's a great idea!

(Points: $\frac{\quad}{5 \times 4 = 20}$)

(My score: $\frac{\quad}{100}$)

CHECK
your progress

Competences

Mark.

- talk/write about flowers & endangered animals ☆☆☆
- make comparisons ☆☆☆
- suggest – agree/disagree ☆☆☆
- write an article about a place of natural beauty ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 7

1 Fill in: *pier, biologist, reptiles, panoramic, accommodation, attraction*.

- We're looking for cheap to book for our holiday in New York.
- Crocodiles are large
- The Bayterek Tower is a very popular tourist in Astana.
- Alikhan is a ; he studies all sorts of plants and animals.
- The boat leaves from the at 9 am.
- The views from the top of the hill were amazing.

(Points: $\frac{\quad}{6 \times 4 \quad 24}$)

2 Choose the correct word.

- You have to go through **duty/passport** control before you enter the country.
- A lot of islands have **developed/exploded** unique types of plants and animals.
- We reached our **destination/departure** after a day's journey.
- After we got off the plane, we had to pick up our luggage from the **baggage/emergency** claim.

(Points: $\frac{\quad}{4 \times 5 \quad 20}$)

3 What do these signs mean? Fill in *can, must, or mustn't* to form sentences.



- 1 You enter this building.



- 2 You wear a seat belt.



- 3 You buy medicine here.



- 4 You park here.

(Points: $\frac{\quad}{4 \times 4 \quad 16}$)

4 Choose the correct item.

- You **mustn't/can** only take up to 20 kg of luggage on the plane.
- Nurlan's plane is delayed so he **has to/can't** wait an hour before he can leave.
- You **can't/needn't** hunt elephants for their ivory as it's illegal.
- Dilnaz **must/might** come on holiday with us if she can get time off work.

(Points: $\frac{\quad}{4 \times 5 \quad 20}$)

5 Complete the dialogue with:

- I took a direct flight here from Dublin
- Just for 10 days
- Thank you very much
- Can I see your passport and visa, please
- Pleasure – I'm visiting my aunt

A: Good morning. 1)

B: Yes, of course. Here you are.

A: Thank you. Where have you travelled from?

B: 2)

A: OK. Are you here for business or pleasure?

B: 3)

A: And how long are you staying in the country?

B: 4)

A: Have a nice stay.

B: 5)

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

(My score: $\frac{\quad}{100}$)

CHECK
your progress

Competences

Mark.

- talk about signs relating to travel ☆☆☆
- talk/write about sightseeing & means of transport ☆☆☆
- go through passport control ☆☆☆
- write an email about a trip ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

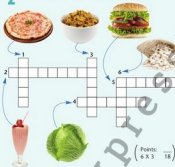
Self-Check 8

1 Fill in: stalls, bonfire, population, garlands, memory, connection.

- They lit such a big that you could see it from kilometres away.
- The local street market has lots of selling fresh vegetables.
- There is a between what we eat and how we feel.
- Her is not as good as it used to be; she can't remember her own phone number!
- The city has a of 800,000 people.
- Before the festival, they decorated the town with made of flowers.

(Points: $\frac{6 \times 4}{24}$)

2 Complete the crossword puzzle.



(Points: $\frac{6 \times 3}{18}$)

3 Choose the correct words.

- Would you like a little/a few milk with your coffee?
- A lot of/Much people came for the carnival.
- How much/many sugar do you want?
- There aren't some/any cakes left.
- For this recipe, you need a few/a little onions.
- There were so much/many dishes on the table!

(Points: $\frac{6 \times 3}{18}$)

4 Fill in: bag, can, box, carton, packet.

- Could you get me a of milk from the supermarket?
- Mum used a whole of sugar to make these cakes.
- Kate buys a of cereal every week.
- I usually take a of crisps to the cinema with me.
- How much is a of lemonade?

(Points: $\frac{5 \times 4}{20}$)

5 Complete the exchanges.

- I'd like some tea, please
- What can I get you
- Would you like anything else
- Are you still serving breakfast

- A: Hello.?
- B: Yes. We serve breakfast until noon.
- A:?
- B: A toast with butter and jam, please.
- A: What would you like to drink?
- B:
- A:?
- B: No, thank you.

(Points: $\frac{4 \times 5}{20}$)

(My score: $\frac{100}{100}$)

CHECK
your progress

Competences

Mark.

- talk/write about foods & drinks ☆☆☆
- talk/write about food festivals ☆☆☆
- order breakfast ☆☆☆
- give a presentation about food labelling ☆☆☆
- write an email describing how to make your favourite food ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★

Self-Check 9

1 Fill in: dream, furry, still, shape, average.

- 1 Damir isn't a(n) teenager; he's already a talented musician!
- 2 Ainur got a really cute cat as a present from her parents.
- 3 You need to be in good to be a firefighter.
- 4 Bibigul has always wanted to be a singer; it's her job.
- 5 Can you stand for a minute?

(Points: 5 X 4 = 20)

2 Fill in: living, paid, shop, travel, tight, heart, pressure, humour, fashion, low.

- | | |
|-------------------|-------------------|
| 1 assistant | 6 designer |
| 2 surgeon | 7 agent |
| 3 statue | 8 deadlines |
| 4 get well | 9 wages |
| 5 sense of | 10 under |

(Points: 10 X 2 = 20)

3 Report the sentences.

- 1 "He painted the walls green", she said.
- 2 "When are you starting the new job?" Aibek asked me.
- 3 "I'll meet you tomorrow after work", Bota said to me.
- 4 "I'm going to the exhibition in an hour," Sezim told me.
- 5 "I'll visit Aisara next week", Miras said.

(Points: 5 X 4 = 20)

4 Fill in: said or told.

- 1 The woman that the play had started.
- 2 Bakyt me that she would be late.
- 3 We Nurlan that Jane had left.
- 4 Dad he would be working late this night.
- 5 I Ulan about the concert next week.

(Points: 5 X 4 = 20)

5 Complete the dialogue with:

- why do you want to work for us
- there are a number of other candidates
- Come in and sit down
- I look forward to hearing from you
- I am hardworking, honest and patient

A: Hello. 1)

B: Thank you.

A: Now, I have your CV here. What I'd like to know is: 2)

B: Well, I was hoping to earn some extra money.

A: Do you think you have the qualifications for the position?

B: Yes, I do. 3)

A: Well, 4)

I will call you tomorrow and let you know our decision.

B: Thank you. 5)

(Points: 5 X 4 = 20)

(My score: 100)

CHECK
your progress

Competences

Mark.

- talk/write about work & jobs ☆☆☆
- write a job interview script and act it out ☆☆☆
- write an opinion essay ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



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Living on No Money

- 1 Read the first paragraph of the text. Write two questions you would like to ask Mark Boyle. Read the text. Can you answer your questions?
- 2 Read the text and fill in the gaps with the appropriate word. Check with a partner.

Living the Dream?

Who needs money? Well, most of us think we all do, but an Irishman 1) Mark Boyle says that money is one of the 2) reasons the Earth is in the sad condition that it is today.

A little over a year ago, Mark Boyle was like most other young people. He was 3) university studying to get a degree that would lead to a good job and lots of money. Believe it or not, it was a video 4) taught him a lesson that turned his life around—and upside-down!

What the video taught Mark was that he had to become 'the change that he wanted to see'. The change in Mark's case involved helping the environment. To do that, Mark felt that he had to give up money ... and his flat. He moved

5) a caravan with no electricity or running water. He began growing his own food, or getting it from bins. He 6) cycled wherever he had to go, even when he had to travel into the city 34 miles away.

7) the many challenges, Mark is enjoying his new life and he has learned a great deal. He now believes that if people had to grow their own food, they wouldn't throw away a third of it. He feels the same goes for water – 8) we had to actually clean it ourselves, we wouldn't pollute so much of it. A year 9) passed since Mark made his big decision. 10) it doesn't appear as though Mark is about to give up his eco-friendly lifestyle any time soon. Perhaps he is giving a lesson that we all should learn.

Living on No Money



- 3 a) Match the words in bold (1-8) in the text to their meanings (a-h).**

- | | |
|---|-------------------|
| 1 | give up |
| 2 | caravan |
| 3 | running water |
| 4 | bin |
| 5 | challenge |
| 6 | a great deal (of) |
| 7 | throw away |
| 8 | pollute |

- | | |
|---|--|
| a | water supplied to a house |
| b | sth difficult |
| c | get rid of |
| d | vehicle pulled by a car in which people can live |
| e | contaminate |
| f | stop using |
| g | container you put rubbish in |
| h | a lot (of) |

- b) Which are phrasal verbs? In pairs, make sentences using them.**

- 4** In pairs, ask and answer questions based on the text.

A: *Where is Mark Boyle from?*

B: *Ireland.*

- 5** In pairs, discuss how Mark's lifestyle has changed since he gave up money.

- 6** "Would you ever give up money? Why?/Why not?"

In three minutes write a few sentences on the topic. Read them to the class.


- 7 Project:** Be Mark Boyle for a week. Give up your pocket money for a week and see how this affects your lifestyle. Then report your experience to the class.

Walk to school instead of taking the bus.





Green Roofs

- 1 Describe the picture. What is a green roof? Discuss.
- 2  How do you think green roofs help the environment?

It's Alive!

Green roofs! What a great idea, and so simple. Why didn't anybody think of this before? Well, actually they did. Green roofs, in the form of natural sod* roofs, have been around for ages. Nowadays, these living roofs, also called eco-roofs, are a bit more complex than those from the past but they are still 'sprouting up' in cities all over the world.

What exactly are green roofs?

As you've probably already guessed, green roofs are not just roofs that have been painted green. By definition, a green roof is a roof of a building that is **partly** or totally covered in vegetation: grass, flowers, or any other kind of plant. Under the soil in which the vegetation grows are **several layers** which **prevent** water and roots from damaging the original roof.

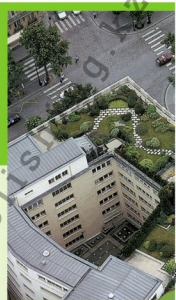
What's so great about green roofs?

There are many **benefits** to having a green roof. To begin with, they look fantastic; they are a little patch of **glorious nature** in the middle of an ugly **concrete jungle**. Secondly, they can reduce heating and cooling costs because they act as a kind of **insulation** for the building. Finally, green roofs give wildlife a place of their own, a natural habitat, in which to live.

Are green roofs expensive to build?

Green roofs are **fairly** expensive to **construct** and **maintain** but with the money you save on heating and air-conditioning they pay for themselves in no time. And remember, even if you can't afford to have a 'real' green roof at the moment, you can do your part for the environment now by planting flowers or vegetables in **pots** on the roof of your house or block of flats.

*earth with grass growing in it



Green Roofs



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

- 1 Green roofs are a new idea.
- 2 A green roof always has flowers on it.
- 3 Green roofs make cities more attractive.
- 4 Green roofs are a kind of air-conditioner.
- 5 Sometimes animals and insects live on green roofs.
- 6 Green roofs are cheap to make.

4 a) Match the words in bold (1-13) in the text to their meanings (a-m).

1 <input type="checkbox"/> sprout up	a small area of land
2 <input type="checkbox"/> partly	b stop
3 <input type="checkbox"/> several	c thick layer that stops heat, sound, etc from getting in or out
4 <input type="checkbox"/> layer	d suddenly appear
5 <input type="checkbox"/> prevent (from)	e build; make
6 <input type="checkbox"/> benefit	f preserve
7 <input type="checkbox"/> patch	g various
8 <input type="checkbox"/> glorious	h small container
9 <input type="checkbox"/> insulation	i to some extent
10 <input type="checkbox"/> fairly	j advantage
11 <input type="checkbox"/> construct	k very beautiful; impressive
12 <input type="checkbox"/> maintain	l level; part
13 <input type="checkbox"/> pot	m quite

b) What does the term 'concrete jungle' (paragraph 3) refer to? Discuss.

