Eyes Open 3

STUDENT'S BOOK for Kazakhstan

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ENGLISH
АҒЫЛШЫН ТІЛІ
АНГЛИЙСКИЙ ЯЗЫК

Негізгі орта білім беру деңгейінің 7 сынып оқулығы
Учебник для 7 класса уровня основного среднего образования

Қазақстан Республикасы Оқу-ағарту министрлігі
Білім саласында сапаны қамтамасыз ету комитетінің
Республикалық ғылыми-практикалық білім мазмұнын сараптау орталығы ұсынған

Рекомендован Республиканским научно-практическим центром экспертизы содержания образования
Комитета по обеспечению качества в сфере образования
Министерства просвещения Республики Казахстан

Grade 7

CAMBRIDGE UNIVERSITY PRESS
Discovery EDUCATION

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Dear Friend!

This year you are continuing to learn English with Eyes Open 3 for Kazakhstan, grade 7. This book is designed to help you discover as much as possible about the language that is spoken all over the world.

Video, audio materials and stimulating global topics spark curiosity and engage teenage learners. Developed in partnership with Discovery Education™, Eyes Open features captivating Discovery Education™ video and stimulating global topics to motivate you and spark your curiosity. Four videos in every unit make learning relevant and create opportunities for deeper understanding. Guided, step-by-step activities and personalized learning tasks lead to greater speaking and writing fluency.

Units start with an impactful image designed to spark curiosity and discussion, and introduce the unit topic.

Abai's words of wisdom.

The unit video clips are summarised on this page.

The second page focuses on vocabulary, which is presented in a memorable way.

Your turn activities at the end of every lesson give students the opportunity to practise new language in a personalised, communicative way.

Vocabulary, language focus and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression.

A short *Be Curious* task encourages students to speak and engage with both the image and with the theme of the unit.

Through the listen, check and repeat tasks, students are given the opportunity to hear how the target vocabulary is pronounced and to practise it themselves.



Values

- 1 - Kazakhstani patriotism and civic responsibility
- 2 - respect
- 3 - cooperation
- 4 - labour and creativity
- 5 - openness
- 6 - lifelong learning

Conventional signs

- individual work
- pair work
- group work
- functional literacy
- digital literacy
- language builder
- Jog your memory
- study tip
- wordlist
- vocabulary bank
- grammar reference
- say it right!
- writing
- speaking
- Your turn - independent work
- Explore - explore
- advanced tasks
- 1.1 - listening
- 2.2 - watching
- Get it right! - get it right

Sustainable development goals



Unit	Vocabulary	Reading	Language focus 1	Listening and vocabulary	
1 Hobbies and leisure	**p7** Free time activities	**p8** An online forum **Explore** expressions with *have*	**p9** *one/ones* Possessive and reflexive pronouns **Get it right!** write reflexive pronouns as one word A New York City food tour	**p10** A radio interview Adjectives of feeling **p120 Say it right!** Word stress in adjectives of feeling	
2 Communication and technology	**p19** Communication	**p20** A survey **Explore** communication collocations	**p21** Present perfect for indefinite past time Social networks	**p22** Short conversations Communication verbs	
	Review Unit 1 and 2 page 30–31				
3 Holidays and travel	**p33** Expressions with *go*	**p34** An online advertisement **Explore** words in context	**p35** Present perfect with *still, yet, already* and *just* Present perfect and past simple The age of discovery	**p36** An interview Phrasal verbs **p120 Say it right!** Consonant to vowel linking	
4 Space and Earth	**p45** Space and Earth **Get it right!** *the* and plural nouns **p114 Say it right!** The pronunciation of *C*	**p46** An article **Explore** words in context Conjuctions *beacause, since, as*	**p47** *will, might/may* + adverbs of possibility Where does it all go?	**p48** A class presentation Energy issues	
	Review Unit 3 and 4 page 56–57				
5 Reading for pleasure		**p59-61** A biography A novel **Explore** compound adjectives	**p63** Verbs followed by *infinitive* or *gerund*		
6 Entertainment and media	**p69** Art and media **Get it right!** *go* and *there*	**p70** An online debate **Explore** collocations	**p71** Present perfect with *for* or *since* Present perfect and past simple The art of storytelling	**p72** An interview Musical instruments	
7 Natural disasters	**p81** Extreme weather **p121 Say it right!** /ɪ/ and /i:/	**p82** An article **Explore** words in context, conjuctions *because, since, as*	**p83** *(dont) have to/mustn't* The long winter	**p84** A conversation Survival essentials	
	Review Unit 6 and 7 page 92–93				
8 Healthy habits	**p93** Priorities	**p96** A magazine article **Explore** verb + noun collocations	**p97** *should/must* Get up and go!	**p98** A radio interview Healthy habits **p121 Say it right!** Word stress	
9 Clothes and fashion	**p107** Adjectives for clothes	**p108** A fashion blog **Explore** words in context **Get it right!** *want* + infinitive	**p109** *used to* and *would* **p121 Say it right!** Sentence stress in the past perfect	**p110** A discussion *-ed* and *-ing* adjectives **Get it right!** *I'm bored./It's boring.interested + in, bored/frightened + of, embarrassed/excited/ worried + about*	

Review Unit 8 and 9 page 118–119 **Say it right! page 120-121** **Grammar reference 122-131**

Vocabulary bank page 132-139 **Projects page 140–143** **Irregular verbs and phonemic script page 144-145**

Wordlist page 146–169 **Literature page 170**

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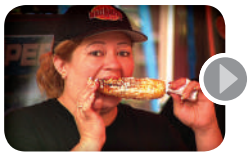
	Language focus 2	Discover Culture (Video and Reading)	Speaking	Writing	Extras
	p11 *too* + adjective (+ infinitive), (*not*) adjective + *enough*, *too many/too much* + noun, *none, any* **Get it right!** • *too* or *enough* • *any* + negative verbs	**p12** ▶ Punkin Chunkin! **p13** An article **Explore** making nouns from verbs	**p14** ▶ **Real talk:** How do you celebrate your birthday? Suggesting and responding	**p15** An email invitation to a friend **Useful language:** Referencing words	**p16 CLIL** Geography – Functional zones ▶ An ancient answer **p17 Extra reading** Hobbies in Kazakhstan **p122 Grammar reference** **p132 Vocabulary bank**
	p23 First conditional + *may/might*, *be able to*, *if/unless* **Get it right!** *if* clauses **p114 Say it right!** Intonation in first conditional sentences	**p24** ▶ The language of the future **p25** An article **Explore** complex noun phrases, phrasal verbs	**p26** ▶ **Real talk:** Have you ever given a class presentation? Reassuring someone	**p27** An essay **Useful language:** Introducing points and arguments	**p28 CLIL** Technology – An ancient way of communication. ▶ Pictures with meaning **p29 Extra reading** The future of energy: EXPO-2017 **p123 Grammar reference** **p131 Vocabulary bank**
	p37 Present simple passive **Get it right!** active vs. passive Present simple passive questions	**p38** ▶ The strange and beautiful land of Australia **p39** A poster presentation **Explore** interesting adjectives	**p40** ▶ **Real talk:** What's the most exciting thing you've ever done? Signing up for an activity	**p41** A travel blog **Useful language:** Expressing how you feel, good or bad Using present participles and past participles as adjectives	**p42 CLIL** Geography – Time zones ▶ Where in the world? **p43 Extra reading** The Silk Road Tour **p124 Grammar reference** **p134 Vocabulary bank**
	p49 *be going to/will/* Present continuous Reported statements	**p50** ▶ Build it better **p51** An article **Explore** phrasal verbs	**p52** ▶ **Real talk:** Do you do any volunteer work? Apologising and explaining	**p53** A newspaper article **Useful language:** Using direct speech	**p54 CLIL** Chemistry – Renewable energy ▶ Driving into the future **p55 Extra reading** The world's oldest space station **p126 Grammar reference** **p135 Vocabulary bank**
			p60 Talk about a story	**p61** A story	**p127 Grammar reference**
	p73 Present perfect with *ever/never* **p120 Say it right!** Strong and weak forms of *have*	**p74** ▶ A world of music **p75** A web page **Explore** phrasal verbs with *up*	**p76** ▶ **Real talk:** Have you ever been to a concert? Invitations and arrangements	**p77** An internet post **Useful language:** Avoiding repetition (1)	**p78 CLIL** Art – Perspective ▶ Art in perspective **p79 Extra reading** Ulytau **p128 Grammar reference** **p136 Vocabulary bank**
	p85 Past simple vs. past continuous	**p86** ▶ People of the mangrove jungle **p87** A magazine article **Explore** prepositional phrases	**p88** ▶ **Real talk:** Which do you prefer – towns and cities or the countryside? Giving your opinion	**p87** An email to a friend **Useful language:** Opening and closing an email	**p90 CLIL** Biology – Global warming ▶ Hot topics **p91 Extra reading** The South Pole by car **p129 Grammar reference** **p137 Vocabulary bank**
	p99 Past simple passive	**p100** ▶ A life on Broadway **p111** An article **Explore** prepositions	**p102** ▶ **Real talk:** What makes a good friend? Offering to help	**p103** A competition entry **Useful language:** Avoiding repetition (2)	**p104 CLIL** PE – Avoiding sports injuries ▶ Mountain rescue **p105 Extra reading** Food and drink **p130 Grammar reference** **p137 Vocabulary ban**
	p111 Past perfect	**p112** Traditional hats in the 21st Century **p113** An article **Explore** prepositional phrases	**p114** Asking for and giving advice	**p115** A problem page **Useful language:** Summarising a problem and giving advice	**p114 CLIL** Technology – Social media ▶ Be safe online **p115 Extra reading** Kazakh national clothes **p131 Grammar reference** **p137 Vocabulary bank**

