Eyes Open 1

STUDENT'S BOOK for Kazakhstan

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ENGLISH
АҒЫЛШЫН ТІЛІ
АНГЛИЙСКИЙ ЯЗЫК

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Қазақстан Республикасы Білім және ғылым министрлігімен ұсынылды

Grade 5

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Discovery EDUCATION

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1 Home and away

Greetings

1 **Complete the conversation with the phrases below.**

What's your name? Hi!
Nice to meet you I'm

Jane: [1] ....
Mark: Hello.
Jane: [2] ....
Mark: I'm Mark. What's your name?
Jane: [3] .... Jane.
Mark: [4] ...., Jane.
Jane: Nice to meet you, too!

2 1.02 **Listen, check, and repeat the conversation in pairs.**

The alphabet

3 1.03 **Listen and repeat.**

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

4 **Work in small groups. Ask and answer the question and write the answers.**

How do you spell your name?

M-A-R-I-A

Numbers

5 **Write the calculations as words.**

a *one + eight = nine*

a) 1 + 8 =
b) 4 + 6 =
c) 8 – 5 =
d) 7 – 3 =
e) 9 × 2 =
f) 10 ÷ 5 =

6 1.04 **Listen and check.**

7 **Put the numbers in order from low to high.**

8 1.05 **Listen and check.**

9 **Work with a partner. Ask and answer *How old are you?***

How old are you?

I'm ..... How old are you?

Time

10 **Match the times with the clocks.**



1 Midnight
2 A quarter past five
3 Ten to three
4 Half past ten
5 Five o'clock
6 A quarter to seven
7 Half past two

Your turn

11 **Ask and answer with your partner.**

1 What time is it now?
2 What time is your English lesson?
3 What time is your first lesson in the morning?
4 What time is your last lesson in the afternoon?

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Prepositions

1 **Match the prepositions and phrases with the pictures.**

behind in in front of
~~between~~ next to on

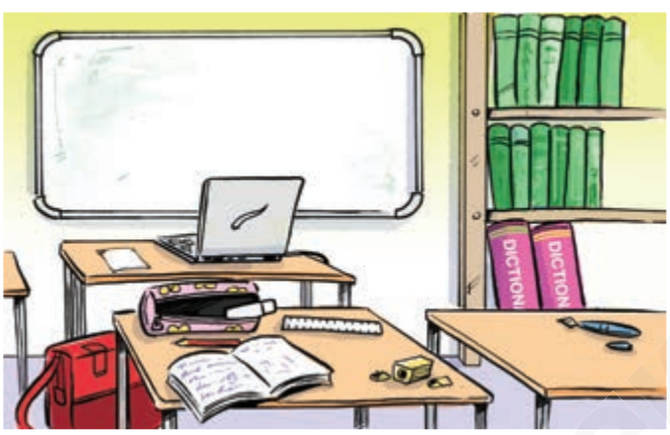
1 *between*



Classroom objects

2 **Find the words in the box in the picture.**

bag board books bookshelf desk
dictionary laptop notebook pen
pencil pencil sharpener rubber ruler



Vocabulary bank • page 116

3 **Write questions and answers about the picture in Exercise 2.**

1 *Where's the notebook?*
It's on the desk.

1 notebook
2 white rubber
3 red pencil
4 board
5 books
6 laptop
7 bag

Your turn

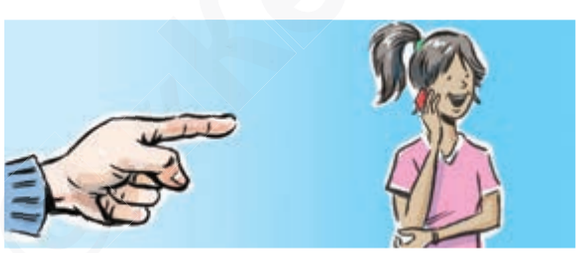
4 **Work with a partner. Look round your classroom. Ask and answer questions about where classroom objects are.**

Where's the board?

It's behind the teacher.

this, that, these and *those*

5 **Look at the pictures. Complete the sentences with *this*, *that*, *these* or *those*.**



1 *That* is my mum.



2 .... are my books.



3 .... are my blue shoes.



4 .... is my pencil.

Possessive adjectives and possessive pronouns

subject pronouns	possessive adjectives	possessive pronouns
I	my	mine
....	your	yours
he	his	his
....	her	hers
it	its	–
we	our	....
you	....	yours
....	their	theirs

Grammar reference • page 108

1 **Complete the table with the correct words.**

2 **Circle the correct words.**

1 He / It is I / my ruler. He's / It's blue.
2 It's her / she laptop. She's / It's new.
3 That isn't you / your phone. It's my / mine.
4 They / Their are we / our books.
5 It isn't him / his brother. It's her / hers.
6 That is they / their dictionary.
7 You're / Your my friend.

Personal possessions and adjectives

3 **Match the pictures with the words in the box.**

a nice car a new skateboard a small bike
a big bike ~~an expensive computer~~
an old mobile phone

1 *an expensive computer*



Possessive 's

Use a name or a noun + 's to show possession.
My brother's laptop.

Grammar reference • page 108

4 **Write sentences with the possessive 's.**

1 *My sister's bike is new.*



1 My / sister / bike / is / new.



2 Jake / computer / is / great!



3 My / mum / car / is / small.



4 My / brother / skateboard / is / old.



5 Kate / new / book / is / big.

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be: affirmative, negative and questions

	+	–	
I	am	'm not	12.
He/She/It	....	isn't	
We/You/They	are	aren't	

?			+	–
....	I	12?	Yes, I am.	No, I'm not.
Is	he/she/it		Yes, he/she/it is.	No, he/she/it isn't.
....	we/you/they		Yes, we/you/ they are.	No, we/you/they aren't.

Grammar reference • page 108

1 **Complete the table with the correct forms of the verb *be*.**

2 **Complete the sentences with the correct form of the verb *be*.**

1 'm

1 I .... Paul.
2 She .... Sara.
3 We .... friends.
4 You .... Tim.
5 They .... Pete and Suzie.
6 He .... a teacher.
7 You .... the students in my class.
8 It .... a dictionary.

3 **Make the sentences in Exercise 2 negative.**

1 I'm not Paul.

4 **Write questions with *be*.**

1 Are you David?

1 you / David?
2 we / in an English class?
3 it / cold today?
4 the school / big?
5 you / eleven?
6 the teachers / children?

Your turn

5 **Work with a partner. Ask and answer the questions in Exercise 4.**

Are you David? — No, I'm not. I'm Timur.

Days of the week

6 **Put the days of the week in the correct order.**

Friday Saturday Monday Sunday Tuesday Wednesday Thursday

7 1.06 **Listen and check.**

Months and dates

8 **Complete the months with the missing letters.**

J _ n _ _ ry	J _ ly
F _ bru _ ry	A _ g _ st
M _ rch	S _ pt _ mb _ r
Apr _ l	Oct _ b _ r
M _ y	N _ v _ mb _ r
J _ ne	D _ c _ mb _ r

9 1.07 **Listen and repeat.**

10 **Match the dates.**

1 c

1 24/7	A January 24
2 1/5	B September 1
3 1/9	C July 24
4 24/1	D March 8
5 17/8	E May 1
6 17/12	F February 12
7 8/3	G December 17
8 12/2	H August 17

11 1.08 **Listen and check.**

Your turn

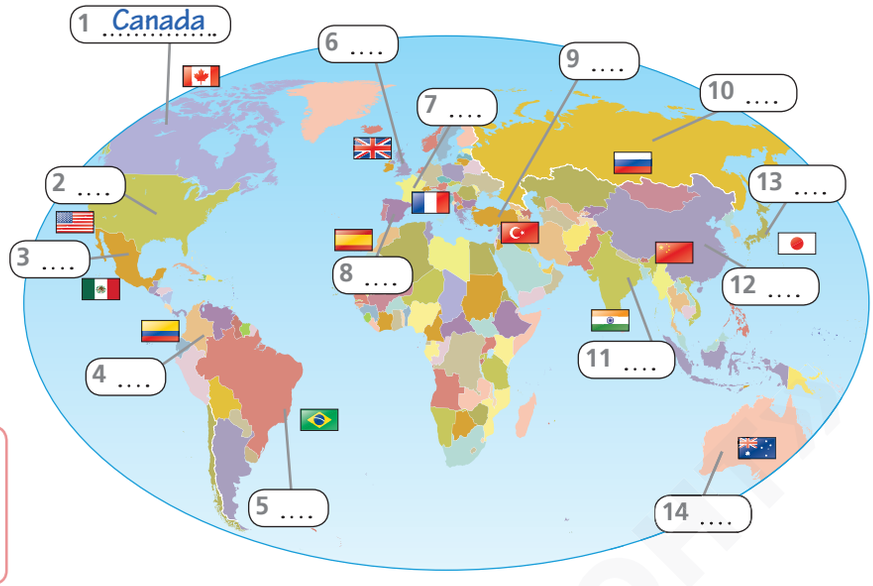
12 **Ask and answer with your partner.**

1 What month is it?
2 When's your birthday?
3 What's your favourite month?
4 When are your parents' birthdays?

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Countries, nationalities and languages



1 **Label the countries on the map.**

Australia Brazil ~~Canada~~ China
Colombia France India Japan
Mexico Russia Spain Turkey
the UK the USA

2 1.09 **Listen, check and repeat.**

3 **Complete the table with the correct nationalities.**

Country	Nationality	Country	Nationality
the USA	American	Russia	4 ....
Australia	Australian	the UK	British
Brazil	1	Turkey	Turkish
Canada	Canadian	Spain	5 ....
Colombia	2	China	Chinese
India	3	Japan	6 ....
Mexico	Mexican	France	French

4 1.10 **Listen, check and repeat.**

5 **Write sentences about the people below.**

1 *Yuki is from Japan. She's Japanese.*
2 *Michel and Nicole are from France. They're French.*

1 Yuki … Japan
2 Michel and Nicole … France
3 Sarah … Australia
4 Li Ping … China
5 Vlad and Oksana … Russia
6 Raj and Sanjeet … India
7 Harry … the USA
8 Leticia and Pedro … Mexico

6 **Where are you from? Ask and answer with your partner.**

Vocabulary bank • page 116

7 **Do the quiz.**



1 What nationality is Harry Styles?



2 What country is this from?
3 What are the two official languages of Canada?



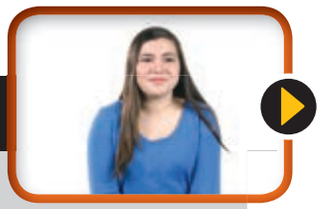
4 Where is this city?



5 What language is this?
6 Where is Beijing?

8 **Compare your answers with your partner.**

Speaking Asking for clarification



Real Talk: What's your name? Where are you from?



1 1.1 **Watch the teenagers in the video. Complete the chart on the right.**

2 **What's *your* name? Where are *you* from?**

Name	Nationality	Parents' nationality
Rachel	British	British
Binnie	British	British
Steven	....	Mum: .... Dad: Israeli
Emily	....	Mum: American Dad: ....
Courtney	....	Mum: .... Dad: ....
Freddie	....	Mum: .... Dad: English

3 1.11 **Listen to the conversation. When is Janek's birthday?**

Useful language

So, your name is (Janek), is that right?
Yes, that's right.
How do you spell that?
Sorry,
Can you repeat that please?
Of course.

4 **Look at the Useful language box and complete the conversation.**

repeat ~~right~~ course Sorry spell

1 *right*

Teacher:	So, your first name is **Janek** and your surname is **Czerwinski**, is that [1]....?
Janek:	Yes, that's right.
Teacher:	How do you [2].... that?
Janek:	It's **C Z E R W I N S K I**.
Teacher:	OK, thanks. And where are you from?
Janek:	**Katowice**, in **Poland**. That's **K A T O W I C E**.
Teacher:	And what's your date of birth?
Janek:	**12th April 2000**.
Teacher:	[3]...., can you [4].... that please?
Janek:	Yes, of [5].... It's **12th April 2000**.
Teacher:	Thanks. And what's your address here in Bristol?
Janek:	**24 Walton Street**.

5 1.11 **Listen, check and practise the conversation with your partner.**

6 **Change the words in bold in the conversation in Exercise 4. Use the information on the cards. Practise the conversation.**





Solutions Tomsonitz

1 CLIL

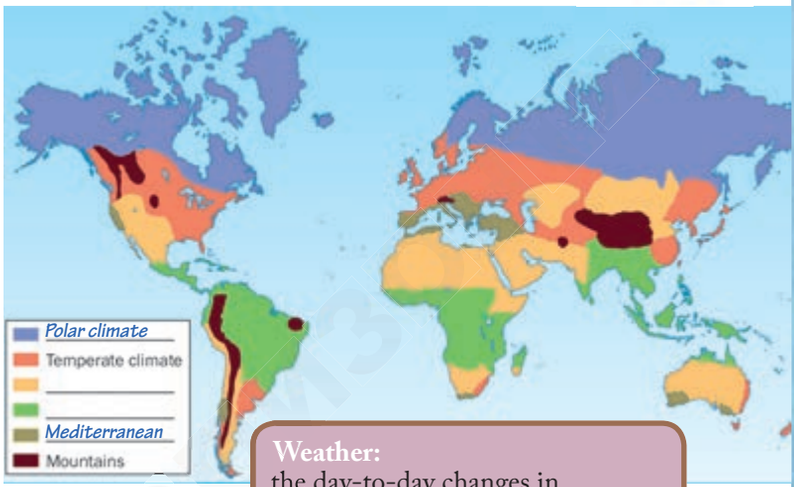
Geography Climate and food



1 Look at the pictures. Can you name the food items? Where do they grow? What climate do they need to grow? Think about rainfall and temperature.

2 1.12 Listen, check and repeat the food words.

3 1.13 Read the text. Complete the missing information in the map's key.



- In a **polar climate** it's always cold. The temperature never goes above 10 °C. It's very difficult to grow food here because the winters are very long and dark. People usually eat a lot of meat and fish but not much fresh fruit or vegetables.
- Turkey, California and southwest Australia have a **Mediterranean climate**. It's hot in the summer and rainy in the winter. They use irrigation systems to grow crops like oranges and figs. Olive trees grow well in the Mediterranean climate because they don't need much water. The Mediterranean diet includes a lot of vegetables and not much fat.
- Saudi Arabia and Egypt have a **desert climate**. Daytime temperatures are high all year but it can be cold at night. It doesn't rain very often and not many plants grow in these areas. Date palms grow near oases. Dates are nutritious and they are an important part of the desert nomads' diet.
- Malaysia and Congo have a **tropical climate**, with high temperatures and a lot of rain all year round. Plants grow easily in these conditions. Rice, bananas and sugar cane grow on large farms or *plantations*.
  In these countries, people eat a lot of rice.

Weather:
the day-to-day changes in temperature, rain and wind.

Climate:
the typical weather in a local area.

4 1.13 Read the text again and check your answers to Exercise 1.

5 Copy and complete the table with information from the text.

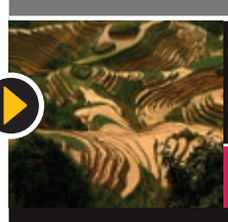
	Country	Climate	Crops	Diet
Polar climate			*none*	*meat, fish*
Mediterranean climate				
Desert climate				
Tropical climate				

Your turn

6 Work with a partner. Choose four different types of food. Find out …

- what climate they need to grow.
- if they grow in more than one climate.
- if the farmers use special methods to cultivate them.

Find out about rice growing in China.



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1.2 Mountains of rice

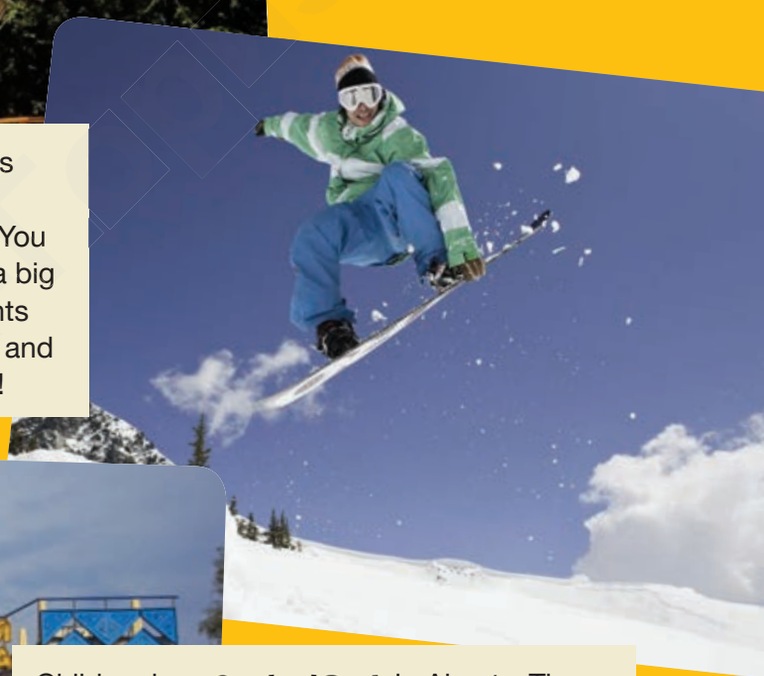
Fun in Almaty

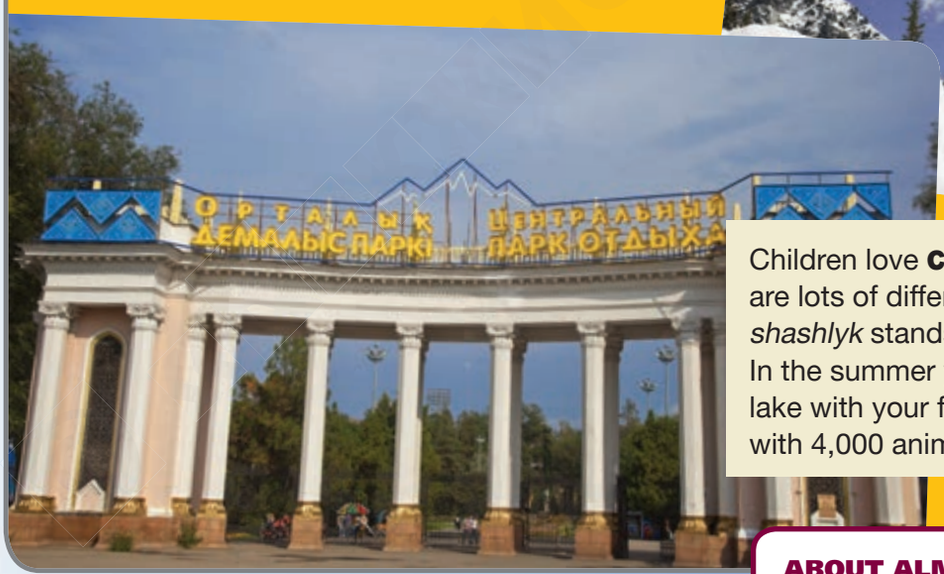
What can you do in a leisure park?



At **Fantasy World** park in Almaty, you can laugh or you can scream! Fantasy World has more than 30 different rides. There's a merry-go-round and there are bumper cars - they're fun! The Top Skan ride is terrifying. (Don't have a big meal before that ride!) Fantasy World is near the central stadium and it is open until midnight.

Tabagan is a great place for winter sports. It is only 15 kilometres from Almaty city centre. At Tabagan you can go skiing or snowboarding. You can go sledging and ice-skating too. There's a big indoor swimming pool and there are restaurants and cafés. In the summer you can play tennis and do lots of other sports. Tabagan is always fun!





Children love **Central Park** in Almaty. There are lots of different rides. There are cafés, *shashlyk* stands and places to play games. In the summer you can take a boat on the lake with your friends. There's also a big zoo with 4,000 animals. It's next to the park.

ABOUT ALMATY

Nearly 10% of the people of Kazakhstan live in Almaty. Almaty was the capital of the Kazakh SSR and of independent Kazakhstan until 1997.

Extra reading

1 **Read the text, then answer the questions.**

1 How many rides are there at Fantasy World?
2 Where is Fantasy World?
3 What winter sports can you do at Tabagan?
4 Where can you swim?
5 Where can you eat at Central Park?
6 What can't you do in winter at Central Park?

2 Living things

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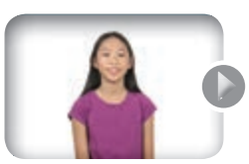
In this unit ...



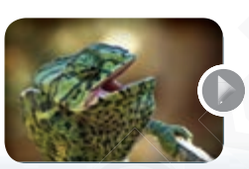
Shark attack **p15**



Animals in the city **p18**



Going to museums **p20**



CLIL Chameleons **p22**

Vocabulary

- Animals
- Plants
- Adverbs of movement
- The suffix *-er*

Language focus

- Present simple
- *Wh-* questions
- *was/were*
- *there was/were*

Unit aims

I can ...

- talk about animals and plants.
- read and understand an animal quiz.
- make statements and ask and answer questions in the present simple.
- understand a conversation about zoos.
- talk about the past.
- ask for information in a museum.
- write a short description of an animal.

BE CURIOUS

What can you see in the photo?

Start thinking

- **Where do polar bears live?**
- **What other animals live there?**
- **What other animals can swim?**
- **What animals can't swim?**

Vocabulary Animals

1 1.14 **What is unusual about these animals? Label each picture with two animal names. Use the words in the box. Then listen, check and repeat.**

a bird a cat a cow a dog an elephant a fish a frog a giraffe a gorilla
a horse (x2) a monkey ~~a polar bear~~ a shark a sheep a spider ~~a tiger~~ a zebra



1 *a polar bear* and *a tiger*



2 .... and ....



3 .... and ....



4 .... and ....



5 .... and ....



6 .... and ....



7 .... and ....



8 .... and ....



9 .... and ....

2 **Copy and complete the table. Work with a partner. Put the animals in the correct columns. Some animals can go in more than one column.**

Pets	Farm animals	Wild animals
birds		*birds*
Water animals	**Land animals**	

Vocabulary bank • page 117

Get it right!

The plural forms of ***fish*** and ***sheep*** are irregular.
*My sister's got two yellow **fish**.*
*There are 20 white **sheep** on the farm.*
~~*fishes* ✗~~ ~~*sheeps* ✗~~

Your turn

3 **Create an animal like the ones in Exercise 1. Draw a picture of it and describe it to a partner.**

My animal is part frog and part bird. It's small. It's green and red.

4 **Listen to your partner's description. Draw his/her animal. Describe the animal to the class.**

ANIMAL FACTS QUIZ

How much do you know about these five animals? Do the quiz and find out!

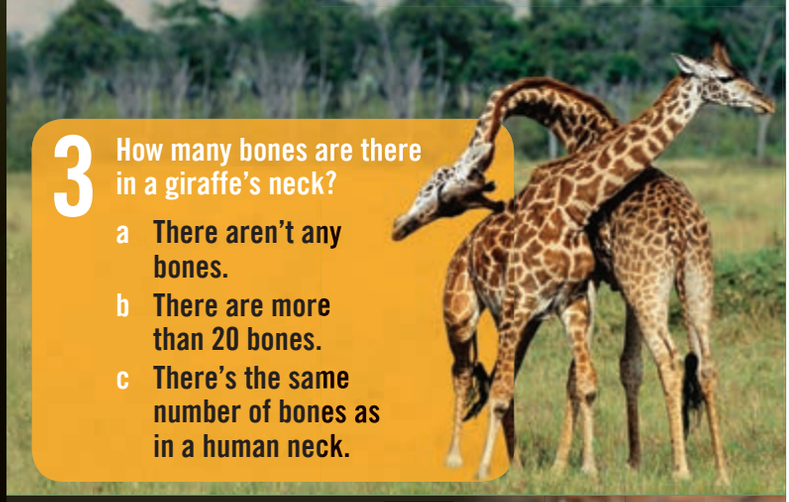


1 What do elephants do when they're hot?

a They move their ears.
b They sit down.
c They stop eating.

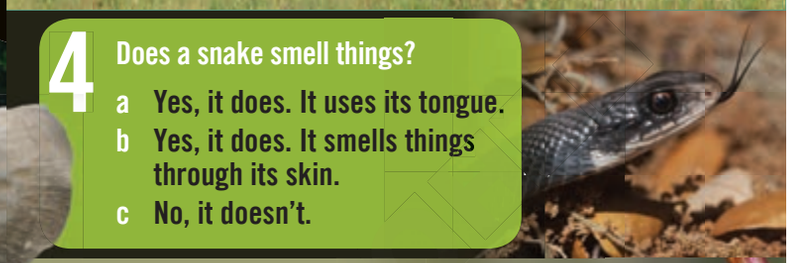
2 What do gorillas eat?

a They only eat meat.
b They eat plants and insects.
c They eat meat and plants.



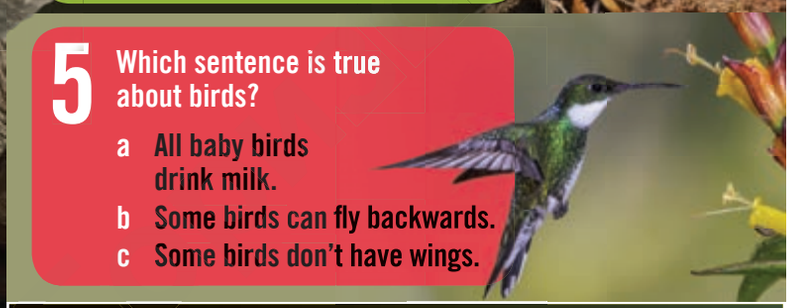
3 How many bones are there in a giraffe's neck?

a There aren't any bones.
b There are more than 20 bones.
c There's the same number of bones as in a human neck.



4 Does a snake smell things?

a Yes, it does. It uses its tongue.
b Yes, it does. It smells things through its skin.
c No, it doesn't.



5 Which sentence is true about birds?

a All baby birds drink milk.
b Some birds can fly backwards.
c Some birds don't have wings.

CLUES

Elephants move their ears backwards and forwards in hot weather. This helps them to keep cool.

Gorillas eat leaves and fruit and they sometimes eat insects. They don't eat meat.

A giraffe's neck is 1.5–1.8 metres long, but it has only seven bones – just like your neck!

A snake can smell things with its tongue. The tongue moves quickly in and out and picks up smells in the air.

When hummingbirds fly, their wings move up and down about 50 times a second. They can fly backwards – and even upside down!

FACT! *Frogs live on every continent in the world except Antarctica.*

Reading A quiz

1 Look at the photos in the quiz. What animals can you see?

2 Read the quiz and answer the questions. Use the clues to help you.

3 1.15 Listen and check your answers to the quiz.

Explore adverbs of movement

4 Read the quiz clues again and complete these phrases with adverbs of movement.

1 …. and forwards
2 in and ….
3 …. and down

5 Complete the sentences with the adverbs in the box.

up left round (x2) out backwards
right down in forwards

1 You move your head …. and …. to mean 'Yes'.
2 Elephants move their ears …. and …. to keep cool.
3 Look …. and …. when you cross the road.
4 Our cat comes …. and …. through the window.
5 Dogs run …. and …. in circles when they play.

Vocabulary bank • page 117

Your turn

6 Work with a partner. Make sentences about the things animals do. Use some of the verbs in the box.

climb eat fly jump live move run swim

Language focus 1 Present simple

1 **Complete the examples from the text on page 14.**

	I / We / You / They	He / She / It
+	I **eat** a lot of fruit. Elephants **move** their ears.	She **eats** a lot of fruit. A snake's tongue .... quickly.
–	Gorillas .... **eat** meat.	He **doesn't like** spiders.
?	**Do** you **like** cats? Yes, I **do**. / No, I **don't**.	.... a snake **smell** things? Yes, it **does**. / No, it .... .
Wh-	What .... gorillas **eat**?	Where **does** a polar bear **live**?

Grammar reference • page 109

2 **Look at the examples, then write the *he/she/it* forms of the verbs.**

walk – walk**s**
go – go**es**
teach – teach**es**
stud**y** – stud**ies**

1 brush ....
2 start ....
3 love ....
4 sleep ....
5 watch ....
6 do ....

Say it right!

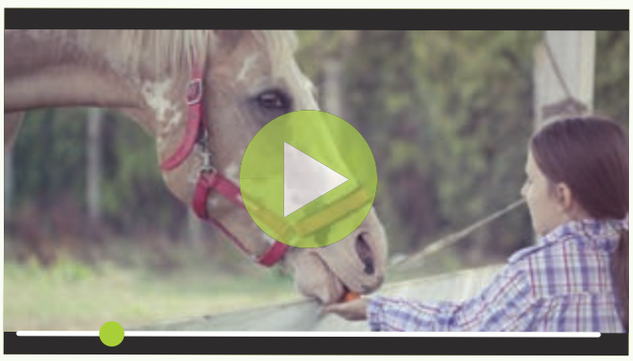
1.16 **Listen and complete the table with verbs 1–6 from Exercise 2.**

/s/	/z/	/ɪz/
walk**s**	go**es**	teach**es**
....	....	....
....	....	....

1.16 **Listen, check and repeat.**

3 1.17 **Complete the text with the correct form of the present simple. Use the verbs in brackets. Then listen and check.**

On Sundays Ellie often [1] *goes* (go) to see her aunt and uncle. They [2] .... (not live) in the city – they [3] .... (live) on a farm. Ellie [4] .... (love) the farm animals. She [5] .... (play) with the dogs and she [6] .... (help) to milk the cows. But her favourite animals are the horses. She [7] .... (not ride) them, but she [8] .... (brush) them and she [9] .... (give) them carrots to eat. Ellie always feels a little sad when her parents [10] .... (come) to take her home on Sunday evening.



4 **Read the text on page 14 again. Correct the sentences below.**

1 *An elephant doesn't use its eyes to keep cool. It uses its ears.*

1 An elephant uses its eyes to keep cool.
2 Gorillas eat meat.
3 There are five bones in a giraffe's neck.
4 A snake's tongue goes round and round.
5 Frogs live on every continent in the world.

Wh- questions

5 **Look at the grammar table in Exercise 1 and complete the questions.**

1 Who .... you live with?
2 Where .... your family live?
3 What time .... you get up in the morning?
4 What .... you and your friends do after school?
5 When .... you do sport?

6 **Work with a partner. Ask and answer the questions in Exercise 5.**

Your turn

7 **Make a list of things you do and don't do on school days and at weekends.**

On school days I get up at 7 o'clock.
At weekends I don't go to school.

8 **Tell your partner about the things you do and don't do.**

On school days I get up at 7 o'clock.

Find out about sharks.
- How many different kinds of sharks can you see in the film?
- Where does the Greenland shark live?



Discovery EDUCATION
2.1 Shark attack

Listening A conversation



1 **Do you go to the zoo? What animals do you see? What are your favourite zoo animals?**

2 1.18 **Listen to two people talking about a visit to the zoo. Match the conversations 1–4 with four of the animals in the box.**

cats giraffes monkeys polar bears snakes tigers zebras

3 1.18 **Listen again. Are the sentences true (*T*) or false (*F*)?**

1 The baby monkey was with its mother.
2 Monkeys don't eat meat.
3 The snakes at the zoo were asleep.
4 Snakes are good at running.
5 There were two African tigers at the zoo.
6 Tigers are in the cat family.
7 There was one giraffe at the zoo.
8 Baby giraffes are 5 metres tall.

Vocabulary Plants

4 1.19 **Match the photos below with the words in the box. Then listen, check and repeat.**

a field flowers grass a leaf plants a rose a tree

Say it right!

The plural form of *leaf* is *leaves*.
Giraffes eat leaves. ~~leafs~~

5 1.20 **Match 1–6 with a–f to make sentences. Then listen and check.**

1 Horses eat
2 Monkeys can climb
3 Roses are my favourite
4 Sheep and cows live in
5 In autumn you see lots of
6 Grass, trees and flowers are all

a flowers.
b yellow leaves.
c trees.
d plants.
e grass.
f fields.

Vocabulary bank • page 117

Your turn

6 **Work with a partner. Ask and answer questions about plants and animals.**

Do cows live in trees?

No, they don't.



Language focus 2 *was/were, there was/were*

1 **Complete the examples from the listening text on page 16.**

	Singular	Plural
+	I .... at the zoo yesterday. **There** .... a mother with her baby.	The monkeys **were** so cute! **There** .... three giraffes.
–	The snake **wasn't** awake. **There wasn't** a gorilla at the zoo.	They .... from Africa. **There weren't** any horses.
?	.... the baby very small? Yes, it .... . / No, it **wasn't**.	.... **there** any tigers? Yes, ... **were**. / No, **there weren't**.

Grammar reference • page 109

2 **Complete the sentences with *was(n't)* or *were(n't)*.**

1 There ...*were*... four zebras in the field.
2 The baby monkey .... with its mother. They were so cute together!
3 We .... sad because the elephant .... outside. It was inside its house.
4 **A:** .... there any polar bears at the zoo?
B: Yes, there .... .
5 **A:** .... the weather good?
B: No! It .... very cold, so there .... many people at the zoo.

3 **Rewrite the sentences with the information in brackets.**

1 *David wasn't at the zoo yesterday. He was at a farm.*

1 David was at the zoo yesterday. (at a farm)
2 The farmer's name was Mrs Smith. (Mrs Scott)
3 The farmhouse was big. (small)
4 The sheep were in a cage. (the fields)
5 The cows were black and white. (brown)

4 **Work with a partner. Ask and answer questions about the information in Exercise 3.**

Was David at the zoo yesterday?

No, he wasn't. He was at a farm.

Get it right!

We use ***any*** with plural nouns in questions and negatives.
*Were there **any** roses in the garden?*
*There weren't **any** cows in the field.*

5 **Write sentences about Mrs Scott's farm. Use *There was(n't)* / *There were(n't)* and the words in the box.**

cats ✗ cows and sheep ✓ a dog ✗ a farmhouse ✓
flowers ✓ a horse ✗ lots of trees ✓ roses ✗

There weren't any cats at Mrs Scott's farm.



6 **Complete the questions and answer them.**

1 Who ...*was*... the first person in class today?
2 When .... your last Science class?
3 Who .... your best friends at primary school?
4 Where .... you and your friends on Saturday?
5 Where .... you at 11 o'clock last night?

7 **Ask and answer with your partner.**

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Discover Culture

1 **Match the animals to the pictures 1–6. Which ones do you like? Which ones are you afraid of? Why? Why not?**

rat spider crocodile snake camel lion

2 **Which of the animals do you find on the streets of India?**

Find out about how animals and humans live and work together.



Discovery EDUCATION

2.2 Animals in the city

3 2.2 **Watch the video and check your answers to Exercise 2. What other animals can you see in the video? Which of the animals live …**

- on the streets? *horse*
- in the wild? *lion*

4 2.2 **Watch the video again. Are the sentences about rats (R), snakes (S) or both (B)?**

1 People often give food to them. *B*
2 They are welcome in people's houses.
3 People think they are very special.
4 People respect them.
5 They eat nuts and drink milk.
6 People know how to work with them.
7 People hold a festival with them.

5 **Test your memory. Which of these scenes do you see in the video?**

a) Cows on the pavement
b) A camel with a cart
c) Rats drinking water
d) A snake that lives in a pot
e) An elephant with a blue and yellow painted face

6 **Choose the best summary of the video.**

- Frightening animals in India
- Animals and Indian culture
- Living with dangerous animals



Your turn

7 **Work with a partner. Which animals can you find on the streets of your city? Which animals can you find in the countryside near your city?**

In my town, there are birds and maybe rats at night!

8 **Which animal from the video do you like best? Why?**





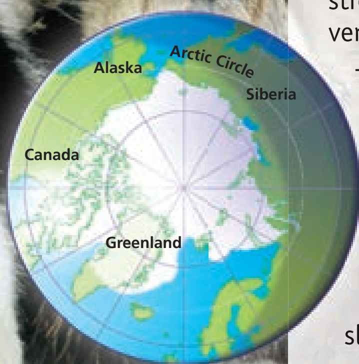




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HUSKIES
THE INUIT'S HELPER





Husky dogs are more than just animals to some people. Huskies can help in a lot of different ways.