5 Say two things that impressed you from the text. Give reasons.

6 In pairs, read the text again and discuss the advantages of having a green roof.

7 **Project:** Use the Internet and/or other available resources to find out more about 'green roofs'. Write about:

- what to plant • how to maintain it • advantages
- any disadvantages (e.g. use of insecticides, maintenance cost, etc) • any additional useful tips



Animals

1 Describe the picture. How does it make you feel?

2 Read the title of the text. The words in the box appear in it. What can the text be about? Read through and check.

• starved • abusive • in terrible shape
• physically • mentally

Un-Bear-Able Situation



Mitsos, a 15-year-old European brown bear, is a very lucky animal. Well, at least he is now. For the first seven years of his life, Mitsos was a dancing bear and that meant he was treated horribly and often **starved**. Mitsos was rescued from his **abusive** owners in 1992 and sent to the ARCTUROS sanctuary in Nymphaio, Greece a year later.

When Mitsos arrived at the sanctuary, he was **in terrible shape** both physically and mentally. As a trained performing bear, his **keepers** had **knocked** all his teeth out so he wouldn't bite. Because of this, he had to have several operations to fix his dental problems. The staff at the sanctuary worked **around the clock** trying to restore poor Mitsos to health. And they succeeded! 7 8

Unfortunately, Mitsos is not the only bear to arrive at the sanctuary needing help. Other bears come to the sanctuary because they have been orphaned after their mothers have been killed by 10 uncaring hunters. These young bears have not learned the skills needed to survive in the wild and would die if left on their own.

The ARCTUROS sanctuary now **houses** Mitsos and twelve other bears. Their vet bills, food and general **upkeep** all cost money. You can help by adopting Mitsos or any of the 14 other bears for a year. You can also **donate** money to help them and other bears in the wild. Just think, there are only 150 brown bears left in Europe. By giving just a little, you would be giving so much.

Animals



3 Read the text again and answer the questions.

- 1 What were the first seven years of Mitsos' life like?
.....
- 2 What happened in 1992?
.....
- 3 What is ARCTUROS?
.....
- 4 How has the sanctuary helped Mitsos?
.....
- 5 What kind of animals are protected at the sanctuary?
.....
- 6 How can you help the animals at the ARCTUROS sanctuary?
.....

4 Now match the words/phrases (1-8) to their meanings (a-h) below.

1	starved	a	in a terrible state of health
2	abusive	b	all day and all night
3	in terrible shape	c	accommodate
4	keeper	d	maintenance
5	around the clock	e	not given any food
6	house	f	sb who takes care of animals
7	upkeep	g	give
8	donate	h	cruel; violent

5 What do these words refer to?

- 1 this (l. 7)
- 2 they (l. 8)
- 3 their (l. 10)
- 4 you (l. 14)

6 What can you do to help animals like Mitsos? In three minutes write a few sentences on the topic. Read them to the class.

7 Use the Internet and/or other available resources to find a similar story. Then present it to the class.

You can use this website:

<http://www.bornfree.org.uk/campaigns/care-for-the-wild/>





Green Living

Follow the Footprint

1 Read the title of the text. What do you think it means?

2 Do the quiz. Then read the text and check your answers.

1 What causes global warming?

- A the Earth
- B CO₂
- C water

2 A 'footprint'

- A affects daily activities.
- B measures CO₂.
- C is usually one size.

3 What is a 'no-no' at school?

- A plastic lunch bags
- B note paper
- C old pens

4 What can you do to save energy?

- A never use air conditioners
- B switch off lights when not in use
- C use your PC outside

5 Which is the 'greenest' form of getting around?

- A your feet
- B the bus
- C the car

6 Reduce waste by

- A throwing things out.
- B repairing things.
- C reusing broken things.

3 Read the text and fill in the gaps with the appropriate word. Compare with a partner. Then explain the words in bold.

We all know that our planet is getting warmer. Carbon dioxide (CO₂) is the gas that causes global warming. Just 1) water gets hotter when it is in the sun, CO₂ causes the Earth's temperature to increase. Almost everything people do, including driving, eating, getting to school or work, and using energy affects how 2) CO₂ is sent into the atmosphere.

Organisations, worried 3) the condition of our planet, have **come up with** a way to measure how much damage we cause when we go about our daily activities. They call 4) **measurement** a 'footprint' and depending 5) our behaviour, our footprints can be all different sizes. So, let's see what you can do 6) have the smallest carbon footprint possible.

7) we know that everything we do affects the planet and we can start to make decisions that will make it healthier. Go to <http://www.calc.zerofootprint.net> and use the calculator to see 8) big your 'footprint' is. You might be quite surprised!

Green Living



AT SCHOOL

- Get a reusable lunchbox
- Reuse paper for notes and drawings
- Use school supplies from last year



GETTING AROUND

- Don't drive when you can walk
- Ride your bike to school
- Use public transportation



WASTE NOT, WANT NOT

- Recycle, recycle, recycle
- Fix things instead of throwing them 9)
- Reuse paper bags, water bottles, and aluminium foil



ELECTRICITY

- Turn 10) all the lights when you go out
- Switch off air conditioners at night
- Play outside, instead of surfing the Net indoors



- 4** Look at the pictures and say what you can do to help the environment.



Picture A: Buy organic or locally produced vegetables.

- 5** How big is your carbon footprint? Do you follow any of the tips mentioned in the text? Discuss with your partner.

- 6** What else can you do to help reduce your carbon footprint? Spend three minutes writing your thoughts on the topic. Read them to the class.

- 7** Use the Internet and/or other available resources to prepare a quiz similar to the one in Ex. 2. Ask friends and/or members of your family to do it. Then report your findings to the class.



Green Living

- 1 **THINK!** Read the quote below. Do you agree? How can it be related to the text? Discuss.

There is a sufficiency in the world for man's need but not for man's greed.

Mohandas K. Gandhi

- 2 **THINK!** How often do you go shopping for clothes? What do you usually do with your old clothes and shoes? Discuss with your partner.

- 3 Read the text and match the headings (A-D) to the paragraphs (1-3). There is one extra heading you do not need to use.

A Create a One-of-a-kind Fashion Accessory

B Buy Smart

C Buying Vintage Clothes is the Best Option

D Get into DIY Fashion



Fifty years or so ago, if you were the 1) of, say, three children, 'second-hand clothes' or 'hand-me-downs' would have probably been one of the things you hated 2) in life. In those days, clothes that were past their fashion 'best before date' were not simply thrown 3) the bin. No, they were passed down from sister to sister or brother to brother until they had been truly worn out.

4) days, that has all changed. With families having fewer children, and people less concerned 5) getting their money's worth out of things, clothing is now often worn once or twice and then sent off to the landfill. In the UK alone, over 800,000 tonnes of clothing and footwear are thrown away 6) year. Luckily, recycling old clothes, in some really cool ways, is becoming more and more fashionable.

While recycling cloth is a great start, it is 7) better for the environment if we actually re-use our old clothes first. Here are just a few ways that we can do that...

1

Before you decide to throw your favourite old white T-shirt in the trash, use your imagination and think about 8) you could 'jazz' it up yourself. Paint it, **embroider** it, stamp it, **dye** it, the options are limitless. And hey, the holes add character!

2

Now you don't 9) to say good-bye to your comfy old blue jeans or denim skirt. Using the most basic **sewing** skills, a few buttons, **ribbon** and **lace** you can quickly make a fantastic denim handbag. Look online, there are hundreds of patterns available.



Green Living



3

We all know that inexpensive High-Street fashion is the easiest 10) to continually **update** your closet, but these clothes wear out very quickly. When you can, buy clothes that are quality-made, or better still, buy **vintage** clothes.



And remember...

One 100% organic cotton T-shirt = approximately 12.2 kg of CO₂ sent into the atmosphere (to get to the shop where you bought it, the shirt has travelled about 23,000 kilometres + 34 kilowatt hours of energy has been used to make it)

One vintage T-shirt = 0 kg of CO₂!



4 Read the text again and fill in the gaps with the appropriate word. Compare with a partner.

5 Match the words in bold (1-11) in the text to their meanings (a-k).

1 worn out	5 embroider	9 lace
2 landfill	6 dye	10 update
3 trash	7 sewing	11 vintage
4 jazz (sth) up	8 ribbon	

- a make sth more modern
- b colour
- c old but of high quality
- d the activity of making or repairing clothes using a needle and thread
- e fine cloth made with many holes in it
- f place where rubbish is buried
- g decorate cloth with a design made of coloured string
- h rubbish
- i make (sth) more interesting or attractive
- j piece of cloth used for tying things together
- k so old or damaged that cannot be used any more

6 How can we 're-cycle' clothes? Use the information in the text to tell the class. Compare with a partner.

7 **Project:** Tie-dye a T-shirt at home.

What you need

a T-shirt (one that you no longer wear!)

dye (any colour(s) you want)

elastic bands

rubber gloves

Instructions

- 1 Wash a white T-shirt in cold water and place it on a flat surface.
- 2 Tie knots in the T-shirt or twist parts of it and secure with elastic bands.
- 3 Prepare the dye according to the packet instructions (make sure you wear rubber gloves!). Place the T-shirt in the dye for 15-20 minutes.
- 4 Remove it from the dye and rinse in cold running water. Carefully untie the knots or remove the elastic bands and...WOW, you've got a new super-cool T-shirt!



Celebrating the Earth

- 1 Read the title of the text. What do you think it means? How can you help the Earth by 'doing nothing'?

- 2 Read the text and match the subheadings (A-D) to the paragraphs (1-3). There is an extra subheading that you do not need to use.

A Stay with the Plan

B Homemade is Better

C Recycle and Save

D Reduce Daily Expenses

Doing Nothing to Help the Earth

Ahh, shopping therapy! The cause of that great feeling you get when you go out on a **whim** and buy the first thing you see. But is that feeling long-lasting? No! It doesn't take long for that **temporary joy** to go away and for **guilt** to **set in** over the money you've spent. So, why not try something else? Why not try doing nothing? That's right. 'Buy Nothing Day' is a special day to relax and **unwind** without spending any money at all. Just think how **beneficial** this would be both for you and, yes, the planet! Every time you don't buy anything, you're doing your part to **lessen** the bad **effect** you have on the natural environment.

So, what can you as an **individual** do on Buy Nothing Day?

1 _____

Why don't you sit down and make a list of what you would normally buy in a day? Then, cross off everything that is not absolutely necessary. The results are surprising, aren't they?

2 _____

How about stopping for a minute to think about where your **pocket money** goes every month? Do you waste money on things you don't really need? Do you throw things away instead of getting them fixed? Plan a **budget** and **stick to** it.



Celebrating the Earth




- 3 a) Read the text again and mark the sentences as T (true) or F (false). Then explain the words in bold.**

- 1 Shopping therapy is a medical phrase.
- 2 People often feel bad after spending money.
- 3 Buy Nothing Day is a national holiday.
- 4 We buy too many things we don't need.
- 5 It is OK to buy presents on Buy Nothing Day.
- 6 Spending less money is good for the planet.

b) What is the author's purpose: to inform; to educate or to entertain?

- 4 What is 'Buy Nothing Day'? How can you celebrate it? Read the text and make notes. Use your notes to present this special day to the class.**

- 5**  **In pairs, discuss your spending habits. Think of two more ways to be an environmentally-conscious shopper.**

3

Or, you could make something **from 'scratch'**. Use the things you already have at home to make something you would normally buy – maybe a loaf of bread or a birthday gift.

While these suggestions won't change the world, they may make you stop and realise how much of your shopping is really just shopping because 'you can'. You might even decide to change your spending habits and that can change the world!