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1 Hobbies and leisure

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In this unit ...



A New York City food tour p9



Punkin Chunkin! p12



Birthday celebrations p14



CLIL An ancient answer p16

Once a person is born into the world, he cannot live without being keen on interesting things. The days of hobbies and explorations remain the brightest days of his life.

(Abai Q. Qara sozderi. #15)

Vocabulary

- Free time activities
- Adjectives of feeling
- Expressions with *have*
- Making nouns from verbs

Language focus

- *one/ones*
- Possessive and reflexive pronouns
- *too* + adjective
- (not) adjective + *enough*
- *too many / too much* + noun, *none, any*

Unit aims

I can ...

- talk about my free time activities.
- talk about people, things and places without repeating the same words.
- understand information about how people have fun around the world.
- talk about things which are too big, small, cold, etc. or not big, small, cold, etc. enough.
- make suggestions and respond to them.
- use relative clauses to give more information.
- write an email invitation to a friend.

BE CURIOUS

What can you see in the photo?
Start thinking

- How are these people feeling?
- How do you and your friends have fun?
- What's the best day out you've ever had?
- What do you know about Khan Shatyr?
- How many floors are there in Khan Shatyr?
- Why, according to Abay, a person cannot live without hobbies?
- What other places of interest of Kazakhtsan do you know? What is your favourite one and why?

UNIT 1

Vocabulary Free time activities



1 1.1 **Match the pictures with the words in the box. Then listen, check and repeat.**

play computer games meet friends
spend time with your family
use the Internet draw pictures
take photos read books or magazines
watch films have a party
play an instrument

2 **Complete the questions with the correct form of the verbs in Exercise 1.**

1 What kind of computer games do you ..... ?
2 Did you ..... a party on your last birthday?
3 What books or magazines have you ..... this week?
4 When do you ..... time with your family?
5 Are you going to ..... the Internet later?
6 What instruments can you ..... ?
7 Where do you usually ..... your friends?
8 Do you and your friends often ..... photos with your mobiles?

Your turn

3 ★★★ **Write your answers to the questions in Exercise 2.**

1 *I like playing football games.*

4 ★★★ **Work in small groups. Ask and answer the questions in Exercise 2. Remember to ask for more information.**

What kind of computer games do you play?

I like playing football games.

Vocabulary bank • page 132

Reading An online forum

1 **Look at the photos and read the introduction to the online forum. What's a long weekend? Which plan do you think you would prefer?**

2 **Read the article and check your ideas to Exercise 1.**

3 **Read the text again and write *M* (Michele), *R* (Rohun) or *S* (Saule).**

1 Who's spending time with their family?
2 Who's going somewhere with their class?
3 Who's doing something in their school?
4 Who's going somewhere outside?
5 Who's going to have fun in the café?
6 Who's inviting you to listen to music?

Explore expressions with *have*

4 **Look at the text again. Find three expressions with *have*.**

open-air	towel	band	exhibition
show	afterwards		

Wordlist • page 146

5 **Write sentences about you with *have* and one of the words in the box.**

a good time	a shower	a rest
a problem	a meal	a party

I had a good time at my friend's party last week.

Vocabulary bank • page 132

Your turn

6 ★★★ **Imagine what you can do in your town on a long weekend? Write three ideas.**

You can meet your friends at the shopping centre and you can have a drink in the café.

7 ★★★ **Compare your ideas with a partner. Then write a short paragraph for the online forum.**

PLANS FOR THE

LONG WEEKEND

No school on Monday so this weekend's going to be a long one! Post your plans for the weekend below.



MICHELE GREEN, YEAR 12

Lunch with my grandparents on Saturday but the next day I'm going to meet my friends at the open-air swimming pool. There's something for everyone there and we always have a good time! You must take some time for yourself! If you want a swim, the water's warm. If you want to sit in the sun, there's always somewhere to put your towel. And if you get thirsty, you can have something to drink at the café.



ROHUN PATEL, YEAR 13

I play the guitar in a band with three friends. My friend writes songs himself. If you haven't got anything better to do, we're playing two concerts this weekend. The first one is on Saturday at 6 pm in the school hall and tickets are free! Come and join us!



SAULE AKHMETOVA, YEAR 12

I'm going to the library on Saturday with my classmates. No! Not to read books! There's an exhibition for students to show their photos and Misha and Alan have taken some amazing ones of our school trip themselves. We're having a party afterwards in the café. Why don't you come?

FACT! *One of the largest swimming pools in Kazakhstan is located in the city of Tekeli, Zhetysu Oblast.*

Language focus 1 *one/ones*

1 Complete the examples from the text on page 6.

Singular object	No school on Monday so this weekend's going to be a long[1] ..... !
Plural object	Misha's taken some amazing[2] ..... of our school trip.

Grammar reference • page 122

2 1.2 Complete the conversations with *one* or *ones*. Then listen and check.

Lucy: Which[1] ..... is your skateboard?
Caroline: That[2] ..... .
Lucy: Is it the[3] ..... with red stars?
Caroline: No, it's got blue[4] ..... .





Tania: I like those shoes.
Jenny: Which[5] .... ? The[6] .... on the brown box?
Tania: No, those shoes on the black[7] .... .
Jenny: Oh! I prefer the boots next to those[8] .... .

Possessive and Reflexive pronouns

3 Complete the examples from the text.

1 You must take some time for .... !
2 Rohun's friend writes songs ....
3 Misha and Alan have taken some amazing photos of the school trip ....

4 Look again at the examples in Exercise 3. Copy and complete the table and answer the questions.

personal pronoun	possessive pronoun	reflexive pronoun
I	mine	myself
you	yous	[1].....
he	his	[2].....
she	hers	herself
it	its	itself
you	yous	yourselves
we	ours	ourselves
they	theirs	[3].....

1 In sentence 1, who must you take some time for?
2 In sentence 2, who writes songs for Rohun's friend?
3 In sentence 3, who has taken Misha and Alex's amazing photos?