The native people of the Arctic are called the Inuit. They live in Alaska, Canada and Greenland. They live in very cold climates. The Inuit people use huskies because the dogs are strong and can live in very cold climates, too. They are also very good workers.

Today, a lot of Inuit people live a traditional lifestyle. They use animals for food, transport, and clothes. In the Arctic, there aren't many vegetables or fruit. In fact, in some places, there aren't any supermarkets. The basic diet of the Inuit people is meat and fish. The Inuit hunt seals, polar bears and reindeer, and their huskies help them. Inuit hunters travel with their dogs. They make sledges with animal bones and skin, and teams of huskies pull the sledges. These dogs can pull heavy sledges and go very fast.

Of all the animals in the Arctic, the husky is the Inuit's favourite helper!

Reading An article

1 **Look at the title, map and pictures. Where do the dogs live? What is the weather like?**

2 **Read the article. How do huskies help the Inuit people? What do the Inuit use other animals for?**

3 **Read the article again and correct the sentences.**

1 The Inuit use reindeer to pull their sledges.
2 They make sledges with wood.
3 The Inuit eat a lot of fruit and vegetables.
4 They hunt seals, sharks and reindeer.

Explore the suffix *-er*

4 **Read the article again and underline all the words ending in *-er*. Are they**

a) verbs b) nouns c) adjectives ?

Take the *-er* off each word. Is the word a verb, a noun or an adjective?

FACT! *A team of huskies with a sledge can travel over 150 km in one day.*

5 **Make more *-er* words. What do you call a person who …**

1 dances? a *dancer*
2 drives? a ....
3 sings? a ....
4 teaches? a ....

Vocabulary bank • page 117

Your turn

6 **Make a list of animals that people use for work in your country. What work do they do?**

The police sometimes use dogs to help them.



Speaking Asking for and giving directions



Real Talk: Do you like going to museums?



1 2.3 Watch the teenagers in the video. How many people like …

museums	art galleries	history museums	science museums	aquariums	zoos

2 Do *you* like going to museums? Ask and answer with your partner.

3 1.21 Listen to the conversation. Where is the frog exhibit?

4 Complete the conversation with the useful language.



Useful language

It's on … How do I get to … ?
Take … Turn …

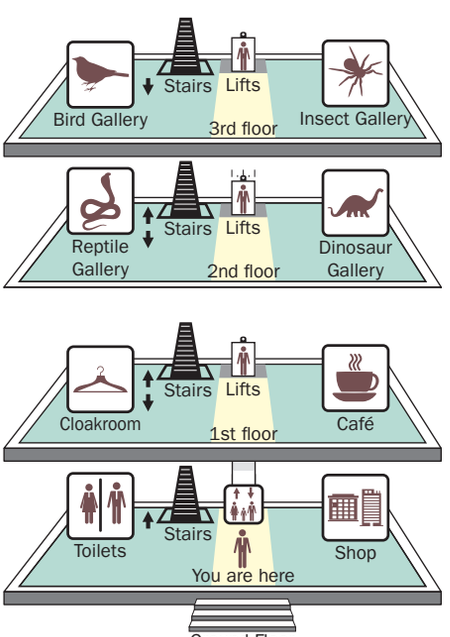
Stella: Excuse me. [1]…. the frog exhibit?
Guide: Oh, that's easy. Walk down this hall.
Stella: OK.
Guide: [2]…. left at the end of the hall.
Stella: OK, go straight down the hall, and then left. Then what?
Guide: [3]…. the stairs up to the third floor.
Stella: OK. Thanks. Is the frog exhibit at the top of the stairs?
Guide: Yes, it is. [4]…. the right.
Stella: Great. Thank you.
Guide: You're welcome.



5 1.21 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Work with a partner. Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.



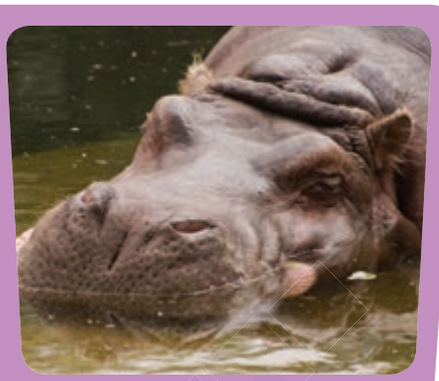
Oxford Bookworms

Writing A description of an animal

All about hippos

by Sam Wilson

Wild hippopotamuses live in central Africa. They're big and fat. They have small eyes, small ears and short legs. They also have very big teeth! Adult hippos are usually three to four metres long, and they run very fast!



Hippos often sleep in water during the day because the water is cool. They usually come out of the water at night and eat. They only eat plants. They can eat up to 40 kg of grass in one night, and they sometimes travel up to 10 km to find food. Hippos are very dangerous. Every year they kill hundreds of people!

1 **Look at the photo. Why do hippos sleep in the water? Read the text and check your answer.**

2 **Copy the table. Then write the information in the box in the order it appears in the text.**

interesting facts about the animal ~~where it lives~~
what it eats what it looks like its daily activities

1 *where it lives*	
2	
3	
4	
5	

3 **Read the description again. What information does Sam include for each category in Exercise 2? Complete column 2 of the table.**

Useful language

Position of adjectives

Use adjectives …

- after ***is*** or ***are***: *They're **big** and **fat**.*
- before a noun: *They have **small** eyes.*
- after ***very***: *Hippos can be very **dangerous**.*

4 **Find examples of adjectives in the description in Exercise 1.**

5 **Put the words in order to make sentences.**

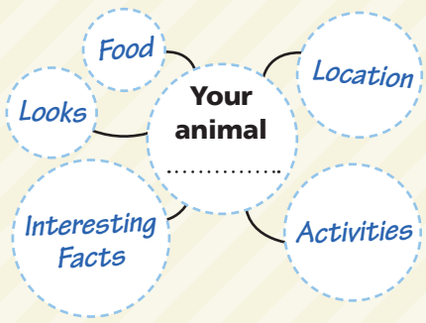
1 *My dog has short legs.*

1 dog / my / legs / has / short
2 the tiger / animal / dangerous / is / a
3 big / has / ears / the elephant
4 are / very / gorillas / strong
5 are / and orange / giraffes / brown

Get Writing

PLAN

6 **Make a word web about an animal. Include information from Exercise 2. Find or draw a picture of your animal.**



WRITE

7 **Write a description of your animal. Use your notes and the language below.**

[My animals] live in …
They're …
They have …
They eat …
etc.

CHECK

8 **Can you say YES to these questions?**

- Have you got information from Exercise 6 in your description?
- Are the adjectives in the correct places?
- Are your spelling, grammar and vocabulary correct?

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2 CLIL

Science Vertebrates

1 **Look at the pictures in the text. What animals can you see?**

2 1.22 **Read the text. Think of another example for each animal group.**
bird: flamingo

3 1.22 **Read the text again. Write the correct vertebrate group(s) for each statement.**

1 They can usually fly. *birds*
2 Their young are born from eggs.
3 Their young form inside their bodies.
4 They haven't got lungs.
5 They haven't got arms or legs.
6 They've got skin, fur or feathers.
7 They don't live on land.
8 They can live in water and on land.

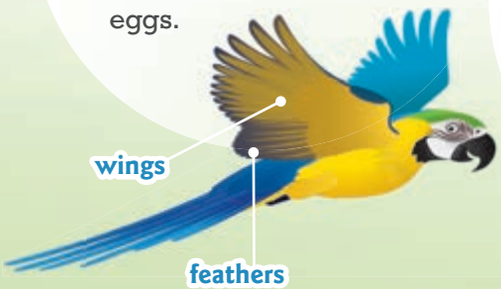
Your turn

4 **Work with a partner. Student A describes an animal, and Student B guesses the animal. Use the vocabulary in Exercise 2.**

Animals with BACKBONES

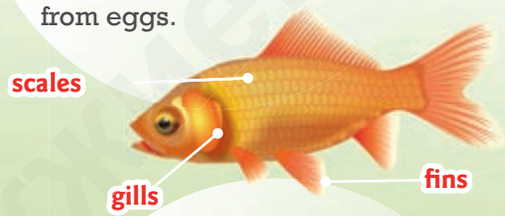
1 Birds

Birds have got two legs, two wings and feathers on their bodies. Most birds can fly, but some birds, like penguins, can't. Baby chicks are born or 'hatch' from eggs.



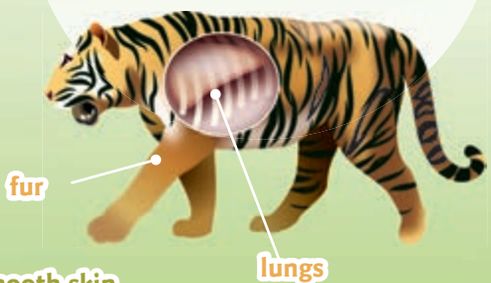
2 Fish

All fish live in water and use gills to breathe. Fish haven't got arms or legs, but they have got fins for swimming. They've got scales on their bodies. All baby fish are born from eggs.



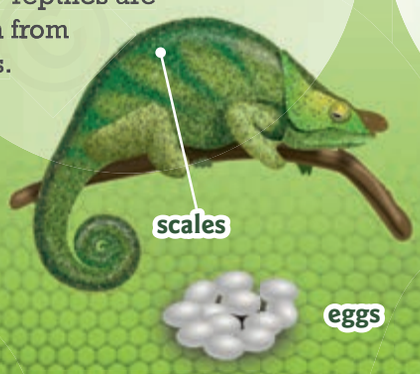
3 Mammals

Most mammals have got hair, skin or fur on their bodies. Baby mammals are born from their mothers and drink milk. Some mammals live in water but they breathe with lungs out of the water.



4 Reptiles

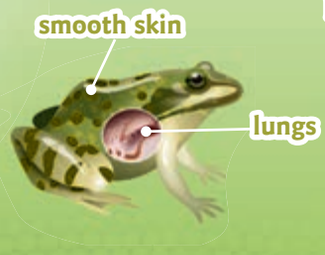
All reptiles, except snakes, have got four legs. They've also got scales, and some, like chameleons, can change colour. Baby reptiles are born from eggs.



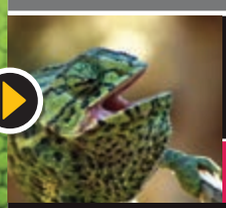
5 Amphibians

Baby frogs, or tadpoles, are born in water from eggs and breathe with gills. Adult amphibians have got lungs and they can live on land or in water. They've got smooth skin.





Find out about chameleons and their habitat.



Discovery EDUCATION

2.4 Chameleons

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Which animal?

What do you know about the animals in the pictures?

1

This animal has got a long face and big, flat feet. It can run very fast. It can carry people and heavy things on its back. It can drink 135 litres of water in 13 minutes!

2

You can see these animals in the mountains. The males have got big, curly horns on their heads. In the winter, the hair round their necks is white. The females have got smaller horns.

3

There aren't many of these animals in the world. They live in dry flat areas in Kazakhstan. They have got very big, long noses. The males have got horns on their heads.

4

These animals live in hot deserts. They usually sleep in the day and come out at night. They have got very big ears and big, black eyes. Their back legs are long but their front legs are short. Their tails are longer than their bodies.



Extra reading

1 **Match the descriptions 1–4 with the names A–D.**

2 **Think of another animal. Write three sentences about it. Can your friends guess the animal?**

ABOUT ANIMALS IN KAZAKHSTAN

You can see a lot of different animals in Kazakhstan's national parks. Aksu-Zhabagly Nature Reserve, for example, has 52 animal species and 267 bird species.

1–2 Review

Vocabulary

1 **Write the classroom objects.**

1 *rubber*

1 

2 

3 

4 

5 

6 

2 **Write the days of the week.**

1 *Friday*

1 the day after Thursday
2 the day before Monday
3 the first day of the weekend
4 the day before Wednesday
5 the first day of the school week

3 **Rewrite the sentences. Use words for nationalities.**

1 *Sofia is Spanish.*

1 Sofia is from Spain.
2 Anton and Katya are from Russia.
3 Those computers are from Japan.
4 This is a bag from France.
5 Chicago is a city in the USA.
6 Is that a book from Turkey?

4 **Complete the sentences with the words in the box.**

up and down in and out round and round
~~backwards and forwards~~ left and right

1 The name ANNA is the same when you read it *backwards and forwards* .
2 The wheels on a bike go .... .
3 We use the stairs to go .... .
4 The door is open so people can come .... .
5 Look .... to see if there are cars on the road.

5 **Choose the correct words to complete the sentences.**

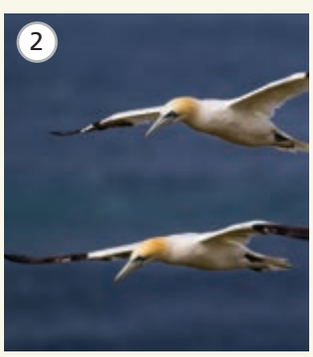
1 I can see a big bird in that **flower** / **tree**.
2 **Roses** / **Plants** are usually red, pink or white.
3 Cows and sheep eat **grass** / **leaves**.
4 There are lots of different **plants** / **fields** in our garden.
5 The **leaves** / **flowers** are green in spring.
6 There's a horse in the **grass** / **field** behind our house.

6 **Write sentences about the animals in the pictures. Use the words in the box.**

come from Africa live in the sea fly
have eight legs give us milk

1 *Tigers eat meat.*

1 

2 

3 

4 

5 

6 

7 **How many *-er* words can you remember from page 19? Write a sentence for each one.**

A hunter hunts.

© Оксфорд-Пресс

Language focus

1 **Complete the sentences with the present simple form of the verbs in the box.**

go	listen	live
~~ride~~	study	watch

1 I ...*ride*... my bike to school.
2 Giraffes .... in Africa.
3 My sister .... TV every evening.
4 We often .... to music.
5 She .... to bed at 10.30 pm on school days.
6 Ahmed .... ten subjects at school.

2 **Rewrite these sentences. Use the negative form of the verbs.**

1 *We don't like spiders.*

1 We like spiders.
2 They climb trees.
3 Mirek uses his phone every day.
4 I get up at 8 o'clock on Saturdays.
5 My dog sleeps on my bed.
6 Mrs Thomas teaches French.

3 **Write questions with the present simple. Complete the short answers for 1–6.**

1 *Do tigers swim?*
Yes, they do.

1 tigers / swim?
Yes, ...
2 an elephant / eat / fish?
No, ...
3 your mother / like / animals?
Yes, ...
4 zebras / live / in Japan?
No, ...
5 you / often go / to the zoo?
No, ...
6 your cat / drink / milk?
Yes, ...
7 Where / birds / sleep / at night?
8 What / a frog / do / in the winter?

4 **Complete the sentences with *was(n't)* or *were(n't)*.**

1 A: ...*Was*... Sarah at school yesterday?
B: Yes, she ...*was*... .
2 A: .... you at home last weekend?
B: No, we .... .
3 A: Where .... Mike last week?
B: He .... on holiday.
4 A: The bus .... late this morning.
B: .... you late for school?
5 A: .... there a lot of homework yesterday?
B: No, there .... .
6 A: There .... a lot of children at the zoo.
B: It's the summer holidays.
7 A: There .... a snake in our garden yesterday.
B: .... it dangerous?
8 A: .... there any football matches last weekend?
B: No, there .... .

Language builder

5 **Choose the correct words to complete the conversation.**

Karen: Do you [1] **like / likes** animals, Judy?
Judy: Yes, I [2] **do / does**. My favourite animals [3] **were / are** horses.
Karen: Can you ride a horse?
Judy: No, but I [4] **want / don't want** to learn. Our neighbour has a horse and he [5] **teach / teaches** children to ride.
Karen: I love dogs. [6] **There's / There was** a great film on TV yesterday about dogs in Australia. Three of them [7] **was / were** only six weeks old. They [8] **were / was** so cute!
Judy: [9] **Do / Does** your brother like dogs too?
Karen: No, not really. He [10] **want / wants** to get a pet rat, but my parents [11] **don't / doesn't** like them. There [12] **was / were** a big fight about that in our house last night. Mum thinks rats [13] **are / were** dirty – but that [14] **isn't / doesn't** true really.

Speaking

6 **Complete the conversation with the words in the box.**

You're welcome	take	at the top of	
How do I get to	turn	it's on	the end of

Susan: Excuse me. [1] .... the cinema?
Police officer: That's easy. Walk to [2] .... this street.
Susan: OK.
Police officer: Then [3] .... left and walk about 200 metres.
Susan: Then what?
Police officer: Go into the shopping centre and [4] .... the stairs.
Susan: Is the cinema [5] .... the stairs?
Police officer: Yes, go up the stairs and [6] .... the left.
Susan: Thanks very much.
Police officer: [7] .... .

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3 Values

Discovery EDUCATION

In this unit ...



Robot fighters **p29**



My family **p32**



On the phone **p34**



CLIL The Land Down Under **p36**

Vocabulary
- Family and friends
- Describing people
- Adjectives

Language focus
- *have got* affirmative, negative, questions and short answers
- Comparative and superlative adjectives

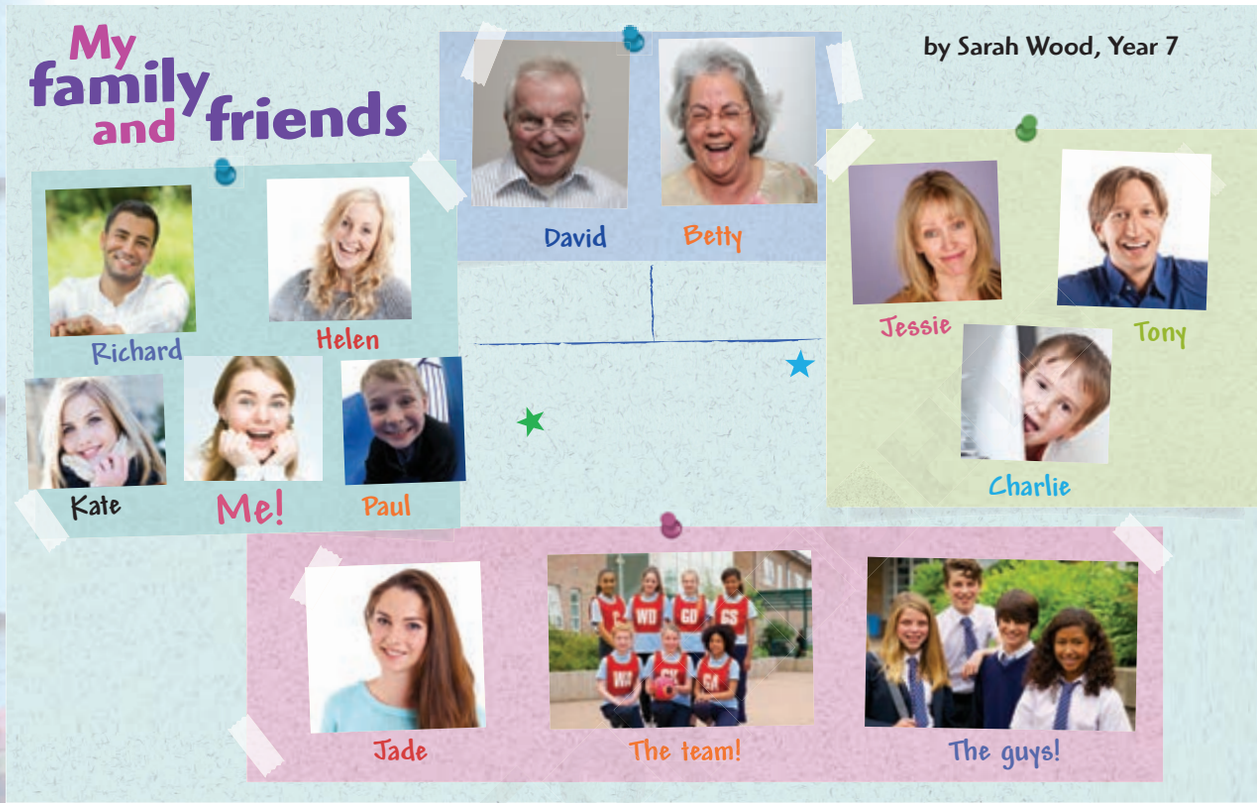
Unit aims
I can ...
- talk about my family.
- compare people.
- understand a text about other cultures.
- talk on the phone.
- write a description of someone.

BE CURIOUS

What can you see in the photo?

Start thinking
- **How many people are in this family?**
- **How old do you think they are?**
- **When do you wear boots like these?**

Vocabulary Family and friends



1 **Look at the family tree. Where is Sarah?**

2 1.23 **Complete the text with the words in the box. Then listen, check and repeat.**

uncle brother aunt teammates wife dad cousin sister classmates
grandma granddad mum best friend parents ~~grandparents~~

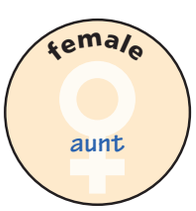
Here's a picture of my family and friends. At the top are my [1] *grandparents*. My [2] ....'s name is David and his [3] .... is Betty. She's my [4] ..... My [5] ....'s name is Helen and my [6] .... is Richard. They are my [7] ..... Paul is my [8] .... and Kate is my [9] ..... Jessie is my [10] ..... Our [11] ....'s name is Tony. I've got one [12] .... – his name is Charlie. At the bottom of the picture is my [13] ...., Jade, my [14] .... (we play netball for our school), and my [15] .... – I just call them 'the guys'!

3 **Look at the family tree again and complete the sentences with the words in the box.**

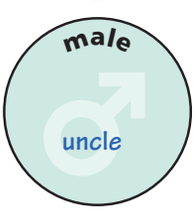
son daughter grandson granddaughter

1 *Sarah is David and Betty's daughter.*

1 Sarah is David and Betty's ....
2 Charlie is Jessie and Tony's ....
3 Kate is Richard and Helen's ....
4 Paul is David and Betty's ....







4 **Copy and complete the circles with the words in Exercise 2.**

Your turn

5 **Draw your family tree. Tell your partner who the people are.**

These are my grandparents. Their names are Manuel and Carla. That's my dad …

Vocabulary bank • page 118

A VERY BIG FAMILY!

Have you got a brother or a sister? How many have you got? One? Two? Maybe more?

Damien Baxter is very lucky. He's got fourteen brothers and sisters!

The family lives in a big house in Western Australia. The house has got seven bedrooms, and lots of beds. It isn't a quiet house. It's a very noisy house with lots of children in it.

Three of Damien's brothers and sisters are adults. They've got children too. Damien is a baby, but he's an uncle to those children!

The Baxter family is very busy. There's lots of work to do in the Baxter house. When a child is eight years old, they help with the work. Damien is only three months old, so he hasn't got jobs to do yet.

They haven't got a car. Damien's dad's got a bus! It's got sixteen seats.

The Baxters are a very happy family, and the kids are all good friends.



FACT! *The average number of children in Australian families is 1.9.*

Reading An online article

1 **Look at the photo and the title of this article. What is special about this family?**

2 **Read the article. Is it a happy family?**

3 **Read the text again. Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 Damien isn't a baby. F – Damien is a baby.
2 There are fifteen boys in the family.
3 Three of his brothers and sisters aren't children.
4 Damien's house is very quiet.
5 The children aren't very good friends.

Explore adjectives

4 **Find the opposites of these adjectives in the text.**

1 unlucky lucky
2 small
3 quiet
4 unhappy
5 bad

Your turn

5 **Write notes about your family and Damien's family.**

My family	Damien's family
small	big

6 **Tell your partner about how your family is different from Damien's family.**



Language focus 1 *have got*

1 **Complete the examples from the text on page 28.**

	I / We / You / They	He / She / It
+	They .... fifteen children.	The house **has got** seven bedrooms.
–	They **haven't got** a car.	Damien ....jobs to do.
?	**Have** you **got** a brother or a sister?	**Has** he **got** a house?
+	Yes, I **have**.	Yes, he **has**.
–	No, I **haven't**.	No, he .... .

Grammar reference • page 110

2 **Complete the text about Nicole's family. Use the correct form of *have got*.**



This is me and my family. I [1]....two brothers. I [2].... (not) a sister. Those are my parents. We [3]....a big garden. My dad [4].... one brother, my Uncle Matt. My uncle [5].... three boys. That's their dog, Lady. It loves our big garden. We [6].... (not) a dog. And my cousins [7].... (not) a big garden.

3 **Look at the pictures of James and Alice. Write questions and answers.**

1 *Has James got a book about sport?*
Yes, he has.

1 James / a book about sport?
2 Alice / a computer?
3 James / black trainers?
4 Alice / a skateboard?
5 James / blue headphones?
6 Alice / a CD?
7 James / a hat ?





4 **Work with a partner. Ask and answer the questions from Exercise 3.**

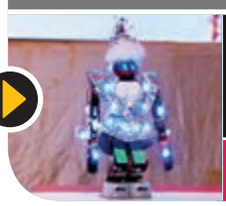
Your turn

5 **Work with a partner. Ask and answer questions about what you have got. Complete the chart and add your own ideas.**

	You	Your partner
a brother		
a sister		
a cat		
a computer		
a skateboard		
....		
....		

Have you got a brother? Yes, I have.

Learn about another unusual family in Japan.
- How many robots has the Suni family got?
- What colour is Arina's robot?



Discovery EDUCATION

3.1 Robot fighters

Listening A conversation

1 **Look at the picture. What things have the avatars got?**

2 1.24 **Listen to the conversation between Connor and Suzi. Which is Connor's avatar?**

3 1.24 **Listen again. Correct the sentences.**

1 The game is called 'My 3D house'.
2 Connor is on level 15.
3 Connor has got ten stars.
4 Suzi's avatar has got a blue skateboard.



Vocabulary Describing people

4 1.25 **Choose the correct words from the box. Then listen, check and repeat.**

funny	brown	intelligent	short
blue	straight	good-looking	old

1 straight

a

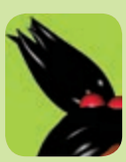
short

spiky

curly

long and 1....

b

fair

dark

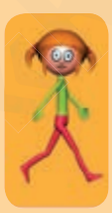
2....

c

green

brown

3....

d

tall

4....

e

pretty

5....

f

6....

young

g

7....

8....

Your turn

5 **Invent an avatar. Write a description. Read it to the class.**

My avatar is tall. She's got spiky hair. It's green. She's got brown eyes.

Vocabulary bank • page 118

Language focus 2
Comparative and superlative adjectives

1 **Complete the examples from the listening on page 30.**

Comparative	Superlative
long **longer** It's .... your hair.	**the longest** Her hair is ....
tall **taller** You're .... me	**the tallest** He is .... in the family.

Grammar reference • page 110

Get it right!

One-syllable adjectives ending in a single consonant: double the consonant.
big – bigger – biggest *red – redder – reddest*

2 **Complete the table with the correct form of the adjective.**

Adjective	Comparative	Superlative
1 short	....	the shortest
2 curly	curlier	....
3 dark	....	the darkest
4 good	better	....
5 beautiful	....	the most beautiful
6 young	younger	....
7 old	....	the oldest
8 intelligent	more intelligent	....
9 pretty	....	the prettiest

3 **Complete the sentences. Use the comparative form of the adjective in brackets.**

1 My hair is .... (curly) your hair.
2 My dad is .... (old) my mum.
3 You are .... (intelligent) your brother.
4 His story is .... (funny) my story.
5 Are you .... (tall) me?
6 Her hair is .... (straight) your hair.

Say it right!

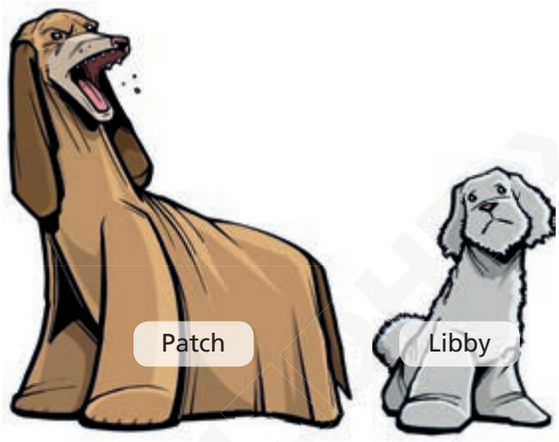
/ðən/

1.26 **Listen and repeat the sentences.**

1 My hair is shorter than your hair.
2 My mum is older than my dad.
3 Are you taller than me?
4 Fred is more intelligent than Josh.

4 **Look at the picture. Write sentences with the comparative form of the adjectives in the box.**

big small straight pretty long noisy quiet



1 *Patch is bigger than Libby.*

5 **Complete the text with the superlative form of the adjective in brackets.**

Hi, I'm Tom. I've got two brothers and a sister. My sister Hannah is the [1] .... (tall), but she isn't the [2] .... (old) – that's my brother Max. He's 21 and he thinks he's the [3] .... (intelligent). My little brother Joel is the [4] .... (young) and he's the [5] .... (short) too! Mum says that I'm the [6] .... (noisy) because I love talking, but I think I'm the [7] .... (funny)!

Your turn

6 **Write sentences comparing the people in your family. Use these adjectives and other adjectives you can think of.**

young old funny tall short intelligent

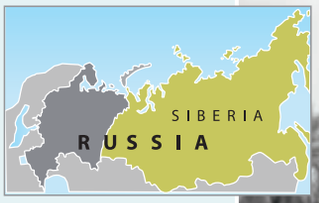
I'm younger than my cousin Alina.
My grandma is the oldest person in our family.

7 **Tell your partner about your family.**



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Discover Culture





1 **Look at the map and the pictures. Where's Siberia? Find six of these things in the photos. Check the meanings of the other words.**

bear boat dancing fire forest Khanti people
reindeer singing sleigh snow snowmobile sunshine



2 **Which of the things in Exercise 1 do you think are in the video?**

3 3.2 **Watch the video without sound and check your answers to Exercise 1.**

Find out about a Siberian boy.



Discovery EDUCATION

3.2 My family, by Boris Moldanov



4 3.2 **Watch the video up to 0.58 with sound. Choose the best summary for the first part of the video.**

- A small town in Siberia
- Siberian weather and wildlife
- Fun in Siberia

5 3.2 **Watch the video from 1.18 to the end. Put the events in order.**

a) They ride on a sleigh with reindeer.
b) They travel on a snowmobile.
c) They dance around a fire.

6 3.2 **Watch the video again. Are the sentences true (*T*) or false (*F*)?**

1 Boris' grandparents' house is smaller than Boris' house.
2 They've got about 500 reindeer.
3 The town has one shop and two roads.
4 Boris' father and sister visit his grandparents.
5 The trip takes three hours.
6 It's hard work and fun at his grandparents' house.
7 The film finishes with a sleigh ride.

Your turn

7 **Compare Boris' town, shops and family with yours. Complete the table.**

	Weather	Towns	Shops	Family
Me				two sisters
Boris	cold	small	1	one brother

8 **Work with a partner. Talk about your answers to Exercise 7.**

My family is bigger than Boris'. I've got two sisters.

Our town is bigger than Boris' town.



Репетитор-ГДЗ

UNIT 3

DIWALI

A family festival

Diwali is an important time in the Hindu calendar. Raj, 14, from Mumbai, celebrates it every year with his family in India.

1 ....
Diwali is a family festival. It's called the 'Festival of Lights'. It's a celebration of the victory of 'good' over 'bad' with special lights or 'diyas', and candles. The family is important in traditional Diwali activities.

2 ....
We usually celebrate Diwali in October or November at the start of the Hindu New Year. The festival is five days of celebrations.

3 ....
It's an international festival, but India's got a bigger Hindu population than any other country, so it's very important there. Other countries with Hindus also celebrate it, for example, Nepal, Sri Lanka, Malaysia, Singapore and parts of Europe.

4 ....
It's important for people and their houses to be clean. We also wear the most colourful clothes we can: yellow, red and green. Diwali is a festival of colour! Family is always important to Hindus, but during Diwali it's even more important. People celebrate with their families at home and they eat special meals. It's a wonderful time!



FACT! *Hindus celebrate a lot of festivals. About 40 every year!*

Reading An online interview

1 **Look at the picture. Where is Raj from?**

2 **Read the interview. What is Diwali?**

3 **Complete the text with the questions.**

a) Where is it?
b) When is it?
c) What's important in Diwali?
d) What is Diwali?

4 **Read the text again. Choose the correct answers.**

1 Diwali is a celebration of **the family / good**.
2 'Diyas' are special **lights / candles**.
3 People celebrate for **two months / five days** during Diwali.
4 **People all over the world / Only Indian people** celebrate Diwali.
5 Colourful **clothes / houses** are very important at Diwali time.

Explore adjective suffixes *-ful*

5 **Find two adjectives in the text which end in *-ful*.**

Vocabulary bank • page 118

6 **Complete the sentences with the adjectives from Exercise 5.**

1 This is a .... book – I love it!
2 My room is all white. I want it to be more ....

7 **Change the nouns into adjectives by adding *-ful*.**

beauty .... *use* ....

Your turn

8 **Write notes about a festival in your country. Use these headings:**

- Activities
- Clothes
- Food
- Time of year

9 **Tell your partner about your festival.**

The Barranquilla Carnival is a folk festival in my country. ...

Speaking On the phone

Real Talk: What's your phone number? What's your email address?





1 3.3 Watch the teenagers in the video. Write their phone numbers and email addresses.

	Phone number	Email address
1 Petra	....	petraiscool@....
2 Stephen	....	....@schoolemail.com
3 Rachel	....	racheljane@....
4 Freddie	....	bertie13@....

2 What's *your* phone number? What's *your* email address? Ask and answer with your partner.

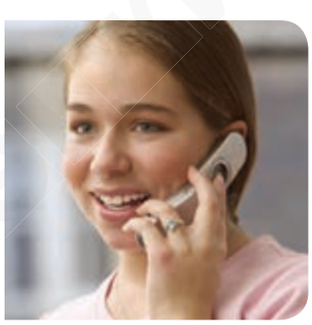
3 1.27 Listen to the conversation. What does Raj want to do?

4 Complete the conversation with the useful language.

Useful language

Just a minute. Hello?
Can I call you back? Hi, it's Raj.



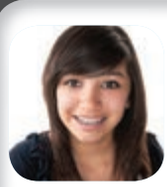


Lydia: [1]....?
Raj: [2].... How are you?
Lydia: Hi Raj. OK, thanks. And you?
Raj: Fine, thanks. Listen, have you got **Pablo's** phone number?
Lydia: Um, yes. [3].... It's **0273 270 895**.
Raj: Thanks. I want to invite him to my Diwali party. Have you got his email, too?
Lydia: I think so. Oh wait. Someone's at the door. [4]....?
Raj: Sure. Talk to you later. Bye.
Lydia: Bye.

5 1.27 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.



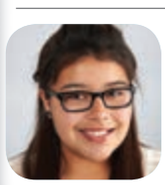
Maria: 0899 307 491
Email: mdulce10@netmail.net



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Email: alex01@telefonika.com



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Email: vbrava@mymail.net

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Writing A description of a person

1 **Look at the photo and read the text. Who is writing the description?**

MY BEST FRIEND

THIS WEEK: Javier Ramos from Cuenca, Spain.



My best friend is my brother, David. He's 20. He lives with me, my mum and my dad. David is taller than me. He's the tallest person in our family. He's got dark hair and green eyes. He's very intelligent, and quite funny, too!

My brother's great, and he's a very good friend.

2 **Copy and complete the table for Javier.**

	Javier's best friend	Your best friend
Name	David	
Age		
Home	with Mum and Dad	
Description		

Useful language

Modifiers

not very — quite — really/very

3 **Find examples of modifiers in Javier's description.**

4 **Complete the sentences with modifiers so they are true for you.**

1 I'm .... tall.
2 My dad is .... intelligent.
3 My best friend is .... good-looking.
4 My English teacher is .... funny.

Get Writing

PLAN

5 **Make notes about your best friend in the table in Exercise 2.**

WRITE

6 **Write a description of your best friend. Use your notes and the language below.**

My best friend is …
He/She's very / quite / really / not very …
He/She's got …
He's/She's taller/shorter than …

CHECK

7 **Can you say YES to these questions?**

- Have you got information from Exercise 5 in your description?
- Have you got modifiers?
- Are your spelling, grammar and vocabulary correct?