- 6 a) Match the words/phrases (1-14) to their meanings (a-n) below.**

1	whim	8	lessen
2	temporary	9	effect
3	joy	10	individual
4	guilt	11	pocket money
5	set in	12	budget
6	unwind	13	stick to
7	beneficial	14	from scratch

- | | | | |
|---|--|---|---|
| a | feeling of happiness | g | from the beginning |
| b | money given to children by their parents | h | a list of how much money can be spent on different things |
| c | impact | i | not permanent |
| d | person | j | reduce |
| e | continue; keep to | k | helpful; useful |
| f | unhappy feeling because of having done sth wrong | l | relax |
| | | m | start |
| | | n | impulse |

- b) Find all the phrasal verbs in the text and make sentences using them.**

- 7 What else can you do on 'Buy Nothing Day'? Decide in groups. Present your ideas to the class.**

Donate your old clothes to a local charity.

- 8 Project: Organise your own Buy Nothing Day. Set a date and follow all the steps in the text. Then write a short article describing what you did and how it helped you to become an environmentally-friendly consumer.**



Green Eating

1 Read the title of the text. What do you think the text is about? Read to find out.

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

- 1 The writer says that eating properly is easy.
- 2 Cows, chicken and sheep are livestock.
- 3 The writer says that people should stop using planes and cars.
- 4 Buying products from your area is a good idea.
- 5 The time of year you buy produce is not important.
- 6 Products without packaging are cheaper.

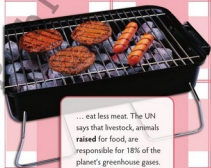
3 Match the words/phrases (1-10) to their meanings (a-j) below.

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> 1 raise | <input type="checkbox"/> 6 be in season |
| <input type="checkbox"/> 2 give up | <input type="checkbox"/> 7 buy in bulk |
| <input type="checkbox"/> 3 goods | <input type="checkbox"/> 8 smart |
| <input type="checkbox"/> 4 take | <input type="checkbox"/> 9 make up |
| <input type="checkbox"/> advantage of | <input type="checkbox"/> 10 landfill site |
| <input type="checkbox"/> 5 produce | |

- a stop
- b clever
- c food or other things grown in order to be sold
- d place where rubbish is buried
- e breed
- f form
- g agricultural products, especially fruits & vegetables
- h make use of
- i (of fruit, vegetables) be available and ready to eat
- j buy large quantities



Eating right makes sense for your health, the health of your loved ones and the health of the planet. Making sure we do the right thing when it comes to food and food shopping, is 'a piece of cake'! So, try to ...



... eat less meat. The UN says that livestock, animals **raised** for food, are responsible for 18% of the planet's greenhouse gases. Hard to believe, but if humans stopped eating meat, it would help the environment more than if we stopped all transportation activity on the planet! That's right, just by **giving up** our burgers we would be doing more for the Earth than if we stopped all the world's flying, driving and shipping of **goods**.



... **take advantage of** foods grown locally. This means you'll be eating fruits and vegetables that are fresher and wrapped in less packaging. In addition, you can find out from the farmer exactly how they grow their **produce** and what steps they take to protect the soil that they are grown in. And buy **in season**. Produce will be tastier and less energy will have been wasted to get it to you.

... **buy in bulk**. Buying in large quantities is **smart** shopping for two reasons: little or no packaging and lower prices. Experts say that packaging, plastic, paper, aluminium foil, **makes up** around 30% of all waste in our **landfill sites**. Reduce that number by buying in bulk or **buying** products packaged in 100% recyclable materials.



Green Eating



4 Complete the sentences using ideas from the text.

- 1 If we eat less meat, we
- 2 If we eat foods grown locally, we
- 3 If we buy in large quantities, we

5 Say three things that impressed you from the text.

6 Choose a topic. In three minutes write a few sentences on it. Read them to the class.

- 1 Do your parents buy organic vegetables? Why?/Why not?
- 2 Do you buy recycled products? Why?/Why not?

7 **Project:** Keep a record of the things your parents buy when they go food shopping this week. Are they environmentally-friendly food-shoppers? Report your findings to the class.




Green Fitness Programme

- 1 Read the title of the text. How can it be related to the pictures? Read and check.
- 2 Read the text again. Fill in the gaps with the appropriate word. Compare with a partner.
- 3 Match the words in bold (1-8) in the text to their meanings (a-h).

1	fuel	5	shovel
2	emission	6	weed
3	consume	7	compost
4	line	8	detergent

- a use up
- b lift and move earth, snow etc with a tool
- c decayed plants, leaves etc used to improve the quality of soil
- d amount of gas, heat etc sent into the air
- e liquid or powder used for washing clothes, dishes etc
- f coal, oil or petrol
- g remove wild plants from a garden or field
- h piece of rope, cord or wire

- 4 Read the text again and say how you can get fit and help the environment at the same time. What else can you do?

- 5  Is your 'fitness programme' green? Tell your partner.

Lean and Green!



Nowadays, many people are concerned about their health, and the health of the environment. Did you know that you can get fit and help the planet **1)** the same time? Well you can, and it's so easy. Follow this Green Fitness Programme. You'll look and feel great, and the Earth will thank you!

- 1 Walk **2)** cycle, don't drive. Cars use **fuel** and send loads of nasty **emissions** into the air that we breathe. Walking and cycling are great exercise for your legs and your lungs.
- 2 Take the stairs. **3)** you're at work or school, wave good-bye to the lift as you walk past it. You'll never need your **CO₂** producing Stairmaster again; all you'll need is a set of stairs. In no time at all, your legs will be stronger and firmer **4)** ever before.
- 3 Jog or run in the great outdoors. Using a running machine in a gym or at your house may **5)** good exercise, but, let's face it, it is so boring! And it **consumes** energy. Get a fantastic aerobic workout and enjoy nature as you complete your daily run or jog outside.
- 4 Hang your wash on an outdoor **line**. It only **6)** sense. Why waste energy, and money using an electric clothes dryer when the

Green Fitness Programme



sun will do the same job for free? Oh, and by the way, hanging clothes on a line is a super upper-arm workout!


- 5 Work in the family garden. **Shovelling**, planting and **weeding** will get arms toned and in shape in no time. Spreading **compost** on your plants and flowers means they'll need 7) water and you'll get a real all-over workout, 8)



What if you can't give up the gym?

Some of us like the varied workout and help of trained professionals that we can only get at a fitness centre. 9) doesn't mean that you can't still do your part for a healthier Earth.

- Walk or cycle to the gym, no asking mum or dad for a lift.
- Use a refillable water bottle to cut down on rubbish and bring your own towel – 10) you get home, wash it in eco-friendly **detergent** on a power-saving wash cycle.
- Oh, and remember, 11) you listen to music while you're working out, be sure 12) use rechargeable batteries in your CD player or MP3 player.

- 6  **Work in pairs. Use the information in the text to persuade your friend to follow the Green Fitness Programme. Think about:**

- positive impact on the environment
- how it will help your friend get fit

- 7 **Project: a) In groups, try to think of other ways to help the environment while working out. Then prepare a poster presenting your findings to the class.**
- b) Follow your Green Fitness Programme for two weeks. Has it helped you look and feel great? Tell the class.**





Eco-celebrities

- 1 Do you know the celebrities in the pictures? Why do you think these people are called eco-celebrities?
- 2 Read the text and fill in the gaps with the appropriate word. Compare with a partner.

Celebrities go green!

Nowadays, finding 1) what a celebrity has been up to is as easy as surfing on your computer. While countless websites offer millions of details about their private lives, the great things they do for the environment are mostly ignored. Well, we've decided to change that, 2) here's our Eco-Celebrity Top 5!

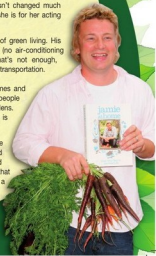
Number 5 Pop singer, Christina Aguilera. Yes, she travels the world giving concerts and making records. But in her spare time, Christina does her bit 3) Planet Earth. Recently, she designed an eco-friendly car! Known 4) the Eco Style, the car is energy-efficient and its interior is made 5) recycled materials.

Number 4 Actor, Cameron Diaz. Back in 2006, Cameron set out to educate people about endangered animals by appearing in an MTV series called Trippin'. She hasn't changed much 6) then and she's as well-known for her eco-friendly lifestyle as she is for her acting abilities.

Number 3 Actor, Leonardo DiCaprio. Leonardo is a perfect 7) of green living. His unique house in New York is solar-heated, has its own filtered air system (no air-conditioning needed) and a water treatment facility (all water is recycled). And if that's not enough, 8) in the city, Leonardo uses his bike as one of his main means of transportation.

Number 2 Celebrity chef, Jamie Oliver. Jamie has used his TV programmes and documentaries to show the world 9) important it is for people to buy products locally and eat produce grown in their own gardens. 10) addition, Jamie's famous restaurant Fifteen is almost totally powered 11) roof-top windmills!

And at **Number 1** Fashion designer, Stella McCartney. Like Jamie's restaurant, Stella's studio runs on wind power, and 12) does her website! Customers can order and receive organic clothing from this site shipped in a way that sends absolutely no CO₂ into the atmosphere. Stella's a vegan and her motto is "Green is the new black!"




Eco-celebrities




- 3 Match the words in bold (1-10) in the text to their meanings (a-j).**

1 been up to (sth)	5 set out to
2 countless	6 solar
3 energy-efficient	7 windmill
4 interior	8 run on
	9 vegan
	10 motto

- a relating to the sun
 b using little electricity
 c innumerable
 d sb who doesn't eat or use any animal products
 e be doing (sth)
 f the inner part of sth
 g short phrase that expresses the beliefs of a person
 h start
 i structure used for producing electrical power
 j operates with the use of sth

- 4**  Which celebrity has impressed you the most? Why? In three minutes write a few sentences on the topic. Read your sentences to the class.

- 5 Project:**  Use the Internet and/or other available resources to prepare a poster about popular people who help protect the environment. Then present your own Top 5 to the class. Write about:

- who they are
- how they help save the environment

You can use pictures to decorate your poster.



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Key to Phonetic Symbols

Vowels and diphthongs

a: calm, ah	ɔ: claw, laun
ɔ: heart, far	ɔɪ boy, joint
æ act, mass	ʊ could, stood
aɪ drive, cry	ʌ you, use
aɪə fire, tyre	ʊə lure, pure
aʊ out, down	ɜ: turn, third
aʊə flour, sour	ʌ fund, must
e met, lend, pen	ə the first vowel
eɪ say, weight	ɪn about
eə fair, care	ə the first vowel
i fit, win	ɪn forgotten
i: feed, me	i the second
ɪə near, beard	vowel in very
o lot, spot	ə the second
əʊ note, coat	vowel in actual

Consonants

b bed, rub	s soon, bus
d done, red	t talk, bet
f fit, if	v van, love
g good, dog	w win, wool
h hat, horse	w why, wheat
j yellow, you	z zoo, buzz
k king, pick	ʃ ship, wish
l lip, bill	ʒ measure, lecture
ɹ handle, panel	ŋ sing, working
m mat, ram	tʃ cheap, witch
n not, tin	θ this, myth
æ hidden, written	ð then, bathe
p pay, lip	dʒ joy, bridge
r run, read	

Abbreviations

adj	adjective
adv	adverb
conj	conjunction
det	determiner
n	noun
num	number
phr	phrase
phr v	phrasal verb
pl n	plural noun
prep	preposition
pro	pronoun
v	verb