Grammar reference • page 122

5 Match the beginnings and the ends of the sentences.

1 I enjoy teaching *b*
2 He often finds
3 We decided to organise the event by
4 You can reward
a himself spending hours drawing pictures.
b myself new skills, like using the Internet.
c yourself by watching your favourite films.
d ourselves without anyone else's help.

Get it right!

Write **reflexive pronouns** as one word:
yourself, themselves ✓
~~*your self, them selves*~~ ✗

6 Choose the correct pronoun.

1 You must take some time for **yourself / yours!**
2 These books are **mine / hers**. They belong to me.
3 My friend writes songs **himself / theirs.**
4 They took those photos **themselves / ourselves**.

Your turn

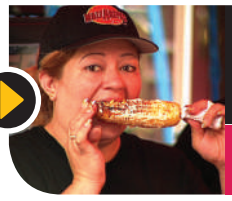
7 ★★★ When was the last time you did this things? Make notes.

- hurt yourself
- taught yourself to do something new
- enjoyed yourself so much you didn't notice time passing
- found yourself in a difficult situation

8 ★★★ Work with a partner. Discuss your ideas from Exercise 6.

I hurt myself quite badly last weekend when I fell off my bike.

Learn about having a meal in New York.
- **What can you eat at Katz's Delicatessen?**
- **Does Sylvia's Restaurant have Chinese food?**
- **What does everyone enjoy at Serendipity?**



Discovery EDUCATION

1.1 A New York City food tour

Listening A radio interview

1 **Look at the photos of three school trips. Where did the pupils go? What did they do there?**





2 1.3 **Listen to the radio interview and check your ideas to Exercise 1.**

3 1.3 **Listen again and answer the questions.**

1 Did Hannah and her friends take off their coats? Why/Why not?
2 How did Hannah and her classmates feel about the teacher?
3 What did Toby think about the Spanish lesson?
4 Did Toby have fun in the dancing class? Why/ Why not?
5 Did Kate have a good time?
6 Why did the little monkey feel sad?



Vocabulary Adjectives of feeling

4 1.4 **Match the pictures a–i with the words in the box. Then listen, check and repeat.**

angry	bored	excited	tired	afraid
upset	interested	embarrassed	surprised	

Say it right! • page 120

Your turn

5 ★★★ **Look at the adjectives in Exercise 4. What usually makes you feel this way? Analyse and write sentences with the words in the box or your own ideas.**

long weekend	spiders	going on a school trip
losing an important game or competition		
a very sad book or film	my brother or sister	

I feel excited before a long weekend. I feel afraid when …

6 ★★★ **Work with a partner. Ask and answer questions about your sentences in Exercise 5. Do you feel the same way about the same things?**

When do you feel excited?

I feel excited before a long weekend.

Vocabulary bank • page 132

Language focus 2

too + adjective

1 Complete the examples from the listening on page 8.

+	It was[1] .... to take off our coats. I was[2] .... to look.

Grammar reference • page 122

2 Complete the sentences with *too* + *adjective* + infinitive. Use the adjectives in the box.

hot ~~cold~~ late small young

1 I'm not going into the sea.
It's *too cold to swim* (swim).
2 It's time for bed. It's .... (watch) TV.
3 I'm sorry, but the children are .... (ride) that horse.
4 It's 40 °C today. It's .... (play) tennis.
5 My brother is .... (join) the army. He must wait until he's 18.

(not) adjective + *enough*

3 Complete the examples from the listening on page 8.

+	The test was easy[1] .... for everyone to pass.
–	One of the little monkeys wasn't[2] .... to get to the table.

Grammar reference • page 122

4 Complete the sentences with *(not) enough* and the adjectives in brackets.

1 We can't eat in the garden because it
isn't warm enough (warm) to sit outside.
2 You can't go to that disco because you .... (old) to get in.
3 We don't need to go by car because it .... (close) to walk.
4 You mustn't go in the water because it .... (safe) to swim.
5 I only want a snack because I .... (hungry) to eat a big meal.

Get it right!

Use ***too*** before the adjective.
I'm too young to see the film.
Use ***enough*** after the adjective.
*I'm not old **enough** to see the film.*

5 Choose the correct words to complete the sentences.

1 Don't go in the sea. It's **not dangerous enough / too dangerous** to swim today.
2 You can't move that box on your own. You're not **strong enough / too strong** to carry it.
3 My sister's staying at home today. She's **not well enough / too well** to go to school.
4 I'm going to bed. I'm **not tired enough / too tired** to watch the film.

6 Order the words to make questions.

1 ice cream / to / too / cold / Is / eat / it / an?
Is it too cold to eat an ice cream?
2 Have / tired / go out / you / too / to / been / ever?
3 you / Were / hungry / to / big / breakfast / enough / have / a?
4 strong / Are / carry / a / you / to / enough / friend?
5 your / sports team / enough / Is / good / win / to / league / the?

Your turn

7 ★★★ Write your answers to the questions in Exercise 6.

No, it isn't too cold to eat an ice cream. I'd like one, please!

8 ★★★ Work with a partner. Ask and answer the questions in Exercise 6.

Is it too cold to eat ice cream?

No, it isn't too cold to eat an ice cream. I'd like one, please!

too many / too much + noun, none, any + negative

Grammar reference • page 122

Get it right!

Use **any** to an unspecified amount or number in questions and negative sentences:
*I thought we have some snacks. But we haven't **any**.*
*Did **any** of your friends take their coats?*

9 Choose *too much* or *too many* to complete the sentences.

1 Toby thought there were .... lessons during the Spanish day.
2 Kate said there was .... noise when the monkeys had their party.
3 The teacher said we wouldn't go home because we made .... mistakes.
4 Did you see .... fun things during the monkey party?

10 Choose *too much, too many, none,* or *any* to complete the sentences.

1 Alua thought there was .... noise in the classroom.
2 Timur didn't want to dance because .... of his friends were watching him.
3 Were there .... fun activities at the museum?
4 .... of my classmates went to that disco.
5 We didn't cook .... snacks for the party.

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1 Discover Culture



1 **Work with a partner. Look at the pictures and answer the questions.**

1. Do you ever eat pumpkin? When? What do you eat it with?
2. What else do you think you could do with a pumpkin?

Find out about a pumpkin competition in Bridgeville, USA.



Discovery EDUCATION

1.2 Punkin Chunkin!

2 **You are going to watch a video about the 'Punkin Chunkin' competition in Bridgeville, USA. What do you think happens in this competition?**

3 1.2 **Watch the video and check your answers to Exercise 2.**

4 1.2 **Watch the video again and complete the text with the words in the box.**

champion	festival	fun	pumpkin
shoot	mess	chuck	

Some people call it a sport. Some call it a[1]..... . But everyone thinks it's [2]..... . The rules are simple. First, take a [3]..... . Then build a machine to [4]..... it as far as you can. Jake's father helped to organise the very first Punkin Chunkin [5]..... in 1986. Now the whole family helps [6]..... pumpkins. And Jake is the best. In 2008 he was the world [7]..... and again in 2012. Jake's pumpkins have gone 1,366 metres.

5 **Test your memory. Choose the correct answers.**

1. The pumpkins were **too / enough** heavy to chuck far away.
2. The machines weren't strong **too / enough** to break the record this year.
3. It was **too / enough** cold to stay outside for the whole day, so some people left early.
4. Jake's pumpkin-launching skills were good **too / enough** to make him the world champion in 2012.

Your turn

6 ★★★ **Write down the rules for an unusual competition in your country, or invent one.**

We've got a cheese throwing competition. First, you need to choose a cheese. Next, you have to …

7 ★★★ **Work in small groups. Compare your unusual competitions and choose your favourite.**

I like Marco and Anna's competition best because everyone has a good time.