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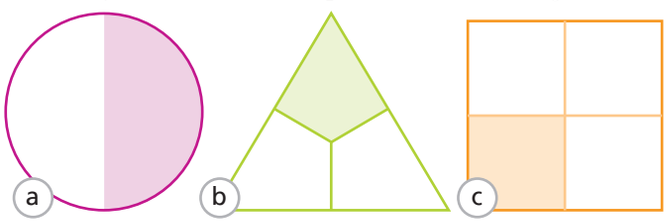
3 CLIL

Maths Fractions

1 **Read the definition. Match the pictures with the fractions.**

A fraction is part of a whole or complete number.

1 ¼ 2 ½ 3 ⅓



2 **Match the fractions with their names.**

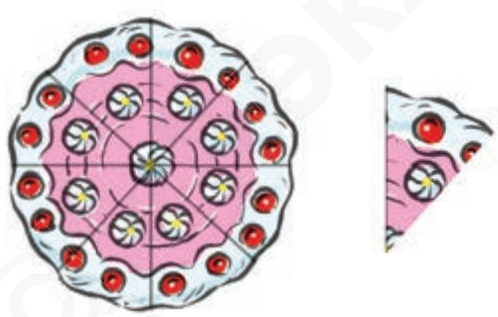
1 *c*

1 ½	a) a third
2 ¼	b) a seventh
3 ⅓	c) a half
4 ⅙	d) a fifth
5 ⅕	e) a sixth
6 ⅐	f) an eighth
7 ⅛	g) three quarters
8 ¾	h) a quarter

3 1.28 **Listen, check and repeat.**

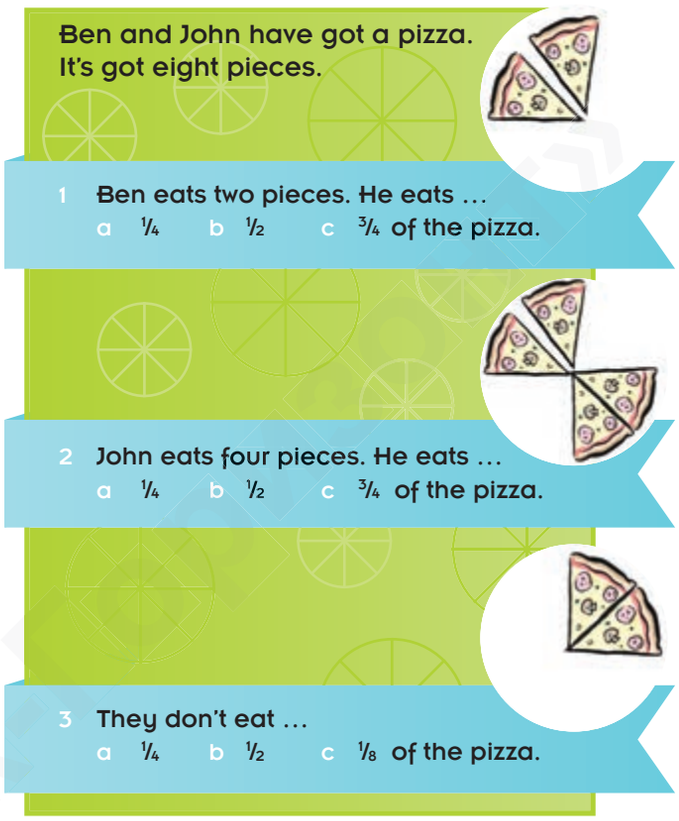
4 **Read the text and look at the pictures. Which number (1 or 8) is the numerator? Which is the denominator?**

Ana has got a cake. She eats 1/8.



The denominator is the total number of equal parts.
The numerator is the number of parts Ana eats.

5 **Read the quiz. Choose the correct options.**

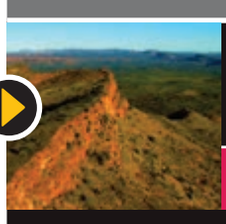


Your turn

6 **Work with a partner. Write a quiz like the one in Exercise 5. Show your quiz to the class. Think about …**

- another type of food.
- the denominator.
- the numerator that people eat each time.

Find out about Australia in fractions.



Discovery EDUCATION

3.4 The Land Down Under

© Экжиев

What we value

Name three famous people in Kazakhstan.

Why are they famous?

Do they help other people?



Batyrkhan Shukenov (1962–2015) was a famous musician from Kazakhstan. When he was a young boy, he was really interested in music. At school, he was in a band called *Dostyk*. He was the bass guitarist. After school, in 1979, Batyrkhan was a student at a famous music institute in Russia.

Batyrkhan was the lead singer in the band *A-Studio*. In 1989, their song *Julia* was a big hit in Kazakhstan and in Russia. The band was very popular.

But Batyrkhan wasn't just famous for his music. He was also a United Nations Children's Fund (UNICEF) Goodwill Ambassador for Kazakhstan.

UNICEF is a global organisation. It helps children in many countries. In some countries, children need more food to eat and clean water. In other countries there are wars and it's very dangerous. Children in these countries need a lot of help. But UNICEF helps some children in Kazakhstan too.

ABOUT GOODWILL AMBASSADORS

UNICEF's Goodwill Ambassadors are famous people like actors, musicians and sports people. They do a lot of good work for children.

Extra reading

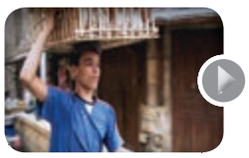
1 Read the text. Are the sentences true (*T*) or false (*F*)? Correct the false sentences.

1 Batyrkhan Shukenov was a famous Russian musician.
2 *A-Studio* wasn't his first band.
3 Batyrkhan was the lead singer in *A-Studio*.
4 Their song *Diana* was popular in Kazakhstan and Russia.
5 UNICEF Goodwill Ambassadors help older people.
6 UNICEF only works in Kazakhstan.

4 The world of work

Discovery EDUCATION

In this unit ...



Ali's day **p41**



Chinese gymnast **p44**



CLIL Mars **p 48**

Vocabulary

- Jobs
- Outdoor and service jobs
- Prepositions of time
- Expressions with *have*

Language focus

- Present continuous
- Past simple: regular verbs

Unit aims

I can ...

- talk about jobs.
- read and understand a text about time zones.
- have a conversation about friends' jobs.
- use the present continuous and past simple correctly.
- understand about schools in other countries.
- ask for and give information about weekend jobs.
- write a blog post about my family's jobs and routines.
- use basic conjunctions.

BE CURIOUS

What can you see in the photo?

Start thinking

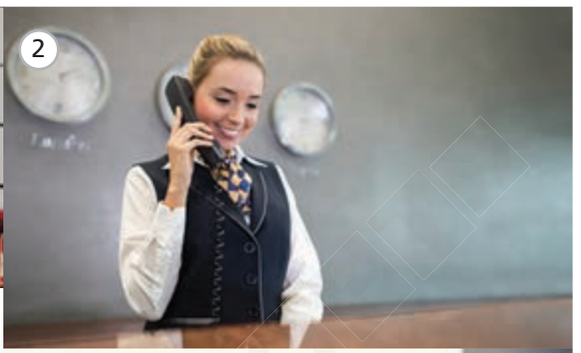
- **What job do the people do?**
- **What skills do they need?**
- **What job do you want to do?**

Vocabulary Jobs

1 1.29 **Match the pictures with the jobs in the box. Then listen, check and repeat.**

pilot mechanic factory worker businessman/woman
photographer actor chef receptionist

















2 **Look again at the jobs in Exercise 1. Which jobs …**

- are in a hotel?
- are in transport?
- are creative?
- involve making things?
- involve working for a company?

Your turn

3 **Work with a partner. Answer the questions.**

1 Do you know anyone who does any of these jobs? Do they like them?
2 Which jobs do you think …
   - have long hours?
   - are interesting?
   - make a lot of money?
   - are difficult?
   - need languages?
   - make you famous?
   - help people?

4 **Decide which two jobs are the best for you. Say why.**

Vocabulary bank • page 119

Times around the world



FACT! *The first country in the world to see a new day is the Republic of Kiribati – an island in the Pacific Ocean.*

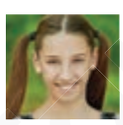
Reading An online forum

1 **Look at the time zone map. When it's 12 (noon) in London, what time is it in Sydney?**

2 **Read the online forum. Match the people to the cities on the map.**

3 **Read the text again. Complete the sentences with Marta, Renata, David or Michelle.**

1 *Marta* is at school now.
2 .... studies a lot.
3 .... sometimes does homework at this time.
4 ...., ... and .... are at home.
5 .... wants to be a chef.
6 .... works and studies.



London

Marta Hello! I go to a theatre school. My friends and I love school. Today we're practising a new show! We're having lunch now. We all stay at school at lunchtime. It's raining outside.



....

Michelle It's night here and I'm in my room. I'm learning to be a mechanic. In the morning I go to a technical college, and in the afternoon I work in a garage. I'm not doing homework now :-), but sometimes I have to study at night.



....

Renata Wow, is it really night there, Michelle? My mum is cooking breakfast! This year at school we're learning to cook – I love it! I want to be a famous chef. I practise cooking at the weekend for my family.



....

David Hi everyone! I'm always at home at this time because it's very hot outside. I have school from 8 am to 1.30 pm. Now I'm relaxing after lunch with my family. At 5 pm I usually start my homework. I'm working hard for exams at the moment. I want to be a doctor and I need excellent exam results to go to medical school.

....

Explore prepositions of time

4 **Find examples of prepositions of time in the reading text.**

at lunchtime

5 **Write the correct preposition, then complete the sentences for you.**

1 *In the morning, I do some exercise.*

1 .... the morning, ...
2 .... lunchtime, ...
3 .... the weekend, ...
4 .... the afternoon, ...
5 .... night, ...

Vocabulary bank • page 119

Your turn

6 **Look at the times in the cities below. What time is it in Kazakhstan? Tell your partner where you are at that time.**

1 It's 7 pm in London.
It's midnight here. I'm at home in bed.
2 It's 3 am in Rio.
3 It's 6 pm in Dubai.
4 It's 2 pm in Sydney.

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Language focus 1 Present continuous

1 **Complete the examples from the text on page 40.**

	I	He / She / It	We / You / They
+	I .... **relaxing**.	My mum .... **cooking**.	We .... **having** lunch.
–	**I'm** .... **doing** homework.	It **isn't raining**.	You **aren't sleeping**.
?	**Am** I **working** hard? Yes, I **am**. / No **I'm not**.	**Is** he **having** breakfast? Yes, he **is**. / No, he **isn't**.	**Are** they **having** lunch? Yes, they **are**. / No, they **aren't**.

Grammar reference • page 111

2 1.30 **Complete the text with the correct form of the present continuous. Use the verbs in brackets. Then listen and check.**

Hi Jon,

I [1] *'m writing* (write) this at lunchtime. I [2] .... (use) a school computer. I've got two sisters, Asil and Diana. Asil [3] .... (study) Spanish at university. She [4] .... (not live) at home at the moment because she [5] .... (spend) six months in Spain. My dad's a businessman and my mum's a receptionist, but they [6] .... (not work) this week because they [7] .... (visit) Asil! Diana and I have school so we [8] .... (stay) with our grandparents. My parents [9] .... (have) a good time and we [10] .... (get) excited about our presents from Spain. Oh! I [11] .... (go) now because our Maths class [12] .... (start) and I'm late!

Write soon,
Roman



3 **Write questions and answers with the present continuous form of the verbs. Then practise with a partner.**

1	what / you / do	take / photo
	What are you doing?	*I'm taking a photo.*
2	Roman / write / a letter	no
3	what / the chefs / do	make / pizzas
4	you / answer / the phone	yes
5	what / the mechanic / do	fix / my car
6	you / work / outside today	no

Your turn

4 **Write three questions about what's happening in your school at the moment.**

What is … doing?
Is Aruzhan …ing?

5 **Ask and answer with your partner.**

What's the teacher doing?

She's writing on the board.

Say it right!

a 1.31 **Listen and compare the different *g* sounds at the beginnings and ends of the words.**

1 We're staying with our grandparents.
2 We're getting excited.

b 1.32 **Listen and repeat these sentences from Exercise 2. Pay close attention to the *-ing* sound.**

1 I'm writing this at lunchtime.
2 My sister is studying Spanish.
3 My parents aren't working this week.
4 I'm going now because our Maths class is starting.

Find out about Ali's daily routine in Cairo.

- When does Ali wake up?
- What does Ali do during the day?
- What does he do in the evenings?



Discovery EDUCATION

4.1 Ali's day

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Vocabulary Outdoor and service jobs

1 1.33 **Match the words to the pictures. Then listen, check and repeat.**

farmer nurse tour guide cleaner doctor dentist shop assistant police officer

Listening A conversation

2 1.34 **Listen to Clara and Luke talking about jobs. Who are they talking about?**

3 1.34 **Listen again. Choose the correct answers.**

1 Clara's father is a ....
a tourist b tour guide
2 He speaks .... foreign languages.
a three b four
3 Clara's mother is a ....
a hotel cleaner b famous actor
4 Luke's father is a ....
a doctor b nurse
5 Luke's parents work in ....
a the same place b different places
6 Clara and Luke .... what jobs they want to do.
a know b don't know

Your turn

4 **What jobs do people you know do? What do you want to do? Complete the sentences.**

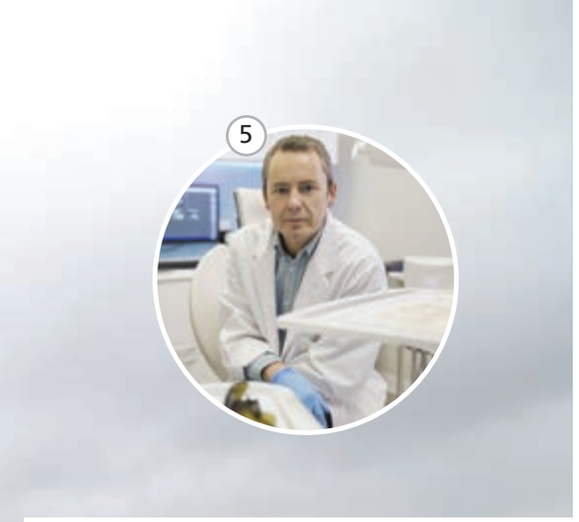
My father is a ....
My mother is a ....
My .... is a ....
I want to be a .... or maybe a ....

5 **Ask and answer with your partner.**

What does your father do?

He's a mechanic at the airport.

Vocabulary bank • page 119



Language focus 2

Past simple: regular verbs

1 **Complete the examples from the listening on page 42.**

	I / You / He / She / It / We / They
+	I .... Paris with him.
–	She .... **clean** his room.

Grammar reference • page 111

2 1.35 **Complete the sentences with the past simple of the verbs in the box. Then listen and check.**

show arrive clean walk strike thru

1 We ...*worked*... outside for four hours yesterday.
2 I .... late three times last week.
3 The tour guide .... them the town square.
4 The farmer .... across the field to see his cows.
5 She .... the hotel rooms in the morning.

3 **Change the sentences in Exercise 2 into negatives.**

1 *We didn't work outside for four hours yesterday.*

Say it right!

1.36 **Listen and put the words in the column with the same sound. Then listen, check and repeat.**

/t/	/d/	/ɪd/
liked		

Your turn

4 **Write true sentences for you about last weekend. Use the ideas below.**

- visit grandparents
- clean my room
- study for a test
- play a musical instrument
- play football

Last weekend I visited my grandparents.

ago

We use *ago* to say how far back in the past something happened.

5 **Complete the example from the listening on page 42.**

Mum and I visited Paris with him two months ....

Grammar reference • page 111

6 **Write sentences with *ago*.**

1 *The train arrived 5 minutes ago.*

1 The train / arrive / 5 minutes
2 They / move / to Taraz / 10 years
3 I / finish / my project / a week
4 We / watch / that film / a month

Your turn

7 **Write true sentences for you. Use *ago*.**

- I / start / school
- I / play / a computer game
- I / text / my best friend
- I / learn / to walk
- I / clean / my room

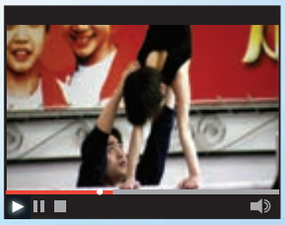
8 **Work with a partner. Compare your sentences.**

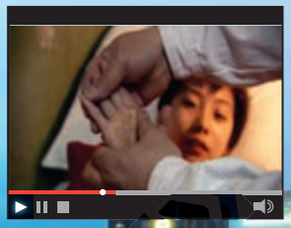
I started school five years ago.

I started school five years ago, too!

Copyright «Macmillan»

Discover Culture







1 **Look at the pictures of the schoolgirl, Jin Yang, and answer the questions.**

1 Where is she from?
2 What sport do you think it is?
3 Do you think the sport is easy or difficult?



Find out about a specialist school in Beijing.



Discovery EDUCATION

4.2 Chinese gymnast

2 4.2 **Watch the video up to 0.30 without sound and check your answers to Exercise 1.**

3 4.2 **Watch the whole video with sound. Put the events in order.**

1 Jin Yang smiles on the roller coaster.
2 She runs in the park.
3 She visits the doctor.
4 She shows us her bedroom.
5 She walks into the school.
6 She practises in her room.

4 4.2 **Watch the video up to 1.27 and complete the paragraph about Jin Yang.**

Jin Yang is [1]…. years old. She goes to a special gymnastics [2]…. She lives in Beijing, but she doesn't live with her [3]…. She studies gymnastics [4]…. days a week, [5]…. hours a day. Once a week, the [6]…. visits to check she's healthy.

5 4.2 **Watch the second part of the video (from 1.28). Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 On Saturday afternoons, Jin Yang's mother visits her.
2 Jin Yang loves roller coasters.
3 She always walks in the park.
4 She goes back to school on Saturday evening.
5 She gets up at 8 o'clock on Sunday.

Your turn

6 **Make a list of ways that Jin Yang's life is different from yours. Use the ideas in Exercise 4 to help you.**

Jin Yang	*Me*
She doesn't live with her parents.	*I live with my parents.*
She sleeps at her school.	
She gets up at …	*I …*

7 **Work with a partner. Ask and answer questions using your notes.**

Do you live with your parents?

Yes, I do.

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Reading A blog

1 **Look at the pictures. Where does the boy come from? What do you think he does in his free time? Read the blog and check your answers.**





Hello from Bogotá!

blog

contact

Hi, my name is Paco and I'm from Bogotá in Colombia. Bogotá is the capital, and over 7 million people live here. Colombia has a population of 47 million. We speak Spanish. I'm eleven years old and I started San Cristóbal secondary school six months ago. This is a photo of me at school. But I'm not at school now. It's 2.30 in the afternoon here and I'm relaxing at home.

School starts at 7.30 in the morning, so I get up at 5.30 and have a shower. Then I have breakfast with my family. My dad starts work in a car factory at 7.00. My mum is a shop assistant. She starts at 10.00. My sister is 17. She finished school a year ago and now she's working in my mum's clothes shop.

I leave my house at 6.30 and walk to school. I like my new school and I've got lots of friends. At break time we usually play football. I don't have lunch at school because school finishes at 11.30. That's when I go to the park with my friends to play football again! At 1.30 I go home and have lunch. My mum cooks really good *arepas* – little corn breads. We eat them with soup or meat. I love Colombian food! I love video games – I play online every day with friends. I do homework too. I want to be a pilot so I study really hard.

What about you? Tell me about your family and your day!



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

1 How old is Paco?
2 How many people in his family have a job?
3 What is Paco's routine in the morning?

3 **Find these numbers in the text. What do they mean?**

a) 7,000,000 **b)** 17 **c)** 47,000,000 **d)** 11.30

Explore expressions with *have*

4 **Read the article again. Find three phrases with *have*.**

5 **Complete the sentences with *have* or *has* and the words in the box.**

a shower a snack dinner a drink

1 I .... at 7.30 then I go to school.
2 I .... with my parents at 7 pm.
3 My brother .... when he comes out of school.
4 When I'm hot, I ....

Vocabulary bank • page 119

Your turn

6 **Work with a partner. One of you is Paco. Ask and answer the questions.**

1 How many people live in your city?
2 How old are you?
3 What jobs do your parents do?
4 Where do you have lunch?
5 What food do you like?

How many people live in your city?

7 million.

7 **Compare Jin Yang and Paco's lives. Write sentences.**

Jin Yang's schoolday starts at… but Paco's…

Speaking Asking for information

Real Talk: Do you know anyone who's got a weekend job?



1 1.37 **Listen to the teenager. Tick the things you hear.**

- sister
- friend
- brother
- restaurant
- shop
- Monday
- Saturday and Sunday
- friendly people
- boring job
- money is OK
- long day
- cook food
- prepare food
- wash plates
- clean tables

2 **Do *you* know anyone who's got a weekend job? Ask and answer with your partner.**



3 1.38 **Listen to the conversation. What is the job?**

4 **Complete the conversation with the useful language.**

Useful language

Can I ask you about …?
What exactly is the job?
I'm very interested in …
How much money do I get?
What time do I …?

Tom:	Hi. [1]…. the Saturday job?
Mrs Ford:	The **shop assistant's** job?
Tom:	Yes, [2]…. it.
Mrs Ford:	Good! What do you want to know?
Tom:	[3]…. start and finish?
Mrs Ford:	You start at **9 am** and finish at **6 pm**, with **one hour** for lunch.
Tom:	[4]…. ?
Mrs Ford:	You help **me put the food on the shelves** and **serve the customers**.
Tom:	Great! [5]…. for the day?
Mrs Ford:	It's **£48** – that's **£6** an hour. Are you interested?
Tom:	**Yes, I am**! It's **perfect** for me.

5 1.38 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.**

Jo's Burger Restaurant

WANTED: Saturday workers
HOURS: 11 am – 6 pm
LUNCH: 30 minutes (free food!)
WORK: serve customers, clean tables
PAY: £5 an hour

Interested? Talk to Mr McDougal



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Writing A blog post

1 **Look at the photo of champion swimmer Karina and read her blog. Who does Karina spend more time with, her mother or her father?**

Karina Finsey – CHAMPION SWIMMER



Hi Karina! My question is: What do your parents do?
Chloe

Ask me a question!

Hi Chloe
My dad's a chef and my mum's a cleaner. Life is complicated because they work at different times. My mum starts at 5 in the morning and finishes at 9 am. She has lunch at home with my dad, but I'm at school. Dad starts work at 3 pm but finishes after midnight. I don't see him because he's sleeping when I go to school. I finish school at 3.30 pm and Mum takes me to swimming practice. Then we have dinner together but we go to bed early, before Dad comes home. Our favourite day is Sunday because no one works and we can be together.

2 **Read Karina's blog again and answer for Karina.**

1 What do your parents do, Karina?
2 When does your father work?
3 When does your mother work?
4 What's your favourite day? Why?

3 **What are *your* answers to the questions in Exercise 2?**

Useful language

Connectors

- Use ***and*** and ***but*** to put two ideas together in a sentence.
- Use ***and*** when one thing happens after another.
  I get up ***and*** *I have a shower.*
- Use ***but*** when you contrast two ideas.
  Mum has lunch at home with my dad, ***but*** *I'm at school.*
- Use ***because*** to give a reason for something.
  Our favourite day is Sunday ***because*** *no one works.*

4 **Find examples of *and, but* and *because* in the text in Exercise 1.**

5 **Complete the sentences with *and*, *but* or *because*.**

1 My dad's at home, ... my mum's working.
2 He doesn't see his family .... he travels a lot.
3 She started her new job .... she moved to Semey.
4 My father loves his job, ... my sister doesn't like hers.
5 We get home from school .... we watch TV.
6 I want to be a nurse .... you help people.

Get Writing

PLAN

6 **Make notes about what your parents do and your family routine. Include information from Exercise 2.**

WRITE

7 **Write a blog post about your family life. Use your notes and the language below.**

Your family's jobs
My dad is a … and my mum is a …
What you do and who with
She starts work … We have dinner …
When
… at 5 in the morning. After school …
When everyone is together
At the weekend …

CHECK

8 **Can you say YES to these questions?**

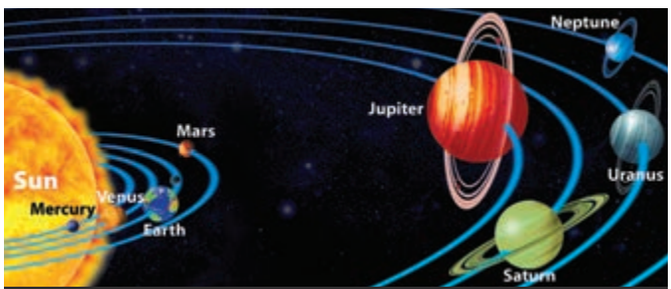
- Have you got examples of connectors in your blog?
- Is the information in your blog in chronological (time) order?
- Are your spelling, grammar and vocabulary correct?

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4 CLIL

Science The Earth's movements

1 **Work with a partner. Look at the picture and do the quiz.**



World of wonder

1 The Earth is a …
a) star. b) planet. c) solar system.

2 How many planets revolve around the Sun?
a) seven b) eight c) nine

3 The Sun is a …
a) star. b) planet. c) solar system.

4 The Earth revolves around the Sun at …
a) 52,000 km per hour.
b) 108,000 km per hour.
c) 143,000 km per hour.

5 The Earth revolves around the Sun in …
a) 24 hours. b) 365.25 days. c) 7 days.

6 The Earth has got a satellite. It's called …
a) the Moon. b) the Sun. c) Jupiter.

7 The Moon revolves around the Earth. It takes …
a) 24 hours. b) 7 days. c) 27 days.

2 1.39 **Listen and check your answers.**

3 1.40 **Read the text. Then match the sentence halves below.**

DAY AND NIGHT



The Earth revolves around the Sun and it also rotates on its axis. Imagine a line from the North Pole to the South Pole; that's the Earth's axis. The Earth makes one complete rotation every 24 hours. 24 hours is one complete day and one complete night. When a part of the Earth faces the Sun, it's day. When a part of the Earth faces away from the Sun, it's night.

1 The Earth's axis is a line …
2 The Earth rotates on its axis …
3 It's day when part of the Earth …
4 It's night when part of the Earth …

a) faces away from the Sun.
b) faces the Sun.
c) every 24 hours.
d) from the North Pole to the South Pole.

Your turn

4 **Choose a planet. Use the Internet, books or magazines to find out information about it. Think about …**

- distance from the Sun.
- number of moons.
- time of rotation around the Sun in days.
- duration of a day.

Find out about the planet Mars.



Discovery EDUCATION

4.3 Mars

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UNIT 4

Jobs in Kazakhstan

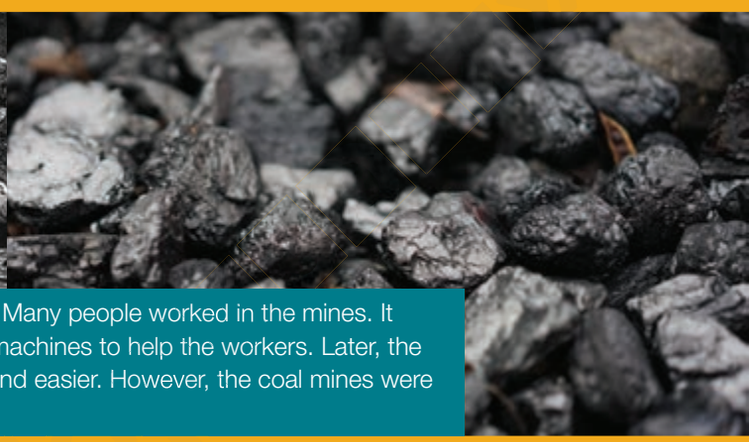
What sort of jobs do you think people did in the past? How were they different from the jobs that people do today?

1500

In the past, many Kazakhs were nomads. They moved around with their animals. Other Kazakhs were farmers. They lived in villages in the countryside. It was hard work because there weren't any machines and the weather in winter was often very cold.

1850





There were lots of coal mines in places like Karaganda. Many people worked in the mines. It was difficult and dangerous. At first, there weren't any machines to help the workers. Later, the technology for mining improved and mining was safer and easier. However, the coal mines were dirty and very bad for the environment.

2000







now

Today, many people work in service jobs, for example, doctors, dentists and teachers. Technology is very important – lots of people work with computers or machines in offices or factories. Machines do the harder, more dangerous jobs that people did in the past.

2050



By 2050, Kazakhstan wants to become a 'green economy', with clean, safe energy and technology. It's also encouraging young people to choose different jobs, like looking after the environment or teaching workers how to be quicker and better at their jobs.

Extra reading

1 Read the text, then answer the questions.

1 Why was work difficult for farmers in the past?
2 What were the problems with coal mines?
3 Name two places where people work with technology today.
4 What kind of jobs do machines do now?
5 What does being a 'green economy' mean?

3–4 Review

Vocabulary

1 **Complete the sentences with the words in the box.**

cousin	grandma	classmate	~~aunt~~
granddad	uncle	parents	

1 Your mum's sister is your *aunt*.
2 Your dad's dad is your ....
3 Your aunt's daughter is your ....
4 Your dad's brother is your ....
5 Your mum's mum is your ....
6 A student in your class is your ....
7 Your mum and dad are your ....

2 **Choose the correct words to describe the pictures.**



3 **Choose the correct jobs.**

1 A **mechanic / factory worker** fixes old cars.
2 My mum is a **chef / receptionist** in a restaurant.
3 **Businesswomen / Actors** work in offices.
4 He's a **photographer / pilot** for a magazine.

4 **Complete the jobs.**

1 *dentist*



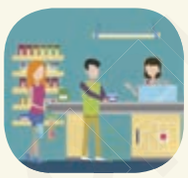


1 d _ _ _ _ _ _ 2 p _ _ _ _ _ o _ _ _ _ _ _





3 f _ _ _ _ _ 4 t _ _ _ g _ _ _ _





5 s _ _ _ a_ _ _ _ _ _ _ _ 6 n _ _ _ _

5 **Complete the sentences with the adjectives in the box.**

big	happy	~~lucky~~	wonderful
colourful	good	noisy	

1 I'm very *lucky* because I've got four sisters.
2 You're very .... Be quiet!
3 She likes .... clothes in the summer – especially yellow, orange, and green.
4 Thank you for this .... meal. I love it!
5 Steven isn't a bad boy – he's a .... boy.
6 There are nine people in my family, so we live in a .... house.
7 We're .... because we haven't got school today.

6 **Choose the correct word to complete a phrase with *have*.**

1 Do you have **breakfast / a snack** at break time?
2 I have a **drink / shower** with my lunch. Water, usually.
3 They have **lunch / breakfast** at school at 1 o'clock.
4 I have a **shower / snack** before breakfast.
5 My family all have **dinner / lunch** together in the evening.

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Language focus

1 Look at the pictures. Complete the sentences with the correct form of *have got*.



I [1] *'ve got* (✓) two avatars. One avatar is Esmeralda. She [2] .... (✓) green hair. She [3] .... (✗) green eyes, she [4] .... (✓) blue eyes. My second avatar is RocketBoy. He [5] .... (✓) purple hair. He [6] .... (✗) blue eyes, he [7] .... (✓) green eyes. In real life, I [8] .... (✓) a sister and a brother. They [9] .... (✗) green hair! They [10] .... (✓) brown hair, like me.



2 Put the words in the correct order.

1 *I have got three sisters.*

1 got / have / three / sisters / I
2 haven't / I / a brother / got
3 a big house / Have / got / you?
4 got / My grandmother / an old car / has
5 James / a dog / Has / got?
6 bicycles / got / have / All my friends
7 got / haven't / We / a computer

3 Complete the conversations.

1 **A:** My dad is **tall**.
B: My dad *is taller than* your dad!
2 **A:** Our house is **big**.
B: Our house .... house on our street!
3 **A:** My grandparents are **young**.
B: My grandparents .... your grandparents!
4 **A:** My uncle is **funny**.
B: My aunt .... person in our family!
5 **A:** I'm very **intelligent**.
B: My baby sister .... you!
6 **A:** I'm a **good** singer.
B: I .... you!

4 Complete the text about Alex. Use the present continuous of the verbs in brackets.

It's 8.30 am on Tuesday but I [1] *'m not getting* (not get) up. Today is a holiday so my parents [2] .... (not work) and we [3] .... (not go) to school. Right now I [4] .... (stay) in bed because I [5] .... (wait) for my sister Rosa to finish in the bathroom. She [6] .... (have) a very long shower! Today we [7] .... (plan) a family trip to the beach with my cousins. It's 1 pm now and we're at the beach but I [8] .... (not swim). It's cold and it [9] .... (rain). My cousins [10] .... (not come) because my uncle [11] .... (work) – he's a doctor. So we [12] .... (sit) in the car. I want to go home!

5 Complete the questions about the text in Exercise 4 and then answer them.

1 *Are* Alex's parents *working* (work) today?
No, they aren't.
2 What .... Rosa .... (do) at 8.30 am?
3 .... it .... (rain) at the beach?
4 What .... Alex .... (do) at 1 pm?
5 .... Alex .... (have) a good time at the beach?

6 Complete the sentences with the past simple of the verbs in the box.

arrive finish cook visit not show

1 A police officer .... the family to ask them questions.
2 The tour guide .... us the palace because it was closed.
3 The pilot .... at the airport an hour late.
4 The mechanic .... his work an hour ago.
5 The chef .... a fantastic dinner.

Language builder

7 Choose the correct words to complete the conversation.

Karen: Hi, Judy. What [1] **do you do / are you doing**?
Judy: I [2] **look / 'm looking** online for a Saturday job. [3] **Have you got / Has you** one?
Karen: No, I [4] **hasn't / haven't**. I need one too!
Judy: There's a job here in a shop.
Karen: Mmm. When my brother [5] **started / is starting** university a year ago he [6] **works / worked** in a shop, but he [7] **didn't like / don't like** it. Now he [8] **work / is working** in a restaurant and he says it's [9] **better / best** than the shop.
Judy: There's a restaurant job here, but they want an [10] **oldest / older** person with experience. We [11] **hasn't / haven't** got any experience. No more jobs for us here.
Karen: Maybe we need to look in the town centre.
Judy: Yes, I think that's the [12] **better / best** thing to do.

Speaking

8 Match the sentence pairs.

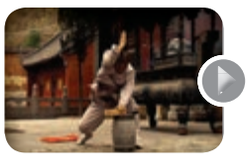
1 Hello. — a) Hi, it's Steve.
2 How are you? — b) Sure. Talk to you later.
3 How much is it for the day? — c) Half past five.
4 What exactly is the job? — d) It's £30, £5 an hour.
5 Have you got Olivia's phone number? — e) Fine, thanks.
6 What time do I finish? — f) You help prepare the food.
7 Can I call you back? — g) Yes, it's 980390.

Книжкин дом

5 Creativity

Discovery EDUCATION

In this unit ...



Kung Fu school **p55**



South African schoolgirl **p58**



Using your phone at school **p60**



CLIL Big art **p62**

Vocabulary

- Arts
- Music
- Nouns and verbs
- Adjectives

Language focus

- *can* for ability and permission
- Object pronouns
- *like/love/hate/don't mind + ing*

Unit aims

I can ...

- talk about art and music.
- talk about what I like and don't like.
- understand about schools in other countries.
- talk about things we can and can't do.
- ask and answer questions about personal information.
- write an email about my school.

BE CURIOUS

What can you see in the photo?

Start thinking

- **Where are the children?**
- **Why are the girls clapping?**
- **Can you play a musical instrument?**

Vocabulary Arts

1 2.02 **Match the pictures with the activities in the box. Then listen, check and repeat.**

act dance paint play an instrument draw
sing take photos read books write stories



2 **Read the sentences and write the activities from Exercise 1.**

1 You do these activities if you like music. *dance, …*
2 You do these activities because you want to make pictures.
3 You use your voice when you do these activities.
4 Words are important for these activities.
5 You often do these activities with other people in a group.