English

Kazakh

Russian

Module 1 – Our World

1a		
adapt /ə'dæpt/ (v)	бейімдеу	адаптировать
agricultural /əgrɪ'kʌltʃərəl/ (adj)	ауылшаруашылық	сельскохозяйственный
birthplace /'bɜ:θpleɪs/ (n)	туған жері	место рождения
challenge /tʃælɪndʒ/ (n)	құрметті тақырыма	сложная задача
critically endangered (phr)	жоғалуға қауіп қалу	находящиеся на грани исчезновения
face /feɪs/ (v)	кеңесу	сталкиваться, встречать
generation /dʒenə'reɪʃən/ (n)	ұрпақ	поколение
habitat /'hæbɪtəts/ (n)	өмікендеген ортасы	среда обитания
harsh /hɑ:ʃ/ (adj)	қатал	суровый
identity /aɪ'dentəti/ (n)	дәйексіз, даралық	индивидуальность
natural resources /'nætʃərəl rɪ'sɜ:sɪs/ (pl n)	табиғи ресурстар	природные ресурсы
plain /pleɪn/ (n)	жазық	равнина
preserve /prɪ'zɜ:v/ (v)	сақтау	сохранять
raw materials /rəʊ mæ'tɪəriəls/ (pl n)	шықпаз	сырьё
recognisable /'rekəgnaɪzəbəl/ (adj)	таңылтын	узнаваемый
respect /rɪ'spekt/ (n)	құрмет	уважение
shape /ʃeɪp/ (v)	пішінге келтіру, құру	придавать форму, создавать
shelter /ʃeltə/ (n)	жасырынлатын орын	укрытие
stunning /stʌnɪŋ/ (adj)	тандырарлық	ошеломляющий
wildlife /waɪldlaɪf/ (n)	жабайы табиғат	дикая природа
1c		
achieve /ə'tʃi:v/ (v)	жету	достигать
career /kə'reɪ/ (n)	карьера	карьера
civil engineer /sɪvəl endʒɪnɪə/ (n)	инженер-құрылысшы	инженер-строитель
collapse /kə'leɪps/ (v)	онырылып түсу, құлау	рухнуть, развалиться

Word List

English	Kazakh	Russian
inspirational /ɪnspə'reɪʃənəl/ (adj) prevent /prɪ'vent/ (v) raise awareness (phr) skyscraper /skaɪ'skreɪpə/ (n) specialise (in sth) /speʃəlaɪz/ (v) structure /strʌktʃə/ (n)	жігерлендіруші бетін қайтару, болдырмау көтеру, хабардар болу көкке тірелген үй мамаңдау құрылым	вдохновляющий предотвращать повышать осведомленность небоскреб специализироваться (в чем-либо) структура
1d conservation /kən'sə'veɪʃən/ (n) equipment /'kwɪpmənt/ (n) footpath /fʊtpeɪθ/ (n) register /'redʒɪstə/ (v) volunteer /vɒlən'tiə/ (v) waterproof /'wɔ:təpru:f/ (adj)	қорғау (спер жануарлар мен өсімдіктерді, т.б.) жабдық жалғыз аяқ жол тіркеу өз ерізімен су өткізбейтін	сохранение (предных животных, растений т.д.) оборудование тропинка регистрация выступать добровольно водонепроницаемый
1e collect /kə'lekt/ (v) covering /'kʌvɪŋ/ (n) distinctive /dɪ'stɪŋktɪv/ (adj) exhibition /eksɪ'bɪʃən/ (n) imitate /ɪ'mɪteɪ/ (v) maintain /meɪntən/ (v) pipe /paɪp/ (n) produce /prə'dju:s/ (v) remarkable /rɪ'mɑ:kəbəl/ (adj) see-through /si: θru:/ (adj) solar panel /səʊlə 'pænl/ (n) sustainability /sə'steɪnə'bɪləti/ (n) withstand /wɪð'stænd/ (v)	жинау жабу ересіне көрме сілкітеу қолдау құбыр өндіру көрнекті көз жұма қарау күнге арналған панель тұрақтылық қарсы тұру	собирать покрытие отличительный выставка имитировать поддерживать труба производить выдающийся смотреть сквозь солнечная панель устойчивость противостоять
1f affect /ə'fekt/ (v) appliance /ə'plɑ:ns/ (n) be involved with (phr) charity /tʃærəti/ (n) interconnected /ɪntə'kɒnɪktəd/ (adj) raise /reɪz/ (v)	әсерлеу электр қарадарына өтеп ету, бір нәрсеге қызығу қайырымдылық өзара байланысты көтеру, жоғарлату	влиять, действовать на электробытовой прибор быть вовлеченным во что-либо благотворительность взаимосвязанный поднимать, повышать
Module 2 – Daily life & Shopping		
2a additional /ə'dɪʃənəl/ (adj) chore /tʃɔ:/ (n) grade /ɡreɪd/ (n) laundry /'ləʊndrɪ/ (n) leisure time /lɪʒə'taɪm/ (n) local /ləʊkəl/ (adj)	қосымша үй ішіндегі жұмыс баға кір жуу бөлмесі бос уақыт жергілікті	дополнительный работа по дому оценка прачечная свободное время местный
2c atom /'ætəm/ (n) average /'ævərɪdʒ/ (adj) baggy /'bæɡi/ (adj) big deal (phr) design /dɪ'zaɪn/ (n) express /ɪk'spres/ (v)	атом орта, қадімгі қашық, тәрізді маңызды сәт, мәселе дизайн, жоба өз пікірін білдіру	атом средний мешковатый важный момент дизайн, проект выражать

Word List

English	Kazakh	Russian
gadget /ˈɡædʒɪt/ (n) geek /ɡiːk/ (n) grab /ɡræb/ (v) hoodie /ˈhʊdi/ (n) long-sleeved /lɒŋ ˈsliːvd/ (adj) loose /luːs/ (adj) nerd /nɜːd/ (n) short-sleeved /ʃɔːt ˈsliːvd/ (adj) slogan /ˈslɒɡən/ (n) subculture /ˌsʌbˌkʌltʃə/ (n) whizz-kid /ˈwɪz kɪd/ (n)	құралғы компьютер фанаты ұстап алу қалпағы бар жеңі ұзын жемпір жеңі ұзын жемпір кең (кіім) ақылтой қысқа жеңі бар ұран субмадениет зерек	устройство компьютерный фанат, «ботан» схватить толстовка с капюшоном с длинными рукавами с длинными рукавами свободный (об одежде) «ботан», умник с короткими рукавами слоган субкультура вундеркинд
2d in stock (phr) receipt /rɪˈsiːt/ (n) size /saɪz/ (n) sold out /sɒld ˈaʊt/ (adj)	қолда бар болуы тауар четі өлшем сатылым кету (әсіресе билеттер жайында)	в наличии товарный чек размер распродано (особенно про билеты)
2e alternative shop /ˌɒltɪˈneɪtɪv ʃɒp/ (n) chat /tʃæt/ (v) cool /kuːl/ (adj) court /kɔːt/ (n) mainstream fashion (phr) window-shopping /ˌwɪndəʊ ˈʃɒpɪŋ/ (n) waterslide /ˈwɔːtəslaɪd/ (n)	альтернативті дүкен мылқақыдау тамаша корт (темиңгі алаң) негізгі сән үлгісі сәуірлерді қарама-қарсы сү тобешігі	альтернативный магазин болтаты крутой, классный корт основная мода рассматривание витрин водная горка
2f cut back /kʌt ˈbæk/ (phr v) expenses /ɪkˈspensɪz/ (pl n) income /ɪnˈkʌm/ (n) keep track of (phr) long-term goal (phr) manage money (phr) pocket money /ˈpɒkɪt ˈmʌni/ (n) reduce /rɪˈdjuːs/ (v) savings /ˈseɪvɪŋz/ (pl n) set a budget (phr) tip /tɪp/ (n)	қысқарту шығындар кіріс бірнәрсені бақысын қадағалау ұзақмерзімді мақсат қаражатты басқару қалта ақшасы төмендету, түсіру сыйлау бюджетті белгілеу кеңес	сокращать расходы, затраты доход следить за чем-либо долгосрочная цель управлять деньгами карманные деньги уменьшить, снизить сбережения установить бюджет совет
2g aspect /æspekt/ (n) convenient /kənˈviːniənt/ (adj) doorstep /ˈdɔːrsteɪp/ (n) goods /ɡʊdz/ (pl n) in a hurry (phr) pleasure /ˈpleɪʒə/ (n) purchase /ˈpɜːtʃəs/ (v)	аспект ыңғайлы баспалдақ тауарлар асығыста ракет сатып алу	аспект удобный порог товары в спешке удовольствие покупать
Module 3 – Entertainment & the Media		
3a attraction /əˈtrækʃən/ (n) escape /ɪsˈkeɪp/ (v) mineral spring /ˌmɪnərəl ˈsprɪŋ/ (n)	жұмылдыру, қатыстыру қашып кету минералды бұлақ	привлечение побег минеральный источник

Word List

English	Kazakh	Russian
<p>picturesque /ˈpɪktʃərəsk/ (adj)</p> <p>recommend /ˌrɛkəˈmɛnd/ (v)</p> <p>resort /rɪˈzɔːt/ (n)</p> <p>tropical climate /ˈtrɒpɪkəl ˈklaɪmət/ (n)</p> <p>waterslide /ˈwɔːtəslaɪd/ (n)</p> <p>it's worth it (phr)</p>	<p>көрісөм</p> <p>ұсыну</p> <p>шипажай, демалыс орны</p> <p>тропикалық климат</p> <p>су төбешігі</p> <p>бұған лайықты</p>	<p>живописный</p> <p>рекомендовать</p> <p>курорт, место отдыха</p> <p>тропический климат</p> <p>водная горка</p> <p>это того стоит</p>
<p>3c</p> <p>broadcaster /ˈbrɒdkæstɪs/ (n)</p> <p>coronation /ˌkɒrəˈneɪʃən/ (n)</p> <p>current affairs /ˌkʌrənt əˈfeəz/ (pl n)</p> <p>found /faʊnd/ (v)</p> <p>identity /aɪˈdɛntəti/ (n)</p> <p>nation /ˈneɪʃən/ (n)</p> <p>news report /njuːz rɪˈpɔːt/ (n)</p> <p>source /sɔːs/ (n)</p> <p>trusted /ˈtrʌstɪd/ (adj)</p> <p>unify /ˈjuːnɪfaɪ/ (v)</p>	<p>таратқыш, таратушы</p> <p>тақ кигізу жоралғасы</p> <p>ағымдағы оқиғалар, істер</p> <p>негіздеу</p> <p>далдік</p> <p>халық</p> <p>репортаж</p> <p>қайнар көзі</p> <p>сенімді</p> <p>біріктіру</p>	<p>передатчик, транслятор</p> <p>коронация</p> <p>теңіште оқиғалар, дела</p> <p>основывать</p> <p>подлинность</p> <p>нация</p> <p>репортаж</p> <p>источник</p> <p>доверенный</p> <p>объединять</p>
<p>3e</p> <p>aspect /ˈæspekt/ (n)</p> <p>birth /bɜːθ/ (n)</p> <p>craft /kræft/ (n)</p> <p>grave /ɡreɪv/ (n)</p> <p>introduction /ˌɪntroˈdʌkʃən/ (n)</p> <p>lead /liːd/ (v)</p> <p>leader /ˈliːdər/ (n)</p> <p>legacy /ˈlegəsi/ (n)</p> <p>marching band /ˈmɑːtʃɪŋ bænd/ (n)</p> <p>mayor /ˈmeɪər/ (n)</p> <p>nomad /ˈnɒməd/ (n)</p> <p>parade /ˈpəreɪd/ (n)</p> <p>playwright /ˈpleɪraɪt/ (n)</p> <p>symbolise /ˈsɪmbəlaɪz/ (v)</p> <p>yurt /jʊrt/ (n)</p>	<p>аспект</p> <p>туылу</p> <p>кәсіп, шеберлік</p> <p>молла, қабір</p> <p>кіріспе</p> <p>жүргізу, бағыттау</p> <p>жетекші, басшы</p> <p>мұра</p> <p>маршпен жүретін топ</p> <p>әкім</p> <p>кочевник</p> <p>шөре</p> <p>драматург</p> <p>символмен білдіру</p> <p>кідіс уй</p>	<p>аспект</p> <p>рождение</p> <p>ремесло, мастерство</p> <p>могила</p> <p>введение</p> <p>вести, направлять</p> <p>руководитель, глава</p> <p>наследие</p> <p>марширующая группа</p> <p>мэр</p> <p>кочевник</p> <p>парад</p> <p>драматург</p> <p>символизировать</p> <p>юрта</p>
<p>3f</p> <p>anvil /ˈænvɪl/ (n)</p> <p>bark /bɑːk/ (v)</p> <p>bone /bəʊn/ (n)</p> <p>brain /breɪn/ (n)</p> <p>bump /bʌmp/ (v)</p> <p>cochlea /ˈkɒkliə/ (n)</p> <p>collect /kəˈlekt/ (v)</p> <p>create /kreɪt/ (v)</p> <p>curled /kɜːld/ (adj)</p> <p>ear canal /ɪə ˈkænəl/ (n)</p> <p>eardrum /ˈɔːdrʌm/ (n)</p> <p>enter /ˈentə/ (v)</p> <p>hammer /ˈhæmə/ (n)</p> <p>hit /hɪt/ (v)</p> <p>horn /hɔːn/ (n)</p> <p>liquid /ˈlɪkwɪd/ (n)</p> <p>nerve /nɜːv/ (n)</p> <p>outer ear /aʊtər ɪə/ (n)</p>	<p>ғос</p> <p>үру</p> <p>сүйек</p> <p>мия</p> <p>соқтығысу</p> <p>құлақтың жарғағы</p> <p>жинау</p> <p>құру</p> <p>шымаршақталған, бұйра</p> <p>құлақтың жарғағы</p> <p>дабыл жарғағы</p> <p>кіру</p> <p>балға</p> <p>соғу</p> <p>мүйіз</p> <p>сұйықтық</p> <p>жүйке</p> <p>сыртқы құлақ</p>	<p>наковальня</p> <p>лалы</p> <p>кость</p> <p>мозг</p> <p>стукнуться</p> <p>ушная раковина</p> <p>собирать</p> <p>создавать</p> <p>витой, изогнутый</p> <p>ушной канал</p> <p>барабанная перепонка</p> <p>входить</p> <p>молоток</p> <p>ударить</p> <p>рог</p> <p>жидкость</p> <p>нерв</p> <p>наружное ухо</p>