I prefer the cheese one because …

Reading An article

1 **Work with a partner. Read the quiz and guess the answers.**

2 **Read the article. Check your answers to the quiz.**

Explore making nouns from verbs

3 **Look at the article again. Find the noun from the verb *play*.What do we add to the verb to make the noun?**

4 **Complete the sentences with the correct form of the verbs in the box.**

have a party	~~play jokes~~	take photos
use the Internet	play an instrument	watch films

1 *Playing jokes* on 1 April is still normal in English-speaking countries.
2 I think .... on TV is better than going to the cinema.
3 .... on your birthday is a great way to see all your friends and have fun.
4 .... with your mobile is easier than with a camera.
5 .... in a band is hard work if you have to play a concert every weekend.
6 .... on a very small computer screen is difficult.

Vocabulary bank • page 132

Your turn

5 ★★★ **Imagine you are a newsreader. Write down two jokes you would like to tell everyone in your country.**

I'd like to tell everyone that monkeys can talk.

6 ★★★ **Work with a partner. Compare your jokes and choose the best one.**

I'd like to tell everyone that the moon is made of cheese.

That's a good one! I'd like to …

fool	believe	century	celebrate
joke	digital face	search engine	



APRIL FOOLS' DAY

Be careful! Today is 1 April. Don't listen to your friends when they say school's closed for a week! Don't run to the window if your dad tells you it's snowing. It's April Fools' Day and you don't want to be the fool!

How much do you know about April Fools' Day? QUIZ

1 **On April Fools' Day people …**
a don't go to school.
b play jokes on each other.
c have a party.

2 **Before the 16th Century, New Year's Day was …**
a on 1st April.
b on 1st January.
c on two different days.

3 **April Fools' Day is …**
a only in England.
b only on TV.
c in places where people speak English.

4 **Spaghetti**
a grows on trees.
b is also a type of tree.
c doesn't grow on trees.

5 **Big Ben …**
a has now got a digital face.
b is in London.
c is going to change.

People believe that April Fools' Day began in the sixteenth century when New Year's Day moved from 1 April to 1 January. Of course, there wasn't any TV or Internet so people didn't know about this change until several years later. People who continued to celebrate New Year's Day on 1 April were called fools.

Playing jokes on 1 April is still normal in English-speaking countries today. News programmes enjoy the fun too! Here are two of the most famous jokes from the British TV channel, the BBC.

In 1957, they showed a programme about spaghetti growing on trees. A lot of people thought it was true and they phoned the BBC to ask where they could buy the trees.



Then, in 1980, they said that Big Ben, the famous clock in London, had a new digital face. Everyone was very unhappy about the change until the BBC told them it was an April Fools' joke!



FACT! *1 April is also well-known in Kazakhstan. A very common joke is, "Look! You have a white back!" Phrases as "I don't believe anyone on 1 April!" became popular.*

Скачано с ИнфоУрок.КЗ

Speaking Suggesting and responding



Real talk: How do you celebrate your birthday?

1 1.3 **Watch the teenagers in the video and write the number of the speaker.**

On their birthday, who …

a) likes having a party?
b) goes on trips?
c) spends time with their family at home?
d) had an exam this year?

2 ★★★ **How do *you* celebrate *your* birthday? Ask and answer with your partner.**

3 1.5 **Listen to Paul talking to Molly. Where do they decide to go for his birthday?**

4 1.5 **Complete the conversation with the useful language. Then listen and check your answers.**

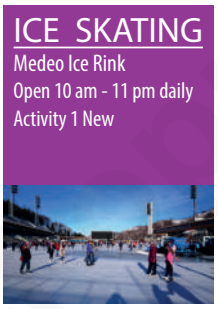
Useful language

What about (+ *-ing*) …?
Let's (+ infinitive without *to*).
Why don't we (+ infinitive without *to*) …?
That's a great idea!
I'd rather (+ infinitive without *to*) …
How about (+ *-ing*) …?
Where shall we (+ infinitive without *to*) …?
Ok, why not?

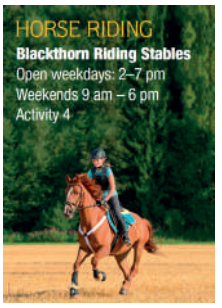
Paul: [1]…. go for my birthday?
Molly: [2]…. going to the beach? We can have a picnic.
Paul: No, [3]…. do something more exciting.
Molly: OK. [4]…. going to the water park?
Paul: No, I've been there a lot. It's boring.
Molly: Well I don't know! [5]…. look on the Internet for more ideas?
Paul: [6]…. ?
Molly: Look at this! What about paintballing? Have you ever done that?
Paul: No, never! [7]…. !
Molly: Well there's a new place in the park. It's open every afternoon.
Paul: Fantastic! [8]…. go there.
Molly: Yes, it'll be fun!

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

6 ★★★ **Work with a partner. Change the words in bold in the conversation in Exercise 4. Use the pictures below or your own ideas. Then practise the conversation.**







Quiz time!

1. **Where is the Medeo Ice Rink located?**
   a) in Astana
   b) in Shymkent
   c) in Almaty
2. **What activities can visitors enjoy at Medeo?**
   a) Swimming and sunbathing
   b) Ice skating and hockey
   c) Hiking and skiing
3. **When was Medeo opened?**
   a) in 1951
   b) in 1953
   c) in 1955
4. **What are the main attractions of Burabay?**
   a) Modern skyscrapers
   b) Ancient ruins
   c) Lakes, forests, and mountains
5. **What type of activities are popular in Burabay?**
   a) Safari tours
   b) Fishing, hiking, and cycling
   c) Surfing and scuba diving
6. **How do people call Burabay?**
   a) The Pearl of the South
   b) The Mountain Oasis
   c) The Swiss Alps of Kazakhstan

Собственность

Writing An email invitation to a friend

1 **Work with a partner. Read the quiz and guess the answers.**

Hi Aidana,
How are things? Sorry I haven't phoned you. We've had exams all week but we've finished [1] **them** now. The Maths and History of Kazakhstan [2] **ones** were really hard.
Anyway, my friends and I are having a meal to celebrate the end of the school year and [3] **we**'d like you to come. Let's take some time for ourselves! [4] **It**'s on 23 June at Janym soul. That's the [5] **one** behind Tilep Qobız Concert hall. They've got great pizza [6] **there**. There'll be karaoke party afterwards – I know you'll love [7] **that**! We're meeting outside Janym soul at 5 pm. I hope you can come. I have to book the restaurant on Thursday. Please let me know what you think before [8] **then**.
Saule
PS Everyone would love to see you!



2 **Read Saule's email again and answer the questions.**

1 What are Saule and her friends celebrating?
2 How are they going to celebrate? Where?
3 Are they going to do anything afterwards?
4 What time are they meeting for the celebration?
5 When does Aidana need to tell Saule if she can go to the celebration?

Useful language

Referencing words

We often use referencing words so we don't repeat the noun:

- *I took **my new bag** to the party, but I left **it*** (my new bag) ***there*** (at the party).
- *I can't find **my red pen**. Have you got **one*** (a red pen)?
- *There's **pizza** for dinner. I know you like **that*** (pizza).
- *I'm having a party on **Saturday**. I have to buy some food before **then*** (Saturday).

3 **Find examples of referencing words in bold in the email. What does each one mean?**

1 *the exams*

4 **Look at the useful language and write a referencing word for the words in bold.**

1 I'm still doing **my homework** but I've nearly finished *it* .
2 I'm going to the concert with **Aru**. ____ 're meeting at the theatre.
3 I'd like to see **an adventure film**. Is there ____ on at the cinema?
4 'Shall we **play cards** after dinner?''Yes, I'd love ____.'
5 'Let's meet outside **the cinema** at 8.30.''OK. See you ____.'
6 I've got a football match on **Friday**. I need to buy some new football boots before ____ .

Get writing

PLAN

5 **Make notes about your own celebration. Use the questions in Exercise 2.**

WRITE

6 **Write your email. Use your notes from Exercise 5 and the language below.**

How are things?
Sorry I haven't …
My friends and I are … and we'd like you to come.
It's on … at …
We're meeting …
I hope you can come.
I have to book … on …
Please let me know before then.