Your turn

3 **Copy and complete the table with all the activities. Write a tick (✓) or a cross (✗).**

	I often do it	I like it	I do it at school	I do it at home
act				
dance				

4 **Work with a partner. Ask and answer questions about the activities.**

Do you play an instrument?

Yes, I do.

Do you like it?

Yes, I really like it!



KUNG FU SCHOOL

Kung Fu is a 'martial art'. It's also a great Chinese tradition. Chinese children can go to special schools and study Kung Fu every day!

After they finish their studies, the students can get good jobs in the army or the police force.

Li Zheng, from Shanghai, is thirteen years old. She practises Kung Fu in the playing field every day with hundreds of other students. She wants to be a police officer in the future. Every morning and evening, Li does her exercises and practises her Kung Fu moves and positions for hours. The training is difficult and Li can't live at home. She can only see her family in the holidays. Li can do a lot of different moves like the frog, the dragon and the snake. Her teacher is an expert in Kung Fu. He can break a brick with his hand! Can Li break a brick with her hands? No, she can't!

FACT! *Some martial arts are at least two thousand years old!*

Reading A magazine article

1 **Look at the title and pictures. Where is the school, do you think? Why do you think the students are there? How old is the girl in the picture?**

2 **Read the text again. Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 Li Zheng practises Kung Fu with other people. *T*
2 Li Zheng lives at home.
3 Li Zheng wants to work in a school.
4 Li Zheng doesn't see her parents very often.

3 **Answer the questions.**

1 What does she want to do in the future?
2 When does she see her parents?

Explore nouns and verbs

4 **Find the verbs and nouns in the article. Copy and complete the table. Then complete the sentences.**

Verb	Noun
a study	....
b	practice
c train	....
d exercise	....

1 There are a lot of grammar .... in this book.
2 I get up at 6 o'clock every day and .... the piano.
3 After I finish my ...., I want to go to university.
4 My sister wants to be a teacher. She's at teacher .... college.

Vocabulary bank • page 120

Your turn

5 **Ask and answer the questions.**

1 Would you like to go to Li Zheng's school? Why/Why not?
2 Would you like to learn a martial art? Why/Why not?



UNIT 5

Language focus 1

can for ability and permission

1 **Complete the examples from the text on page 54.**

	I / You / He / She / It / We / They
+	He …. **break** a brick with his hand! Chinese children …. …. to special schools and **study** Kung Fu every day!
–	Li …. live at home. They **can't** see their parents during the week.
?	…. Li **break** a brick with her hands? Yes, she **can**. / No, she …. **Can** they **break** a brick with their hands? Yes, they **can**. / No, they **can't**.

Grammar reference • page 112

Get it right!

Notice that *can* doesn't change in the third person.
*I **can** play guitar.*
*He **can** play the guitar.*
~~*He cans play the guitar*~~ ✗

2 **Write sentences with *I can* and *I can't*. Use the ideas below and add your own ideas.**

- dance
- write an email in English
- do Kung Fu
- ride a bike
- paint
- play the guitar
- speak French
- swim 50 metres

I can ride a bike.
I can't speak French …



Say it right!

a 2.03 **Listen and choose the option you hear.**

1 *I can't*

1 I **can** / **can't** hear you.
2 She **can** / **can't** come for dinner.
3 Pablo **can** / **can't** help you with your homework.
4 They **can** / **can't** count to 20 in French.
5 **Can** / **Can't** you wear jeans at school?

b 2.03 **Listen and repeat the sentences.**

Your turn

3 **Work with a partner. Ask and answer about the things in Exercise 2.**

Can you dance?

No, I can't. Can you …?

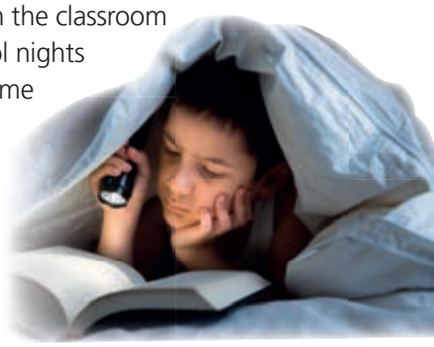
4 **Write sentences about your partner's abilities.**

Zere can ride a bike but she can't …

5 **Write about things you can and can't do at home and at school. Use the ideas below and your own ideas.**

- use my mobile phone in the classroom
- go to bed late on school nights
- wear what I want at home
- talk in class
- go to bed late at weekends

I can't use my mobile phone in the classroom but I can …



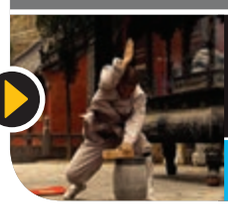
6 **Work with a partner. Ask and answer questions about the things in Exercise 5.**

Can you talk in class?

Yes, we can!

Learn about a different Kung Fu school in China.

- What do students learn at the school?
- How many boys study at the school?
- What do the students learn how to do at the school?



Discovery EDUCATION

5.1 Kung Fu school

© Oxford University Press

Listening A podcast

1 **Look at the New Bank School website. How is it different from your school?**

2 2.04 **Listen to Tom talking about the school. What's his favourite lesson?**

3 2.04 **Listen again. Complete the information.**

1 *great*

1 Tom thinks his teachers are …
2 The school day starts at 9 am and finishes at …
3 They have three lessons in the morning and … lessons in the afternoon.
4 On Saturday, they only have lessons in the …
5 Tom wants to be a professional … when he leaves school.

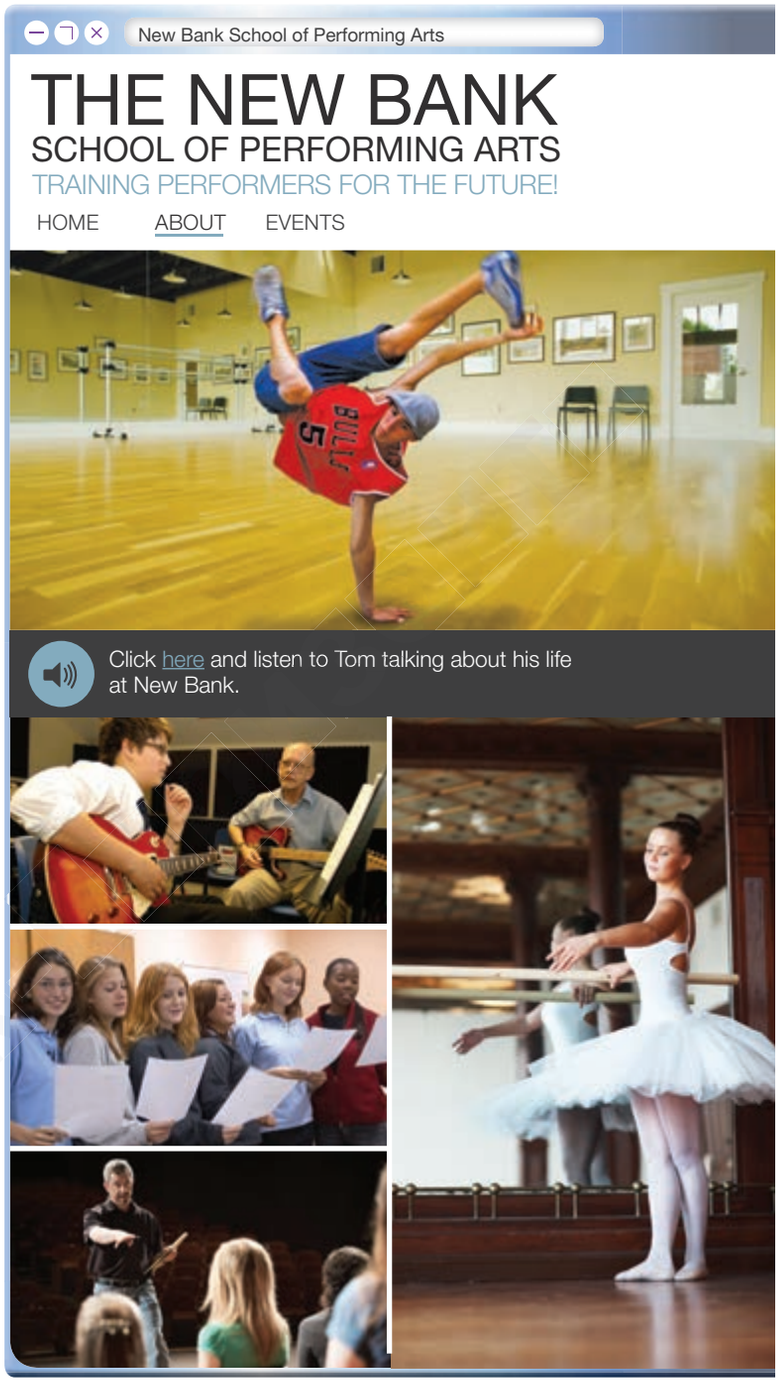
Vocabulary Music

4 2.05 **Match the types of music in the box with the pictures (a–i). Then listen, check and repeat.**

classical folk hip-hop jazz
opera pop rap rock soul



Vocabulary bank • page 120



Your turn

5 **Complete the sentences for you. Then work with a partner. Ask and answer questions.**

My favourite music is *hip-hop*
I don't like …
My sister/brother likes …

What's your favourite music?

Hip-hop. What about you?

6 **Write sentences about you and your partner.**

My favourite music is … I don't like …
My partner likes …

Language focus 2 Object pronouns

1 **Complete the examples from the listening on page 56.**

1 That's .... in the blue shorts!
2 It's a really good school and I love .... !
3 I like .... but I prefer Dance.
4 I practise with .... on Saturday afternoons.
5 Our teachers tell .... it's really important to do our academic schoolwork.

2 **Match the object pronouns in the box with the subject pronouns.**

~~me~~ us him it her you them you

I – *me* you – .... it – .... he – ....
she – .... we – .... they – .... you – ....

Grammar reference • page 112

(don't) like, don't mind, love, hate + ing

3 **Look at the sentences from the listening on page 56. What do you notice about the form of the second verb in a–c?**

a) I don't mind working this hard.
b) I *really* don't like getting up early on Saturday mornings!
c) I love dancing.
d) I like the lessons, but I'm really tired at the end of the week.

Use verbs ending in *-ing* after (*don't*) *like*, *don't mind*, *love*, and *hate*

love	like	don't mind	don't like	hate

Grammar reference • page 112

4 **Write complete sentences that are true for you.**

1 I / watch / sport on TV.
I love watching sport on TV.
2 My best friend / play / computer games.
3 I do / my homework.
4 My teacher / stay / up late at weekends.
5 My friends / go / to the cinema.

5 **Read the quiz. Choose the correct answers for you. Write one more example for each section.**

DO YOU LIKE IT?

Do our quiz and tell us what you think about these things.

SCHOOL



DO YOU LIKE ...	
break times?	
doing homework?	
Maths?	

MUSIC



DO YOU LIKE ...	
playing an instrument?	
listening to music?	
....?	

PEOPLE



DO YOU LIKE ...	
Mo Farah?	
Dakota Fanning?	
....?	

KEY:
Yes, I love **it/them/him/her**.
I don't mind **it/them/him/her**.
No, I don't like **it/them/him/her**.

Your turn

6 **Work with a partner. Ask and answer the questions in the quiz. Use the phrases in the key.**

Do you like break times? — Yes, I love **them**!

Do you like doing homework? — No, I hate **it**!

7 **Write sentences from Exercise 6. Use object pronouns.**

I hate doing homework but my partner doesn't mind it.

Discover Culture

1 **Look at the map and the picture. Who is the man in the photo? Where was he from?**

2 **Look at the pictures of Tobilay and answer the questions.**

1 Where is she?
2 How old is she?
3 Where is she from?







Find out about a school in South Africa.



Discovery EDUCATION

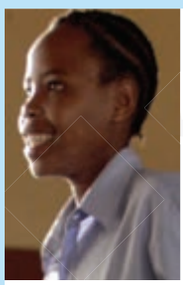
5.2 South African schoolgirl

3 5.2 **Watch the video up to 0.38 and check your answers to Exercise 2.**

4 **Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 The school children wear white shirts.
2 They have pasta for lunch.
3 The children sing and dance in a field.
4 Both boys and girls play netball.
5 Tobilay does her homework at school.

5 5.2 **Watch the video again and complete Tobilay's profile.**



Tobilay is [1]....years old. She walks [2]....kilometres to school every morning. School starts at [3].... o'clock. Every morning she [4]....the national song with her classmates. In the afternoon she studies Zulu [5].... and learns traditional South African [6]....and [7].... She loves [8]....! In the evening she does her [9]...., writes in her [10]...., and reads her [11]....from class. This evening she's got a lot of [12]....!

6 **Look at the pictures. Complete the captions about South African culture.**

a) Today it's Nelson Mandela's ....
b) The national anthem has words from ....different South African languages.
c) They learn traditional South African ....and ....

7 5.2 **Watch the video again to check your answers to Exercise 6.**

Your turn

8 **Work with a partner. Compare your school day to Tobilay's school day. Use the topics below.**

- How I get to school
- Time my school starts
- Activities I do in the morning
- Activities I do in the afternoon
- Homework

Tobilay walks to school but I go to school by car. What about you?

9 **Write a description of your usual day at school. Compare it to Tobilay's.**

I don't walk to school, I go by bus.
Our school doesn't start at 8am, it starts at 8.30 am.

Photocopiable

Reading A profile

1 **Look at the map and photos. Where's Wales? What extra activities do you think students do in Wales? Read Gareth's blog and check your answers.**

2 2.06 **Read the profile again and complete the sentences about Gareth and his friends. Listen and check.**

1 Gareth speaks two languages, ... and .... . He speaks .... with his family. He goes to the .... club. He can .... . He loves .... .
2 Isabel goes to the .... club. She loves .... .
3 Darren goes to the .... club. He can .... .

Explore adjectives

3 **Find these adjectives in the text. Which ones mean 'very good'? Which one means 'very bad'?**

a) interesting
b) great
c) boring
d) brilliant
e) terrible
f) fast
g) slow

4 **Find the opposites for these adjectives in Exercise 3.**

a) interesting *boring*
b) brilliant ....
c) fast ....

Vocabulary bank • page 120

A Welsh school



Hi! My name's Gareth and I'm a student at Penglais Comprehensive School in Aberystwyth, a small town in Wales. In my school we study both English and Welsh. At home, Welsh is our first language so I usually speak Welsh with my parents and grandparents. I like listening to my grandfather tell interesting stories in Welsh.

Our school is great because we've got lots of different clubs.

There's a guitar club on Thursdays. Students can learn how to play the guitar. My friend Isabel goes to this club. She really loves playing music and singing and she's really good. I'm terrible at singing!

We also have a hip-hop group. Students can learn hip-hop music and dance and sometimes they have concerts.



My friend Darren goes to Rugby Club. He can run very fast but I'm really slow! Lots of Welsh people love playing and watching rugby but I think it's boring!

I go to Surf Club every Tuesday after school. We can surf and swim. I love surfing and I can swim fast. Our teacher is an expert surfer. He's brilliant but he shouts a lot!

FACT! *The Welsh alphabet doesn't have the letters K, Q, V or Z.*

Your turn

5 **Compare your school with Tobilay's and Gareth's schools. Copy and complete the chart.**

	Tobilay's school	Gareth's school	My school
Languages			
Activities / Clubs			
Likes / Loves			

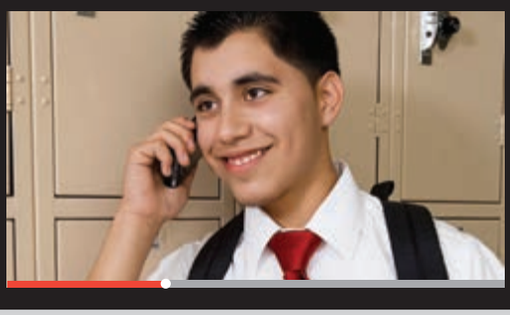
6 **Write sentences. Then work with a partner and compare your sentences.**

In Tobilay's school they speak a lot of languages.
In Gareth's school they speak … In my school …



Speaking Asking and giving permission

Real Talk: Can you use your mobile phone at school?





1 5.3 **Watch the teenagers in the video. How many of the teenagers …**

a) can use their phones anywhere in school?
b) can only use their phones in class to surf the internet?
c) can't use their phones anywhere in school?

2 **Can *you* use your mobile phone at school? Ask and answer with your partner.**



3 2.07 **Listen to the conversation. When can Fran and Bella go to the cinema?**

4 **Complete the conversation with the useful language.**

Useful language

Great, thanks … Why not? Yes, you can.
Can I / we …? … sorry, I'm afraid you can't.

Fran: Hi Dad. …. go to the cinema with Bella this evening?
Dad: No, ….
Fran: ….?
Dad: Because your uncle and aunt are here this evening.
Fran: …. go on Saturday then, please?
Dad: ….
Fran: …., Dad!

5 2.07 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Change the words in bold in the conversation in Exercise 4. Use the information below. Practise the conversation.**

You want to …
… have breakfast in bed
… borrow £10
… wear your new trainers to school
… go swimming on Sunday afternoon.

Mum, can I have breakfast in bed?

No, sorry …



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Writing An email



Günter

Hi,
Please send me an email with information about your school for my school project. Thanks!

Hey Günter,
Here's some info about my school for your project. I go to the Carlton Arts School in London, England. It's got pupils from 11 to 18 years old. It's a small school but there are about 40 teachers. The school day starts at 9 o'clock and finishes at 3.30 pm. We wear a grey and white uniform ☹.

My school's unusual. It's for students who are good at acting, dancing and music. In my year, we all study ten 'normal' subjects, like Maths and History, but we also choose Drama or Dance. I do Drama and I have a Drama lesson every day ☺. We learn a lot about acting, but we also write plays and design costumes (like the ones in the photo). The school's got a fantastic theatre!

Write back if you need more info. Bye for now!!

Anna ▶

1 **Read Anna's reply to Günter. Where's her school? Is it big or small?**

2 **Answer the questions about Anna's school.**

1 What's the name of the school?
2 How old are the students?
3 How many teachers are there?
4 What time does school finish every day?
5 How many subjects does Anna have?
6 How often does she have a Drama class?

3 **Find examples of informal language in Anna's email. Complete the Useful language box.**

Useful language

Informal language
In an email to a friend, use informal language …

- to start: *Hi*, ….
- to end: *That's all for now. Bye!*, ….
- contractions: *Here's*, …., …., ….
- abbreviations: *info*

4 **Make these sentences informal. Use the Useful language box to help you.**

1 Dear Anna,
2 I have got some information for you.
3 Here is a photograph of my school.
4 Music is my best subject and our teacher is great.
5 Best wishes, Günter

Get Writing

PLAN

5 **Make notes about your school. Include information from Exercise 2.**

The name of your school
The size (big, small?)
Pupils' age
Uniform?
Time school starts and finishes
Subjects

WRITE

6 **Write an email to Günter. Use your notes and the language below.**

I go to …
There's / There are …
The school day …
We wear / don't wear …
In my year we study …
The school's got …

CHECK

7 **Can you say YES to these questions?**

- Have you got information from Exercise 5 in your email?
- Have you got informal language?
- Are your spelling, grammar and punctuation correct?

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5 CLIL

Art Images and communication

1 **Work with a partner. Look at the sentences and communicate the information.**

1 'I'm OK!' (Use your hands.)
2 'That's really funny!' (Use a sound.)
3 'Stop!' (Draw an image.)

2 2.08 **Read the text. Match the images (1–3) with their communicative purpose (A–C).**







IMAGES AROUND US

We often communicate with images. Images send us a message. Some images inform us, some tell us to do something, and others simply entertain us. Let's look at the images around us in our towns and cities.

A INFORMATIVE IMAGES

A lot of images in towns and cities inform us about things, for example maps, road signs, shop logos and posters. These images are usually simple and give us very clear messages.

B PERSUASIVE IMAGES

These images tell us to do something. You can see lots of these images in advertisements in the street. They usually want to sell us something, for example a drink, clothes or a ticket to the cinema.

C RECREATIONAL IMAGES

These images entertain us, for example images from films, comics or even street art and graffiti. These images attract our attention because they are beautiful, strange or surprising. They make the town or city more interesting or attractive.

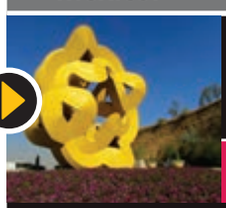
3 2.09 **Listen to the conversation. Which types of images in the box do Jessica and Simon take photos of?**

logo map pictogram poster sign graffiti diagram

Your turn

4 **Work with a partner. Look at images in your school. What is their communicative purpose? Make a list.**

Find out about ancient and modern art in Mexico.



Discovery EDUCATION

5.4 Big art

UNIT 5

Making music

Do you know the names of any musical instruments? Do you play a musical instrument?



What music is popular in Kazakhstan?

In Kazakhstan, people love listening to all kinds of music. Traditional folk music is very popular. The national musical instrument is the *dombra*. People play the *dombra* and sing songs or poems from the past.

Do young people like traditional music?

Yes, they do. Young people have *dombra* parties in streets and parks in many cities in Kazakhstan. Now, there are even *dombra* parties in Europe! Some young Kazakhs train to become *akyns*. *Akyns* are very good folk singers and poets. There are some famous akyns in Kazakhstan today. Of course, professional *akyns* practise every day.

What are their songs and poems about?

They are sometimes stories about family and animals, the land and mountains. Sometimes they are about ideas and feelings. But a good *akyn* can sing about anything!

Where can you see *akyns*?

They often perform in concerts. There are also singing competitions on TV every Sunday.

ABOUT AKYNS *The tradition of telling stories with music is very old. Asan Kangi is a famous akyn from long ago. He lived from 1361–1465.*

Extra reading

1 Read the text, then answer the questions.

1 What kind of music do people in Kazakhstan like?
2 Where do young people have *dombra* parties?
3 Do *dombra* parties happen only in Kazakhstan?
4 How often does a good *akyn* practise?
5 What do *akyns* sing about?
6 Where do *akyns* perform?
7 How often are there singing competitions on TV?

6 Reading for pleasure



BE CURIOUS

What can you see in the photo?

Start thinking

- What do you like to read?
- When and where do you read?
- What is your favourite book?

Unit aims

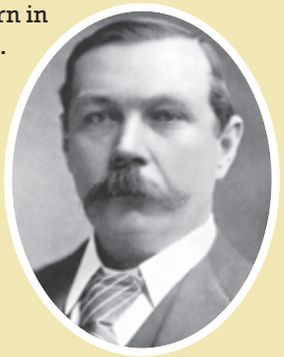
I can ...

- understand a biography of a famous writer.
- follow the events in an extract from a novel.
- understand a character's actions and feelings.
- write about an exciting scene.

Reading A biography

1 **You are going to study part of a story by the British writer, Arthur Conan Doyle. Read the text about his life. Which famous characters did he write about? Do you know anything more about them?**





Arthur Conan Doyle was born in 1859 in Edinburgh, Scotland. At university he studied to become a doctor, and he also started writing short stories. He was soon more successful as a writer than as a doctor. In 1886 he wrote his first story about a detective and his friend. These were Doyle's most famous characters: Sherlock Holmes and Doctor Watson. Doyle wrote 56 stories about them and they were extremely popular. Doyle died in England in 1930. But today Holmes and Watson are still appearing in films, novels and TV programmes.

Reading A story

1 **In this text Doctor Watson is telling the story. Read the first part of the text quickly (paragraphs A–D). What kind of story is it?**

a love story a travel diary a mystery story
a comedy a science fiction story

Get Reading

The first time you read a text, read it quickly, without stopping. Don't worry if there are parts you don't understand or words you don't know. Keep reading! Try to get a general idea of what the text is about.

A When I got to the top of the hill the sun was already going down. The hillsides below me were golden-green on one side and grey shadow on the other. There was no sound and nothing moved on the moor.* One great grey bird flew over my head. He and I seemed to be the only living things between the blue sky and the empty land. But down below me there was a circle of old stone huts.* One of these still had enough roof to keep a person dry when the weather was bad. My heart jumped as I saw it. This must be the stranger's hiding place – I could now find out his secret!

B A little path through the rocks took me down to the door. Everything was quiet. The man might be waiting inside, or he might be outside on the moor. I closed my hand on the gun in my pocket, walked quickly to the door and looked in. The hut was empty.

C But I was right. This was the place where the man lived. Some blankets in a corner showed me where he slept. I could see the ashes of a fire in the old fireplace. Next to it there were some cooking pots and a bucket of water. Empty tins* were lying on the floor, so I knew that someone had used the place for several days. An old table stood in the middle of the hut, and on this I found a small bag. Inside there was some bread, some tins of meat and two tins of fruit.

D Then I noticed a piece of paper under the bag. I picked it up and read it. It said, 'Dr Watson has gone to Coombe Tracey.' This secret man was collecting information about me! Who was he? What was he doing here? Was he my enemy? I knew I could not leave the hut until I had answers to these questions.

Adapted from *The Hound of the Baskervilles* by Arthur Conan Doyle

*moor батпақ – болото *hut лашық – лачуга *tin қаңылтыр құты – жестяная банка

2 **Answer the questions.**

1 Who or what was Doctor Watson looking for?
2 Did he find anything important in the hut?

3 **What do you think happens next in the story? Work with a partner. Ask and answer Watson's questions.**

1 Who is the 'secret man'?
2 What is he doing on the moor?
3 Is he Watson's enemy?

4 **Read the next part of the text. Who do you think the stranger is? How do you think Watson feels when he finds out?**

E Outside the sun was getting low. In the west the sky was brilliant with red and gold, and these colours were shining from pools of water on the moor. I could see the two towers of Baskerville Hall, and far away a curl of smoke came from the village of Grimpen. All was quiet and lovely in the golden evening light. But I could not enjoy this beauty. I was thinking only of my meeting with the stranger. Every minute was bringing it closer. Cold and alone, I sat in the dark corner of the hut and waited for the man to come.

F And then finally I heard him. Far away came the clink of a boot hitting a stone. Then another and yet another, slowly coming nearer and nearer. I pushed myself back into the darkest corner and took out the gun from my pocket. I knew I must not show myself until I could see this man. For a few moments there was no sound and I knew he had stopped. Then once more the footsteps came towards me and a shadow fell across the opening of the hut.

G 'It's a lovely evening, my dear Watson,' said a well-known voice. 'I really think you will be more comfortable out here than inside.'

5 **Read both parts of the text again. Then put these sentences about Doctor Watson in the correct order.**

a) He saw a small building.
b) He sat down in a corner.
c) He walked down the hill.
d) He checked that no one was inside the hut.
e) He heard someone coming.
f) He climbed the hill.
g) He looked at the things inside the hut.

Your turn

6 **Work with a partner. Look at the photos. Do they match the descriptions of the moor in the text? What is the same in the text and the photos? What is different? Think about:**

- weather
- colours
- animals
- buildings





7 **Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

Paragraph A

1 Watson was with other people on the top of the hill.

2 When he saw the hut his heart 'jumped' because he was scared.

Paragraph B

3 He was sure that the stranger was in the hut.

Paragraph C

4 The things inside the hut showed Watson that someone lived there.

Paragraph D

5 The piece of paper was a message for Watson.

Paragraph E

6 Watson relaxed and enjoyed the beautiful evening.

Paragraph F

7 Watson was very worried because he thought he was in danger.

Paragraph G

8 The person at the door wasn't a stranger.

8 **Find the <u>underlined</u> words in the text and choose the correct meaning.**

1 stranger
- **a)** someone you don't know
- **b)** someone who looks very unusual

2 gun
- **a)** a thing that can hurt or kill someone
- **b)** a small bag that holds money

3 blankets
- **a)** clothes you wear to keep warm
- **b)** things you put on a bed to keep warm

4 pots
- **a)** fruit and vegetables that you can eat
- **b)** things you use to cook food or make it hot

5 enemy
- **a)** someone who wants to hurt you
- **b)** someone you like and admire

6 footsteps
- **a)** comfortable shoes for walking
- **b)** the sounds of someone walking

Get Writing

PLAN

9 **Think of an exciting scene from a film or book. What can you remember about it? Think about these things and make notes:**

- the person or people in the scene
- the place – try to remember important details
- the time of day and the colours
- the action

10 **Work in small groups and describe the scene you chose.**

WRITE

11 **Write a description of your scene. Use your notes.**

7 Fantasy world

Discovery EDUCATION

In this unit ...



Rome: ancient and modern **p71**



Crossing cities **p74**



Activities with friends **p76**



CLIL Da Vinci's design **p78**

Vocabulary

- Places in a town
- Home and garden
- Extreme adjectives
- Collocations

Language focus

- Past simple: irregular verbs
- Prepositions of location and position

Unit aims

I can ...

- talk about places in a town.
- read and understand an article about real and fantasy cities.
- talk about the past.
- describe where things are.
- understand a presentation about a town.
- talk about methods of transport.
- understand an article about transport in big cities.
- use sequencing devices.
- write a description of a place.

BE CURIOUS

What can you see in the photo?

Start thinking

- **Do you like gardens? Why/ Why not?**
- **What is the biggest city in your country?**
- **What are the advantages and disadvantages of living in a city?**

Vocabulary Places in a town

1 2.10 **Match the pictures with the places in the box. Then listen, check and repeat. Which place isn't in the photos?**

shopping centre museum cinema sports stadium
bowling alley market sports centre skate park













2 2.11 **Listen to the sounds and match them with the places in the pictures.**

Your turn

3 **Copy and complete the table with information about you.**

	Me	My partner
What's your favourite place in town?	*sports centre*	
How often do you go there?		
Who do you go with?		
What do you do there?		

4 **Ask and answer the questions with a partner and complete the table with your partner's information.**

Vocabulary bank • page 121

FANTASY OR REALITY?

Film director Peter Jackson made the three *Lord of the Rings* films (from JRR Tolkien's books) in New Zealand. It was an enormous project which took eighteen months to film. Jackson had a fantastic team to design and build the towns from Tolkien's descriptions, but when filming finished they didn't keep them. The only one they kept was Hobbiton, so we went to see that. It was a village for very small people, with houses inside a hill.





Another place in the book was Minas Tirith, an ancient city on a hill with a castle at the top. It had streets on seven levels, with walls to protect the city. The model for this fantasy city was a real place: Mont Saint-Michel, a tiny rocky island on the coast of north-west France. Mont Saint-Michel first had a church in the 8th century, then houses for fishermen and farmers. Now there are also shops, restaurants, hotels and four museums. The streets are tiny and there are 900 steps up to St Michael's church at the top.

FACT! *Mont Saint-Michel is a UNESCO world heritage site. About 3.2 million people visit it every year, but only about 50 live there.*

Reading An information text

1 **Look at the photos and the title. What can you see? Do you think these are real places or from a film?**

2 **Read the text. Check your ideas in Exercise 1.**

3 **Are the sentences true (*T*) or false (*F*)? Correct the false sentences.**

1 The film team created new towns for the films. *T*
2 It isn't possible to visit any towns from the film *The Lord of the Rings.*
3 Minas Tirith and Mont Saint-Michel both have a church at the top.
4 Mont Saint-Michel has lots of places for tourists.

Explore extreme adjectives

4 **Look at the text. Find words which mean:**

1 very big *enormous*
2 very small
3 very good
4 very old

5 **Complete the sentences with the words in Exercise 4.**

1 There is an *ancient* castle in my town.
2 The new skate park is .... We love it!
3 The new sports stadium is ....
It can hold 80,000 people.
4 The houses in the old town are ....
In the new town, they're much bigger.

Vocabulary bank • page 121

Your turn

6 **Work with a partner. Ask and answer the questions.**

1 What historic places are there for tourists to visit in your country?
2 How old are they?
3 How often do you go there?

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UNIT 7

Language focus 1 Past simple: irregular verbs

1 **Complete the examples from the text on page 70.**

	I / He / She / It / We / You / They
+	Peter Jackson .... the films in New Zealand. We .... to see Hobbiton.
–	They .... **keep** all the towns after the film. I **didn't see** Minas Tirith.

Grammar reference • page 113

2 **Complete the text with the past simple of the verbs in brackets.**

Last year I [1] *went* (go) on holiday with my family to New Zealand. I [2] .... (have) a fantastic time. We [3] .... (see) some of the places from the *Lord of the Rings* films. My sister [4] .... (know) a lot about them because she loves *The Lord of the Rings*. We [5] .... (do) a tour of Tongariro National Park – it was amazing. My parents [6] .... (take) a lot of photos. When we [7] .... (get) home my dad [8] .... (make) a big poster with some of the best photos for my bedroom wall.

Irregular verbs list • page 127

3 **Change the sentences into negatives.**

1 *They didn't have a very good holiday.*

1 They had a very good holiday.
2 He went on holiday with his friends.
3 We got home very late.
4 She knew a lot about the castle.
5 I saw a lot of interesting things at the museum.
6 It took a long time to get to the beach.

Your turn

4 **Answer the questions for you. Make notes.**

1 Where did you go on your last holiday? Write down five places you went to and three places you didn't go to.
2 What did you do on your last holiday? Write down five things you did and three things you didn't do.

5 **Work with a partner. Compare your answers. Find at least five things that are the same.**

I went to a national park with my parents.

Oh! I didn't go to a national park.

Find out about the historic city of Rome.

- How many people visit Rome every year?
- What happened in the Colosseum?
- How many people went to the events at the Colosseum?



Discovery EDUCATION

7.1 Rome: ancient and modern

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Vocabulary Home and garden

1 2.12 **Match the words in the box with the things in the picture. Then listen, check and repeat.**

barbecue garden garage gate
house roof wall ladder

2 **Are there any of the things in Exercise 1 where you live? Where are they?**

There's a garden. It's next to my house. There's a barbecue in the garden.

3 **Write sentences about the picture in Exercise 1. Use the prepositions in the box.**

opposite behind next to in front of

There's a garden in front of the house.

Listening A conversation

4 2.13 **Listen to Jamie showing his friend Anya around his new house. Write the things in the order he talks about them.**

flowers barbecue trees table tennis
swimming pool garage ~~new house~~ summer house

1 *new house*

5 2.13 **Listen again. Are the sentences true (*T*) or false (*F*)? Correct the false sentences.**

1 Jamie's new house and garden are very big. *T*
2 Jamie wants to play table tennis in the garden.
3 There are apple trees in the garden.
4 The vegetable garden is behind the summer house.
5 Jamie's parents want him to play football on the grass.

Your turn

6 **Imagine a fantasy garden. Draw a picture to show where things are in your fantasy garden.**

7 **Work with a partner. Describe your fantasy garden so your partner can draw it. Use the prepositions from Exercise 3.**

There's a swimming pool next to the trees. It's got a water slide.

Is it opposite the garage?

Language focus 2

Prepositions of location

1 **Complete the examples from the listening on page 72.**

~~against~~ outside in at on on the left

1 What's that ...*against*... the wall?
2 We can play table tennis .... the garage.
3 Come .... and have a look at the garden.
4 There are fruit trees .... the end of the garden.
5 There's a vegetable garden ....
6 You can play football .... the grass.

Grammar reference • page 113

2 **Complete the description of a castle with prepositions from the box.**

~~at~~ on next to behind
against outside in inside



Count Dracula's castle is [1] ...*at*... the top of a hill. There are a lot of trees [2] .... the castle and you go in through big metal gates. [3] .... the castle there are 57 rooms. [4] .... the great hall there are paintings of the Dracula family on the walls. The Count's bedroom is upstairs [5] .... the right. [6] .... one wall of his bedroom is an enormous four poster bed, and [7] .... the bed is a small door. People say that [8] .... the door is a secret passage that goes to the village.



3 **Choose the correct prepositions to complete the sentences.**

1 His house is **opposite of** / **opposite** the skate park.
2 There's someone **outside** / **on** the grass **on** / **in** the garden!
3 The sports stadium is **on** / **at** the left, next to the shopping centre.
4 I'm playing a basketball match **at** / **on** the sports centre today.
5 There's a big tree **in** / **at** front of my bedroom window.