Word List

English	Kazakh	Russian
signal /'si:nl/ (n) snail shell /sneɪl 'fel/ (n) stirrup /'stɪrʌp/ (n) tube /tju:b/ (n) vibrate /'vaɪbeɪt/ (v) wave /weɪv/ (n)	сигнал ұлу қабыршағы үзеңгі тұта, түтік дірілдету толқып	сигнал раковина улитки стремя трубка, тюбик вибрировать волна
3g crowd /kraʊd/ (n) electric atmosphere (phr) exhausted /ɪg'zɔ:stɪd/ (adj) mixture /'mɪksʃə/ (n) patiently /'peɪʃəntli/ (adv) perform /pə'fɔ:m/ (v) support group /sə'pɔ:t grʊp/ (n)	тобыр электрлік атмосфера қажырған, шаршаған кезек-кезек сабырлы шығам сойлау қолдау тобы	толпа электрическая атмосфера измученный, уставший смесь терпеливо выступать группа поддержки
Module 4 – Sport, Health & Exercise		
4a athlete /'æθli:t/ (n) broomstick /brʊm'stɪk/ (n) chest /tʃest/ (n) guard /gɑ:d/ (v) hoop /hu:p/ (n) keeper /ki:pə/ (n) net /net/ (n) pitch /pɪtʃ/ (n) score /skɔ:/ (v) serve /sɜ:v/ (v) set up /set 'ʌp/ (phr v) teamwork /ti:mwɜ:k/ (n)	спортсмен сыпырғы көкірек қуысы қорғау обруч баяншы, қақпашы тор спорт алаңы ұтай жинау қызмет көрсету орнату, бір күнге белгілеу команданың жұмыс	спортсмен, атлет метеловиде грудная клетка охранять обруч смотритель, вратарь сеть спортивная площадка набирать очки обслуживать установить, настраивать работа в команде
4c benefit /'benəfɪt/ (n) boost /bu:st/ (v) brain cell /breɪn sel/ (n) build muscle (phr) burn fat (phr) change mood (phr) concentration level (phr) diabetes /daɪə'bi:tɪs/ (n) endorphins /en'dɔ:fɪnz/ (pl n) epinephrine /epɪ'nefɪn/ (n) fight stress (phr) give up /gɪv 'ʌp/ (phr v) heart disease /hɑ:t 'di:zəz/ (n) lower /ləʊə/ (v) physical health /fɪzɪkəl helθ/ (n) pressure /'preʃə/ (n) spotty face (phr) temptation /temptə'tʃən/ (n)	пайда көтеру, өсуіне ықпал ету мидағы жасушасы бұлшықетті шығару майды кетіру көңіл-күйді өзгерту концентрация деңгейі диабет эндорфиндер адреналин стресспен күресу берілу, тастау жүрек ауруы төмен түсіру дененің саулығы қысым безеу басқан бет алдау, алғыру	выгода, польза повышать, способствовать росту клетка мозга накачать мышцу сжигать жир изменить настроение уровень концентрации диабет эндорфины адреналин бороться со стрессом сдаваться, бросать заболевание сердца снижать физическое здоровье давление прыщавое лицо искушение, соблазн
4d afford /ə'fɔ:d/ (v) equipment /'ekwɪpmənt/ (n)	өзіне ерік беру жабдық	позволить себе оборудование

Word List

English	Kazakh	Russian
injury /'ɪndʒəri/ (n) trainer /'treɪnə/ (n)	жарақат бапкер	травма тренер
4e breaststroke /'breɪstroʊk/ (n) competition /ˌkɒmpə'tɪʃən/ (n) competitive /ˌkɒmpə'tetɪv/ (adj) countless /'kaʊntləs/ (adj) determined /dɪ'tɜːmɪnd/ (adj) heat /hiːt/ (n) medal /'medl/ (n) qualify (for sth) /'kwɒlɪfaɪ/ (v)	кеудемен жүзу жарыс бәсекеші есепсіз бел байлаған жылы, ыстық медаль біліктілікті алу	басс соревнование конкурентный бесчисленный полный решимости тепло, жар медаль получить квалификацию (на юго-либо) призванный установить мировой рекорд испытать борец
record-breaking /'rekɔːd breɪkɪŋ/ (adj) set a world record (phr) terrified /'terɪfaɪd/ (adj) wrestler /'reslə/ (n)	рекордтық әлемдік рекордты орнату ұрыту малуан	рекордный установить мировой рекорд испытать борец
4f attach (sth to sth else) /ətə'tʃ/ (v) beat /biːt/ (v) bone /bəʊn/ (n) breathe /briːð/ (v) bundle /'bʌndl/ (n) cardiac /'kɑːdɪæk/ (adj) contract /kən'trækt/ (v) depend (on sth) /dɪ'pend/ (v) digest /daɪ'dʒest/ (v) digestive system /daɪ'dʒestɪv sɪstəm/ (n) elastic tissue /'elæstɪk tɪʃuː/ (n) hormone /'hɔːmɒn/ (n) internal organ /ɪn'tɜːnl 'ɔːɡən/ (n) involuntary /ɪn'vɒləntəri/ (adj) muscle /'mʌsl/ (n) nerve /nɜːv/ (n) pump blood (phr) pupil /'pjʊpəl/ (n) require /rɪ'kwaɪə/ (v) skeletal /'skeɪtl/ (adj) smooth /smuːð/ (adj) thigh /θaɪ/ (n) tiny /taɪni/ (adj) vary /'veəri/ (v) voluntary /vɒlən'təri/ (adj)	жалғау, қосу бекіту, жалғыру соғу, тоқпалау сүйек демалу байлам жүрекке қатысты кысқарту (бірдемеге) тәуелді болу сіңіру, қабылдау ас қорыту жүйесі ішек-ісі гормон ішкі орган ықтырсыз, еріксіз бұлшық ет жүйке қанды жүргізу көздің қарашығы талап ету қанқалық тегіс ортан жілік тінтей түрлендіру ерікті	присоединять, прикреплять (что-то к чему-то) бить, колотить кость дымашы связка сердечный сокращать зависеть (от чего-либо) переваривать, усваивать пищеварительная система эластичная ткань гормон внутренний орган невольный, непроизвольный мышца нерв качать кровь зрачок глаза требовать скелетный гладкий, ровный бедренная кость, бедро крошечный, маленький варьировать добровольный
4g attend /ətend/ (v) fitness level /'fɪtnəs 'levəl/ (n) get fit (phr) individual attention /ɪndɪvɪdʒuəl ətənʃən/ (n) instructor /ɪn'strʌktə/ (n) pace /'peɪs/ (n)	барып тұру, қатысу дене шынықтыру дайындығының деңгейі жақсы дене бітіміне келу жеке көзқарас инструктор жылдамдық	посещать уровень физической подготовки прийти в хорошую физическую форму отдельное внимание инструктор скорость

English	Kazakh	Russian
shared /ʃeɪd/ (adj)	біріесе пайдаланылған ажыратылған	совместно используемый, разделяемый
Module 5 – Reading for Pleasure		
Sa appear /əpiə/ (v) cave /keɪv/ (n) escape /ɪskeɪp/ (v) exist /ɪɡzɪst/ (v) hole /həʊl/ (n) land /lænd/ (n) lava /ləvə/ (n) ocean floor /ˌoʊʃən flɔː/ (n) possible /ˈpɒsəbəl/ (adj) produce /prəˈdjuːs/ (v) stone house /stəʊn haʊs/ (n) surface /sɜːfɪs/ (n) surround /səraʊnd/ (v) temple /ˈtempəl/ (n) tunnel /ˈtʌnəl/ (n)	көрініп қалу үңгір қашу, құтқарылу бар болу ойық, тесік жер, құрлық лава мұхиттің тереңдігі ықтимал өндіру тас үй үсті, беті қоршау ғибадатхана үңгірлау	появляться пещера убегать, спасаться существовать дыра земля, суша лава дно океана возможный, вероятный производить каменный дом поверхность окружать храм туннель
Sb boredom /ˈbɔːdəm/ (n) coast /kəʊst/ (n) crew /kruː/ (n) deliberate /dɪlɪbəreɪt/ (adj) distant /dɪstənt/ (adj) edge /edʒ/ (n) explore /ɪkspləʊ/ (v) fate has sth in store for sb (phr) forbidden /fəˈbɪdɪn/ (adj) harsh /hɑːʃ/ (adj) merchant /ˈmɜːtʃənt/ (n) obey /əbeɪ/ (v) order /ˈɔːdə/ (n) passenger /ˈpæsnədʒə/ (n) pure /pjʊə/ (adj) reflect /rɪfleks/ (v) school /skuːl/ (n) shipping /ˈʃɪpɪŋ/ (n) trapped anger (phr) wholesome /ˈhəʊlsəm/ (adj)	іш пысу, сағыныш жаға кеме командасы, экипаж саналы алыстағы өлке зерттеу, мейлінше тағдырдың бірlemесі бар бұйырылған тік мінетін, дорекі саудалгер барлау бұйыры жолаушы таза қайтару мектеп жүкті тасымалдау басылған ашу пайдалы	скука, тоска берег судовая команда, экипаж осознанный отдаленный, дальний край исследовать, изучать у судьбы есть кое-что для кого-то запрещенный резкий, грубый торговец подчиняться приспосабливать пассажир чистый отражать школа перевозка груза захваченный гнев полезный
Sc ask for sb's hand in marriage (phr) attack /əˈtæk/ (v) beloved /bɪləvɪd/ (adj) bravely /ˈbreɪvli/ (adv) capture /ˈkæptʃə/ (v) cliff /klɪf/ (n) comfort /ˈkʌmfɜːt/ (v) desire /dɪˈzaɪə/ (n) disappear /dɪsəˈpiə/ (v) effort /ˈefɔːt/ (n)	біреудің көмегіне жүгіну өске, үйлену шабуыл жасау сүйікті батыл алып қалу тік жартас ақбату тілек ғайып болу күш салу, тырысу	попросить чей-либо помощи в (чем-либо) брак, женитьба нападать влюбленный отважно, храбро захватывать отвесная скала утешать, успокаивать желание исчезать усилие, попытка