CHECK

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

- *Have you got referencing words?*
- *Have you got the information from Exercise 5?*
- *Have you got the language from Exercise 6?*

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1 CLIL

Geography Functional zones

1 Match the photos with the different zones in a city: *industrial zone, residential zone, CBD (central business district).*







2 1.6 Read and listen to the text and check your ideas to Exercise 1.

functional area particular modern district service entertainment skyscraper industrial warehouse pollution transport links residential traffic

Wordlist • page 147

FUNCIONAL ZONES

Functional zones in a city are the areas where people go to do particular things. There are three main functional areas in a modern city: the CBD (central business district), the industrial zone and the residential zone.

The CBD is often called the city centre. It is usually in the historic centre of a city. It has most of the shops and services, like banks, libraries, and also offices and the town hall. There are also places for entertainment like theatres, cinemas and swimming pools. Land is expensive in the CBD so there are often a lot of tall and modern buildings like skyscrapers. But not in some historic cities that want to look traditional.

The industrial zone is where the factories, warehouses and industries are. Many years ago, these zones were in the centre of cities, but they moved out, probably because of the noise and pollution. This area is usually less attractive than the central areas. These zones usually have good transport links for trains and cars to move people, materials and products to and from the factories.

Residential zones are often on the outside of a city. People, especially families, live where the buildings are newer and the land is cheaper. There are schools and more open spaces like parks, and there is less traffic and pollution than in other zones.

FACT! *From 2022, there are 17 regions in Kazakhstan, 3 of them are new: Abai, Jetisu and Ulytau. Cities of Republic significance are Astana, Almaty and Shymkent.*

3 Read the words below and classify them into the correct categories.

shops factories offices warehouses parks swimming pools skyscrapers banks schools

CBD	industrial zone	residential zone

Useful language

Use **relative clauses** to give more information about a *person, place, thing,* or *idea.*

Relative pronouns:

who for people
*The teacher **who** helps us is very kind.*

which for things or animals
*The book **which** you gave me is interesting.*

that for people, things, or animals (less formal)
*The car **that** I drive is fast.*

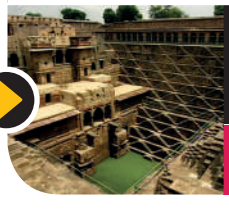
where for places
*The industrial zone is **where** the factories are.*

4 Fill in with *who, which, that,* or *where*.

1 Workers travel to the industrial zone .... they work.
2 The buildings .... are newer are usually found in residential zones.
3 People .... live in residential zones enjoy parks and schools.
4 Cities .... don't have modern buildings look traditional.

5 Work with a partner. Can you name the functional zones in your nearest city?

Find out about collecting water.
- What is called the monsoon season?
- How did people find the water in the past?
- How did they collect it? How do they do it now?



Discovery EDUCATION

1.4 An ancient answer



Hobbies in Kazakhstan

Extra reading

1 **Read the heading and look at the pictures. What hobbies are popular in Kazakhstan? What do you know about traditional Kazakh music or sports?**

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

1 What type of instrument is a dombra?
2 Where do dombra parties take place?
3 What skills does an akyn need?
4 How many gold medals did Kazakhstan win in Rio?
5 How many sports did Kazakhstan win medals for in Rio?

dombra akyn typical folk stringed lute nowadays aitys perform

Wordlist • page 148

Hi Emma,

Thanks for your letter! It was fun to hear about typical hobbies in England. Music and sports are also popular in Kazakhstan.

There are many different types of music in Kazakhstan, and traditional folk music is very popular. The Kazakh national musical instrument is the *dombra*. It's a string instrument, like a small guitar. The famous traveler, Marco Polo, noted that travelling warriors played the *dombra* and sang songs during military campaigns. Nowadays, young people enjoy *dombra* parties in the streets and parks.

I love folk music, and I'm good at singing. I want to become an *akyn* when I grow up. I attend a special club to practice. *Akyns* are brilliant poets and singers; they are very smart and funny. Famous *akyns* participate in contests called *aitys*. In the past, *akyns* traveled to different villages to perform, but nowadays you can watch *aitys* on TV.

Sport is also very popular in Kazakhstan, and the country is becoming famous for its successes in the Olympics. I really like watching different sports on TV, but I also started doing judo this year. If I practice hard, one day I will win a medal!

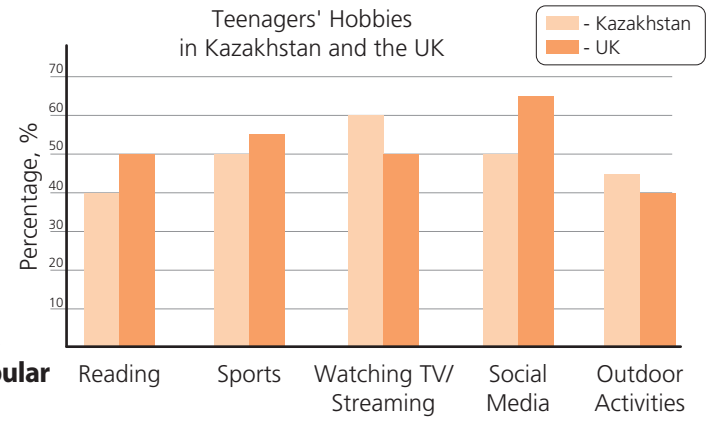
From
Alina

Your turn

3 ★★★ **In pairs, discuss:**
Would you like to learn to play the dombra or become an akyn? Why or why not? Which sport mentioned in the text would you like to try? Why?

4 ★★★ **Imagine you have a pen-friend abroad. Write an e-mail about popular hobbies in your country.**

5 ★★★ **In pairs, analyse the chart and discuss.**



1 According to the chart, which hobby is the most popular among teenagers in Kazakhstan? Why?
2 Outdoor activities are less popular in the UK compared to Kazakhstan. Can you give any possible reasons?
3 What kind of activities can you suggest your friends? Give at least two reasons.

2 Communication and technology

Discovery EDUCATION

In this unit ...



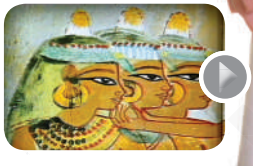
Social networks **p21**



The language of the future **p24**



Giving a presentation **p26**



CLIL Pictures with meaning **p28**



If someone listens more, observe, the possess a greater volume of information, becoming an informed, enlightened individual.

(Abai Q. Qara sozderi. #43)

3

BE CURIOUS

What can you see in the photo?
Start thinking
- What are the girls doing?
- Are they communicating with each other?
- What do you think about how they are communicating?
- Why is it important not only to listen and observe, but also to be able to distinguish the helpful from the harmful?
- How do you understand Qara soz #43?

Vocabulary
- Communication
- Communication collocations
- Communication verbs
- Phrasal verbs

Language focus
- Present perfect for indefinite past time
- First conditional + *if / unless, may/might, be able to*

Unit aims
I can …
- describe different ways of communicating.
- use determiners *either* and *neither* to mean one or the other of two objects
- talk about events that I'm sure and not sure about in the future.
- talk about possible situations in the future.
- understand about English as a world language.
- use complex noun phrases to give more information
- reassure someone.
- write a for and aganist essay about the best way to communicate.



Vocabulary
Communication

1 2.1 **Match the words in the box with the pictures (a–f). Which pictures are missing? Then listen, check and repeat.**

Tweet	text message	social media	post
email	~~chatting~~	phone call	Skype™
forum	blog post		

a chatting

2 **Match the missing pictures from Exercise 1 to the definitions.**

1 A message of 140 characters.
2 When you write information about yourself to share with others.
3 An online diary.

3 **Match the comments with a form of communication from the box in Exercise 1.**

1 Hi, this is Susan. Sorry, I can't talk at the moment. Please leave me a message after the beep! *phone call*
2 Please find attached the form. You need to complete it and send it back to me.
3 Hi Grandma, can you see me OK? I can hear you but there's no video. Can you turn your webcam on?
4 @RM_Players celebrate in the street. We won the league again! #victory
5 OK Tanya, CU on Fri at 7:30 @ the cinema. Txt me if u get lost!
6 Barbara has added 17 new photos to her album Life in Leeds.