4 **Make sentences about Madi's bedroom. Use the prompts and the picture.**



1 *The desk is next to the bed.*

1 desk / bed
2 laptop / desk
3 bookshelves / wall
4 chair / desk
5 brown guitar / wall
6 pictures / wall

Your turn

5 **Write sentences to describe where things are in your bedroom.**

6 **Work with a partner. Ask and answer questions about your rooms. Are any things the same?**

Have you got a desk?

Yes, it's opposite the bed, next to the window.

Discover Culture













1 **Match the pictures 1–6 with the words.**

underground bullet train aeroplane
traffic jam zebra crossing tuk-tuk / rickshaw

2 **Match the transport words in Exercise 1 with the cities.**

Mumbai (India) Tokyo (Japan) Beijing (China)

Find out about methods of transport around the world.



Discovery EDUCATION

7.2 Crossing cities

3 7.2 **Watch the video about transport in the three cities and check your answers to Exercise 2.**

4 7.2 **Watch the video again and put these fast-moving images in order.**

a) a taxi ride at night
b) an aerial view of a city and clouds
c) a fast train with a mountain in the background
d) a lot of traffic crossing a bridge
e) a passenger jet at an airport
f) an aerial view of a city at night with traffic

5 7.2 **Complete the sentences with the correct numbers. Then watch again and check your answers.**

1 Mumbai and Beijing have a population of more than .... million.
2 Tokyo's bullet train travels at .... kilometres per hour.
3 Every day, ... new cars travel the streets of Beijing.
4 Tokyo's population is about .... million.
5 .... million people travel every day by train in Mumbai.

6 **Match the sentences to the three different cities.**

Beijing Mumbai Tokyo

1 You can find so many types of transport there, some are very colourful!
2 A lot of people travel there for work by plane, but a lot of people walk too!
3 There are lots of cars. Every day there is more traffic on the streets!

Your turn

7 **Work with a partner. Ask and answer the questions.**

1 Which is your favourite form of transport? Why?
2 Which is the best for travelling round a city? Why?
3 Which do you use most often?

Reading A blog

1 **Look at the map and the pictures. How do people travel to work and to school in this city? Is it easy? Read David's blog and check your answers.**

2 **Look at the map of Hong Kong. Read the text again and draw David's route to school in the mornings.**

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

1 Yesterday, David travelled **on foot / on the underground** first.
2 David's favourite method of transport is **the ferry / the tram**.
3 David **took / didn't take** the bus up to the Mid-Levels yesterday.
4 David prefers the escalator because it's **quick / fun**.

Explore collocations

4 **Look at the highlighted words in the text. Complete the paragraph below with the correct words.**

When I was at primary school, I always went to school [1]…. foot. Now that I am at secondary school, I usually travel to school [2]…. bus because it's a long way away. Some of my friends [3]…. the tram to school and others come by bike. I want a bike for my birthday, because I don't like going [4]…. bus every morning.

Vocabulary bank • page 121



Your turn

5 **Copy and complete the chart about journeys to school so it's true for you.**

David Wong	You	Your partner
foot, underground, ferry, tram, escalator		
45 minutes		

6 **Tell your partner how you travelled to school yesterday. Write your partner's answers in the chart.**

I went to school by bus. It took …



GETTING AROUND IN Hong Kong



Today we're looking at unusual journeys to school. Twelve-year-old David Wong tells us about his journey to school in Hong Kong.

I live in Mong Kok in Kowloon, Hong Kong. A lot of people live in Mong Kok and everybody uses public transport. In the rush hour, it's very busy. My school's a long way away, on the other side of the city. I travel on all the city's public transport to get to school. I don't take any money because I've got an Octopus Card. It's called the Octopus Card because an octopus has eight legs and eight is a lucky number in China.

Yesterday was a normal school day. I went **on foot** from my flat to the underground station in Mong Kok. Then I **took the ferry** across Victoria Harbour. I arrived on the island side, and I **took the tram**. I like travelling **by tram** best because you get a great view from the top! Finally, I went **on foot** up the escalator to my school in the Mid-Levels. Some students go **by bus**, but the escalator is more fun. The whole journey was only 45 minutes!







FACT! *People in Hong Kong make 12 million journeys on public transport every day.*

Speaking Sequencing

Real Talk: Where do you usually go with your friends?





1 7.3 **Watch the teenagers in the video. How many of the teenagers …**

a) go to the shopping centre or mall?
b) eat or drink something?
c) go to their friends' houses?
d) go to the park?



2 **Where do *you* usually go with your friends? Ask and answer with a partner.**

3 2.14 **Listen to the conversation. What did Charlie and David do at the weekend?**

4 **Complete the conversation with the useful language.**

Useful language

After that So you … First Really? Then

Charlie: What did you do at the weekend?
David: Oh, it was so cool!
Charlie: [1]….?
David: Yes. I went on a helicopter!
Charlie: Wow!
David: It was a big surprise.
Charlie: [2]…. didn't know about it before?
David: No. [3]…. we all got in the car at 8 o'clock. [4]…., an hour later, we arrived at the airport.
Charlie: Cool.
David: And there was the helicopter! We flew over our house. It was amazing.
Charlie: What did you do then?
David: [5]…. Dad drove home. What did *you* do at the weekend?
Charlie: Homework!

5 2.14 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Work with a partner. Change the helicopter ride in Exercise 4 to another exciting activity and practise the conversation. Use the ideas below or your own ideas.**



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Writing A description of a place



1 **Look at the photos. Where do you think this town is?**

2 **Read Kirstie's email to Nicole. Check your answers to Exercise 1. What can you do in Kirstie's town?**

Nicole ▶

Hi Nicole
Here's some info about my town for your visit next term.

1 ....
Tavistock is a small town with a population of about 11,000. It's in a place in England called Devon.

2 ....
It has an interesting history. Sir Francis Drake was from Tavistock. He was a famous English explorer in the 16th century. He was also the second person to sail all the way around the world.

3 ....
There are a lot of historical buildings in Tavistock and a museum, too. In May, there's a music and arts festival, so we can go to some free concerts. We can also visit Dartmoor National Park! It's beautiful. There are lots of shops, parks and sports facilities, too.

See you in May!
Kirstie

Kirstie ▶

3 **Put the paragraph headings in the correct place in Kirstie's email.**

- Things to do and places to visit
- History and interesting facts
- Size and location

Useful language

Adding information
Use ***also*** and ***too*** to add more information. They have the same meaning, but are in different positions in the sentence.

- ***also*** goes after the verb *be* and before other main verbs
  *We can **also** visit Dartmoor National Park.*
- ***too*** goes at the end of a sentence
  *There are lots of shops, parks and sports facilities, **too**.*

4 **Find more examples of *also* and *too* in the text in Exercise 2.**

5 **Rewrite the sentences using *also* or *too*.**

1 *There's also an amusement park to visit.*

1 There's an amusement park to visit, too.
2 We can also go to the mountains.
3 We also have a carnival in August.
4 Lots of people visit the beautiful beaches, too.
5 They make traditional products, too.

Get Writing

PLAN

6 **Make notes about your town. Include information from Exercise 3.**

WRITE

7 **Write your email. Use your notes from Exercise 6, and the language below.**

Size and location
It's a big / small / town / city in …
History / interesting facts
It's famous for …
We've got …
Things to do / places to visit
There is / are … also … too

CHECK

8 **Can you say YES to these questions?**

- Have you got information from Exercise 6 in your description?
- Are *also* and *too* in the correct position?
- Did you use past simple verbs?
- Are your spelling, grammar and vocabulary correct?

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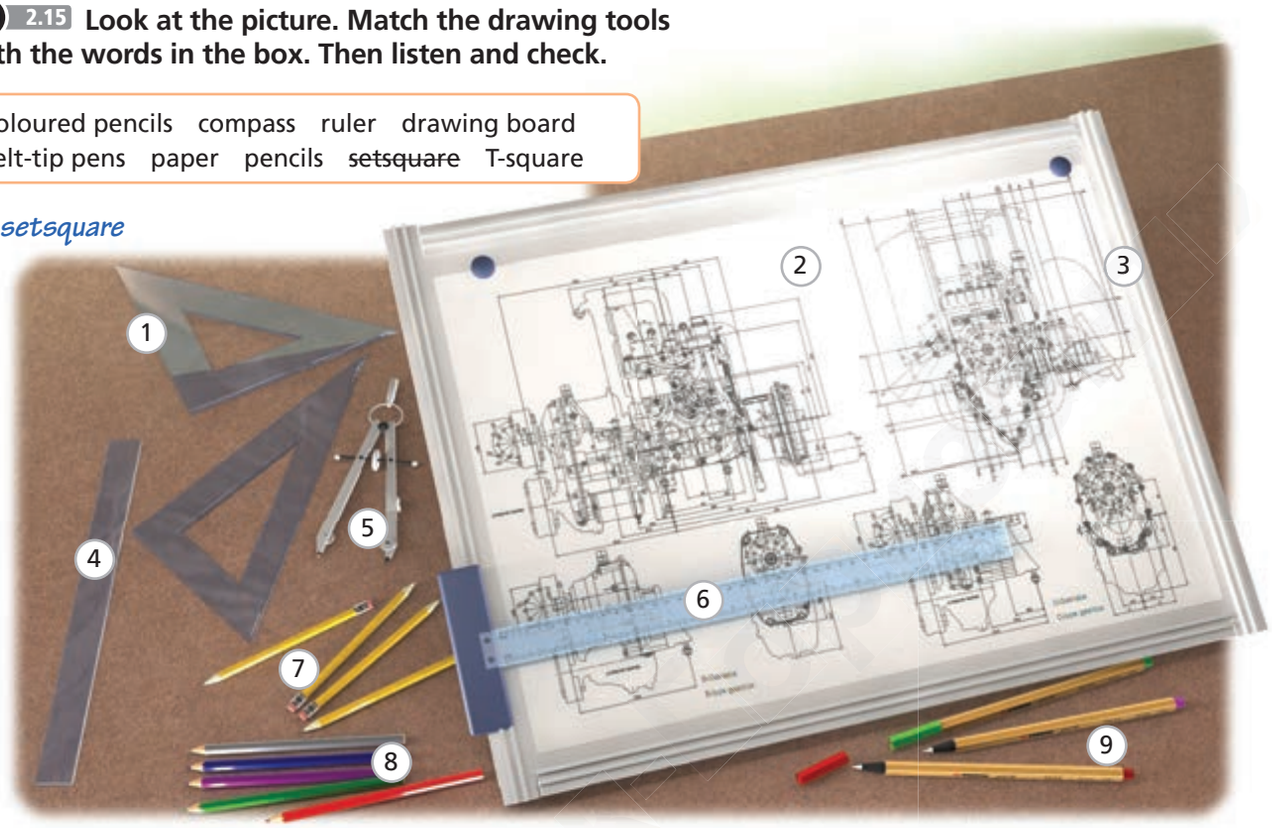
7 CLIL

Design and Technology Drawing tools

1 2.15 **Look at the picture. Match the drawing tools with the words in the box. Then listen and check.**

coloured pencils compass ruler drawing board
felt-tip pens paper pencils ~~setsquare~~ T-square

1 *setsquare*



2 **Complete the table about the drawing tools with the words in the box.**

angles circles colour straight
~~paper~~ parallel

1 *paper*

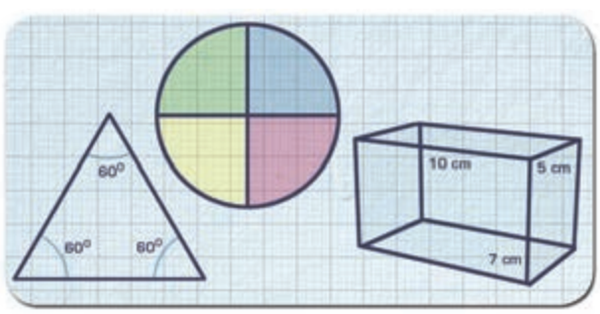
drawing board	We put [1] … on this.
t-square	We draw [2] … lines with this.
setsquare	We draw [3] … of 90°, 45°, 30° and 60° with these.
compass	We draw [4] … and curved lines with these.
ruler	We draw [5] … lines and calculate the length of a line with this.
felt-tip pens	We [6] … our design with these.

3 2.16 **Listen to the conversation and check your answers.**

4 **Which drawing tools in Exercise 1 do you use …**

- in Maths?
- in both?
- in Art?

5 **Look at the shapes. Copy them. What drawing tools do you need?**

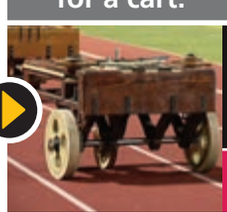


Your turn

6 **Work with a partner. Describe the drawing tools in Exercise 1. Your partner guesses what they are.**

We draw angles with these. A set square?

Find out about Leonardo da Vinci's designs for a cart.



Discovery EDUCATION

7.4 Da Vinci's design

UNIT 7

I live in Astana

Are you from Astana?

What do you know about Astana?



Hi! My name's Alina and I'm from Astana, in Kazakhstan. I live in an apartment in the city centre with my parents and my two brothers. I'm 11 and I'm in the fifth grade at school.

I like my city. There are lots of things to do. One of my favourite places is Duman Entertainment Centre. It's got a big aquarium with over 2,000 sea animals. There's a special show where they feed the sharks. It's really scary! There's also a 4D theatre. It's fantastic – you can take an underwater tour, or you can go back to the past and visit the dinosaur age.

Khan Shatyr Entertainment Centre is amazing. It's 150 metres tall and it looks like a huge tent. There's a great swimming pool inside with a beach – I love going there with my friends. There are also shops and cafés, a cinema, a mini golf course and even a monorail!

Another of my favourite places is the Presidential Centre of Culture. It's a very big museum in Astana. You can learn a lot about Kazakh culture and history there. You can see traditional Kazakh knives, carpets, coins and furniture. There's also a big library. If you look down on the centre from an aeroplane, it looks like the sun.

Astana is a wonderful place. Why don't you come and visit us?



ABOUT ASTANA *Did you know that the word 'Astana' means 'capital' in the Kazakh language?*

Extra reading

1 **Read the text, then answer the questions.**

1 What can you do at Duman Entertainment Centre?
2 What does Khan Shatyr look like?
3 What sports can you do at Khan Shatyr?
4 What things can you see at the Presidential Centre of Culture?

5–7 Review

Vocabulary

1 Match the activities with the pictures.

1 *play an instrument*

act dance paint ~~play an instrument~~ draw
sing take photos read books write stories



2 Complete the music words.

1 *pop*

1 p _ _
2 s _ _ l
3 r _ _
4 h _ _ - h _ _
5 _ l _ s s _ _ _ l
6 _ o l _
7 r _ _ _
8 _ _ z z
9 o _ _ _ a

3 Match the activities with the places.

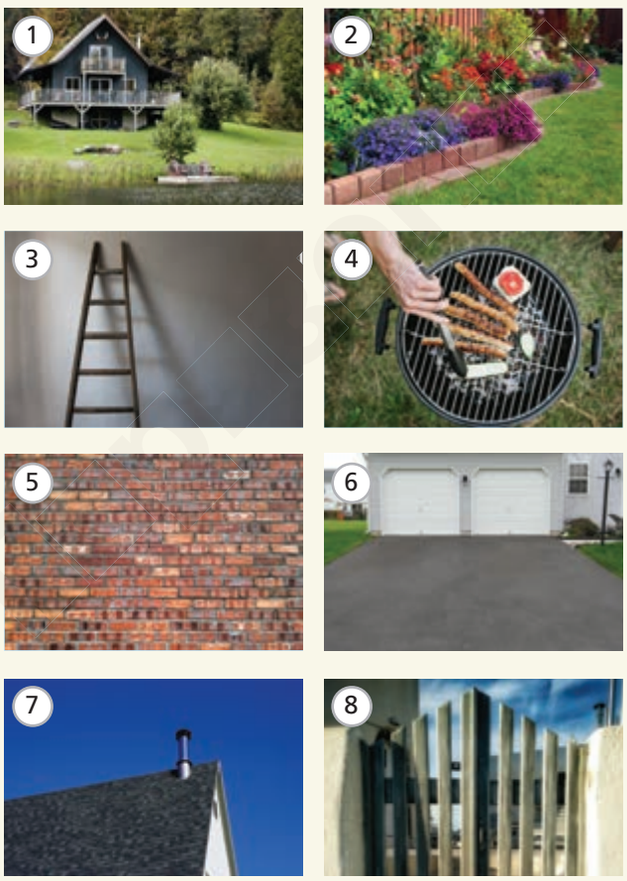
1 *d*

1 watch a match	a) museum
2 see a film	b) sports centre
3 buy some jeans	c) skate park
4 play basketball	d) sports stadium
5 learn about history	e) cinema
6 wear a helmet!	f) shopping centre
7 buy some fresh vegetables	g) bowling alley
8 go bowling	h) market

4 Match the words with the pictures.

1 *house*

barbecue garden garage gate
~~house~~ roof wall ladder



5 Match the adjectives with the definitions.

1 enormous	a) very good
2 ancient	b) very old
3 fantastic	c) very small
4 tiny	d) very big

6 Complete the text with the words below.

on (x2) by (x2) took (x2)

It took me a long time to get to my grandparents' house. First I went [1]…. foot from my house to the bus stop. Then I [2]…. the bus to the station. The journey [3]…. train took two hours. I had lunch [4]…. the train, and then I [5]…. a taxi to my grandparents' village. I stayed with them for a week, and while I was there I went everywhere [6]…. bike. I'm glad I like travelling!

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Language focus

1 **Write sentences with the correct form of *can*.**

1 *Can he ride a bike?*

1 he / ride a bike (**?**)
2 Maria / dance (✓)
3 we / go home (**?**)
4 Victor / play the guitar (✗)
5 you / swim (**?**)
6 they / do Kung Fu (✓)

2 **Complete the text with the correct object pronouns.**



Zara's my best friend. I like [1] *her* and she likes [2] ….! We're in the same class. Our teacher is Mr Stevens. I don't like [3] …. because he gives [4] …. all lots of homework! Zara loves Art, but I hate [5] …. Our friends like football and we often play with [6] …. after school.

3 **Complete the sentences with the *-ing* form of the verbs in the box.**

listen eat ~~do~~ play read ride

1 I don't like *doing* my homework after school.
2 I love …. games on my computer.
3 I hate …. lunch at school.
4 I like …. Manga comics.
5 I love …. to music.
6 I don't mind …. my bike to school every day.

4 **Complete the text with the prepositions in the box.**

~~at~~ next to behind in front of
inside in on the right



This is my family [1] *at* my grandparents' house. We're [2] …. the garden. That's my little sister sitting [3] …. my granny, and my granddad is standing [4] …. them. My parents are [5] …. of the photo, and my brother is [6] …. them. My aunt isn't in the photo – she's [7] …. the house.

Language builder

5 **Choose the correct words to complete the conversation.**

Pete: Will, [1] **can you / you can** write stories?
Will: No, I hate writing [2] **it / them**. Why?
Pete: I've got a new class called Creative Writing. I hate [3] **it / them**. Last week the teacher gave [4] **we / us** a photo to write about. I [5] **didn't know / didn't knew** what to write so I [6] **get / got** an idea for a story from the Internet. But I can't [7] **do / doing** that in an exam. I need help!
Will: Gina has a good imagination. Ask [8] **she / her** to help you.
Pete: Did she [9] **come / came** to school today?
Will: Yes, I [10] **see / saw** her five minutes ago. She's [11] **in / at** our classroom.
Pete: Thanks. Maybe she can help me!
Will: Good luck! See you later [12] **at / on** the bus stop.

Speaking

6 **Complete the conversation with the words in the box.**

Great, thanks can I Yes, you can
then First Why not Sorry, I'm afraid

Zhandos: Mum, [1] …. go to the sports centre tomorrow evening?
Mum: [2] …. you can't.
Zhandos: [3] …. ?
Mum: You've got a piano lesson, remember?
Zhandos: Oh, yes. Can I go tonight?
Mum: [4] …. do your homework, [5] …. tidy your room. After that you can go to the sports centre.
Zhandos: Oh, OK. Can I have some money to go swimming, please?
Mum: [6] …. . Here you are.
Zhandos: [7] …. !

8 Sports

Discovery EDUCATION

In this unit ...



The Palio **p85**



The bowler **p88**



Talking about sports **p90**



CLIL Extreme fishing **p92**

Vocabulary

- Sports and activities
- Clothes
- Adverbs
- Irregular plurals

Language focus

- Past simple *yes/no* questions
- Past simple *Wh-* questions

Unit aims

I can ...

- talk about sports and activities.
- read and understand about a Paralympic athlete.
- ask and answer *yes/no* questions in the past.
- understand a conversation about a sports event.
- talk about clothes.
- ask and answer *Wh-* questions in the past.
- write a short biography.

BE CURIOUS

What can you see in the photo?

Start thinking

- **What is the person in the picture doing?**
- **Do you know anyone who does this sport?**
- **What other exciting sports do you know?**

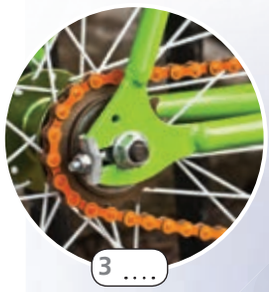
Vocabulary Sports for all

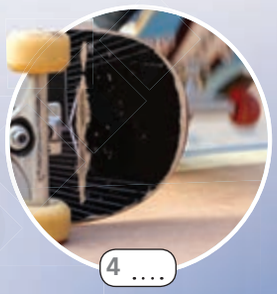
1 2.17 **Label the pictures with the sports words in the box. Then listen, check and repeat.**

do judo go bowling go cycling go skateboarding go skiing go snowboarding
go surfing go windsurfing play baseball ~~play basketball~~ play volleyball


1 play basketball


2 ....

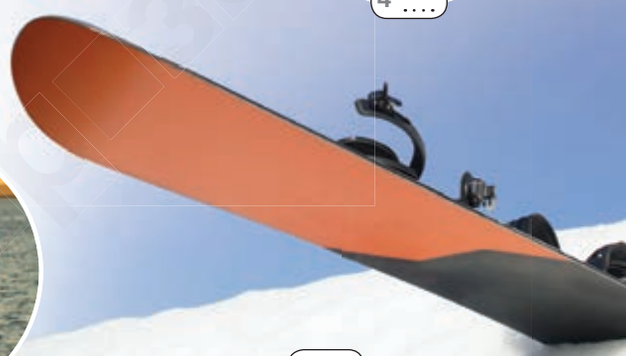

3 ....


4 ....


5 ....


6 ....


7 ....


8 ....


9 ....


10 ....


11 ....

2 **Look again at the sports in Exercise 1. Which ones …**

1 are water sports?
2 are sports with a ball?
3 need something with wheels?
4 need a board?
5 are team sports?
6 are individual sports?

Get it right!

*Let's **play** football / basketball / tennis.*
*Let's **do** judo / karate / yoga.*
~~*Let's play yoga.*~~ ✗
~~*I play skiing.*~~ ✗

Your turn

3 **Work with a partner. Ask and answer the questions.**

1 What sports do you do?
2 Where do you do them?
3 When do you do them?
4 Who do you do them with?

What sports do you do?

I play basketball. I also ski.

Vocabulary bank • page 122

A PARALYMPIC CHAMPION

Tatyana McFadden was born with a disability – but that didn't stop her from becoming a world champion athlete. Here are some FAQs (Frequently Asked Questions) about Tatyana.



FAQs

1 Why does she race in a wheelchair?
2 Was life difficult for her when she was young?
3 When did she start wheelchair racing?
4 Did she do other sports?
5 Where was her first big international competition?
6 How successful is she now?
7 How does she prepare for her races?

Answers

a She began when she was eight years old and she loved it immediately.
b She's a Paralympic champion at every distance, from 100 m races to marathons. She's got over 30 medals in international competitions.
c She usually gets up before 7 am, eats some yoghurt and drinks lots of water. Then she trains for 2 hours and has a big breakfast. In the afternoon she trains again for 2.5 hours. She normally goes to bed at 10.30 pm.
d Yes, she did. She also tried wheelchair basketball, swimming, ice hockey, gymnastics and scuba diving.
e Unfortunately, she was born with an illness called spina bifida. This means that she can't move her legs at all.
f She competed in the 2004 Paralympic Games in Athens when she was only 15. She won two medals.
g Yes, it was. She didn't have a wheelchair when she was a very young child, so she learned to walk on her hands. Luckily, this helped her later when she started using a chair, because her hands and arms were very strong.

FACT! *Racing wheelchairs can reach a speed of more than 30 km an hour.*

Reading FAQs

1 **Work with a partner. What do you know about the Paralympic Games? How often do they happen? Who competes in them? What events are there?**

2 2.18 **Read the text and match the questions with the answers. Then listen and check.**

3 **Read the text again. Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 Tatyana has got strong arms and legs.
2 She started using a wheelchair when she was very young.
3 Wheelchair racing wasn't her only sport.
4 She was a teenager in 2004.
5 She doesn't compete in long races.
6 She trains for two hours a day.

Explore adverbs

4 **Read the answers to the FAQs again. Find five *-ly* adverbs.**

5 **Which two of these adverbs have the same meaning? Which two have opposite meanings?**

Vocabulary bank • page 122

Your turn

6 **Make notes about your sports habits. Tell your partner about your sports.**

- sports you usually play after school or at the weekend
- what you normally eat before doing sport

I usually play basketball after school.

Language focus 1 Past simple: *yes/no* questions

1 **Complete the examples from the text on page 84.**

Yes/No questions	Short answers
Did she **do** other sports?	Yes, she .... No, she **didn't**.

Grammar reference • page 114

2 **Complete the questions and answers with the past simple.**



A: Did you go (you / go) to the football match last night?
B: Yes, I [1] ....
A: [2] ....(you / sit) with your friends?
B: No, I [3] ....I sat with my parents.
A: [4] ....(you / have) a good time?
B: Yes, we [5] ....
A: [6] ....(your team / win)?
B: No, they [7] ....They lost.
A: [8] ....(you / eat) after the game?
B: Yes, we [9] ....We went to a Chinese restaurant.
A: [10] ....(your parents / like) the food?
B: Yes, they [11] ....

3 **Write questions in the past simple.**

1 you / go / to a match / last week
Did you go to a match last week?
2 you / study / last night
3 you / speak English / five years ago
4 your friends / play football / last week
5 it / rain / yesterday
6 your sister / have a shower / three hours ago

Say it right!

In a sentence, we only stress the important words.

a 2.19 **Listen and repeat.**

1 Did you go to the football match last night?
2 Yes, I did.
3 Did your team win?
4 No, they didn't. They lost.

b **Mark the stress on the important words in the sentences.**

1 *Did she do other sports?*
1 Did she do other sports?
2 Yes, she did. She tried wheelchair basketball.
3 Did she win any medals?
4 Yes, she did. She won two medals.

c 2.20 **Listen, check and repeat.**

Your turn

4 **Work with a partner. Ask and answer the questions from Exercise 3.**

Did you go to a tennis match last week? Yes, I did.

5 **Work with a different partner. Ask and answer the questions.**

1 The Second World War started in 1929.
2 John Lennon sang with the Beatles.
3 Christopher Columbus discovered Japan.
4 Dinosaurs lived on Earth a hundred years ago.
5 Germany won the World Cup in 2014.

Did the Second World War start in 1929?

No, it didn't. It started in 1939.

Find out about a traditional sports event in Italy.
- How many people went to the Palio?
- When did the Palio start?
- How many riders take part in the Palio?



Discovery EDUCATION

8.1 The Palio

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Listening A conversation

1 **Do you go to sports events? Which ones do you go to?**

2 2.21 **Listen to Vicky and Joe talking about a skateboarding competition. Did Vicky compete?**

3 2.21 **Listen again. Which of these things did Vicky do?**

1 watched her friend skateboard
2 jumped with a skateboard
3 spent some money
4 bought some clothes
5 bought something for Joe
6 bought a skateboard
7 went to lunch with Dennis
8 ate tacos



Vocabulary Clothes

4 2.22 **Match the pictures with the words. Then listen, check and repeat.**

1 a skirt *d*
2 a tracksuit
3 trousers
4 a hoodie
5 a sweatshirt
6 jeans
7 a cap
8 socks
9 a T-shirt
10 boots
11 a jacket
12 shorts

















Your turn

5 **Ask and answer with your partner.**

1 What clothes you are wearing today?
2 What clothes do you wear for your favourite sport?
3 What did you wear yesterday?

What are you wearing now?

I'm wearing jeans, a T-shirt …

What do you wear for basketball?

I wear …

What did you wear yesterday?

I wore my pink T-shirt and …

Vocabulary bank • page 122

Language focus 2 Past simple: *Wh-* questions

1 **Complete the examples from the listening on page 86.**

Wh- question	Answer
....**did** you **do**?	I went to a skateboard competition.
Who ....you **watch**?	My friend Dennis.
....did you go?	We went to a Mexican restaurant.

Grammar reference • page 114

2 **Complete the questions with the correct form of the past simple. Use the verbs in brackets.**

1 *What did you wear to the game yesterday?*

1 What .... (you / wear) to the game yesterday?
2 When .... (Rick / buy) that hoodie?
3 Who .... (Sarah / play) volleyball with?
4 When .... (the game / end) last night?
5 How many goals .... (we / score)?
6 Who .... (they / go) with last Saturday?

Get it right!

Use *did* with questions in the past simple. What *did* you do last night? Not ~~What you did last night?~~ ✗

3 **Complete the conversation with questions in the past simple.**

1 *Where did you buy*

A: Hey, Tom. Where [1].... your sweatshirt?
B: I bought it online. The Lions are my favourite team. They had a game last night.
A: Cool! Who [2].... ?
B: They played the Tigers.
A: Where [3].... ?
B: They played here. It was a great game!
A: How many [4].... ?
B: They scored 20 points. They won the game. We were so excited!
A: We? Who [5].... with?
B: I went with my friend Kevin.
A: Oh. Next time maybe I can go with you.
B: OK!

4 2.23 **Listen and check. Practise the conversation with a partner.**

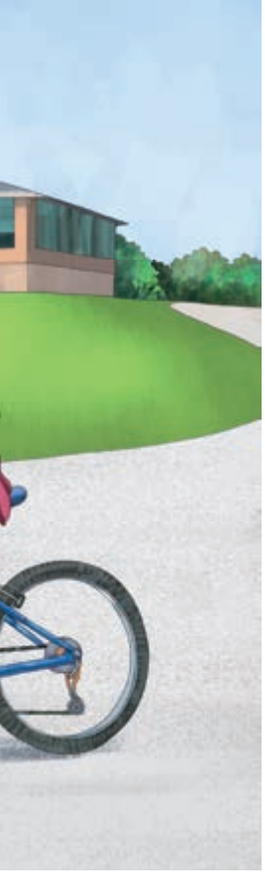
Your turn

5 **Use the prompts to write questions about the past. Then ask and answer with a partner.**

1 Where / go?
2 When / go?
3 Who / go with?
4 How / get there?
5 What / wear?

Where did you go last summer?

I went to a surfing competition.













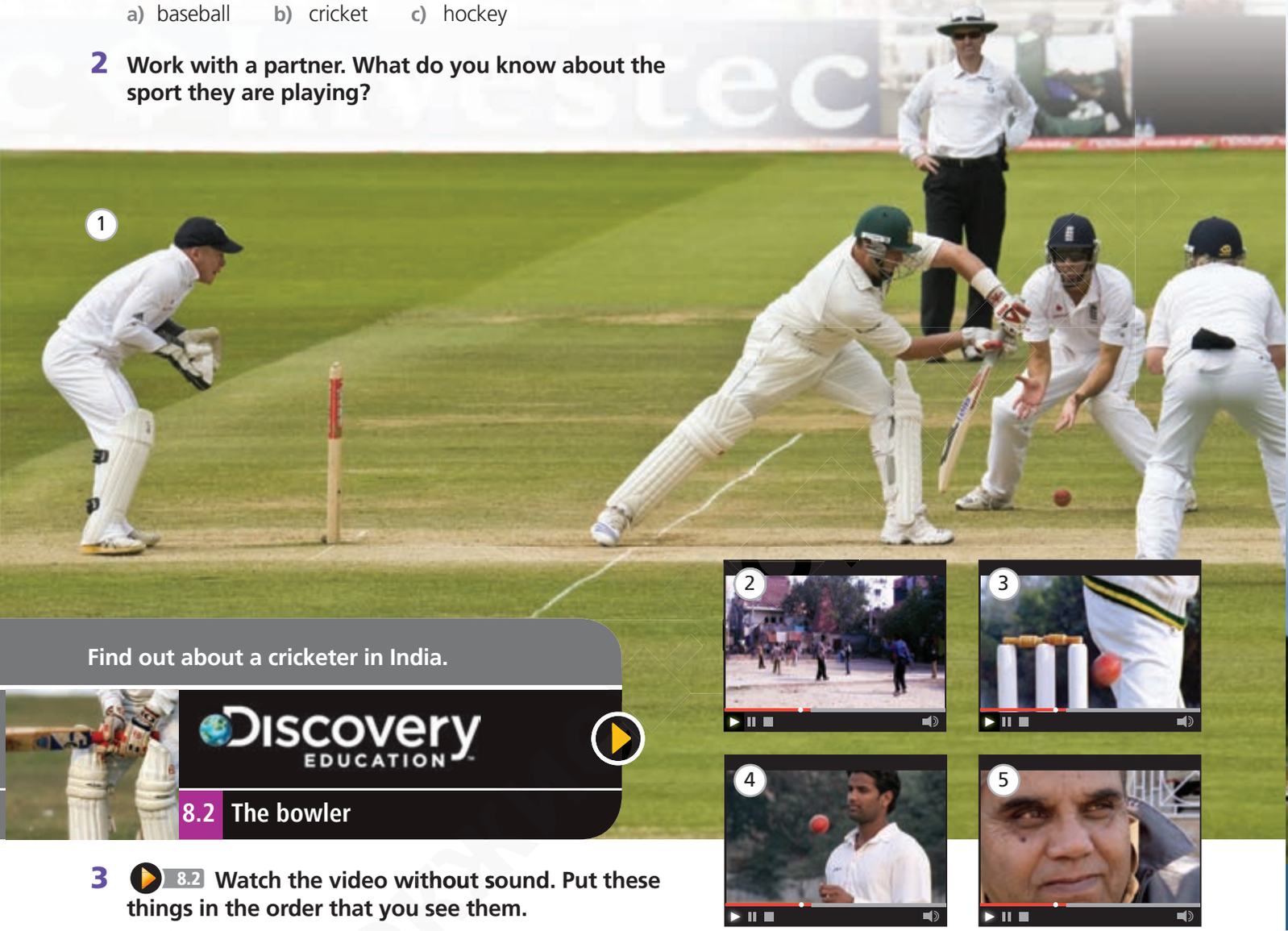
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Discover Culture

1 **Look at the pictures. What sport are they playing?**

a) baseball b) cricket c) hockey

2 **Work with a partner. What do you know about the sport they are playing?**



Find out about a cricketer in India.

Discovery EDUCATION

8.2 The bowler

3 8.2 **Watch the video without sound. Put these things in the order that you see them.**

1 players wearing normal clothes
2 a cow and lots of traffic nearby
3 nets
4 a trainer
5 children playing

4 8.2 **Watch the video again with sound. Complete the paragraph with the correct numbers.**

Cricket is the number [1]…. sport in India. It started in England [2]…. years ago. Fahim Adin's dream is to be a famous cricket player. He is [3]…. years old. When he was a child he played with his [4]…. brothers. He can throw the ball over [5]…. kilometres per hour!

5 8.2 **Watch the rest of the video. Answer the questions.**

1 Fahim is a really good bowler. What else is special about him?
2 How does Fahim communicate?
3 How well does Fahim play in the important cricket match?
4 What does the man in picture 5 do?

Your turn

6 **Ask and answer the questions.**

1 What do you think of cricket?
2 Would you like to play or watch it Why/ Why not?

7 **Who is your sporting hero? Make notes about your favourite sports person.**

- What sports does he/she play?
- What makes him/her a good sports person?