Word List

English	Kazakh	Russian
enemy /'enəmi/ (n) gift /ɡɪft/ (n) ground /ɡraʊnd/ (n) hatred /'hætrɪd/ (n) heartbroken /'hɜ:tbrəʊkən/ (adj) intelligence /ˌɪntəlɪdʒəns/ (n) leap out /li:p 'aʊt/ (phr v) reach out /ri:tʃ 'aʊt/ (phr v) strong-willed /'strɒŋ 'wɪld/ (adj) wicked /'wɪkɪd/ (adj)	жау сыйлық жер, жер қартысы өшпенділік жараланған жүректен ақыл, зият қарғып шығу, секіріп шығу бірізмерге/біреуге қол созу жігерлі, табанды қияуіті	враг подарок земля, почва ненависть с разбитым сердцем ум, интеллект выскачь, выпрыгнуть протянуть руку к чему-либо/кому-либо волевой, решительный злой
5d beg /beg/ (v) curse /kɜ:s/ (n) delicate /dɪləkət/ (adj) empire /'empraɪ/ (n) faithful /'feɪθfəl/ (adj) kingdom /'kɪŋdəm/ (n) mausoleum /'maʊsəliəm/ (n) nanny /'næni/ (n) noble /'nəʊbl/ (adj) pack /pæk/ (v) patterned /'pætənd/ (adj) poisonous /'pɔɪzənəs/ (adj) refuse /rɪ'fju:z/ (v) region /'ri:dʒən/ (n) tile /taɪl/ (n)	сұрау, жалыну қарғыс жіңішке, нәзік империя жанқияр корольдік мұражай бала күтуші ақылді орау, қаптау өозалармен улы бас тарту облыс, аймақ плитка, кафель	просить, умолять проклятие тонкий, нежный империя преданный королевство мавзолей няня благородный упаковывать, шиковать с узорами ядовитый отказывать область, регион плитка, кафель
Module 6 The Natural World		
6a adopt /ə'dɒpt/ (v) bamboo /bæm'bu:/ (n) bushy /'bʊʃi/ (adj) creature /'kri:tʃə/ (n) destruction /dɪ'strʌkʃən/ (n) ensure /ɪn'ʃʊə/ (v) fur /fɜ:/ (n) grub /grʌb/ (n) iconic /aɪkənɪk/ (adj) livestock /'lɪvɪstɒk/ (n) relative /rɪ'leɪv/ (n) rusty /'rʌsti/ (adj) sponsor /'spɒnsə/ (v) survive /sə'vaɪv/ (v) tail /teɪl/ (n) threaten /'θreɪt/ (v) urgent /'ɜ:ɡənt/ (adj)	ұл бала, қырым алу бамбук үйінді, саябақ жәндік қирату құрту кепіл болу, жауапкершілік алу аң терісі қонғару дәстүрлі үй жануары туысқан тот басқан, ескірген демеуші аман қалу құйрық қорқыту, сес шұғыл көрсету, қиымрт	усыновить бамбук пушистый, лохматый создание разрушение, уничтожение гарантировать, ручаться мех, шерсть рыться, копаться традиционный домашний скот родственный равный, устаревший спонсор выживать, уцелеть хвост угрожать срочный, неотложный
6c avalanche /ə'velənʃ/ (n) coniferous /kənɪ'fərəs/ (adj) dam /dæm/ (n) drain /drem/ (v)	қар көшкірі қылқанды бөсет, тоған өтіп кету	снежная лавина хвойный дамба, плотина просачиваться

Word List

English	Kazakh	Russian
flood /flʌd/ (v)	су басу	затоплять, заливать
form /fɔ:m/ (v)	құрастыру, жасау	образовывать
majestic /mə'dʒestɪk/ (adj)	айбынды	величественный
meadow /ˈmedəʊ/ (n)	жайылым, алаңай	луг, поляна
mixture /ˈmɪksʃə/ (n)	министура, қоспа	министура, смесь
nestle /ˈnesl/ (v)	жабысу	прижаться
restore /rɪ'stɔ:/ (v)	безданды, қайта орнына келтіру, қайта қалпына келтіру	восстанавливать, реставрировать
scenery /ˈsɪnəri/ (n)	пейзаж	пейзаж
stunning /ˈstʌnɪŋ/ (adj)	таңданаарлық	ошеломительный
thick /θɪk/ (adj)	толық, тығыз	толстый, плотный
waterfall /ˈwɔ:təfɔ:l/ (n)	сарырама	водопад
6d		
in trouble (phr)	қыншымлықта	в беде
monitor /ˈmɒnɪtə/ (v)	бақылау	наблюдать
movement /ˈmu:vmənt/ (n)	қозғалыс	движение
project /ˈprɒdʒekt/ (n)	жаоба	проект
run out (of sth) /rʌn 'aʊt/ (phr v)	аяқталу	заканчиваться
tag /tæg/ (v)	құралғым қалды қозғалыс	прикреплять датчики движения
track /træk/ (v)	еріктілік бағдарламасы	следить
volunteering programme (phr)		программа добровольчества
6e		
crossroads /ˈkrɒsroʊd/ (n)	қиынтыс	перекресток
guided canoe trip (phr)	канонга экскурсия	экскурсия на каное
hectare /ˈhekteɪ/ (n)	гектар	гектар
landscape /ˈlændskeɪp/ (n)	пейзаж	пейзаж
massive /ˈmæsɪv/ (adj)	батпаңдай, зир	массивный, большой
migrate /ˈmɪɡreɪt/ (v)	қоныс аудару	мигрировать
rare /reɪ/ (adj)	сирек	редкий
swampy /ˈswɒmpi/ (adj)	батпақты	болотистый
wetland /ˈwetlənd/ (n)	батпаңтаңда территория	заболоченная территория
woodland /ˈwʊdlənd/ (n)	орманды жер	лесистая местность
6f		
absorb /əb'sɔ:b/ (v)	сіңіру	впитывать
carbon dioxide /ˈkɑ:bən daɪ'ɒksaɪd/ (n)	көмірқышқыл газы	углекислый газ
distinctive /dɪ'stɪŋkɪv/ (adj)	ерекше	отличительный
dry out /draɪ 'aʊt/ (phr v)	келтіру	высыхать
glucose /ˈɡlu:kos/ (n)	глюкоза	глюкоза
ingredient /ɪn'ɡrɪdiənt/ (n)	ингредиент	ингредиент
mineral /ˈmɪnərəl/ (n)	минерал	минерал
nutrient /ˈnju:triənt/ (n)	пәзіл заттар	питательное вещество
perform /pə'fɔ:m/ (v)	шығарып ойнау	выступать
photosynthesis /ˈfəʊtəʊ'sɪnθəsɪs/ (n)	фотосинтез	фотосинтез
pipe /paɪp/ (n)	құбыр желісі	трубопровод
spread /spred/ (v)	тарату	распространяться
structure /ˈstrʌktʃə/ (n)	құрылым	структура
suck up /sʌk 'ʌp/ (phr v)	сору	всасывать
sunlight /ˈsʌnlʌɪt/ (n)	күн шуағы	солнечный свет
support /sə'pɔ:t/ (n)	қолдау	поддержка
turn into /tɜ:n 'ɪntə/ (phr v)	айналдыру	превращать
underground /ˌʌndə'graʊnd/ (adv)	жер астында	под землей

Word List

English	Kazakh	Russian
6g coyote /kɔɪəʊt/ (n) granite /ɡrænɪt/ (n) identify /aɪdɪntɪfaɪ/ (v) mountaineering /ˌmaʊntɪneɪɪŋ/ (n) otter /ɒtə/ (n) pond /pɒnd/ (n) valley /ˈvælɪ/ (n)	койот гранит анықтау, тану тау туризмі көмнат әуіт алқап	койот гранит распознавать горный туризм выдра пруд долина
Module 7 – Travel & Transport		
7a accommodation /əˌkɒmədɪʃən/ (n) a head for heights (phr) at my own pace (phr) attraction /əˈtrækʃən/ (n) available /əˈveɪləbəl/ (adj) cable car /keɪbəl kaɪ/ (n) departure /dɪˈpɑːtʃə/ (n) in advance (phr) landmark /ˈlændmɑːk/ (n) off the beaten track (phr) panoramic /pəˈnɒræmɪk/ (adj) perspective /pɜːspekʃɪv/ (n) pier /pɪə/ (n) recommend /ˌrekəˈmend/ (v) regular /ˈregjʊlə/ (adj) safety helmet /ˈseɪfəti ˈhelmt/ (n) sort out /sɔːt ˈaʊt/ (phr v) spectacular /spekˈtækjʊlə/ (adj) spot /spɒt/ (n) the ultimate /ði ˈʌlɪmət/ (n)	тұрғын үй биіктіктен қорықпау биіктікті жақсы көтере алу менің қарқындылығыммен тартымдылық қолжетімді арқан жолының вагоны жөнеу, жүріп кету алдын ала даңғыл жолдары бар көрікті жерлер панорамалы көзбенек пірс ұсыну жіні қорғаныш каскасы, дұтыға басып алу басып алынған жер жотары жақсысы	акаде не боязы, высоты, хорошая переносимость высоты в своем собственном темпе привлекательность доступный вагон канатной дороги отправка, отбытие заранее достопримечательность с проторенной дороги панорамный перспектива пірс рекомендовать регулярный защитная каска, шлем разобраться захватывающий место верх (в чем-либо), лучшее (в чем-либо)
7c alien planet /əˈlɪən ˈplænt/ (n) biologist /ˈbaɪəlɒdʒɪst/ (n) cabin /keɪbɪn/ (n) chase /tʃeɪs/ (v) contest /kɒntest/ (n) continent /kɒntɪnənt/ (n) develop /dɪˈvɛləp/ (v) explode /ɪkˈspləʊd/ (v) fairytale /ˈfeɪrɪtəl/ (adj) furry /ˈfʊəri/ (adj) mainland /ˈmeɪnlənd/ (n) nickname /ˈnɪkneɪm/ (n) remain /rɪˈmeɪn/ (v) reptile /ˈreptəl/ (n) resident /ˈrezɪdənt/ (n) silkworm /ˈsɪlk.wɜːm/ (n) stray /streɪ/ (adj) vase /veɪz/ (n) wildlife /ˈwaɪldlaɪf/ (n)	бөтен ғаламшар биолог үйшік анду сайыс құрлық даму тез көбіне сңарлы үлгілік үлкен арал лақап ат қалу бұғымен жорғалаушы тұрғын жібек құрты үйсіз ғұлауыт жабайы табиғат	чужая планета биолог домик догнать преследовать конкурс материк развиваться быстро увеличиться волшебный пушистый большой остров прозвище остаться рептилия житель шелкопряд бездомный ваза дикая природа