4 2.2 **Listen to the conversation. What forms of communication do they talk about from Exercise 1?**

Your turn

5 ★★★ **Put the forms of communication from Exercise 1 in order of when you most often use them.**

6 ★★★ **Work with a partner. Compare your answers from Exercise 5. Then complete the quiz and compare your answers.**

I've got text messages first because I send hundreds of texts every day!

1 How often do you use these forms of communication?

	several times a day	once a day	once a week	less
phone				
email				
text				
Tweet				
Skype™				

2 What do you usually post on social media, Twitter or blogs?

☐ my life ☐ school ☐ news
☐ jokes ☐ photos
☐ other (please specify) .....

Vocabulary bank • page 133

Reading A survey

1 **Work with a partner. Look at the photo. Is the situation familiar to you?**

2 **Read the introduction to an online survey. What is it about?**

a face-to-face communication
b teenagers and communication
c teenagers and computers

3 **Read the survey. Then work with a partner, answer the questions and read the results.**

recent survey teen communicate complete
find out get a bit bored depend (on) real-life
forget virtual mixture prefer user

Wordlist • page 149

HOW DO YOU COMMUNICATE?

A recent survey showed that although 80% of UK teens have more than 400 Facebook friends, they have only met a quarter of these friends in real life. Psychologists worry that teens spend too much time communicating through tweets, online forums and status updates. Have you lost the ability to make friends face-to-face? Complete our social networking survey and find out!

1 WHAT'S THE BEST WAY TO MAKE FRIENDS?
A Social networking sites like Facebook, Twitter and so on.
B It depends on the person.
C Face-to-face.

2 WHICH SOCIAL NETWORKS HAVE YOU USED?
A All of them! I think social media is great.
B I've used a few of them, but now only use Instagram and Snapchat. I like offline life too!
C I've tried Facebook. I know it's a good way to communicate, but I get a bit bored by it all.

3 IS THERE A DANGER OF HAVING TOO MANY ONLINE FRIENDS?
A No, it's how the digital generation meet.
B It depends on how many real-life friends you have.
C Yes, people are forgetting how to communicate in real life.

4 WHICH SENTENCE IS TRUE FOR YOU?
A You have a lot of online friends.
B You have the same number of friends both online and in real life.
C You haven't made that many friends online, but hope to make some more.

RESULTS

Mostly A: You love social media (but you may love it too much). You're great at making virtual friends. But what about real life? Do you have enough friends there too?

Mostly B: You like to use a bit of both. You have a good mixture of online and real-life friends.

Mostly C: You prefer face-to-face communication but know that social networks are useful.

FACT! *With a population of 20 million, Kazakhstan had 13,172,100 registered Facebook users in July 2024, accounting for 67.2% of the country's total population.*

Explore communication collocations

4 **Match the words and phrases from the survey with the definitions below.**

status update face-to-face virtual friends digital generation

1 a post about your current activity, thoughts or feelings
2 group of people who have grown up with digital technology
3 people you can see and speak to on a computer
4 directly, meeting in the same place

Useful language

Determiners *either* and *neither*

Either and **niether** mean one of two options and are used before singular nouns.

Use **either** to say ***one or the other***.
Either *platform is a good way to make friends.*

Use **neither** to say ***not one and not the other***.
Neither *network is interesting to me.*

5 **Fill in with either or neither.**

1 .... social network is ideal for people who don't like to share personal information.
2 .... survey option matches my feelings about social media perfectly.
3 .... network is useful for making offline friends.
4 .... option is fine for communication.

Your turn

6 ★★★ **Write five sentences using either and neither based on your own social media preferences.**

Language focus 1 Present perfect for indefinite past time

1 **Complete the examples of the present perfect from the text on page 18.**

1 *Have* you *lost* the ability to make friends face-to-face?
2 Which social networks ____ you ____?
3 I ____ a few social networks.
4 I ____ Facebook.
5 You ____ that many friends online.

Grammar reference • page 123

2 **Complete the sentences. Use the present perfect form of the verbs in brackets.**

1 My brother *has written* (write) hundreds of blog posts.
2 I ____ (not read) any of Noah's tweets. Hannah says they're really funny.
3 We ____ (create) a new website for our band and it looks great.
4 I ____ (not use) that app. Is it any good?
5 I hope Sam ____ (not delete) the photos from the party. I want to see them!
6 My sister ____ (buy) a new smartphone – she broke the last one.

Get it right!

The verb ***go*** has two possible past participle forms, ***gone*** and been.
gone = to go and not come back
been = to go and come back
He's **gone** out. (He's not here now.)
He's **been** out. (He's back now.)

3 **Complete the sentences with the regular and irregular verbs in the box. Use the present perfect.**

post ~~see~~ join go not watch not write

1 My sister *has seen* The Social Network three times. She loves it, but I've never seen it!
2 My grandparents ____ Facebook.
3 We ____ about twenty photos on Instagram so far on this trip.
4 I ____ a tweet in English.
5 I ____ any of Amy's music videos on YouTube. Have you?
6 He ____ to pick up his new tablet from the shop in town. He'll be back later.

4 **Complete the text with the verbs in the box. Use the present perfect.**

go do ~~sell~~ want say spend not do (x2)



Goodbye technology:

My friends can't believe it, but I [1] *'ve sold* my smartphone! Why [2] ____ I ____ this? After all, I'm a techno geek. Well, I [3] ____ too much time in the digital world and I [4] ____ anything interesting there. The real world's better than the digital one, so it's time to change! There are so many great things I [5] ____ ! I [6] ____ always to skydive, for example. And I [7] ____ to Paris. So that's it: I [8] ____ goodbye to technology!

5 2.3 **Listen and check.**

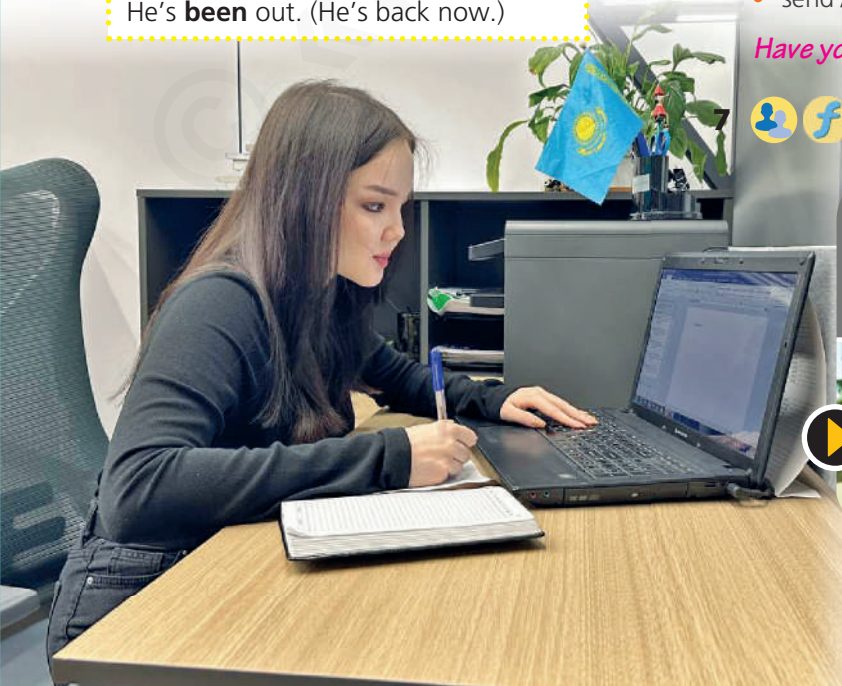
Your turn

6 ★★★ **Write questions using the prompts.**

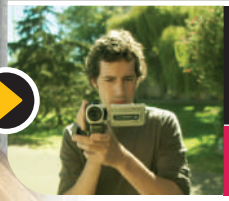
- create / a website
- write / a blog post
- send / a tweet
- upload / a video to
- YouTube
- post / photos to Facebook

Have you created a website?