8 **Tell your partner about your sporting hero.**

My sporting hero is … She won … She visits schools and …

Reading An article

1 **Look at the photos. Which country do you think it is? Do you know these sports?**

2 **Read the article. Match the photos with the sports.**

1 caber toss
2 stone put
3 hammer throw
4 tug o' war

3 **Read the article again. Are the sentences true (*T*) or false (*F*)? Correct the false ones.**

1 F – The Highland Games started in the 19th century.
1 The Highland Games started this century.
2 There aren't any Highland Games in the winter.
3 King Malcolm was a 19th century king.
4 The winners of the 'heavy' events are strong.
5 People didn't wear tartan in the past.
6 Only Scottish people can compete in the Games.

Explore irregular plurals

4 **Find the plurals of these words in the text. Are they regular (*R*) or irregular (*I*)?**

~~village~~ man child team person sport woman

villages R

Vocabulary bank • page 122

Your turn

5 **Ask and answer with a partner.**

1 Which sport in the text would you like to do? Why?
2 Which sport would you NOT like to do? Why?

Which sport would you like to do?

I'd like to do the hammer throw because … What about you?

I wouldn't like to do … because …

6 **Are there any traditional sporting events in your country? What are they?**











THE HIGHLAND GAMES

Are you bored with modern sports? Then come to the Highland Games in Scotland and discover traditional Scottish sports. The Games celebrate Scottish culture, and also include Scottish dance competitions and typical local food.

From May to September there are Highland Games in towns and villages across Scotland. Men, women and children travel from all over the world to watch.

Nobody knows when the Games started. But in the 11th century, King Malcolm III of Scotland held a race to find a fast runner to take his messages. Maybe this was the first Highland Games. Some historians say that the Victorians invented The Games in the 19th century.

Competitors at the Games do a lot of different events. There are special 'heavy' athletic sports. One famous event is the *caber toss*. A caber is a heavy wooden pole. Contestants throw the caber. The winners are very strong! Other events are the *stone put* – contestants throw a big stone – and the *hammer throw* – they throw a metal ball on a long stick. Another popular event is the *Tug o' war*. In this event, rival teams pull a rope in opposite directions!

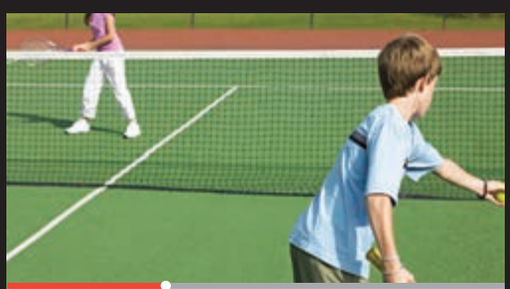
Local Scottish athletes wear traditional tartan kilts similar to skirts. Tartan is a colourful material. In the past, Scottish people wore tartan to show which family they were from.

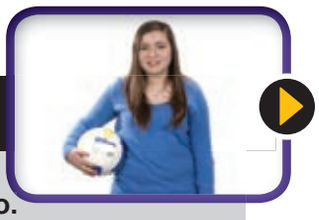
Nowadays, people from all round the world compete in the events. So why don't you come too and experience the magic of the Highland Games?

FACT! *There are Highland Games all round the world. The first Highland Games in the USA took place in New York in 1836.*

Speaking Expressing interest

Real Talk: What's your favourite sport and why?





1 8.3 **Watch the teenagers in the video. Write the sports they talk about.**

- baseball
- basketball
- bowling
- cycling
- football
- soccer
- swimming
- table tennis
- tennis
- snowboarding
- volleyball
- windsurfing
- wrestling

2 **What's *your* favourite sport and why? Ask and answer with your partner.**

3 2.24 **Listen to Max and Rachel talking about the weekend. What did Rachel do?**

4 **Complete the conversation with the useful language.**

Useful language

Cool! How was it? Really? What happened?

Max: What did you do this weekend, **Rachel**?
Rachel: I went **windsurfing** for the first time.
Max: Wow! [1]....
Rachel: It was amazing! But I had problems at first.
Max: Why? [2]....
Rachel: I **fell off the board** a lot!
Max: [3]....
Rachel: Yeah, but after a few tries, I learned how to do it. I loved it!
Max: [4].... It sounds fantastic.
Rachel: It was!

5 2.24 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Change the words in bold in the conversation in Exercise 4. Use the information below and your own ideas. Practise the conversation.**

Sport	Problem
 bowling	*dropped the ball*
 skiing	*fell down*
 surfing	*fell off the board*

Get it right!

Some words are different in American and British English.

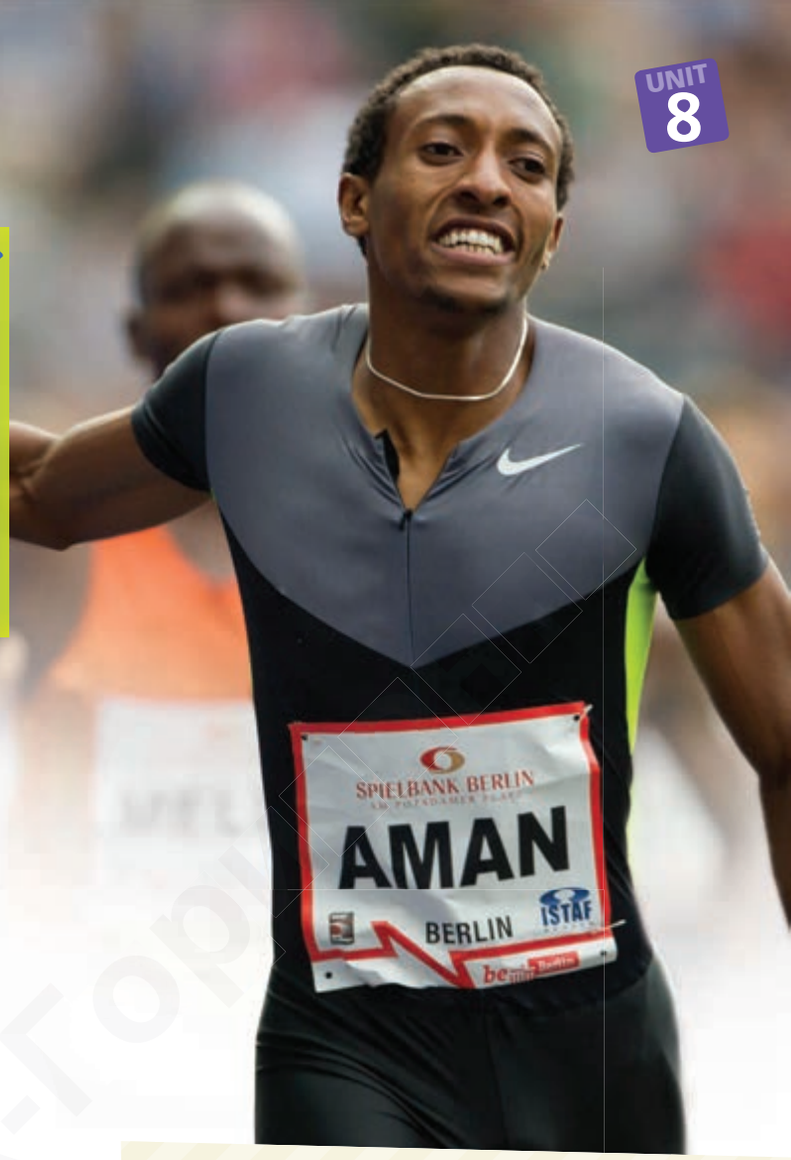
American English	British English
soccer	football
football	American football

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Writing A biography

A TEEN ATHLETE

Mohammed Aman was born in Asella, Ethiopia, on January 10, 1994. At the age of 12, he ran at school and was very fast. In 2008, he won his first international race in Nigeria. He won a silver medal at the World Youth Championship in France in 2011 for the 800 metres. In that race, he set a national record. He broke his own record in September that same year. On August 9, he came sixth at the 2012 Olympics in London. At the age of 19, Mohammed won the gold medal at the 2013 World Championships in Moscow. Mohammed wants to go to the next Olympics. We think he'll do really well!



1 **Look at the photo. What sport does Mohammed Aman do? Read the biography to check.**

2 **Write the information in the order it appears in the biography.**

medals and records his/her future
place and year of birth sport(s)

1 .... 2 .... 3 .... 4 ....

3 **Read the biography again. What happened at these points in Mohammed's life?**

2008 the age of 19 2011
August 9, 2012 January 10, 1994

4 **Complete the examples in the Useful language box.**

Useful language

Prepositions of time and place

Use the prepositions:

- *on* with dates: .... August 9th
- *in* with months and years: .... December, ... 2014
- *in* with towns/cities and countries: .... London, ... Nigeria
- *at* with sports events and ages: .... the World Championships, ... the age of 12

5 **Complete the sentences with the correct prepositions.**

1 The diver Qiu Bo was born .... Neijiang, China, ... January 31, 1993.
2 .... the age of five, Karina Petroni started surfing .... Panama.
3 Elvan Can won two silver medals .... the Beijing Olympics .... 2008.
4 Maria Sharapova was born .... Nyagan .... April 19, 1987, but now she lives .... the USA.

Get Writing

PLAN

6 **Make notes about someone you know. Use the headings in Exercise 2.**

WRITE

7 **Write the biography. Use your notes and the language below.**

… was born in …
At the age of … he/she …
After that he/she …
In the future he/she …

CHECK

8 **Can you say YES to these questions?**

- Have you got information from Exercise 6 in your biography?
- Have you got the correct prepositions of time and place?

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8 CLIL

PE Outdoor sports and activities

1 **Look at the pictures. Where do we do these sports and activities? Copy and complete the table.**

On land	In the air	On water
climbing		



2 2.25 **Read the text. Check your ideas in Exercise 1.**

Outdoor sports and activities

We often do sports and activities at a gym or a sports centre, but sometimes we do them outdoors, in a natural environment. Outdoor sports and activities are sometimes competitive. This means that we do them in a race or a competition because we want to win a prize. Recreational means that we do them because they are fun.

We usually do outdoor sports and activities in three different places: on land, in the air or in the water. Horse riding, mountain biking and climbing are land activities. We often go climbing on mountains or large rocks. Bungee jumping, parachuting and paragliding are air activities. We jump from a high place like a bridge when we do bungee jumping. Canoeing, waterskiing and windsurfing are water activities. We go canoeing in rivers and waterskiing and windsurfing in the sea.

3 **Check the meaning of the words in the box.**

helmet goggles gloves wetsuit
waterproof clothes life jacket

4 2.26 **Listen and write the sports for each piece of equipment in Exercise 3.**

helmet: mountain biking, canoeing, climbing

Your turn

5 **Work with a partner. Choose an outdoor sport or activity. Find out information about it and make a poster. Use the ideas below.**

- Is it a land, air or water activity?
- Where can you do it in your country?
- What special clothes or protection do you need?
- Is it a competitive or recreational activity or both?

Find out about extreme fishing in the USA.



Discovery EDUCATION

8.4 Extreme fishing

UNIT 8

Kazakhstan's sporting success

Which sports do you like watching? Which sports do you play?



Kazakhstani athletes are becoming more and more famous for their success in sport.

People probably know them best for boxing. Kazakhstani boxers are some of the best boxers in the world. Kazakhstan often wins Olympic gold medals for boxing.

The 2016 Summer Olympics in Rio were Kazakhstan's best ever Olympics. 207 countries sent over 11,000 athletes to compete in 306 events. 78 countries won medals, and Kazakhstan finished twenty-second in the medals table. What a fantastic result!

Which medals did they win? 104 Kazakhstani athletes went to the Games and they left with 17 medals. Three were gold! So who won these medals? The Kazakhstani swimmer, Dmitriy Balandin, won a gold medal, and there were also golds in boxing and weightlifting. The women did extremely well. Two silver medals were in women's weightlifting and wrestling.

What will happen at future Olympic Games? It will be very interesting to see. But everyone feels sure that Kazakhstanis will not be disappointed.



ABOUT THE OLYMPIC GAMES

The first Olympic Games were in Ancient Greece. They were always in Olympia and they probably began in 776 BC. They took place every four years, like the modern Olympic Games.

Extra reading

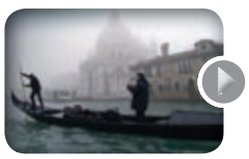
1 Read the text again. Are the sentences true (*T*) or false (*F*)? Correct the false sentences.

1 Boxers from Kazakhstan often win medals at the Olympics.
2 78 countries competed in the 2016 Olympic Games.
3 Over 100 countries won medals.
4 Kazakhstan sent over 100 athletes to the Games.
5 Kazakhstan won seven medals.
6 Kazakhstan won gold medals in three types of sport.

9 Holidays

Discovery EDUCATION

In this unit ...



City of water **p97**



Alaska **p100**



Going on holiday **p102**



CLIL Holiday in Australia **p104**

Vocabulary

- Weather
- Seasons
- Months
- Landscapes
- Collocations
- Adjectives

Language focus

- *be going to*
- future with *will/won't*

Unit aims

I can ...

- talk about seasons and the weather.
- talk about future intentions.
- ask questions about future intentions.
- understand a conversation about holiday plans.
- talk about landscapes.
- make predictions about the future.
- make suggestions and express preferences.
- write an email about holiday plans.

BE CURIOUS

What can you see in the photo?

Start thinking

- **What is the man doing?**
- **What things do you like doing on holiday?**
- **What is your ideal holiday?**

Vocabulary Seasons and weather

1 2.27 **Look at the seasons. Which months are in each season in your country? Then listen and repeat.**



January	February
March	April
May	June
July	August
September	October
November	December

2 2.28 **Match the photos of the weather with the phrases in the box. Then listen, check and repeat.**

It's sunny. It's foggy. ~~It's icy.~~ It's windy. It's snowy. It's stormy. It's rainy. It's cloudy.



1 It's icy.
2 ....
3 ....
4 ....
5 ....
6 ....
7 ....
8 ....

Your turn

3 **Complete the table for you.**

	Me	My partner
What's your favourite month? Why?	February. It's my birthday!	
What's your favourite season? Why?		
What season don't you like? Why not?		

4 **Ask and answer the questions with your partner. Complete the table with your partner's information.**

Vocabulary bank • page 123

ADVENTURE!



I'm going to go on an adventure holiday in Scotland for a week this summer. I'm going to stay in a cabin in the Scottish countryside. There are about 50 different activities: from mountain biking to kayaking in Scottish rivers. My favourite activity is the zip wire. I'm not going to take summer clothes because it's usually quite cold in Scotland, but I don't mind! I can't wait.



This summer my family and I are going to explore Thailand. We're going to stay in a tree house in the jungle for three days, where we're going to ride elephants. Then we're going to stay in a hotel near the beach for a week. I'm going to swim every day, and we're all going to eat really nice food. Fantastic!



My friends and I are going to spend two weeks watching wildlife in Patagonia this summer. We're going to stay in hostels because it's really cheap. Patagonia is a beautiful place in the south of Argentina, with lots of interesting animals. There are penguins, sea lions, even killer whales. I'm going to take my camera, of course, but we aren't going to take our phones. When I get back, my dad's going to build a web page and I'm going to put the best photos on it.







Reading A web page

1 **Look at the pictures. Which holiday do you like? Why?**

2 **Read the teenagers' posts about their holiday plans. Match each speaker with the correct activity pictures.**

3 **Read about Chloe, Carla and Ivan's holiday plans again. Who has plans to …**

1 go on holiday for a week?
2 stay in more than one place?
3 stay in the countryside?
4 travel with friends?
5 do activities on water?
6 go on holiday with family?

Explore collocations

4 **Look at the expressions in the table. Copy and complete the table with similar expressions to the ones in the text.**

Stay	Spend	Take
in a hostel	a day	a bike
	a month	

Vocabulary bank • page 123

Your turn

5 **Make notes about your last holiday.**

- where you stayed
- what you did
- how long you spent there
- what you took

6 **Tell your partner about your last holiday.**

I went to Paris last year.

© Klett



Language focus 1 *be going to*

1 **Complete the examples from the text on page 96.**

	I	He / She / It	We / You / They
+	I .... **swim** every day.	My dad .... **build** a web page.	We .... **explore** Thailand.
–	**I'm not going to take** summer clothes.	She **isn't going to come** with us.	We .... **take** our mobile phones.
?	**Am** I **going to build** a web page?	**Is** he **going to ride** an elephant?	Where **are** you **going to stay**?

Grammar reference • page 115

2 **Complete the sentences with the correct form of *be*.**

1 I 'm going to take lots of photos. (✓)
2 My classmates and I .... going to study hard for our English exam. (✓)
3 They .... going to stay in a hotel in the countryside. (✗)
4 My mother .... going to cook when we're on holiday. (✗)
5 My sister and her best friend .... going to cycle to the south of France. (✓)

3 **Write questions with *be going to*.**

1 *Is he going to play football on Saturday?*
1 he / play / football on Saturday?
2 you / watch / TV tonight?
3 what / you / watch?
4 when / they / do / their homework?
5 where / we / go / on holiday this year?

4 **Match the questions in Exercise 3 with the correct answers.**

1 *d*

a) At the weekend.
b) A film.
c) Scotland.
d) No, he isn't.
e) Yes, we are.

Your turn

5 **Change the questions in Exercise 3. Ask and answer with your partner.**

Are you going to play football this weekend?

Yes, I am. No, I'm not.

6 **Write six true sentences about your partner.**

1 *Maria isn't going to play football this weekend.*

Say it right!

going to

In informal English, we sometimes pronounce *going to* as 'gonna' (/gənə/).

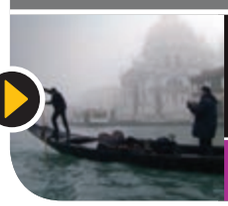
2.29 **Listen and repeat.**

1 /gənə/ What are you going to do?
2 /gənə/ I'm going to take a lot of photos.

7 **Work with a partner. Ask and answer the questions in Exercise 5. Use the informal 'gonna'.**

Find out about the popular tourist destination of Venice.

- How many cars are there in Venice?
- How do people travel in Venice?
- What do people wear for Carnevale?



Discovery EDUCATION

9.1 City of water

© KRAMSKY-TOPBOOK

Listening A conversation

1 **Look at the photos. What country do you think they show? Which do you like best? Why?**

2 2.30 **Listen to the conversation between Chloe and Ivan. Which of the places in the photos do they NOT talk about?**

3 2.30 **Listen again. Are the sentences true (*T*) or false (*F*)?**

1 Chloe is worried about the weather in Scotland. ....
2 Chloe is going to visit Scotland in the winter. ....
3 Chloe isn't going to take many photos in Scotland. ....
4 Ivan is going to travel with his friends to Patagonia. ....
5 Chloe thinks Ivan is a good photographer. ....
6 Carla didn't enjoy her holiday in Thailand very much. ....

Vocabulary Landscapes

4 **Look at the photos in Exercise 1. Find the landscape words below. Which words aren't in the photos?**

mountains sea lake beach
river jungle desert hill forest

5 2.31 **Listen and repeat.**

Your turn

6 **Choose a holiday destination. Make notes about it. Say why you want to go there.**

There are a lot of mountains and beaches in California.

7 **Ask your partner about their holiday destination. Try to guess where it is.**

Are there mountains there? Why do you want to go there? Is it America?







d

Language focus 2 Future with *will/won't*

1 **Complete the examples from the listening on page 98.**

	I / You / He / She / It / We / They
+	I think I'…. **take** my camera.
–	Maybe I …. **go** to Scotland next year!
?	What …. the weather **be** like?

Grammar reference • page 115

2 **Complete the sentences with the correct form of *will* and the verb in brackets.**

1 My teacher thinks we *will do* (do) well in the test.
2 The weather …. (not be) very nice tomorrow.
3 You …. (have) a great time in Patagonia!
4 They …. (not see) any penguins at this time of year.
5 My dad says I …. (not enjoy) kayaking.

3 **Complete the email with *will* and the verbs below.**

walk have not rain leave make like

I'm very happy that you're going to come camping with me this weekend. I think we [1] …. a great time!

Come to my house on Saturday morning. My mum [2] …. some breakfast for us. She's a great cook – I'm sure you [3] …. her food.

I think we [4] …. the house at about 10 o'clock. The campsite isn't far, so we [5] …. there. The weather forecast says it [6] …., and I'm very glad about that!

See you on Saturday!

Dave

Kirstie ▶

Your turn

4 **Write sentences about the future using a prompt from each box.**

go to my friend's house
go to university get a job
have a shower have a snack
go swimming buy a house

after school today when I leave school
when I'm older this afternoon
tomorrow next week

1 *I think I'll go to my friend's house after school today.*
1 I think … .
2 I hope … .
3 I'm sure … .
4 I don't think … .
5 … .
6 … .
7 … .

5 **Work with a partner. Make questions from the sentences in Exercise 4. Ask extra information questions when the answer is *yes*.**

Will you go to your friend's house after school today?

Yes, I will.

What do you think you'll do there?



Discover Culture



1 **Look at the map. Which country is next to Alaska? Which country is Alaska part of? What else do you know about Alaska?**

2 **Match the extreme sports to the pictures.**

1 snowboarding 2 bungee jumping 3 parachuting 4 kayaking





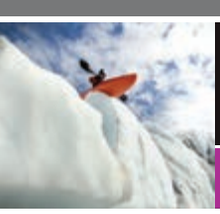


3 **Which of the things do you think you'll see in the video?**

a beach icebergs a house a volcano a river
a mountain top the Northern Lights skiing a glacier



Find out about adventure holidays in Alaska.



Discovery EDUCATION

9.2 Alaska

4 9.2 **Watch the first part of the video (up to 0.38) without sound and check your answers.**

5 9.2 **Watch the video with sound. Complete the paragraph with the words below.**

mountains exciting a lot of snowy
~~adventure~~ sports cold

Alaska is great for people who like [1] *adventure* and very [2] .... weather. It is a very [3] .... place to be. There are [4] .... things to do, including extreme [5] ..... They have really spectacular [6] .... landscapes. Alaska is amazing, the [7] .... are incredible, the views are beautiful. Come on an adventure here!

6 **Find six positive adjectives in the text.**

7 9.2 **Watch the video again. Write the sports in the order you would most like to do them.**

Your turn

8 **Work with a partner. Would you like to try any of these extreme sports? Which ones? Why? / Why not?**

I'd like to try snowboarding but I can't, there are no mountains here.

Me too. I'd like to try …

9 **What other extreme sports do you know? Which one(s) would you like to try?**

10 **Why do people come to your country on holiday? Think about the weather, the landscapes, the culture, the food, etc. Write a list. Then work with a partner and compare your ideas.**

I think people come to … on holiday because they like the culture.

UNIT 9

SUMMER CAMP!

In the USA there is a tradition of sending teenagers to summer camps while the parents stay at home. Every year over 11 million children and teenagers go to one of these. They are very popular because there are a lot of fun activities to do. They usually last two or three weeks. There are a lot of different kinds of camps. Here are some examples. Which do you like best?





A .... Our two-week camp is a perfect introduction to the 'Land of the Midnight Sun'. You'll go sea kayaking, sailing, snowboarding and camping and you'll learn about the history of the region and the animals that live here.

B .... Join other musicians for two weeks of musical fun. You'll improve your skills during the day in classes with great teachers. Then every evening you'll relax at a special concert or at a party on the beach. Other activities are sports, board games and drama.

C .... Learn new skills this summer at the University of Colorado – web design, game design; everything you want to know about computers. You'll stay in university rooms and use the amazing technology that our students use.

D .... A camp for everyone from great athletes to complete beginners. We train hard every day, and at night you'll be very tired! But you'll have fun and play lots of new sports for the first time. You'll sleep well in our luxury cabins in the beautiful mountains of Virginia.

E .... Do you love horses? Do you know how to ride? This is the summer camp for you. You'll get your own horse for the two-week course and you'll learn all about how to take care of it. At the end of this holiday you'll be an excellent horse rider and you won't want to leave!









Reading A holiday brochure

1 **Look at the pictures on this page. What activities can you see?**

2 **What kind of holiday is the brochure describing? Read the brochure and match the titles with the descriptions A–E.**

1 Florida summer band camp
2 Riding camp
3 Alaskan adventure camp
4 Super summer sports camp
5 Tech camp Colorado

3 **Read the text again. In which places will you …**

1 see animals?
2 work very hard?
3 stay at a university?
4 already know how to do the main activity?
5 do watersports?
6 be near the sea?

Explore adjectives

4 **What do these adjectives describe? Read the text again and check your answers.**

popular perfect special amazing luxury excellent

Vocabulary bank • page 123

Your turn

5 **Compare a typical summer holiday of yours with the summer camps you read about here. Make a list of how many ways they are different.**
We don't usually go on holiday without our parents.

6 **Work with a partner. Listen to your partner's descriptions and report to the class.**

Xanthe doesn't usually go on holiday without her parents.

Speaking Making suggestions

Real Talk: Where do you like going on holiday?





1 9.3 **Watch the teenagers in the video. Write down the places that they talk about.**

- Florida
- Ireland
- Turkey
- Scotland
- Canada
- Barbados

2 **Where do *you* like going on holiday? Ask and answer with your partner.**

3 2.32 **Listen to Mia and Rose talking about their summer holiday. Who doesn't want to go on a summer camp?**

4 **Complete the conversation with the useful language.**



Useful language

Let's	What about
Why don't we	I'd prefer
do you want to go	That's a good idea!

Mia: Where [1]…. on holiday this year, Rose?
Rose: [2]…. going **on a summer camp**?
Mia: A summer camp? [3]…. not to go to summer camp.
Rose: Why not?
Mia: [4]…. go somewhere hot, like **Portugal.**
Rose: Yes, that'll be nice. There's a lot to do in **Portugal**.
Mia: We can go **surfing, water skiing, swimming**.
Rose: [5]…. ! Do you think Dad will agree?
Mia: [6]…. ask him.

5 2.32 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Change the words in bold in the conversation in Exercise 4. Use the information below. Your partner thinks of a reason why he/she doesn't want to go on that holiday.**

ITALY
WINTER HOLIDAY
WHERE:
Cortina, Dolomites
WHAT:
skiing, snowboarding, ice-skating





SCOTLAND
ADVENTURE HOLIDAY
WHERE:
Dundee
WHAT:
horse riding, kayaking, mountain biking

Where shall we go on holiday this year?

What about going on this winter holiday in Italy?

I'd prefer not …

Writing An email



1 **Look at the photo and read Simon's email. How many places is he going to visit in Brazil?**

Paula ▸

Hi Paula

Thanks for your email. The photos of your dog are great! I'm going to show them to my mum – she'll love them!

Guess what? I'm going to visit Brazil for a month! I'm going to go with my parents, my sister and my granddad. I can't wait. We're going to fly to Rio first. We're going to stay with Dad's friend, Cristiano. Then we'll drive south to a city called Paraty and we'll go to the beach there. It'll be very relaxing after Rio, because there won't be so many people. We'll stay there for a week I think. Have you got any holiday plans?

Write again soon,

Simon

Simon ▸

2 **Read Simon's email again. What are his answers to these questions?**

1 Where are you going to go?
2 Who are you going to go with?
3 How are you going to travel?
4 Where are you going to stay?
5 What are you going to do?
6 How long will you be there?

Useful language

Starting and finishing an email

Start	Finish
Thanks for your message. How are you? I hope you are well. ….	Please write soon. Speak soon. Looking forward to hearing from you. ….

3 **How does Simon start and finish his email? Put the phrases in the correct column above.**

Get Writing

PLAN

4 **Make notes about your next holiday. Include information from Exercise 2.**

Where …
Who …
How …
What …
How long …

WRITE

5 **Write an email to a friend. Use your notes from Exercise 4, and the language below.**

We're going to visit …
We're going to fly/drive …
We'll stay there for …

CHECK

6 **Can you say YES to these questions?**

- Have you got information from Exercise 4 in your email?
- Do you start and finish the email with an expression from the Useful language box?
- Are your spelling, grammar and vocabulary correct?

9 CLIL

Maths Frequency tables and bar charts

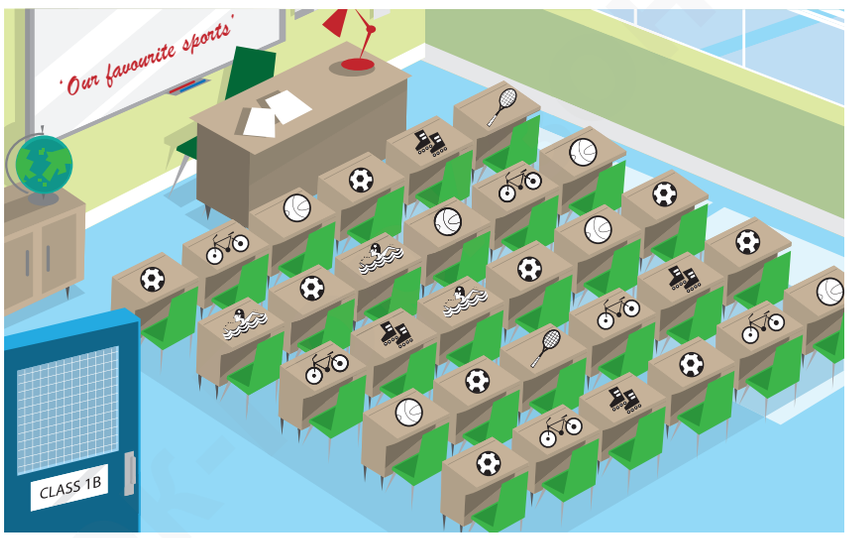
1 **Work with a partner. Look at the picture of class 1B's favourite sports and read the text. Answer the questions.**

- 'Data total' is the total amount of information in a mathematical study.
- 'Frequency' is how often something appears in mathematical data.

1 What is the data total for Class 1B's favourite sports?
2 What is the frequency of tennis?

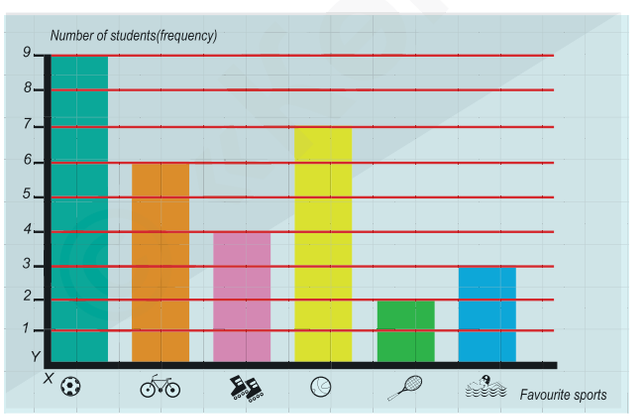
2 **Look at the picture in Exercise 1 again. What is the frequency of each sport? Copy and complete the table.**

	Number of students
football	9
cycling	
rollerblading	
basketball	
tennis	2
swimming	
total	



3 **Look at the information from Exercise 2 in a bar chart. Answer the questions.**

1 Which data is wrong?
2 Which axis (X or Y) is a horizontal line? Which is a vertical line?



Your turn

4 **Work with a partner. Ask students in your class where they are going to spend their summer holidays. Then make a frequency table and a bar chart with the information. Use these ideas.**

- the beach
- the mountains
- a city
- visit family or friends

Find out about holiday activities in Australia in the summer.



Discovery EDUCATION

9.4 Holiday in Australia

UNIT 9

Amazing adventures

Have you ever done something really adventurous? Where did you go? What did you do?

Emma's holiday blog

It's the end of my holiday in Kazakhstan. I had an amazing time! Here are some of my adventures.









Walking on the singing dunes

The 'singing dunes' are about 180 kilometres from Almaty. I didn't understand how a desert can 'sing' until I stood on the sand and listened to the sound that it makes. Incredible!

Exploring the steppe

We stayed with a local family in yurts for three nights. They took us on their horses to explore the grasslands, or 'steppe'. We saw lots of rabbits! We also met our host family's eagles. They use them to hunt rabbits and foxes. In the evening, we ate with the family and they played traditional music for us. They were so kind that we didn't want to leave!

White water rafting on the Chilik river

Rafting on the Chilik river in a big rubber boat was cool. We got very wet and at times I thought we were all going to fall in the river! It's quite scary when the water's flowing fast.

Mountain biking in the mountains and canyons

This was the best part of our holiday for me. We travelled by helicopter to North Inylchek Base Camp (4,000 metres). When we arrived, we had lunch and took photos of Kazakhstan's highest mountain – Khan Tengri. Then it was time to go down the mountain again – this time we did it by bike! After that, we spent four days cycling along some fantastic canyons. The photo is of my new friend Yerden at Temirlik Canyon. I was really tired at the end, but I really enjoyed it.

Extra reading

1 **Read the text, then answer the questions.**

1 Where are the 'singing dunes'?
2 Where did Emma stay on the steppe?
3 What animals did she see?
4 What did Emma think about her rafting trip?
5 Did Emma cycle to North Inylchek Base Camp?
6 How did she feel after her trip to the canyons?
7 What was the best part of her holiday?

ABOUT KHAN TENGRI

Khan Tengri is 7,000 metres high. Its name means 'King Heaven' or 'Lord of the Sky'. It is on the border between Kazakhstan, Kyrgyzstan and China. A Ukrainian team first climbed Khan Tengri in 1931.

8–9 Review

Vocabulary

1 **Write the names of the sports. Include the verbs.**

1 *go swimming*



2 **Write the names of the clothes in the picture.**

1 *cap*



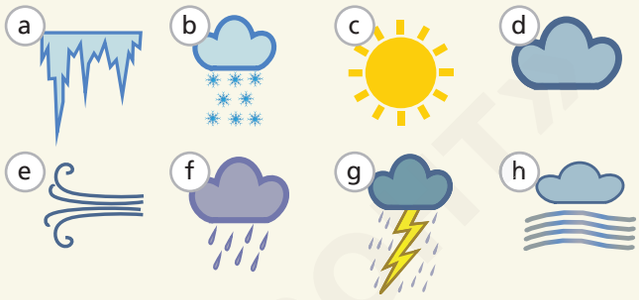
3 **Match the months with the seasons.**

1	spring	a)	December, January, February
2	summer	b)	September, October, November
3	autumn	c)	June, July, August
4	winter	d)	March, April, May

4 **Match the pictures with the words.**

1 *d*

1	cloudy	4	rainy	7	sunny
2	foggy	5	snowy	8	windy
3	icy	6	stormy		



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

beach desert forest hill ~~sea~~ mountain

1 They're swimming in the *sea* .
2 It's hot and dry. We're in the ..... .
3 Let's sit on the ..... and look at the sea.
4 It's easy to walk up this ..... . It's not very high.
5 There are a lot of tall trees. We're in a ..... .
6 It's hard to climb up this because it's very high. It's a ..... .

6 **Choose the best words to complete the text.**

Last summer I [1]..... two weeks at a summer camp in the United States. Summer camps are very [2]..... there, and a lot of teenagers [3]..... go on one every year. It was my first time, and I thought it was [4]..... I [5]..... in a [6]..... cabin with four other kids my age. It was [7]..... comfortable. I [8]..... my computer and a camera with me, and sent photos back to my parents. We [9]..... every day doing lots of fun activities, and I was sad to come home because it was a really [10]..... holiday.

1	a) spent	b) took
2	a) perfect	b) popular
3	a) usually	b) surprisingly
4	a) popular	b) amazing
5	a) stayed	b) spent
6	a) little	b) perfect
7	a) traditionally	b) surprisingly
8	a) took	b) stayed
9	a) spent	b) took
10	a) special	b) luxury

7 **Write the plurals of the words. Which ones are regular / irregular?**

1	man	4	girl
2	baby	5	child
3	woman	6	person

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Language focus

1 Complete the sentences with the words in the box.

didn't (x2) Did Yes

1 .... Susan play tennis yesterday?
2 A: Did you go snowboarding last winter?
  B: ...., I did.
3 A: Did Tom go with you on holiday?
  B: No, he ....
4 A: Did they have a good time?
  B: No, they ....

2 Write the questions.

1 A: Where *did you go* ?
  B: I went to the shopping centre.
2 A: Who ....?
  B: I went with Jamie.
3 A: What ....?
  B: I bought a hoodie.
4 A: How much ....?
  B: It cost £9.99.