Word List

English	Kazakh	Russian
7d direct flight /daɪrɛkt ˈflaɪt/ (n) for business or pleasure (phr) passport /ˈpɑːspɔːrt/ (n)	тікелей баратын рейс бизнеске немесе қыял қолеру арналған паспорт	прямой рейс для бизнеса или удовольствия паспорт
7e airline /ˈeəlaɪn/ (n) architecture /ˌɑːkɪtɛktʃə/ (n) assassination /ˌæsəsɪneɪʃən/ (n) boulevard /ˈbʊlɪvɑːd/ (n) construction /ˌkɒnstrʌkʃən/ (n) destination /ˌdestɪneɪʃən/ (n) dome /doʊm/ (n) land /lænd/ (v) official /əˈfɪʃəl/ (adj) out of respect (phr) passenger flight /ˈpɑːsɛndʒə ˈflaɪt/ (n) terminal /ˈtɜːmɪnəl/ (n) the late president (phr)	әуе жолы сәулет өлтүру жолесқол құрылыс тағайындалған орны құмбес қолу ресми құрметпен жолаушы рейс терминал марқұм президент	авиалиния архитектура убийство бульвар строительство место назначения купол приземлиться официальный из уважения пассажирский рейс терминал поздний президент
7f bracelet /ˈbreɪsəl/ (n) break off /breɪk ɒf/ (phr v) cure /kjʊə/ (v) decline /dɪklaɪn/ (v) disappear /ˌdɪsəˈpiə/ (v) extinction /ˌɛkstɪŋkʃən/ (n) global warming /ˌɡləʊbəl ˈwɔːmɪŋ/ (n) illegal /ɪˈlɪɡəl/ (adj) illness /ɪˈlɪnəs/ (n) law /lɔː/ (n) natural organism /ˌnætʃərəl ˈɔːɡənɪzəm/ (n) necklace /ˈneɪkləs/ (n) poacher /ˈpəʊtʃə/ (n) protect /prəˈteɪk/ (v) savannah /ˌsəˈvænə/ (n) shell /ʃel/ (n) tribesman /ˈtrɪbzəmən/ (n) tusk /tʌsk/ (n) under threat (phr) unique /juˈneɪk/ (adj)	білезік үзіп алу емдеу азайу ғайып болу қырлыту ғаламдық жытыну заңсыз ауру заң тірі ағза алма браконьер қорғау саванна сұлыт тайпа мүшесі ауу қауіп-қатер үстінде бірегей	браслет отломить лечить уменьшаться исчезать вымирание глобальное потепление незаконный болезнь закон живой организм серебря браконьер защищать саванна панцирь член племени бивень под угрозой уникальный
Module 8 – Food & Drink		
8a ash /æʃ/ (n) bonfire /ˈbɒnfɪə/ (n) funky /ˈfʌŋki/ (adj) garland /ˈɡɑːlənd/ (n) last /lɑːst/ (v) line /laɪn/ (v) main course /ˈmeɪn ˈkɔːs/ (n) oatmeal /ˈəʊtmil/ (n)	құл алау «фанк» стилінде гирлянда созылу көзек негізгі тағам сұлы жарма	пепел, зола костер в стиле «фанк» гирлянда длиться очередь основное блюдо овсянка

Word List

English	Kazakh	Russian
poet /poet/ (n) population /pəˈpjuːlɪʃən/ (n) rhythm /ˈrɪðm/ (n) stall /stall/ (n) sticky /ˈstɪki/ (adj) stuffed /stʌft/ (adj) the early hours (pl) unique /juːnɪk/ (adj)	ақын тұрғындар ырғақ дүкенше, сағушы сөреси жабысқақ тартылған ет құлақ сәрі берегей	поэт население ритм ларек, прилавок липкий фаршированный раннее утро уникальный
Sc amino acid /aɪˈniːnoʊ ˈæsɪd/ (n) bean /biːn/ (n) cell /sel/ (n) chemical /kəˈmɪkəl/ (n) complicated /kəmˈplɪkətɪd/ (adj) connection /kəˈneɪʃən/ (n) copper /kɒpər/ (n) effect /ɪˈfekt/ (n) fat /fæt/ (n) fatty acid /ˈfæti ˈæsɪd/ (n) function /fʌŋkʃən/ (n) iron /aɪən/ (n) maintain /meɪntən/ (v) memory /ˈmeməri/ (n) micronutrient /ˈmaɪkrənuːtriənt/ (n) mineral /ˈmɪnərəl/ (n) neuron /ˈnjuːrən/ (n) organ /ɔːɡən/ (n) substance /ˈsʌbstəns/ (n) vegan /ˈviːɡən/ (n) zinc /zɪŋk/ (n)	аминқышқыл дәбият жасуша химиялық зат күрделі өзара байланысты мыс ықпал жасау май майлы қышқылдар қызмет темір қолдау ес зорлі микроэлемент минерал нейрон ағза зат дәлел вегетариан цинк	аминокислота фасоль клетка химическое вещество сложный взаимосвязь медь воздействие жир жирные кислоты функция железо поддерживать память питательный микроэлемент минерал нейрон орган вещество строгий вегетарианец цинк
Sd filling /ˈfɪlɪŋ/ (n) light /laɪt/ (adj) offer /ɒfər/ (n) omelette /ˈɒmeɪlət/ (n) order /ɔːdə/ (v) plain /pleɪn/ (adj)	салдым жеңіл ұсыналас омлет тапсырыс беру қарапайым	начинка легкий предложение омлет заказать простой
Se berry /beri/ (n) jam /dʒæm/ (n) marmalade /ˈmɑːməleɪd/ (n) porridge /ˈpɒrɪdʒ/ (n) preparation /ˌpreɪpəˈreɪʃən/ (n) black pudding /ˈblæk ˈpuːdɪŋ/ (n) sausage /ˈsɒsɪdʒ/ (n)	жидек джем, тосап мармелад сұлы жарма ботқасы дайындық қара пудинг шұжық	ягода джем, варенье мармелад овсяная каша подготовка черный пудинг колбаска, сосиска
Sf complain /kəmˈpleɪn/ (v) consumer /kənˈsʌmə/ (n) consumption /kənˈsʌmpʃən/ (n) contact /kənˈtækt/ (v) display /dɪˈspleɪ/ (v) freezer /ˈfriːzər/ (n)	наразылық білдіру тұтынушы тұтыну байланысу көрсету мұздатқыш	жаловаться потребитель потребление связаться показывать морозильник

Word List

English	Kazakh	Russian
informed decision (phr) ingredient /ɪnɡrɪdɪənt/ (n) label /leɪbəl/ (n) law /lɔː/ (n) prepare /prɪpeɪ/ (v) satisfied /sætɪsfaɪd/ (adj) store /stɔː/ (v) tinned food /tɪnd ˈfuːd/ (n)	дәлелді шешім ингредиент этикетка, бирка заң дайындау қанағаттанған сақтау консервілер	обоснованное решение ингредиент этикетка, бирка закон подготовить удовлетворенный хранить консервы
8g celery /səˈleəri/ (n) chop /tʃɒp/ (v) drain /drem/ (v) finely /faɪnli/ (adv) fry /fraɪ/ (v) grate /ɡreɪt/ (v) herb /hɜːb/ (n) peel /piːl/ (v) pour /pɔː/ (v) recipe /ˈresɪpi/ (n) sauceman /ˈsəʊpmən/ (n) season /siːzn/ (v) sprinkle /ˈsprɪŋkl/ (v) stalk /stɔːk/ (n)	бадырқок кесу, ұсақтап кесу бұғылау ұсақ қуыру үзіштен өткізу шоп тазадау үстінен су құю рецепт кастрол таудықтау себу сабақ, сап	сельдерей резать, шинковать дренировать жарить пропускать через терку трава чистить полюбить сверху, валивать рецепт кастрюли приправлять посыпать стебель, черенок
Module 9 – The World of Work		
9a cough /kɒf/ (v) double sb's size (phr) dressing room /ˈdresɪŋ ruːm/ (n) extend /ɪkˈstend/ (v) furry /ˈfʌəri/ (adj) in good shape (phr) living statue /ˈlɪvɪŋ ˈstætjuː/ (n) mime /maɪm/ (n) still /stɪl/ (adj) swing /swɪŋ/ (v) take a rest (phr) tolerant /ˈtɒlərənt/ (adj) wink /wɪŋk/ (v)	жөтелу өлшемі екі есе үлкен бойнатып болме, киім ілетін болме қол созу үлбір жақсы келіште тірі статуя бет қималы қозғалмайтын бұлау демалыс алу сабырлы ымдау	кашлять двойное больше чего-то размера гримерка, раздевалка протягивать меховой в хорошей форме живая статуя миимка неподвижный размахивать передохнуть терпеливый подмигивать
9c adventure /ədˈventʃə/ (n) aim (for sth) /eɪm/ (v) average /ˈævərɪdʒ/ (adj) capture /ˈkæptʃə/ (v) career /kəˈrɪə/ (n) demanding /dɪˈmɑːndɪŋ/ (adj) discover /dɪsˈkʌvə/ (v) dream job (phr) focus (on sth) /ˈfɒkəs/ (v) follow to sb's footsteps (phr) passion /ˈpeɪʃən/ (n)	қызықты оқиға бірдемеге тырысу қадымгі ес карьера таланшыл аны армандаған жұмыс бірдемеге көңіл аудару біреудің ізімен жүру ауесқойлық	приключение стремиться (к чему-либо) обычный поймать карьера требовательный раскрывать работа мечты сосредоточиться (на чем-либо) следовать по чьим-либо стопам страсть

Word List

English	Kazakh	Russian
spirit /spirit/ (n) talent /talent/ (n) value /vælju/ (n) wildlife /waɪldaɪ/ (n)	рух дарындылық сапа, құндылық жабайы табиғат	дух талант качество, ценность дикая природа
9d candidate /kændɪdeɪ/ (n) CV (Curriculum Vitae) /sɪ'vi:/ (n) enthusiasm /ɪnθʊ'ziæzəm/ (n) quality /kwɒləti/ (n) position /pə'zɪʃən/ (n) sales assistant /seɪlz ə'sɪstənt/ (n)	кандидат түйіндемесі құшымнас сапа лауазым сатушы	кандидат резюме энтузиазм качество должность продавец
9e chore /tʃɔ:/ (n) crown /kraʊn/ (n) exhibition /ɪksɪ'bɪʃən/ (n) handkerchief /hæŋkətʃɪf/ (n) in honour of sb (phr) off work (phr) pattern /pə'tɜ:n/ (n) public holiday /pʌblɪk 'hɒlədeɪ/ (n) ribbon /rɪ'bɒn/ (n) rural area (phr) shake /ʃeɪk/ (v) spirit /spirit/ (n) sweet treat (phr)	үй ішіндегі жұмыс тақ корона көрме қол орамал біреудің құрметіне жұмыстан тыс өрнек мемлекеттік мейрам бау ауылдық жер бұлау рух тәтті тағам	работа по дому корона выставка посовой платок в честь кого-либо вне работы узор государственный праздник лента сельская местность размахивать дух сладкое угощение
9f bad-tempered /bəd 'tempəd/ (adj) blow out /bləʊ 'aʊt/ (phr v) button /bʌtn/ (n) chin /tʃɪn/ (n) clerk /klerk/ (n) convenient /kən'veniənt/ (adj) do up /duː 'ʌp/ (phr v) excuse /ɪkskjuz/ (n) fair /feɪ/ (adj) instantly /ɪnstəntli/ (adv) moan /məʊn/ (v) mutter /mʌtə/ (v) slide /slaɪd/ (n) stool /stʊl/ (n) treat /tri:t/ (v) wage /weɪdʒ/ (n)	аңғаланып сондау түйме жеке кеңсе қызметкері кәсіпті тәртіпке келтіру ақтау адал тез арада, сол сәтте мыңдау мыңдау төбешік отырғыш қарау айлық	раздраженный задувать пуговица подбородок клерк удобно застегивать оправдание справедливо немедленно, тотчас стонать бурчать горка табуретка относиться заработная плата