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



Learn about communicating online.
- Which three social networks do they talk about in the video?
- Why are they 'changing the Internet'?



Discovery EDUCATION

2.1 Social networks

Vocabulary
Communication verbs

1 2.4 **Complete the sentences with the correct form of the words in the box. Then listen and check.**

whisper	complain	boast	gossip	~~argue~~
joke	shout	criticise		

1 Don't *argue* with me – you know that I'm right!
2 You shouldn't ____ about the bad weather –what do you expect in England in November!
3 I don't like him. He's ____ always about people behind their backs.
4 It's true that she does well at school, but she doesn't need to ____ about it.
5 You shouldn't ____ with your friends about something serious. They might not think it's funny.
6 Emmet is my friend, so don't ____ him. And anyway, nobody's perfect!
7 Sshh! I'm trying to study. If you want to talk, please ____!
8 Those boys are always ____. They're so noisy!

Your turn

2 ★★★ **Make notes about three of the situations.**

1 a time when you argued with someone
2 the last time you complained about something
3 the last time someone criticised you
4 a time when someone shouted at you
5 someone you know who boasts a lot
6 a time when you joked with someone and they didn't think it was funny

I argued with my brother last week. It was about the computer.

My teacher criticised me yesterday because I forgot my homework again.

3 **Ask and answer with your partner about your situations. Find out more information.**

A: When was the last time you argued with someone?
B: I argued with my sister about the computer.
A: Why did you argue about the computer?

Vocabulary bank • page 133

Listening Short conversations

4 **Work with a partner. Look at the photos of four different conversations and answer the questions.**

1 Where are the people?
2 What is the relationship between them?
3 What do you think they are talking about?









5 2.5 **Listen to four short conversations. Match the photos in Exercise 4 to the conversations.**

6 2.5 **Listen again. Answer the questions.**

Conversation 1
1 What is Serena's problem?
2 What does her mother promise?

Conversation 2
1 What does Alex want Nick to do?
2 What's Alex's opinion of football?

Conversation 3
1 What does Bella say about Rachel?
2 What is Tina's reaction?

Conversation 4
1 When does the concert start?
2 How does Paul make his friend hurry up?

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Language focus 2 First Conditional + *if/unless, may/might, be able to*

1 **Complete the examples from the listening on page 22.**

1 **If** you ____*pass*____ all your exams, we'*ll have* a holiday abroad this year.
2 We ____ in the cup final **if** we **win** tonight.
3 **If** you **wear** make-up, they ____ send you home.
4 **If** you ____ first in the queue, you**'ll get** to meet the band!
5 You ____ the band **if** you**'re** late.

2 **Look at the examples again. Use the words in the box to change or add more information.**

definitely send	may have	be able to
probably meet	might miss	

1 If you pass all your exams, we ____ a holiday abroad this year.
2 We'll ____ be in the cup final if we win tonight.
3 If you wear make-up to school, they'll ____ you home.
4 If you're first in the queue you'll ____ the band.
5 You ____ the band if you're late.

3 **Look at the examples in Exercises 1 and 2 and choose the words to complete the rules.**

1 We use the first conditional to talk about possible situations in the ***past / future.***
2 We can use might/may, and *be able to* instead of ***will / the present simple.***
3 When we use adverbs they come ***before / after*** the verb.

Grammar reference • page 123

Get it right!

Use **unless** to express an exception. It means ***if not.***

*You won't meet the band **unless** you're first in the queue. = You won't meet the band **if** you're **not** first in the queue.*

4 **Use the prompts to write sentences.**

1 you whisper / not be able to hear you
If you whisper, she won't be able to hear you.
2 if / you post an update / I definitely / read it
3 I / text you / if / get lost
4 unless / she speak slowly / I might not / understand
5 you / might make / new friends / if / join the club
6 unless / they practise a lot / not be able to win

5 **Complete the text with the correct form of the verbs in brackets.**



If the town council [1] ____*closes*____ (close) the centre to traffic as they promised, more people [2] ____ (might walk or cycle) to school and work, and there [3] ____ (not be) any traffic in the town centre. More tourists [4] ____ (visit) the town if the town centre [5] ____ (be) clean and quiet. If more tourists [6] ____ (come) to the town, we [7] ____ (have) more jobs and maybe I could get a job as a tourist guide! If I [8] ____ (get) a good job, I [9] ____ (be able stay) here because I love my town, but if I [10] ____ (not find) work, I [11] ____ (may go) to live in another place.

Say it right! • page 120

Your turn

6 ★★★ **Complete three of the sentences below so that they are true for you. Then write two more sentences.**

If the weather is good over the weekend, …
If I don't pass all my exams, …
If I have enough money, …
If I argue with my parents, …
If I criticise my friend, …
If I shout at my teacher, …

If the weather is good over the weekend, I'll go out with my friends for a picnic. If we go out for a picnic, we'll probably take a guitar with us. If we take a guitar, I'll definitely sing some songs.

7 ★★★ **Work with a partner. Compare your sentences.**

2 Discover Culture





1 **Look at the photos. They refer to the two topics in the video about China. Think about the questions below.**

1 What does China produce? Do you have any items produced in China with you now?
2 What languages do Chinese people speak?



Find out about Mandarin.



Discovery EDUCATION

2.2 The language of the future

2 2.2 **Watch the video and check your answers.**

3 2.2 **Watch the video again. What do you hear about these numbers?**

1 1.4 billion
2 40,000
3 1950s
4 10 or 20 years

4 2.2 **Watch the video again. Choose the correct answer.**

1 China's population is bigger than .....
a Europe's. b the United States'. c Europe and the United States' together.

2 The Chinese people speak .....
a different languages. b Mandarin. c English.

3 In written Mandarin, people use .....
a 40,000 characters. b three or four thousand characters. c four thousand characters.

4 The Pinyin system uses .....
a the Roman alphabet. b Chinese characters. c a computer.

5 More people speak ..... in the world than English.
a Mandarin b Roman c French

5 **Test your memory. What did you see when you heard these phrases?**

1 Everything in China is growing.
2 The country produces so many things.
3 Every day, more and more people use Mandarin to communicate.

6 2.2 **Watch the video again and check your answers.**

Your turn

7 ★★★ **Discuss the questions in groups.**

1 What does your country produce? Does it go to many other countries?
2 Would you like to learn Mandarin? Why/Why not? Why would it be useful?
3 Is your language a difficult language to learn for foreign learners? Why?/Why not?

Complex noun phrases

Get it right!

A **complex noun phrases** include a ***main noun*** and words that describe or give more information about it:

language → *the official spoken* ***language*** *of China*

economy → *the strongest* ***economy*** *in the world*

8 **Underline the complex noun phrases.**

1 Mandarin is also the official spoken language of China.
2 In the late 1950s, the Chinese developed a system called 'Pinyin.'
3 The country produces a wide variety of products, like clothes and mobile phones.

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Reading An article

1 **Work with a partner. Look at the pictures and answer the questions.**

1 Where would you see the images?

2 Why do you think they are in English?

2 **Read the article about the English language. Is English still the world's number one language?**

3 **Read the article again. Mark the sentences true (T) or false (F). Correct the false ones.**

1 English is everywhere because a lot of people understand it.

2 There are fewer second language speakers of English than native speakers.

3 In Denmark, people speak English as a second language.

4 The English language has the most words.

5 *Selfie* and app are old words.