3 Complete the conversation with the correct form of *be going to.*

1 *are you going to do*

Owen: What [1](**you / do**) when you leave school?
Alex: [2](**I / go**) to university, but first [3](**I / take**) a year out and travel around Europe.
Owen: Cool! [4](**I / try**) and get a job. [5](**I / not go**) to university. Who [6](**you / go travelling**) with?
Alex: My cousin. [7](**We / start**) in the north, in Scandinavia, and finish in the south in Spain and go to all of the countries in between.
Owen: Wow! That's a lot of countries.
Alex: What about you? [8](**you / travel**) in the future?
Owen: Maybe! Your trip sounds great!

4 Match the sentences, then write the correct form of *will* and the verb in brackets.

1 Don't forget your umbrella. *a*
2 Sonya studies very hard.
3 You didn't do your homework!
4 I made a cake for you.
5 Let's take the children to Disneyland.

a) I think it *'ll rain* (rain) later today.
b) Everyone says she .... (pass) her exams easily.
c) They .... (love) it!
d) Your teacher .... (not be) happy about that.
e) I hope you .... (like) it.

Language builder

5 Choose the correct words to complete the text.

1 *a*

Dear Antonio,
Here is a photo of my home town. It's a very nice place. 500 years [1]... , it [2]... very small. Today there are over 100,000 people. You [3]... travel around town by bus or by tram, but there isn't an underground – they're [4]... one in a few years! Last year, we [5]... a big football tournament here. My team [6]... in the final match! But we [7]... win. Next year, the town [8]... a festival of culture. They are building a lot of new hotels because visitors from a lot of countries [9]... visit us. You must come and visit me one day. You [10]... stay with me and my family.
Best wishes,
Gino

1	a ago	b was	c it does
2	a are	b were	c was
3	a can	b will	c won't
4	a built	b going to build	c build
5	a have	b had	c did have
6	a play	b playing	c played
7	a not	b doesn't	c didn't
8	a is going to have	b is have	c had
9	a is going	b are going to	c is going to
10	a can	b going	c don't

Speaking

6 Complete the conversation with the words in the box.

That's a good idea ~~Let's~~ I'd prefer Really
What about Cool What happened

Tim: [1] *Let's* go kayaking this weekend.
Karla: [2]....not to go kayaking.
Tim: Why not?
Karla: I went last year.
Tim: [3]....?
Karla: Yes, really.
Tim: [4]....!
Karla: It wasn't. I didn't enjoy it at all.
Tim: [5]....?
Karla: I spent a lot of time in the water and not much time in the kayak.
Tim: Oh. OK. [6]....going to the cinema instead?
Karla: [7].... Shall we go tomorrow afternoon?
Tim: Yes, OK.

Grammar reference

Unit 1

Subject pronouns and *be*: affirmative, negative and questions

	+		–	
subject pronoun	**full form**	**contraction**	**full form**	**contraction**
I	I am	I'm	I am not	I'm not
You	You are	You're	You are not	You aren't
He	He is	He's	He is not	He isn't
She	She is	She's	She is not	She isn't
It	It is	It's	It is not	It isn't
We	We are	We're	We are not	We aren't
You	You are	You're	You are not	You aren't
They	They are	They're	They are not	They aren't

- Use the present simple of *be* to identify people and give locations and dates.
  He's my uncle.
  They're in the house.
  It's the 12th March.
- You can use subject pronouns instead of names to refer to people or things. You can use contractions to combine subject pronouns with the present simple of *be*.
  Millie's my friend.
  She's my friend.
- Change the word order to make questions; put *be* before the subject.

?	short answers	
	+	–
Am I at school?	Yes, I am.	No, I'm not.
Are you at school?	Yes, you are.	No, you aren't.
Is he/she/it at school?	Yes, he/she/it is.	No, he/she/it isn't.
Are we/you/they at school?	Yes, we/you/they are.	No, we/you/they aren't.

1 **Complete the conversations with the correct subject pronouns and the present simple of the verb *be*. Use contractions where possible.**

1 **A:** Is Lara 18?
B: No, *she isn't*. *She's* 19.
2 **A:** Are Tim and Ella students?
B: Yes, ... in my class.
3 **A:** .... you in the basketball team?
B: No ..... in the football team.
4 **A:** .... I in Room C?
B: No, you're not. .... in Room D.

Possessive adjectives and possessive *'s*

singular	plural
my/your/his/her/its	our/your/their

- We use possessive adjectives to talk about possession.
  This is my computer.
- We use *his* for boys and men and *her* for girls and women.
  His name's Tom.
  Her name's Amanda.
- We use the possessive adjective *its* for animals and things.
  My dog is black but its feet are white.
- We use ***apostrophe + s*** to show possession.
- We put *'s* after a name or singular noun and *s'* after a plural noun.

2 **Write the sentences two ways. Use possessive *'s* and possessive adjectives.**

1 Lydia / shoes are blue.
Lydia's shoes are blue. Her shoes are blue.
2 The dog / ball is red.
3 The teachers / names are Mr Lark and Mrs Moore.
4 Andrew / parents are from Chile.

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Grammar reference

Unit 2

Present simple: affirmative and negative

+	I/We/You/They	live	in Astana.
–		don't live	
+	He/She/It	lives	
–		doesn't live	

- We use the present simple to talk about facts, habits and routines.
  He goes to football on Mondays.
- We form the negative of the present simple with *subject + don't/doesn't + infinitive*
  They don't speak English. She doesn't eat eggs.

1 **Complete the sentences with the affirmative (✓) or negative (✗) form of the verbs in brackets.**

1 I *don't live* (✗) in Paris. I *live* (✓) in New York. (live)
2 He …. (✗) cats. He …. (✓) dogs. (like)
3 I …. (✓) early on week days, but I …. (✗) early at the weekend. (get up)

Spelling: third person

- The third person form of the present simple ends in *–s*.
  eat – he eats read – she reads live – it lives
- When the verb ends in *consonant + y*, we change the *y* and add *–ies* in the third person.
  carry – he carries fly – she flies
- When the verb ends in *–ss, –sh, –ch, –x* and *–o*, we add *–es*.
  she finishes he relaxes it goes
- Some verbs have an irregular third person:
  have – has be – is

Present simple: *yes/no* questions and short answers

?	Do	I/we/you/they	live in Astana?
?	Does	he/she/it	
+	Yes,	I/we/you/they	do.
		he/she/it	does.
–	No,	I/we/you/they	don't.
		he/she/it	doesn't.

- We form present simple *yes/no* questions with *Do/Does + subject + infinitive.*

Present simple: *Wh-* questions

question word	do/does	subject	verb
Who	do	I/you	know?
What time	does	the party	start?
Where		she	live?
What		he	do?
When	do	we/you/they	have lunch?

- We form *Wh-* questions with *question word + do/does + subject + verb*.

2 **Complete the questions with the correct question word and *do/does*.**

1 …. Mari live?
2 …. your little sisters go to bed?
3 …. you walk to school with?

was/were: affirmative, negative, questions and short answers

+	I/He/She/It	was	cold.
	We/You/They	were	
–	I/He/She/It	wasn't	
	We/You/They	weren't	

?	Was	I/he/she/it	cold?
	Were	we/you/they	
+	Yes,	I/he/she/it	was.
		we/you/they	were.
–	No,	I/he/she/it	wasn't.
		we/you/they	weren't.

- *Was* and *were* are the past simple forms of *be*.
- To form *yes/no* questions, we use *was/were* before the subject. We don't use *do*.
- To form *Wh-* questions, we put the question word before *was/were*.

3 **Choose the correct words.**

1 She **was / were** here at 8 am.
2 We **wasn't / weren't** at the cinema.
3 Why **was / were** Javier and Daniel late?

4 **Write questions with *was/were*. Answer them with short answers.**

1 your dad / with you? (✗)
2 the film / good? (✓)
3 you / at home / at 8 pm? (✗)

there was/were: affirmative, negative, questions and short answers

	Singular	Plural
+	There was a cinema here in the 1950s.	There were three shops here.
–	There wasn't a cinema here in the 1950s.	There weren't any shops here.

	Singular	Plural
?	Was there a cinema here in the 1950s?	Were there any shops?
+	Yes, there was.	Yes, there were.
–	No, there wasn't.	No, there weren't.

- *There was* and *there were* are the past simple forms of *there is* and *there are*.

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Grammar reference

Unit 3

have got: affirmative and negative

+	I've got	a sister.
	You've got	
	He/She/It's got	
	We've got	
	You've got	
	They've got	
–	I haven't got	a brother.
	You haven't got	
	He/She/It hasn't got	
	We haven't got	
	You haven't got	
	They haven't got	

- We use *have (not/n't) got* to talk about possession.
  I've got a brother.
  I haven't got a sister.

have got: questions and short answers

?	Have I/we/you/they got	a skateboard?
?	Has he/she/it got	
+	Yes, I/we/you/they	have.
+	Yes, he/she/it	has.
–	No, I/we/you/they	haven't.
–	No, he/she/it	hasn't.

- We use *have + subject + got + object* to make questions.
  Have you got a skateboard?
- We use short answers when we speak.
  A: Have you got a skateboard?
  B: Yes, I have. / No, I haven't.

1 **Write affirmative (✓) or negative (✗) sentences with *have got*.**

1 She / two cousins. (✓)
She's got two cousins.
2 I / blue eyes. (✓)
3 Harry / a pencil. (✓)
4 You / a bike. (✗)
5 We / a big garden. (✗)
6 My grandparents / mobile phones. (✓)

2 **Write six questions and short answers for the sentences in Exercise 1.**

1 *Has she got two cousins?*
No, she hasn't.

Comparative and superlative adjectives

1 syllable	dark → dark**er** → **the** dark**est** *My hair is darker than his hair.* nice → nice**r** → **the** nice**st** *Who's the nicest person you know?* big → big**ger** → **the** big**gest** *My brother is bigger than your brother.* tall → tall**er** → **the** tall**est** *Who's the tallest boy in the class?*
2 or more syllables	intelligent → **more** intelligent → **the most** intelligent *My avatar is more intelligent than yours.* beautiful → **more** beautiful → **the most** beautiful *Katy is the most beautiful girl in our class.*
Ending in consonant + *-y*	funny → funn**ier** → **the funniest** *This film's funnier than that film.* happy → happ**ier** → **the happiest** *Lara is the happiest person I know.*
Irregular	good → **better** → **the best** *My homework was the best.* bad → **worse** → **the worst** *My phone's worse than his phone.* far → **further** → **the furthest** *America is further from the UK than France.*

- We use comparative adjectives to show how two things are different from each other.
- We use superlative adjectives to show how something is different from two or more more other things.

3 **Write sentences with comparative adjectives.**

1 Bella / old / her sister.
Bella is older than her sister.
2 Mark / tall / Ben.
3 My hair / curly / my mum's hair.
4 Oliver / handsome / his brother.
5 Our avatar / bad / her avatar.

4 **Write sentences with superlative adjectives.**

1 Joel / tall / person / in his family.
Joel is the tallest person in his family.
2 Russia / big / country / in the world.
3 Hannah / intelligent / student / in her class.
4 Lucy / good / football player / in her school.
5 We / bad / dancers / in our class.

5 **Write sentences. Compare these things.**

The UK and Kazakhstan.
The UK is smaller than Kazakhstan.
You and your friend.
Your hair and your teacher's hair.
Your family and your friend's family.
Your town and another town.

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Grammar reference

Unit 4

Present continuous: affirmative and negative

+	I	am	running.
	He/She/It	is	
	We/You/They	are	
–	I	'm not	
	He/She/It	isn't	
	We/You/They	aren't	

- We use the present continuous to talk about actions in progress at the time of speaking.
  We're learning English.
  I'm reading this book.
- We form the present continuous with ***subject + be (not/n't) + verb + ing***.
  He's laughing.
  He isn't crying.

Spelling: *-ing* form

- With most verbs, we add *-ing* to the verb.
  eat – eating
- Verbs that end in *-e*, remove the *-e* and add *-ing*.
  write – writing
- Verbs that end in a vowel and a consonant, double the final consonant and add *-ing*.
  stop – stopping

1 **Write the *-ing* form of the verbs.**

1 run ...*running*...
2 help ....
3 play ....
4 write ....

2 **Write affirmative and negative sentences in the present continuous.**

1 He / read / a comic. (✓)
  He's reading a comic.
2 They / listen / to us. (✗)
3 Laura / do / her homework. (✓)
4 He / work / on this exercise. (✗)
5 We / go / to our Art class. (✓)

3 **Rewrite the sentences in Exercise 2 so they are true for you.**
I'm not reading a comic.

Present continuous: questions and short answers

?	(What)	am	I		writing?
		is	he/she/it		
		are	we/you/they		
+	Yes,	I am.	–	No,	I'm not.
		he/she/it is.			he/she/it isn't.
		we/you/they are.			we/you/they aren't.

- To form *yes/no* questions, we use *be + -ing*.
  To give a short answer, we don't use the verb + *-ing*.
  Are you listening?
  Yes, I am. / No, I'm not.
- For *Wh-* questions, we put the question word before *be*.
  Where are you going?
  What are you doing?

4 **Complete the questions and short answers.**

1 ...*Am*... I ...*helping*...? (help) (✓)
  Yes, you are.
2 .... he ....? (smile) (✓)
3 .... they ....? (dance) (✗)
4 .... she .... her teeth? (brush) (✗)

Past simple regular verbs: affirmative and negative

+	I/You/He/She/It/We/They	played football yesterday.
–	I/You/He/She/It/We/They	didn't play football yesterday.

- We use the past simple to talk about completed events and actions in the past.
  I tidied my room yesterday.
- We add ***-(e)d*** to regular verbs to form the past tense.
  dance - danced
- When a verb ends in a consonant + ***-y***, we take off the ***y*** and add ***ied***.
  tidy – tidied

5 **Complete the sentences with the past simple form of the verbs in the box.**

study ~~walk~~ start live stay

1 We ...*walked*... to school this morning.
2 The class .... at 4.30.
3 Twenty years ago, my parents .... in Spain.
4 Last summer, we .... at my grandparents' house.
5 At the weekend I .... for the English test.

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Grammar reference

Unit 5

can for ability and permission

+	I/You/He/She/It/We/They	can	sing.
–	I/You/He/She/It/We/They	can't	

?	Can	I/you/she/it/we/they	sing?
+	Yes,	I/you/he/she/it/we/they	can.
–	No,	I/you/he/she/it/we/they	can't.

- We use ***can*** to express ability and permission.
  He can play tennis. (ability)
  Dad says we can't go to the party. (permission)
- ***Can*** is the same in all forms.
  I can speak Chinese.
  She can speak Chinese.
- We use ***infinitive*** without ***to*** after ***can***.
  They can sing.
- We don't use ***do/does*** when we make questions with ***can***.
  Can you use your mobile phone at school?

1 **Write affirmative (✓) and negative (✗) sentences with *can*.**

1 Jamie / run fast. (✓)
Jamie can run fast.
2 My granddad / use a mobile phone. (✓)
3 They / skateboard. (✗)
4 You / stay out late tonight. (✗)
5 I / ski. (✗)
6 She / play the piano. (✓)

2 **Write questions and short answers for the sentences in Exercise 1.**

Can Jamie run fast? Yes, he can. / No, he can't.

3 **Write sentences with *can* about you and your friends and family. Use the prompts to help.**

1 play the guitar / piano
I can play the guitar. I can't play the piano, but my uncle can.
2 swim / dance / ride a bike / ride a horse
3 speak French / Russian / Chinese / Spanish
4 drive a car / drive a lorry / fly a plane

love, (don't) like, don't mind, hate + -ing

- We use the *-ing* form of the verb after *love, (don't) like* and *hate*.
  She loves playing with her little sister.
  I don't mind doing homework.

4 **Complete the sentences with the *-ing* form of the verbs in the box.**

do walk go paint sing watch play learn

1 He loves .... to school.
2 I don't like .... homework.
3 Karen loves .... DVDs.
4 We like .... English.
5 They don't like .... pictures.
6 He doesn't mind .... with the baby.
7 My brother hates ..... .
8 They don't mind .... to school.

Object pronouns

subject pronoun	I	you	he	she	it	we	you	they
object pronoun	me	you	him	her	it	us	you	them

- We can use object pronouns to replace nouns that follow verbs.
  I love Maths lessons. ➔ *I love them.*
  I don't like cooking. ➔ *I don't like it.*

5 **Complete the sentences with the correct object pronoun.**

1 Our teacher always tells *us* to sit down.
2 It's a great film. Watch .... !
3 She's got exams. She needs to study for ..... .
4 Brad goes to Art classes. I can go with ..... .
5 Katia knows the answer. I can email .... tomorrow.
6 My best friend always tells .... her secrets.

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Unit 7

Past simple irregular verbs: affirmative and negative

- Some verbs are irregular in the past simple. They don't follow any pattern. (See page 127)
- We form the negative of the past simple with *subject + didn't + infinitive*

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

1 We *went* (go) to the supermarket yesterday.
2 I .... (buy) some vegetables at the market this morning.
3 Last summer, they .... (have) a party in the garden.
4 My friend .... (come) to my house last weekend.
5 We .... (swim) in the pool at the sports centre last night.
6 He .... (take) the bus to the cinema at 6 pm.

2 Write affirmative (✓) or negative (✗) sentences with the past simple.

1 I / have / shower / this morning. (✗)
I didn't have a shower this morning.
2 Last year / Sam / fly / to Spain. (✓)
3 She / go / shopping / yesterday. (✗)
4 He / leave / his car / in the garage / last night. (✓)
5 We / buy / food / at the supermarket / last week. (✗)
6 They / build / a new cinema / last autumn. (✓)

ago

- We use ago with the past simple and a period of time to talk about when something happened in the past.
I went to the USA a year ago.
He arrived an hour ago.

3 Put the words in the correct order to make sentences.

1 saw / two weeks / I / him / ago
2 two years / stayed / aunt / at my house / ago / My
3 the cup / ago / My team / won / ten years
4 ago / my homework / did / half an hour / I
5 our class project / finished / We / ago / four days

Prepositions of location

- We use prepositions of location to say where someone or something is.

at	*I have lunch at school.*
in	*He put the pen in the pencil case.*
on	*The book is on the table.*
against	*The ladder is against the wall.*
on the left (of)	*I'm on the left of Sarah.*
on the right (of)	*The door is on the right of the window.*
inside	*The kitchen is inside the house.*
outside	*The car is outside the house.*
next to	*The garage is next to the house.*
opposite	*The school is opposite the park.*
in front of	*There's a bus stop in front of our school.*
behind	*There's a big dog behind the gate.*

4 Choose the correct prepositions.

1 The garden is **outside** / **against** the house.
2 We sat **at** / **on** the wall.
3 He lives **in** / **on** Spain.
4 She put her book **inside** / **at** her bag.
5 What did you learn **at** / **on** school today?
6 The window is **outside** / **on** the left of the door.

5 Complete the sentences with the prepositions in the box.

on on the left against next to in at

1 Sophie sat .... me at school today.
2 The roof is .... the house.
3 She grows lots of flowers .... her garden.
4 Are you .... home today?
5 Is the park .... of the museum?
6 Put your bike .... the wall to help it stand up.

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Unit 8

Past simple: questions and short answers

?	Did	I/he/she/it/we/you/they	walk to school?
+	Yes,	I/he/she/it/we/you/they	did.
–	No,	I/he/she/it/we/you/they	didn't.

- We form past simple questions with *did* + *subject* + *infinitive*
  Did she enjoy the party?
  Yes, she did. / No, she didn't.
- We form *Wh*- questions in the past simple with *question word + did + subject + infinitive*
  What did you do at the weekend?

1 **This is what Alan, Hannah and Zoe did last weekend. Write answers for you, then use the information to write questions and short answers.**

	Alan	Hannah and Zoe	You
play computer games	✗	✓	
go shopping	✓	✗	
play the piano	✗	✓	
cook a meal	✓	✗	
read a book	✓	✗	
do some homework	✗	✓	

Did Alan play computer games?
No, he didn't.
Did you do any homework at the weekend?
Yes, I did.

Past simple: *Wh*- questions

question word	did	subject	verb
Who	did	I/you/he/she/it/we/you/they	see?
Where			go?

2 **Match the beginnings and the ends of the questions.**

1 Where	a) like the museum?
2 What	b) did he get up?
3 Did she	c) did Olivia go?
4 What time	d) is your birthday?
5 How long	e) did you have for lunch?
6 When	f) did she need to do her homework?

3 **Write past simple questions.**

1 Why / give him / my comic ?
Why did you give him my comic?
2 you / go out / last night ?
3 What / they / have for dinner ?
4 When / Jack / start school ?
5 Where / she / go on holiday ?
6 you / have / a good weekend ?

4 **Match the answers to the questions in Exercise 3.**

a) I don't know. He didn't tell me.
b) She went to Peru.
c) They had fish and chips.
d) Yes. I went to the cinema.
e) Yes, it was wonderful. We went skydiving.
f) Because it was interesting.

5 **Write the questions for these answers.**

1 I got up at 7 am.
What time did you get up?
2 They arrived at school at 9 am.
3 We had cheese sandwiches and apple juice for lunch.
4 I came to school by bike.
5 She did her homework after school.
6 They played basketball yesterday evening.

6 **Answer the questions for you.**

1 What did you do at the weekend?
2 Where did you go for your last holiday?
3 What did you have for breakfast?
4 What did you get for your birthday last year?
5 When did you last go to the zoo?
6 What was your favourite toy when you were a baby?

Grammar reference

Unit 9

be going to: affirmative and negative

+	I	am ('m)	going to	have lunch. watch a film.
	He/She/It	is ('s)		
	We/You/They	are ('re)		
-	I	am not ('m not)		
	He/She/It	is not (isn't)		
	We/You/They	are not (aren't)		

- We use *be going to* to talk about future plans and intentions.
  She's going to take her camera on holiday but she isn't going to take her laptop.
- To form the *be going to* future, use ***be + going to + infinitive***.
  We're going to have dinner in a restaurant, but we aren't going to stay late.

be going to: questions and short answers

?	(What)	Am	I	going to	win?
		Is	he/she/it		
		Are	we/you/they		
+	Yes,	I am.			
		he/she/it is.			
		we/you/they are.			
–	No,	I'm not.			
		he/she/it isn't.			
		we/you/they aren't.			

- We form *yes/no* questions with *be* before the subject.
  Is he going to tell us the answers?
- To form *Wh-* questions, put a question word before *be*.
  What are you going to wear to the party?

1 **Write sentences using (*be*) *going to*.**

1 They / go shopping on Saturday.
They're going to go shopping on Saturday.
2 Andrew / phone me tonight.
3 I / play my favourite song.
4 You / watch a film on DVD.
5 My mum / help me.
6 We / ride our bikes.

2 **Write the sentences in the negative.**

1 Josh is going to tidy his bedroom.
Josh isn't going to tidy his bedroom.
2 I'm going to study Maths.
3 Rebecca's going to get up early tomorrow.
4 Carl and Simon are going to wear shorts.
5 We're going to take our MP3 players.
6 You're going to buy a new mobile phone.

3 **Write questions with (*be*) *going to*.**

1 What time / Lily / arrive?
What time is Lily going to arrive?
2 Where / they / get married?
3 How long / you / be on holiday?
4 Why / Aiden / buy a new camera?
5 What / you / wear to the party?
6 When / it / stop raining?

will/won't for future prediction

+	I/You/He/She/It/We/They	will	sing.
–	I/You/He/She/It/We/They	won't	

?	Will	I/you/he/she/it/we/they	sing?
+	Yes,	I/you/he/she/it/we/they	will.
–	No,	I/you/he/she/it/we/they	won't.

- We use ***will (will not / won't) + infinitive*** without *to* to talk about a future prediction.
  I'm sure I'll have a lovely time.
- To form *yes/no* questions, put *will* before the subject.
  Will it be cold in the mountains?
- To form *Wh-* questions, put a question word before *will*.
  What will you do on holiday?

4 **Write sentences about your future using the prompts in the box and the future with *will/won't*.**

go to university travel round the world
get an interesting job learn another language

I think I'll go to university, but I won't travel round the world first …

5 **Write questions with *will* then answer them for you.**

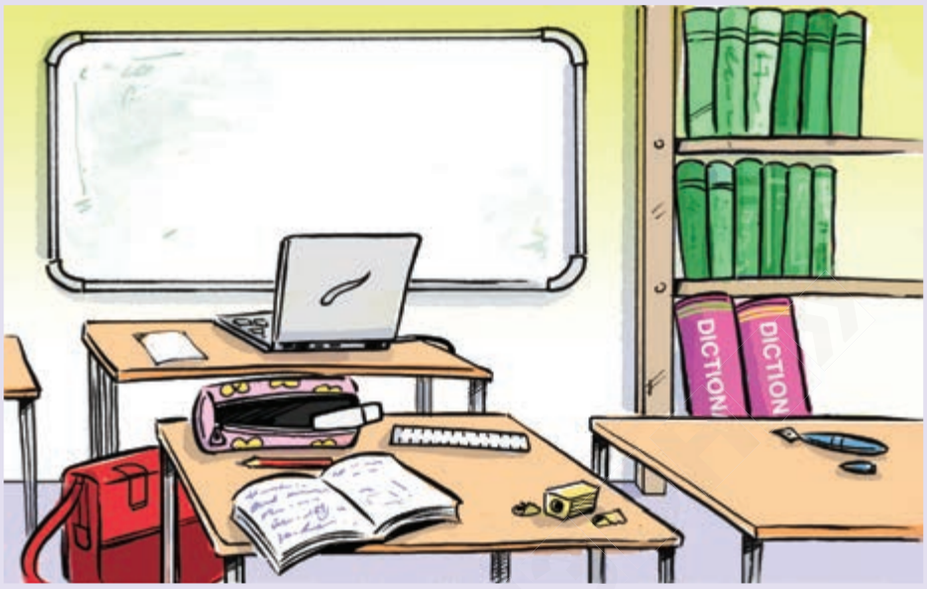
1 When / your lesson finish?
2 Who / you see after school?
3 What / you watch on the TV this evening?
4 What / you eat for supper tonight?

Vocabulary Bank

UNIT 1

Jog your memory!

Look at the picture. Cover the rest of the page. How many classroom objects can you remember?



Classroom objects (page 5)

bag	bookshelf	laptop	pencil	rubber
board	desk	notebook	pencil sharpener	ruler
book	dictionary	pen		

1 **Look at the words in the box. Which of these objects can you …**

- read?
- use to write with?
- put in a pencil case?
- write on / in?
- put things in?
- put things on?

2 **Which of the objects can you see in your classroom?**

Days of the week, months and dates (page 7)

April	January	May
August	July	November
December	June	October
February	March	September

1 **Look at the words in the box. Put the months in the correct order.**

2 **Can you remember the days of the week? Turn to page 7 to check.**

Countries, nationalities and languages (page 8)

Australia	France	Spain
Brazil	India	the UK
Canada	Japan	the USA
China	Mexico	Turkey
Colombia	Russia	

Look at the words in the box. Write the nationalities for each country.

Australia – Australian

Study tip

When you write down a word, make sure you spell it correctly! Then, when you learn the word, remember to learn the correct spelling too!

Vocabulary Bank

UNIT 2

Jog your memory!

Look at the pictures. Cover the rest of the page. How many animals can you find in one minute?



Animals (page 13)

bird	frog	shark
cat	giraffe	sheep
cow	gorilla	spider
dog	horse	tiger
elephant	monkeyr	zebra
fish	polar bear	

1 **Look at the words in the box. Write the animals in the correct column.**

land	air	water
cat		

2 **Cover the chart and test your partner.**

A: Dog.
B: Land.
A: Correct! Your turn!

3 **Which of the animals are fast, slow, dangerous or intelligent?**

Plants (page 16)

rose	flower	grass	tree
field	leaf	plant	

1 **Look at the words in the box. Write sentences about the words.**

A rose is a beautiful flower.

2 **Work with a partner. Describe where you live.**

There aren't any fields near my town.

Explore adverbs of movement (page 14)

backwards	left	round	forwards
down	right	up	

go	sit	stand	turn

1 **Look at the words in the boxes. Use words from each box to write instructions.**

1 *Stand up.* 2 *Turn left.*

2 **Work with a partner. Read your instructions. Your partner does the actions. Then swap.**

Explore the suffix *-er* (page 19)

clean	have	study	want
dance	paint	teach	write
drive	sing		

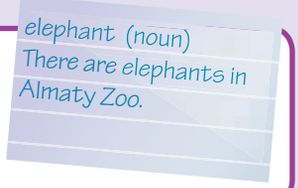
1 **Look at the words in the box. Add *-er* to seven of the verbs to make words to describe what people do.**

1 *clean - cleaner*

2 **Do you know anyone who does these jobs? Do you want to do any of these jobs? Talk with your partner.**

Study tip

Write an example sentence next to the new words in your vocabulary book. This will remind you how to use the new words and it will help you to remember them.



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Vocabulary Bank

UNIT 3



Jog your memory!

Look at the picture. Cover the rest of the page. How many family and friends words can you remember?

Family and friends (page 27)

aunt	granddad	parents
best friend	granddaughter	sister
brother	grandma	son
classmates	grandparents	teammates
cousin	grandson	uncle
dad	husband	
daughter	mum	

1 **Look at the words in the box. Find pairs of words.**
uncle – aunt

2 **Test your partner. Say one word in a pair. Your partner says the other word. Then swap.**
A: aunt
B: uncle
A: sister
B: …

Describing people (page 30)

blue	good-looking	red
brown	green	short
curly	intelligent	spiky
dark	long	straight
fair	old	tall
funny	pretty	young

1 **Look at the words in the box. Write sentences about your friends and family. Use *has / have got*.**

2 **Talk about the people you know.**
My sister's name is Dana. She's got curly hair …

Explore adjectives with *un-* and *-ful* (pages 28 & 33)

1 **Look at the words in the box. Write the words in the correct column.**

beauty colour lucky usual care happy use wonder

un-	-ful
	beautiful

Study tip

Start a vocabulary notebook or a vocabulary box with cards. Keep a record of all your new words. Add the words on this page under the headings *Friends and family* and *Describing people*.



Vocabulary Bank

UNIT 4

Jog your memory!

Look at the pictures. Cover the rest of the page. How many jobs can you remember?










Jobs (page 39)

actor	photographer
chef	pilot
businessman/woman	receptionist
mechanic	factory worker

1 **Look at the words in the box. Work with a partner. Tell your partner what jobs you want to do.**
I want to be a ... or maybe a ...

Outdoor and service jobs (page 42)

farmer	cleaner	police officer
nurse	doctor	shop assistant
tour guide	dentist	

1 **Look at the words in the box. Which jobs help people and which do you do outside?**

Explore prepositions of time (page 40)

December	lunchtime	July	8 o'clock
the afternoon	the weekend	night	Mondays

1 **Look at the words in the box. Match them to the correct prepositions.**

in	at	on

2 **Work with a partner. Tell your partner what you usually do at each of these times.**
In July my family go on holiday to the beach.

Explore expressions with *have* (page 45)

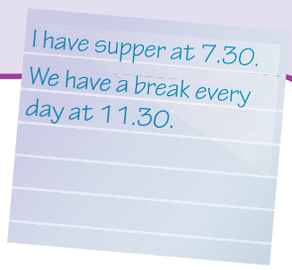
13 years old	a shower	a bath	cold
a cold	breakfast	a drink	a rest
hungry	a snack	dinner	lunch

1 **Look at the words in the box. Which *three* words do *not* go with *have*?**

2 **Write true and false sentences for you. Use phrases with *have*. Work with a partner. Guess which sentences are true and false.**
I have a bath every Sunday.

Study tip

Always write examples of words that go together in your vocabulary notebook. This will help you not to make mistakes when you use the word in your speaking and writing.



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Vocabulary Bank

Jog your memory!

Look at the pictures. Cover the rest of the page. How many activities can you remember?



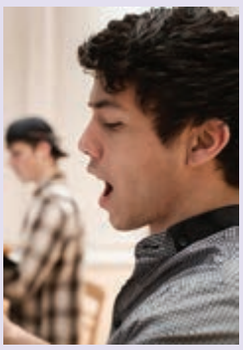
















Art (page 53)

act	paint	read books
dance	sing	take photos
draw	play an instrument	write stories

1 **Look at the words in the box. Work with a partner. Talk about what you do in your free time.**

A: Do you paint?
B: No I don't. I don't paint, but I take photos.

Music (page 56)

classical	opera	rock
hip-hop	pop	soul
jazz	rap	folk

1 **Look at the words in the box. Work with a partner. Talk about your favourite music. What music don't you like?**

Explore nouns and verbs (page 54)

~~exercise~~	practise	study	training
practice	studies	train	exercise

1 **Look at the words in the box. Complete the chart with the verbs and nouns.**

verb	noun
exercise	

Explore adjectives (page 59)

boring	great	terrible
brilliant	interesting	
fast	slow	

1 **Look again at page 59. Can you find any more adjectives in the text?**

2 **Think of a word for each adjective.**

boring – shopping



Study tip

Write the part of speech next to new words in your vocabulary notebook. It helps you to use them correctly in your work.

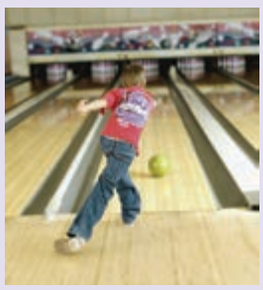
Vocabulary Bank

Jog your memory!

Look at the pictures. Cover the rest of the page. How many places can you remember?









Places in a town (page 69)

bowling alley	museum	sports centre
cinema	shopping centre	sports stadium
market	skate park	

1 **Look at the words in the box. Where can you …**

- buy food?
- watch something?
- do some exercise?
- learn something?
- buy a present for a friend?

Home and garden (page 72)

barbecue	gate	wall
garden	house	ladder
garage	roof	

1 **Turn to page 72. Look at the picture and the words for 2 minutes. Can you remember all the words?**

2 **Work with a partner. Describe your house or flat.**

Explore extreme adjectives (page 70)

ancient tiny fantastic enormous

1 **Look at the extreme adjectives in the box. Match them with the meanings in the chart. Can you add any others?**

Meaning	Extreme adjectives
very old	
very big	
very small	
very good	

2 **Write a sentence for each adjective.**
The church in my town. (ancient)

3 **Work with a partner. Say your sentences. Your partner guesses the adjective.**

Explore collocations (page 75)

go by go on take the

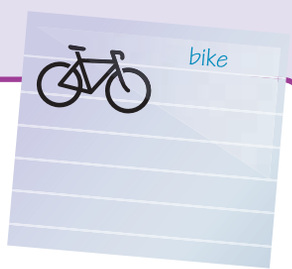
bike bus foot taxi train tram

1 **Look at the words in boxes. How many collocations can you make?**
go by bike, take the bus

2 **Work with a partner. Tell your partner about a very long journey.**
First I took a taxi to the station, then

Study tip

Draw pictures next to words in your vocabulary book to help you remember the meaning. Some people prefer pictures to help them remember new words. Some people prefer definitions. Which do you prefer?



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Vocabulary Bank

UNIT 8

Jog your memory!

Look at the pictures. Cover the rest of the page. How many sports can you name?



Sport (page 83)

baseball	judo	surfing
basketball	skateboarding	volleyball
bowling	skiing	windsurfing
cycling	snowboarding	

1 **Look at the words in the box. Match the sports with the correct verbs.**

go play do

go bowling

2 **Look back at page 83 and check your answers.**

3 **Talk to your partner. Which sports do you enjoy watching? Which are dangerous?**

4 **Work with a partner. Test him/her. Close your books. Say a sport. Your partner says the correct verb, *play, do* or *go.***

Clothes (page 86)

boots	jacket	skirt	tracksuit
cap	jeans	socks	trousers
hoodie	shorts	sweatshirt	T-shirt

1 **Look at the words in the box. Which clothes do you usually wear …**

- to do sport?
- when it's hot?
- when it's cold?
- to go shopping?