American English – British English Guide

American English

British English

A

account
airplane
anyplace/anywhere
apartment

B

bathrobe
bathtub
bill
billion=thousand million
busy (phone)

C

cab
call(phone)
can
candy
check
closet
connect (telephone)
cookie
corn
crazy

D

desk clerk
dessert
downtown
drapes
drugstore/pharmacy
duplex

E

eggplant
elevator

F

fall
faucet
first floor, second floor, etc
flashlight
French fries
front desk (hotel)

G

garbage/trash
garbage can
gas
gas station
grade

I

intermission
intersection

J

janitor

K

kerosene

L

lawyer/attorney
line
lost and found

M

mail
make a reservation
motorcycle
movie
movie house/theater

N

news-stand

O

office (doctor/dentist's)
one-way (ticket)
overalls

bill/account

airplane

anywhere

flat

evening gown

bath

banknote

billion=million million

engaged (phone)

taxi

ring up(phone)

sweets

bill (restaurant)

wardrobe

put through

biscuit

sweetcorn, maize

mad

receptionist

pudding/dessert/sweet

(city) centre

curtains

chemist's (shop)

semi-detached

aubergine

lift

autumn

tap

ground floor, first floor, etc

torch

chips

reception

reception

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American English

British English

P

pants/trousers
panty hose/nylons
parking lot
pavement
pedestrian crossing
(potato) chips
public school
purse

R

railroad
rest room

S

sales clerk/sales girl
schedule
shorts (underwear)
sidewalk
stand in line
store, shop
subway

T

truck
two weeks

V

vacation
vacuum (v)
vacuum cleaner
vest

W

with or without (milk/cream in
coffee)

Y

yard

Z

(pronounced, "zee")
zero
zip code

trousers

tights

car park

road surface

zebra crossing

chips

state school

handbag

lorry

toilet/stoorkroom

shop assistant

timetable

trousers

pavement

queue

shop

underground

lorry, van

fortnight/two weeks

holiday(s)

hoover

hoover

wastecol

black or white

garden

(pronounced, "zed")

noUGHT

postcode

Use of English

He just went out.
He has just gone out.

Hello, is this Steve?

Do you have a car?/
Have you got a car?

Spelling

aluminum
analyze
center
check
color
honor
jewelry
practice(n,v)

program

realize

sire

travel(l)er

He has just gone out.

Hello, is that Steve?

Have you got a car?

aluminium

analyse

centre

cheque

colour

honour

jewellery

practice(n)

practise(v)

programme

realise

tye

traveller

Expressions with prepositions and particles

different from/to
live on X street
on a team
on the weekend
Monday through Friday

different from/to
live in X street
in a team
at the weekend
Monday to Friday

Self-Check Key

Self-Check 1

- | | | |
|------------------|------------------|-------------|
| 1 register | 3 preserve | 5 withstand |
| 2 habitat | 4 face | |
| 1 natural | 3 adapt | 5 excess |
| 2 raise | 4 career | |
| 1 volunteering | 3 working | 5 recycle |
| 2 to participate | 4 to visit | |
| 1 Now | 3 Since /Because | |
| 2 because/as | 4 as/because | |
| 5 1 c | 2 d | 3 b 4 a 5 e |

Self-Check 2

- | | | |
|--------------------------------|------------------|-------------|
| 1 additional | 3 purchase | 5 savings |
| 2 express | 4 reduce | 6 income |
| 1 d | 2 e | 3 a 4 c 5 b |
| 1 has been doing | 3 is going | |
| 2 plays | 4 has never done | |
| 1 exercises | 3 am thinking | 5 for |
| 2 ever | 4 already | |
| 5 1 How can I help you | | |
| 2 Is it still in stock | | |
| 3 Do you know what size she is | | |
| 4 Here you are | | |
| 5 Can I pay by credit card | | |
| 6 That's £29.99, please | | |
| 7 Here's your card and receipt | | |

Self-Check 3

- | | | |
|----------------------|--------------------|---------------|
| 1 resort | 4 recommend | 7 nation |
| 2 attend | 5 founded | |
| 3 attraction | 6 picturesque | |
| 1 b | 2 e | 3 d 4 a 5 c |
| 1 was raining | 4 left | 7 was singing |
| 2 arrived | 5 went | 8 had |
| 3 stopped | 6 was dancing | |
| 1 used to | 3 more | 5 as |
| 2 didn't go | 4 much | |
| 5 1 What was it like | 4 Did you enjoy it | |
| 2 It was fantastic | 5 Not really | |
| 3 What did you do | | |

Self-Check 4

- | | | |
|---------------|-------------|------------|
| 1 fight | 3 internal | 5 burn |
| 2 pressure | 4 digestive | |
| 1 GOLF | 3 PILATES | 5 SWIMMING |
| 2 ICE SKATING | 4 SQUASH | 6 RUGBY |

- | | |
|--------------------------------|--|
| 3 1 I'll/will manage | |
| 2 I'm/ is going to kick | |
| 3 is going to meet /is meeting | |
| 4 will rain | |

- | | |
|------------------|------------|
| 4 1 could | 3 had |
| 2 I'll/will feel | 4 were/was |

- | | | | |
|-------|-----|-----|-----|
| 5 1 a | 2 b | 3 b | 4 a |
|-------|-----|-----|-----|

Self-Check 5

- | | | |
|--------------|--------------------|------------|
| 1 lava | 3 region | 5 faithful |
| 2 exits | 4 gift | 6 desire |
| 1 trapped | 4 again | 7 captured |
| 2 asked | 5 full | |
| 3 merchant | 6 below | |
| 3 1 Everyone | 5 anything/ anyone | |
| 2 anything | 6 anywhere | |
| 3 nothing | 7 Someone | |
| 4 everything | | |
| 4 1 a few | 3 much | 5 few |
| 2 less | 4 many | |

Self-Check 6

- | | | |
|----------------------------|------------------------|-------------|
| 1 threatened | 3 ensure | 5 meadow |
| 2 livestock | 4 restore | 6 creature |
| 2 1 thick | 2 adopt | 3 stunning |
| | | 4 avalanche |
| 3 1 was built | 3 is being repaired | |
| 2 is visited | 4 haven't been planted | |
| 4 1 larger | 4 deeper | |
| 2 friendlier/more friendly | 5 more beautiful | |
| 3 taller | | |
| 5 1 b | 2 a | 3 d 4 c 5 e |

Self-Check 7

- | | |
|--|---------------|
| 1 accommodation | 4 biologist |
| 2 reptiles | 5 pier |
| 3 attraction | 6 panoramic |
| 2 1 passport | 3 destination |
| 2 developed | 4 baggage |
| 3 1 mustn't | 2 must |
| | 3 can |
| | 4 mustn't |
| 4 1 can | 2 has to |
| | 3 can't |
| | 4 might |
| 5 1 Can I see your passport and visa, please | |
| 2 I took a direct flight here from Dublin | |
| 3 Pleasure - I'm visiting my aunt | |
| 4 just for 10 days | |
| 5 Thank you very much | |

Self-Check 8

- | | | | |
|---|-----------------------------------|--------------|--------------|
| 1 | 1 bar/ive | 3 connection | 5 population |
| 2 | 2 stalls | 4 memory | 6 garlands |
| 2 | 1 PIZZA | 3 CEREAL | 5 BURGER |
| 2 | 2 MILKSHAKE | 4 CABBAGE | 6 BEANS |
| 3 | 1 a little | 3 much | 5 a few |
| 2 | 2 A lot of | 4 any | 6 many |
| 4 | 1 carton | 3 box | 5 can |
| 2 | 2 bag | 4 packet | |
| 5 | 1 Are you still serving breakfast | | |
| 2 | 2 What can I get you | | |
| 3 | 3 I'd like some tea, please | | |
| 4 | 4 Would you like anything else | | |

Self-Check 9

- | | | | |
|---|--|-----------|-------------|
| 1 | 1 average | 3 shape | 5 still |
| 2 | 2 furry | 4 dream | |
| 2 | 1 shop | 5 humour | 9 low |
| 2 | 2 heart | 6 fashion | 10 pressure |
| 3 | 3 living | 7 travel | |
| 4 | 4 paid | 8 tight | |
| 3 | 1 She said (that) he had painted the walls green. | | |
| 2 | 2 Albek asked me when I was starting the new job. | | |
| 3 | 3 Bata told me (that) she'd/would meet me the next following day after work. / Bata said to me (that) she'd/would meet me the next/following day after work. | | |
| 4 | 4 Sezim told me (that) he was going to the exhibition in an hour. | | |
| 5 | 5 Miras said (that) he would visit Aisara the week after/the following week. | | |
| 4 | 1 said | 3 told | 5 told |
| 2 | 2 told | 4 said | |
| 5 | 1 Come in and sit down | | |
| 2 | 2 why do you want to work for us | | |
| 3 | 3 I am hardworking, honest and patient | | |
| 4 | 4 there are a number of other candidates | | |
| 5 | 5 I look forward to hearing from you | | |

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/ / were /wɜ:/	been /bi:/	leave /li:/	left /left/	left /left/
bear /beə/	bore /bɔ:/	bore /bɔ:/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /bɪkʌm/	became /bɪkəmə/	become /bɪkəmə/	lie /li:/	lay /leɪ/	lain /leɪn/
begin /bɪɡɪn/	began /bɪɡən/	begun /bɪɡən/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	lose /lə:/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blew/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /meɪnt/	meant /meɪnt/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:n (bɜ:nd)/	burnt (burned) /bɜ:n (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdn/
can /kən/	could /kʊd/	(been able to /bɪn 'eɪbl/ to)	ring /rɪŋ/	rang /rɪŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /rɪzn/
choose /tʃʊz/	chose /tʃəʊz/	chosen /tʃəʊzn/	run /rʌn/	ran /rʌn/	run /rʌn/
come /kʌm/	came /kæm/	come /kʌm/	say /seɪ/	said /seɪd/	said /seɪd/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /sɒld/	sold /sɒld/
deal /di:l/	dealt /deɪlt/	dealt /deɪlt/	send /send/	sent /sent/	sent /sent/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	swend /swend/	swend /swend/	sworn /swɔ:n/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dri:m (dri:md)/	dreamt (dreamed) /dri:m (dri:md)/	share /ʃeə/	shared /ʃeəd/	shared /ʃeəd/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /draʊv/	driven /draɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /et/	eaten /i:tən/	shut /ʃʊt/	shut /ʃʊt/	shut /ʃʊt/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	sleep /sli:p/	sleep /sli:p/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'brɪd/	forbade /fə'beɪd/	forbidden /fə'brɪdn/	spend /spend/	spent /spent/	spent /spent/
forget /fə'ɡet/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtn/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'ɡɪv/	forgave /fə'ɡeɪv/	forgiven /fə'ɡɪvn/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
freeze /fri:z/	froze /fri:z/	frozen /fri:zn/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /ɡet/	got /ɡɒt/	got /ɡɒt/	sting /sɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /ɡɪv/	gave /ɡeɪv/	given /ɡɪvn/	swear /swear/	swore /swɔ:/	sworn /swɔ:n/
go /ɡəʊ/	went /went/	gone /ɡɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/	swim /swɪm/	swam /swæm/	swam /swæm/
hang /hæŋ/	hung /hʌŋɡ/	hung (hunged) /hʌŋ (hʌŋɡd)/	take /teɪk/	took /tʊk/	taken /teɪkən/
have /hæv/	had /həd/	had /həd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /hɪdn/	tell /tel/	told /tɒld/	told /tɒld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	wake /weɪk/	woken /wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɜ:/	worn /wɜ:n/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /rɪtn/
learn /lɜ:n/	learnt (learned) /lɜ:n (lɜ:nd)/	learnt (learned) /lɜ:n (lɜ:nd)/			

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