2 **Work with a partner. Look at the words for one minute. Close your books. How many clothes words can you write in two minutes? Open your book and check your answers together. Is your spelling correct?**

Explore adverbs (page 84)

general surprising traditional typical usual

1 **Look at the adjectives in the box. Make them into adverbs. Use a dictionary and the text on page 84, to help you.**

general – generally

2 **Choose four of the words. Write four sentences using the words.**

Explore irregular plurals (page 89)

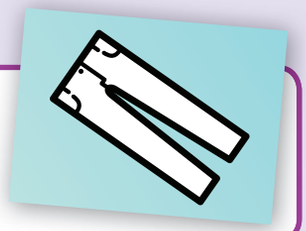
child	man	reindeer	tooth
fish	mouse	sheep	woman

1 **Look at the plural words on page 89 for 30 seconds. Close your books. How many of the words can you write down in one minute?**

2 **Look at the words in the box. What are the plural forms? Look in a dictionary to check your answers.**

Study tip

Make vocabulary flashcards to help you revise your vocabulary. Write a definition or draw a picture, whatever is best for you.



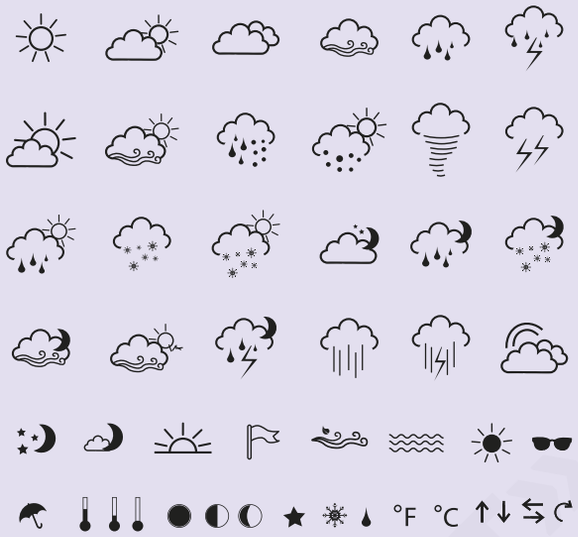
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Vocabulary Bank

UNIT 9

Jog your memory!

Look at the pictures. Cover the rest of the page. How many weather words can you remember?



Weather and seasons (page 95)

Seasons			
autumn	spring	summer	winter

Weather adjectives			
cloudy	icy	snowy	sunny
foggy	rainy	stormy	windy

1 **Look at the words in the boxes. What's the weather like in your country?**
In spring in my country, it's …

2 **Work with a partner. Take turns to close your books and test your spelling. Which word has a silent consonant?**

3 **The weather words are all adjectives. Write the noun for each word.**
sunny – sun

Landscapes (page 98)

beach	hill	mountains
desert	jungle	river
forest	lake	sea

1 **Look at the words in the box. What types of landscape do you have in your country?**

2 **Draw a landscape. Include at least five of the words.**

3 **Describe your picture to your partner. He/She listens and draws it. Check your partner's picture. Is it the same as yours?**

Explore collocations (page 96)

1 **Look at the chart. Add the following words to the correct column. Sometimes a word can go in more than one column.**

a break	a train	time
at home	in a bus	photos

Stay	spend	take
in a hostel *in a hotel* *in a cabin* *in a treehouse*	*a day* *a week*	*a bike* *a camera*

2 **Work with a partner. A, say a word from the box. B, guess which verb you use it with.**
A: A camera. *B: Take.*

Explore adjectives (page 101)

1 **Can you think of two nouns for each of the adjectives below?**

popular	*person*
perfect	*day*
special	
amazing	
luxury	
excellent	

2 **Work with a partner. Read your lists of nouns. Your partner guesses which adjective describes them.**

Study tip

Study with a friend – test yourself and each other. Use your vocabulary notebook or cards.

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Project 1

A class survey



Class Survey: favourite gadget

1 What's your favourite gadget?

2 Who's it from?

3 When do you use it?

4 Where do you use it?

Look

1 **Look at the class survey and the pie chart. Which 'gadget' is the most popular?**

2 **Answer the questions in the survey for you.**

Prepare

3 **Work in groups of three or four. Choose one of the topics for a class survey.**

- after school activities
- daily routines
- family members
- languages

4 **Write questions about the topic in Exercise 3. Use the question words below.**

What … ? Where … ? Who … ?
When … ? Which … ? How many … ?

5 **Ask your classmates the questions in your survey.**

Present

6 **Draw a pie chart like the one in Exercise 1 to show your results. Present your results to the rest of the class.**

Project 2

A wildlife poster



Look

1 **Read the text. Match the descriptions with the photos.**

1 They're pink and they've got very long legs. They live in Africa, South America and parts of Asia – usually near water. They don't usually swim but they can fly. They're very sociable animals and they live in big groups. They eat shrimps and plankton in the water.

2 They're usually black, orange and white. They've got big teeth and are very strong and fast. They live in India, Russia and China. They're very territorial and can swim very well. They're carnivores and they eat other animals like buffalo and deer. They're an 'endangered species' – there are only about 3,000 left in the world!

3 They've got six legs and are usually brown. They live together in big colonies. They live all over the world except in Antarctica. There are usually thousands in each colony. There are soldiers, workers and a queen. They can carry very heavy things and can find their colony from long distances. They eat plants, fruit, fungus and insects.

Prepare

2 **Work in groups of three. Choose three animals from your country. Use the Internet, books or magazines to find information about them. Think about …**

- physical appearance.
- habitat.
- abilities/behaviour.
- food/diet.

3 **Find photos of the animals in Exercise 2. Make a poster with the photos and the information about each animal. Put the photos in a different order from the information.**

Present

4 **Present your poster to the rest of the class in your group. Can they guess which information is about each animal?**

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Project 3

A tourist information poster



Look

1 **Read the information about Budva. Answer the questions.**

1 Where is Budva?
2 What's its history?
3 What can you see/do there?
4 What's the weather like?
5 How do you get there?

BUDVA

Where is it?

Budva is a city on the Adriatic Coast in Montenegro in south-eastern Europe. Not many people know it but it's very popular with millionaires! Budva has a long history – it's 3,500 years old. It was a small fishing village 50 years ago, but now rich people from Italy, Austria and Russia have houses in the town.

A historical town

It's very old and beautiful. There's an Old Town. Some people think this part of Budva was an island in the past. Now it's part of the town. The Venetians (people from Venice) ruled the town from 1420 to 1797 and they built walls to defend the town from their enemies. These walls are now popular with tourists.

Music

It's also a great place for music and concerts. A lot of famous musicians go to play concerts there – *the Rolling Stones* played in 2007. 35,000 people came to see them and the town has only got 16,000 residents! Madonna and David Guetta also played in Budva.

Relax!

There are lots of local beaches. Mogren Beach is very popular and is only 500 metres from the Old Town. The town's got a Mediterranean climate so it's usually warm and sunny.

How to get there

You can fly to Tivat or Podgorica airport or come by car along the Adriatic Highway.



Prepare

2 **Work in groups of three or four. Choose a town or city. Use the Internet, books or magazines to find information about it. Use the questions in Exercise 1 to help you.**

3 **Find photos of the town or city. Make a poster with the photos and the information in Exercise 2.**

Present

4 **Present your poster to the rest of the class in your group. Which town would the class most like to visit?**

Irregular verbs

infinitive	past simple
be	was/were
become	became
begin	began
break	broke
build	built
buy	bought
catch	caught
choose	chose
come	came
do	did
drink	drank
drive	drove
eat	ate
fall	fell
feed	fed
feel	felt
find	found
fly	flew
get	got
give	gave
go	went
have	had
hear	heard
keep	kept
know	knew
learn	learnt/learned
leave	left
lose	lost
make	made
meet	met
pay	paid
put	put
read	read
run	ran
say	said
see	saw
send	sent
sit	sat
sleep	slept
speak	spoke
spend	spent
swim	swam
take	took
teach	taught
tell	told
think	thought
wear	wore
win	won
write	wrote

Phonemic script

consonants

/p/	pencil
/b/	bag
/t/	town
/d/	day
/tʃ/	cheese
/dʒ/	juice
/k/	cake
/g/	get
/f/	food
/v/	very
/θ/	Thursday
/ð/	that
/s/	speak
/z/	zebra
/ʃ/	shoe
/ʒ/	usually
/m/	mum
/n/	name
/ŋ/	sing
/h/	house
/l/	like
/r/	red
/w/	water
/j/	you

vowels

/i:/	see
/ɪ/	sit
/ʊ /	book
/u:/	zoo
/e /	pen
/ə/	teacher
/ɜ:/	bird
/ɔ:/	boring
/æ/	that
/ʌ/	run
/ɑ:/	car
/ɒ/	lost

diphthongs

/eɪ/	say
/ɪə/	hear
/ʊə/	pure
/ɔɪ/	enjoy
/əʊ/	know
/eə/	chair
/aɪ/	buy
/aʊ/	now

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Wordlist

English	Transcription	Kazakh	Russian
act (v.)	/ækt/	әрекет ету	действовать
actor (n.)	/ˈæktə/	актер	актер
aeroplane (n.)	/ˈeərəpleɪn/	ұшақ	самолет
ambassador (n.)	/æmˈbæsədə/	елші	посол
American (n., adj.)	/əˈmerɪkən/	американдық	американец, американка
ancient (adj.)	/ˈeɪnʃənt/	ежелгі	древний
apartment (n.)	/əˈpɑːtmənt/	пәтер	квартира
apple (n.)	/ˈæpl/	алма	яблоко
April (n.)	/ˈeɪprəl/	сәуір	апрель
area (n.)	/ˈeəriə/	аумақ	площадь
art classes	/ˈɑːt ˌklɑːsɪz/	сурет сабағы	урок рисования
athlete (n.)	/ˈæθliːt/	атлет	атлет
August (n.)	/ˈɔːgəst/	Тамыз	Август
aunt (n.)	/ɑːnt/ noun	тәте	тётя
Australia (n.)	/ɒsˈtreɪliə/	Аустралия	Австралия
Australian (n., adj.)	/ɒsˈtreɪliən/	аустралиялық	австралиец (австралийка)
autumn (n.)	/ˈɔːtəm/	күз	осень
bag (n.)	/bæg/	сөмке	сумка
banana (n.)	/bəˈnɑːnə/	банан	банан
band (n.)	/bænd/	топ	группа
barbecue (n.)	/ˈbɑːbɪkjuː/	барбекю	барбекю
baseball (n.)	/ˈbeɪsbɔːl/	бейсбол	бейсбол
basketball (n.)	/ˈbɑːskɪtbɔːl/	баскетбол	баскетбол
beach (n.)	/biːtʃ/	жағажай	пляж
beans (n.)	/biːnz/	бұршақтар	бобы
beautiful (adj.)	/ˈbjuːtɪfəl/	әдемі	красивый
best friend	/ˌbest ˈfrend/	жақын дос	лучший друг
bird (n.)	/bɜːd/	құс	птица
blue (adj.)	/bluː/	көк, көгілдір	синий, голубой
board (n.)	/bɔːd/	тақта	доска
bookshelf (n.)	/ˈbʊkʃelf/	сөре	полка
boots (n.)	/buːts/	бәтеңке	ботинки
boring (adj.)	/ˈbɔːrɪŋ/	қызықсыз	скучный
bowling (n.)	/ˈbəʊlɪŋ/	боулинг	боулинг
bowling alley (n.)	/ˈbəʊlɪŋ ˌæli/	боулинг-клуб	боулинг-клуб
Brazil (n.)	/brəˈzɪl/	Бразилия	Бразилия
Brazilian (n., adj.)	/brəˈzɪliən/	бразилиялық	бразилец (бразильянка)
bread (n.)	/bred/	нан	хлеб
breakfast (n.)	/ˈbrekfəst/	таңғы ас	завтрак
brilliant (adj.)	/ˈbrɪljənt/	аға	брат
Britain (n.)	/ˈbrɪtən/	Британия	Британия
British (n., adj.)	/ˈbrɪtɪʃ/	британдық	британец (британка)
brother (n.)	/ˈbrʌðə/	аға	брат
brown (adj.)	/braʊn/	қоңыр	коричневый
brush my teeth	/brʌʃ maɪ tiːθ/	тісті тазалау	чистить зубы
bus station (n.)	/ˈbʌs ˌsteɪʃən/	автобус аялдамасы	автобусная станция
bus stop (n.)	/ˈbʌs ˌstɒp/	автобус аялдамасы	автобусная остановка
businessman (n.)	/ˈbɪznɪsmən/	(ер) кәсіпкер	бизнесмен
businesswoman (n.)	/ˈbɪznɪsˌwʊmən/	(әйел)кәсіпкер	бизнес-леди
butter (n.)	/ˈbʌtə/	май	масло
Canada (n.)	/ˈkænədə/	Канада	Канада

English	Transcription	Kazakh	Russian
Canadian (n., adj.)	/kəˈneɪdiən/	канадалық	канадец (канадка)
canteen (n.)	/kænˈtiːn/	асхана	столовая
cap (n.)	/kæp/	кепка, бейсболка	кепка, бейсболка
car park (n.)	/ˈkɑː ˌpɑːk/	паркинг, автотұрақ	паркинг, автостоянка
career (n.)	/kəˈrɪə/	мансап	карьера
careful (adj.)	/ˈkeəfəl/	қамқоршыл	заботливый
carpet (n.)	/ˈkɑːpɪt/	кілем	ковер
carrot (n.)	/ˈkærət/	сәбіз	морковь
cat (n.)	/kæt/	мысық	кошка
cheese (n.)	/tʃiːz/	ірімшік	сыр
chief (n.)	/tʃiːf/	бастық	начальник
chess (n.)	/tʃes/	шахмат	шахматы
chicken (n.)	/ˈtʃɪkɪn/	тауық	курица
child (n.)	/tʃaɪld/	бала	ребенок
children (n.)	/ˈtʃɪldrən/	балалар	дети
China (n.)	/ˈtʃaɪnə/	Қытай	Китай
Chinese (n., adj.)	/tʃaɪˈniːz/	қытай	китаец (китаянка)
cinema (n.)	/ˈsɪnəmə/	кинотеатр	кинотеатр
class (n.)	/klɑːs/	сынып, аудитория	класс, аудитория
classical (music) (adj.)	/ˈklæsɪkəl/	классикалық	классический (музыка)
classmate (n.)	/ˈklɑːsmeɪt/	сыныптас	одноклассник
classroom (n.)	/ˈklɑːsrʊm/	кабинет	кабинет
cleaner (n.)	/ˈkliːnə/	тазалаушы	уборщик (уборщица)
cloudy (adj.)	/ˈklaʊdi/	бұлтты	облачный
Colombia (n.)	/kəˈlʌmbiə/	Колумбия	Колумбия
Colombian (n., adj.)	/kəˈlʌmbiən/	колубиялық	колумбиец (колумбийка)
colourful (adj.)	/ˈkʌləfəl/	көркем	красочный
competition (n.)	/ˌkɒmpəˈtɪʃən/	жарыс	соревнование
costume (n.)	/ˈkɒstʃuːm/	костюм	костюм
cousin (n.)	/ˈkʌzən/	немере аға, (іні), немере сіңлі, (қарындас)	двоюродный брат; двоюродная сестра
cow (n.)	/kaʊ/	сиыр	корова
curly (adj.)	/ˈkɜːli/	бұйра	кудрявый
cycling (n.)	/ˈsaɪklɪŋ/	велоспорт	велоспорт
cyclist (n.)	/ˈsaɪklɪst/	велошабандоз	велосипедист
dad (n.)	/dæd/	әке	папа
dance (v.)	/dɑːns/	билеу	танцевать
dance classes	/ˈdɑːns ˌklɑːsɪz/	би сабағы	уроки танцев
dancer (n.)	/ˈdɑːnsə/	биші	танцор (танцовщица)
dark (adj.)	/dɑːk/	қарақошқыл(түс)	тёмный (цвет)
daughter (n.)	/ˈdɔːtə/	қыз	дочь
December (n.)	/dɪˈsembə/	желтоқсан	декабрь
dentist (n.)	/ˈdentɪst/	тіс дәрігері	зубной врач
desert (n.)	/ˈdezət/	шөл дала	пустыня
desk (n.)	/desk/	парта	парта
dessert (n.)	/dɪˈzɜːt/	тәтті	десерт
dictionary (n.)	/ˈdɪkʃənəri/ noun	сөздік	словарь
dinner (n.)	/ˈdɪnə/	кешкі ас	ужин
disappointed (adj.)	/ˌdɪsəˈpɔɪntɪd/	түңілген	разочарованный
disease (n.)	/dɪˈziːz/	ауру	болезнь
do some exercise	/duː sʌm ˈeksəsaɪz/	таңертеңгі жаттығу жасау	делать зарядку
doctor (n.)	/ˈdɒktə/	дәрігер	врач
dog (n.)	/dɒg/	ит	собака
drama (n.)	/ˈdrɑːmə/	драматикалық өнер	драматическое искусство
driver (n.)	/ˈdraɪvə/	жүргізуші	водитель

English	Transcription	Kazakh	Russian
early (adv.)	/ˈɜːli/	ерте	рано
education (n.)	/ˌedʒuˈkeɪʃən/	білім	образование
egg (n.)	/egz/	жұмыртқа	яйцо
elephant (n.)	/ˈelɪfənt/	піл	слон
English (n., adj.)	/ˈɪŋglɪʃ/	ағылшын тілі	английский язык
enormous (adj.)	/ɪˈnɔːməs/	үлкен	огромный
entertainment (n.)	/ˌentəˈteɪnmənt/	сауық-сайран	развлечение
except (prep, conj)	/ɪkˈsept/, conj	құрамынан шығару, одан басқа	исключать
explore (v.)	/ɪkˈsplɔː/	зерттеу	исследовать
factory worker	/ˈfæktəri ˌwɜːkə/	фабрика жұмысшысы	рабочий фабрики
fair (adj.)	/feə/	ашық (түс)	светлый (цвет)
fantastic (adj.)	/fænˈtæstɪk/	таңғажайып	фантастичский
farmer (n.)	/ˈfɑːmə/	ферма иесі	фермер
fast (adj.)	/fɑːst/	жылдам	быстрый
February (n.)	/ˈfebruəri/	ақпан	февраль
female (n., adj.)	/ˈfiːmeɪl/	ұрғашы	самка
ferry port	/ˈferi ˌpɔːt/	паромды порт	паромный порт
field (n.)	/ˈfiːld/	дала	поле
fight (v.)	/faɪt/	төбелесу	драться
fish (n.)	/fɪʃ/	балық	рыба
flat (n.)	/flæt/	жазық	равнина
flower (n.)	/ˈflaʊə/	гүл	цветок
fly (v.)	/flaɪ/	ұшу	летать
foggy (adj.)	/ˈfɒgi/	тұманды	туманный
football (n.)	/ˈfʊtbɔːl/	футбол	футбол
forest (n.)	/ˈfɒrɪst/	орман	лес
France (n.)	/frɑːns/	Франция	Франция
French (n., adj.)	/frentʃ/	французша	француз (француженка)
front (adj.)	/frʌnt/	алдыңғы	передний
funny (adj.)	/ˈfʌni/	күлкілі	смешной
garage (n.)	/ˈgærɑːʒ/	көлікжай	гараж
garden (n.)	/ˈgɑːdən/	бақ	сад
gate (n.)	/geɪt/	қақпа	ворота
general (adj.)	/ˈdʒenərəl/	жалпы	общий
generally (adv.)	/ˈdʒenərəli/	әдетте	обычно
Geography (n.)	/dʒiˈɒgrəfi/	география	география
get dressed	/get drest/	киіну	одеваться
get up (v.)	/get ʌp/	тұру	вставать
giraffe (n.)	/dʒɪˈrɑːf/	керік	жираф
go to bed	/gəʊ tə bed/	ұйықтау	идти спать
go to school	/gəʊ tə skuːl/	мектепке бару	идти в школу
good-looking (adj.)	/ˌgʊdˈlʊkɪŋ/	әдемі	красивый
gorilla (n.)	/gəˈrɪlə/	горилла	горилла
granddad (n.)	/ˈgrændæd/	ата	дедушка
granddaughter (n.)	/ˈgrændɔːtə/	немере қыз	внучка
grandma (n.)	/ˈgrænmɑː/	апа (әже)	бабушка
grandparents (n.)	/ˈgrænpeərənts/	ата мен апа (әже)	дедушка и бабушка
grandson (n.)	/ˈgrænsʌn/	немере ұл	внук
grass (n.)	/grɑːs/	шөп	трава
grasslands (n.)	/ˈgrɑːslændz/	жайлау	пастбище
great (adj.)	/greɪt/	ұлы	великий
green (adj.)	/griːn/	жасыл	зеленый
have a shower	/hæv ə ˈʃaʊə/	душқа түсу	принимать душ
heavy (adj.)	/ˈhevi/	ауыр	тяжелый

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hide (v.)	/haɪd/	тығылу	прятаться
hill (n.)	/hɪl/	төбе	холм
hip-hop (n.)	/ˈhɪphɒp/	хип-хоп	хип-хоп
History (n.)	/ˈhɪstəri/	тарих	история
hoodie (n.)	/ˈhʊdi/	капюшоны бар күрте	худи, байка с капюшоном
horn (n.)	/hɔːn/	мүйіз	рог
horse (n.)	/hɔːs/	ат	лошадь
house (n.)	/haʊs/	үй	дом
huge (adj.)	/hjuːdʒ/	үлкен	огромный
hunt (v.)	/hʌnt/	аң аулау	охотиться
husband (n.)	/ˈhʌzbənd/	күйеу	муж
ICT (n.)	/ˌaɪsiːˈtiː/	информатика	информатика
icy (adj.)	/ˈaɪsi/	мұзды	ледяной, покрытый льдом
incredible (adj.)	/ɪnˈkredəbəl/	сенгісіз	невероятный
India (n.)	/ˈɪndiə/	Үндістан	Индия
Indian (n., adj.)	/ˈɪndiən/	үнділік	индиец (индианка)
indoor pool (n.)	/ɪnˈdɔːˌpuːl/	жабық бассейн	закрытый бассейн
intelligent (adj.)	/ɪnˈtelɪdʒənt/	ақылды	умный
interesting (adj.)	/ˈɪntrəstɪŋ/	қызықты	интересный
IT room (n.)	/ˌaɪˈtiː ruːm/	компьютерлік сынып	компьютерный класс
jacket (n.)	/ˈdʒækɪt/	күртке	куртка
January (n.)	/ˈdʒænjuəri/	қаңтар	январь
Japan (n.)	/dʒəˈpæn/	Жапония	Япония
Japanese (n., adj.)	/ˌdʒæpəˈniːz/	жапониялық	японец, японка
jazz (n.)	/dʒæz/	джаз	джаз
jeans (n.)	/ˈdʒiːnz/	джинсы	джинсы
judo (n.)	/ˈdʒuːdəʊ/	дзюдо	дзюдо
July (n.)	/dʒuˈlaɪ/	шілде	июль
jump (v.)	/dʒʌmp/	секіру	прыгать
June (n.)	/dʒuːn/	маусым	июнь
jungle (n.)	/ˈdʒʌŋgəl/	джунгли	джунгли
karate (n.)	/kəˈrɑːti/	карате	карате
knife (n.)	/naɪf/	пышақ	нож
ladder (n.)	/ˈlædə/	баспалдақ	лестница
lake (n.)	/leɪk/	көл	озеро
laptop (n.)	/ˈlæptɒp/	ноутбук	ноутбук
leaf (n.)	/liːf/	жапырақ	лист
library (n.)	/ˈlaɪbrəri/	кітапхана	библиотека
long (adj.)	/lɒŋ/	ұзын	длинный
lunch (n.)	/lʌntʃ/	түскі ас	обед
main course	/ˌmeɪn ˈkɔːs/	негізгі тағам	основное блюдо
main hall	/ˌmeɪn ˈhɔːl/	мәжіліс залы	актовый зал
male (n.)	/meɪl/	аталық	самец
March (n.)	/mɑːtʃ/	наурыз	март
market (n.)	/ˈmɑːkɪt/	базар	рынок
Maths (n.)	/mæθs/	математика	математика
May (n.)	/meɪ/	мамыр	май
meat (n.)	/miːt/	ет	мясо
mechanic (n.)	/məˈkænɪk/	механик	механик
merry-go-round (n.)	/ˈmerigəʊˌraʊnd/	әткеншек	карусель
Mexican (n., adj.)	/ˈmeksɪkən/	мексикалық	мексиканец, мексиканка
Mexico (n.)	/ˈmeksɪkəʊ/	Мексика	Мексика
mice (n.)	/maɪs/	тышқандар	мыши
milk (n.)	/mɪlk/	сүт	молоко
monkey (n.)	/ˈmʌŋki/	маймыл	обезьяна

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mountains (n.)	/ˈmaʊntɪnz/	таулар	горы
mouse (n.)	/maʊs/	тышқан	мышь
mum (n.)	/mʌm/	ана	мама
muscles (n.)	/ˈmʌsəlz/	бұлшықеттер	мускулы
museum (n.)	/mjuːˈziːəm/	мұражай	музей
music (n.)	/ˈmjuːzɪk/	музыка	музыка
neck (n.)	/nek/	мойын	шея
notebook (n.)	/ˈnəʊtbʊk/	блокнот	блокнот
November (n.)	/nəʊˈvembə/	қараша	ноябрь
nurse (n.)	/nɜːs/	бала күтүші	няня
October (n.)	/ɒkˈtəʊbə/	қазан	октябрь
old (n.)	/əʊld/	кәрі (ескі)	старый
opera (n.)	/ˈɒpərə/	опера	опера
painter (n.)	/ˈpeɪntə/	сүретші	художник
parents (n.)	/ˈpeərənts/	ата-ана	родители
pasta (n.)	/ˈpæstə/	макарон	макароны
PE (n.)	/ˌpiːˈiː/	дене тәрбиесі	физвоспитание
pen (n.)	/pen/	қалам	ручка
pencil (n.)	/ˈpensəl/	қарындаш	карандаш
pencil sharpener (n.)	/ˈpensəl ˌʃɑːpənə/	ұштағыш	точилка для карандашей
perform (v.)	/pəˈfɔːm/	көрсету	представлять
photographer (n.)	/fəˈtɒgrəfə/	фотограф	фотограф
pilot (n.)	/ˈpaɪlət/	ұшқыш	пилот
pizza (n.)	/ˈpiːtsə/	пицца	пицца
plant (n.)	/plɑːnt/	өсімдік	растение
play an instrument	/pleɪ ən ˈɪnstrəmənt/	аспапта ойнау	играть на инструменте
playing field (n.)	/ˈpleɪɪŋ ˌfiːld/	спорт алаңы	спортивное поле, площадка
polar bear (n.)	/ˌpəʊlə ˈbeə/	ақ аю	белый медведь
police officer (n.)	/pəˈliːs ˌɒfɪsə/	полицейлік	полицейский
pop (music) (n.)	/pɒp/	поп (музыка)	поп (музыка)
poverty (n.)	/ˈpɒvəti/	кедейлік	бедность
practise (v.)	/ˈpræktɪs/	дағдылану	практиковать
pretty (adj.)	/ˈprɪti/	әдемі	красивый
prize (n.)	/praɪz/	баға	цена
probably (adv.)	/ˈprɒbəbli/	мүмкін	возможно
protect (v.)	/prəˈtekt/	қорғау	защищать
quality (n.)	/ˈkwɒləti/	сапа	качество
raindeer (n.)	/ˈreɪndɪə/	бұғы	олень
rainy (adj.)	/ˈreɪni/	жаңбырлы	дождливый
rap (n.)	/ræp/	рэп	рэп
read books	/riːd bʊks/	кітаптар оқу	читать книги
receptionist (n.)	/rɪˈsepʃənɪst/	хатшы	секретарь
recognise (v.)	/ˈrekəgnaɪz/	білу	узнавать
red (adj.)	/red/	қызыл	красный
rice (n.)	/raɪs/	күріш	рис
river (n.)	/ˈrɪvə/	өзен	река
rock (music) (n.)	/rɒk/	рок (музыка)	рок (музыка)
roof (n.)	/ruːf/	шатыр	крыша
rose (n.)	/rəʊz/	раушан гүл	роза
rubber (n.)	/ˈrʌbə/	өшіргіш	резинка
ruler (n.)	/ˈruːlə/	сызғыш	линейка
Russia (n.)	/ˈrʌʃə/	Ресей	Россия
Russian (n., adj.)	/ˈrʌʃən/	ресейлік	россиянин (россиянка)
scary (adj.)	/ˈskeəri/	қорқақ	пугливый

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science (n.)	/ˈsaɪəns/	жаратылыстану	естествознание, естественные науки
science lab	/ˈsaɪəns ˌlæb/	жаратылыстану лабораториясы	лаборатория естествознания
scream (v.)	/skriːm/	айқайлау	кричать
sea (n.)	/siː/	теңіз	море
September (n.)	/sepˈembə/	қыркүйек	сентябрь
shark (n.)	/ʃɑːk/	акула	акула
sheep (n.)	/ʃiːp/	қой	овца
shop assistant (n.)	/ˈʃɒp əˌsɪstənt/	сатушы	продавец
shopping centre (n.)	/ˈʃɒpɪŋ ˌsentə/	сауда орталығы	торговый центр
short (adj.)	/ʃɔːt/	аласа бойлы, қысқа	невысокого роста, короткий
shorts (n.)	/ʃɔːts/	шолақ шалбар	шорты
sing (v.)	/sɪŋ/	ән айту	петь
singer (n.)	/ˈsɪŋə/	әнші	певец (певица)
sister (n.)	/ˈsɪstə/	әпке, сіңлі, қарындас	сестра
skate park (n.)	/ˈskeɪt ˌpɑːk/	скейт-парк	скейт-парк
skateboard (n.)	/ˈskeɪtbɔːd/	скейтборд	скейтборд
skateboarding (n.)	/ˈskeɪtˌbɔːdɪŋ/	скейтбордпен сырғанау	катание на скейтборде
ski (v.)	/skiː/	шаңғы тебу	кататься на лыжах
skiing (n.)	/skiːɪŋ/	шаңғы спорты	лыжный спорт
skirt (n.)	/skɜːt/	белдемше	юбка
sledging (n.)	/ˈsledʒɪŋ/	шана тебу	ехать на санях
slow (adj.)	/sləʊ/	баяу	медленный
snack (n.)	/snæk/	жеңіл тамақ	перекус
snowboard (n.)	/ˈsnəʊbɔːd/	сноуборд	сноуборд
snowboarding (n.)	/ˈsnəʊbɔːdɪŋ/	сноубордпен сырғанау	катание на сноуборде
snowy (adj.)	/ˈsnəʊi/	қарлы	снежный
socks (pl. n.)	/sɒks/	шұлық	носки
son (n.)	/sʌn/	ұл	сын
soul (music) (n.)	/səʊl/	"соул" стиліндегі музыка	музыка в стиле "соул"
Spain (n.)	/speɪn/	Испания	Испания
Spanish (n., adj.)	/ˈspænɪʃ/	испандық	испанец (испанка)
spectacular (adj.)	/spekˈtækjələ/	тартымды	захватывающий
spider (n.)	/ˈspaɪdə/	өрмекші	паук
spiky (adj.)	/ˈspaɪki/	қайратты	колючий; ёжиком (о прическе)
sports centre (n.)	/ˈspɔːts ˌsentə/	спорт орталығы	спортивный центр
sports hall (n.)	/ˈspɔːts ˌhɔːl/	спорт зал	спортивный зал
sports stadium (n.)	/ˈspɔːts ˌsteɪdiəm/	стадион	стадион
spring (n.)	/sprɪŋ/	көктем	весна
station (n.)	/ˈsteɪʃən/	вокзал	вокзал
stormy (adj.)	/ˈstɔːmi/	найзағайлы, түнерген және желді	грозовой, с бурей и ветром
straight (adj.)	/streɪt/	тік	прямой
study (v.)	/ˈstʌdi/	оқу	учиться
summer (n.)	/ˈsʌmə/	жаз	лето
sunny (adj.)	/ˈsʌni/	күнгей	солнечный
surfing (n.)	/ˈsɜːfɪŋ/	сёрфинг	сёрфинг
surprising (adj.)	/səˈpraɪzɪŋ/	таңғаларлық	удивительный
sweatshirt (n.)	/ˈswetʃɜːt/	қалың жейде	толстовка, свитшот
swim (v.)	/swim/	жүзу	плавать
swing (v.)	/swɪŋ/	қолмен (сермеу)	размахивать (руками)
take photos	/teɪk ˈfəʊtəʊz/	сүретке түсіру	фотографировать
tall (adj.)	/tɔːl/	ұзын бойлы	высокий
teacher (n.)	/ˈtiːtʃə/	муғалім	учитель

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teammate (n.)	/ˈtiːmmeɪt/	топтағы жолдас	товарищ по команде
teeth (pl. n.)	/tiːθ/	тістер	зубы
tennis (n.)	/ˈtenɪs/	теннис	теннис
terrible (adj.)	/ˈterəbl/	сұмдық	ужасный
terrifying (adj.)	/ˈterəfaɪɪŋ/	қорқынышты	пугающий
tiger (n.)	/ˈtaɪgə/	жолбарыс	тигр
tiny (adj.)	/ˈtaɪni/	кішкентай	крошечный
tooth (n.)	/tuːθ/	тіс	зуб
tour guide (n.)	/ˈtʊə ˌgaɪd/	туристік гид	туристический гид
tracksuit (n.)	/ˈtræksuːt/	спорт киімі	спортивный костюм
traditional (adj.)	/trəˈdɪʃənəl/	дәстүрлі	традиционный
train (v.)	/treɪn/	жаттықтыру	тренировать
training (n.)	/ˈtreɪnɪŋ/	жаттығу	тренинг
tram stop (n.)	/ˈtræm ˌstɒp/	трамвай аялдамасы	трамвайная остановка
tree (n.)	/triː/	терек	дерево
trousers (n.)	/ˈtraʊzəz/	шалбар	брюки
Turkey (n.)	/ˈtɜːki/	Түркия	Турция
Turkish (n., adj.)	/ˈtɜːkɪʃ/	түрік	турок, турчанка
typical (adj.)	/ˈtɪpɪkəl/	типтік	типичный
T-shirt (n.)	/ˈtiːʃɜːt/	футболка	майка, футболка
uncle (n.)	/ˈʌŋkəl/	аға, көке	дядя
underwater (adj.)	/ˌʌndəˈwɔːtə/	судың асты	под водой
unhappy (adj.)	/ʌnˈhæpi/	бақытсыз	несчастный
unlucky (adj.)	/ʌnˈlʌki/	қырсық	невезучий
unusual (adj.)	/ʌnˈjuːʒuəl/	ерекше	необычный
the USA (n.)	/ˌjuːesˈeɪ/	АҚШ	США
useful (adj.)	/ˈjuːsfəl/	пайдалы	полезный
variety (n.)	/vəˈraɪəti/	әртүрлілік	разнообразие
volleyball (n.)	/ˈvɒlibɔːl/	волейбол	воллейбол
wall (n.)	/wɔːl/	қабырға	стена
weightlifting (n.)	/ˈweɪtˌlɪftɪŋ/	ауыр атлетика	тяжелая атлетика
wife (n.)	/waɪf/	жұбайы	жена
win (v.)	/wɪn/	жеңу	выигрывать
windsurfing (n.)	/ˈwɪndˌsɜːfɪŋ/	виндсёрфинг	виндсёрфинг
windy (adj.)	/ˈwɪndi/	желді	ветреный
winter (n.)	/ˈwɪntə/	қыс	зима
woman (n.)	/ˈwʊmən/	әйел	женщина
women (pl. n.)	/ˈwɪmɪn/	әйелдер	женщины
wonderful (adj.)	/ˈwʌndəfəl/	керемет	прекрасный
worry (v.)	/ˈwʌri/	алаңдау	беспокоиться
write stories	/raɪt ˈstɔːrɪz/	әңгіме жазу	писать рассказы
writer (n.)	/ˈraɪtə/	жазушы	писатель
young (adj.)	/jʌŋ/	жас	молодой
zebra (n.)	/ˈzebrə/	зебра	зебра

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