6 The author is sure that Mandarin will be the world's next number one language.

everywhere sign advert native speaker figure add continue

Wordlist • page 149

Explore phrasal verbs

4 **Look at the highlighted words in the text. Match the phrasal verbs in the box to the definitions.**

go up get by keep on come into use turn into

1 When a figure or number increases or gets bigger.

2 Start being used.

3 When something changes and becomes something different.

4 To be able to live with a situation with difficulty.

5 When you continue to do something.

Vocabulary bank • page 133

Your turn

5 ★★★ **Complete the sentences about English with your own ideas. Then compare your sentences.**

1 I enjoy / don't enjoy learning English because …

2 Learning English is difficult because …

3 I sometimes use English …

4 I think in the future I will use English …

I enjoy learning because I like talking to …

THE WORLD OF ENGLISH

Almost everywhere you go in the world, you'll see English. It's on signs, adverts and T-shirts! In the online world, it's even more obvious. Why? Because it is the one language that most people understand – more than Mandarin or Spanish, which have more native speakers than English.

So, how many people speak English? Right now there are over 360 million native speakers of English in the world. And a similar number of people speak it as a second language. But there are more than a billion people who speak or are learning English and that figure is **going up**. In countries like Denmark, Singapore or Israel more than 80% of people speak English. So, if you go there, you'll find it easy to **get by**!

There are also more words in English than in almost any other language. At the moment, there are over a million words in English and we **keep** on adding more words. You might know words like *selfie*, *Tweet*, *app* and *chillax*. All of these words have **come into use** in the English language in the last few years.

And what about the future? Will English always be the world's number one language? For the moment, yes, but if the Chinese economy continues to grow, will Mandarin **turn into** the next number one world language? We'll have to wait and see!

FACT! *Soon there will be more people in China who speak English as a foreign language than there are native English speakers in the whole world!*



Speaking Reassuring someone



Real talk: Have you ever given a class presentation?

1 2.3 **Watch the teenagers in the video. How many teenagers …**

a) have given a class presentation?
b) are nervous or worried about giving class presentations?
c) have to do class presentations regularly?

2 ★★★ **Have you ever given a class presentation?**

3 2.6 **Helen is talking to her older sister Petra. What is Helen worried about?**

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

Useful language

Don't worry!	It'll turn out all right.
You don't need to worry.	There's no problem!
You'll be fine (I'm sure).	Of course you can (do it)!
Listen, I think I can help you.	

Petra: What's the matter Helen? You look worried.
Helen: I've got to give a presentation in English class next week, and I'm scared. I don't think I can do it!
Petra: Of [1] *course* you can! You're good at English. You [2] ..... to worry.
Helen: Yes, but you know I'm really shy. It's frightening in front of all those people!
Petra: True, it's not easy if you're shy, but don't [3] .....! You'll [4] ....., I'm sure.
Helen: Well, the problem is, when I speak in class I feel embarrassed and go red. Then I mix up the words.
Petra: Hmm! Listen, I think I can [5] ..... . Have you written the presentation yet?
Helen: Well, yes, I've more or less finished it.
Petra: Then [6] ..... no problem! I'm sure you'll do great. You can practise it on me and my friends.
Helen: OK! That sounds like a good idea. I'll feel more confident then.
Petra: Yes. If you practise it lots of times, I know it'll turn out [7] ..... .

Get it right!

When confident about something, use **sure** in ***informal*** situations. In ***formal*** situations use **certain**:

*I'm **sure** you'll do great.* **(Informal)**
*I am **certain** everything will be done perfectly.* **(Formal)**

5 2.6 **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. Use the ideas below. Take turns to ask and answer the questions.**

Problem 1
You have to sing a song at the talent competition.



Problem 2
You are playing in the final of a chess tournament.



Problem 3
You have to participate in an international conference.



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Writing A for and against essay



1 **Look at the photo and read the essay. Choose the best title.**

a Have mobile phones improved communication for teenagers?

b Are teenagers too dependent on mobile phones?

Twenty years ago, mobile phones were for business people. Nowadays, it's impossible to find a teenager without one, but are mobiles the best way for teenagers to communicate? Mobiles can be useful. Firstly, they allow teenagers to communicate with their friends and family anywhere, anytime. Sending text messages is also quick and cheap. What's more, mobiles help you organise your life, and you can tell your parents what you're doing so they don't worry.

However, there are negatives. For one thing, you might not have a signal, especially in the countryside. In addition, if you are in a noisy place, you can't hear your mobile ring. Lastly, using it all the time can be expensive.

On balance, I think mobiles have definitely improved communication for teenagers. Nevertheless, they mustn't use them too much.

2 **Read the essay again. Answer the questions.**

1 How does the writer get the reader's attention in the introduction?
2 How many arguments in favour of mobile phones are there?
3 How many arguments against mobile phones are there?
4 What is his/her opinion of mobile phones for teenagers?

Useful language

Introducing points and arguments

Use adverbs and other phrases to introduce what you want to say.

Nowadays, … *What's more, …* *Nevertheless,*
Firstly, … *However, …*

3 **Look at the Useful language box. Find four other words or phrases to introduce arguments in the essay.**

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

addition lastly more ~~one thing~~ Firstly

1 I recommend this mobile. For *one thing*, it's a smartphone. What's ....., it's on special offer, and ....., it's quite small and light.
2 The new model has two improvements ....., it has a much bigger memory, and in ....., the battery will last longer.

Get writing

PLAN

5 **Plan an essay. Include information from Exercise 4 to help you and the plan below.**

Title: Are social networking sites like Facebook the best way for teenagers to communicate?

- an introduction
- a paragraph with arguments in favour
- a paragraph with arguments against
- a conclusion, including your opinion

WRITE

6 **Write your essay. Use your notes from Exercise 5 and the model text to help you.**

CHECK

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

- Is the information from the plan in your essay?
- Have you used expressions like Firstly, What's more, etc. in your essay?

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2 CLIL

Technology An ancient way of communication

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

- How did people share information before written language appeared?
- Where are the famous rock art monuments in Kazakhstan?
- Why are petroglyphs an important source of knowledge about the past of mankind?



2 2.7 **Read the text. Then listen and check your ideas.**

ancestor	ancient	carve	engrave	express
heritage	hieroglyph	hunting scenes	holy	
mankind	monument	petroglyphs		
ritual ceremonies	worship			

Wordlist • page 150

Our earliest human ancestors first stood on two legs around 6 million years ago. But it was the ability to share information which set our ancestors apart from the rest of the animals. Communication was very limited because there was no written language. People found other ways of communicating information, such as petroglyphs. Ancient people used rocks or bones to carve, scratch or engrave designs on rocks. It was a long process, but these images survived for hundreds and thousands of years.

Kazakhstan has a rich heritage of rock art monuments. One of the most famous complexes is Tamgaly, located 120 kilometres north of the city of Almaty. More than 5,000 drawings from the Bronze Age are saved here. One can see images of animals, people, hunting scenes and ritual ceremonies among them. Other famous petroglyph complexes in Kazakhstan are located in the tracts of Boraldai and Arpauzen in the Turkestan region and in the mountains of Khantau and Eshkiolmes.

Petroglyphs were not just a piece of decoration, they helped people to express thoughts through symbols, to communicate without words. With their help people provided important information – where water is located, what animals are found in these places, showed the way to a camp or a holy place. Many images are associated with the worship of ancient gods.

Petroglyphs remain an important source of knowledge about the past of mankind. They were the first step towards writing. Over time, people began to complicate their drawings; in ancient Egypt and China, to write texts people began to use complex symbols that represented sounds or whole words – hieroglyphs.

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

1 People started writing texts before they began drawing on rocks.
2 Petroglyphs were used to share important information, such as the location of water.
3 Some petroglyphs depict hunting scenes and ritual ceremonies.
4 The Tamgaly petroglyph complex is located near the city of Astana.
5 Ancient people used paper to create petroglyphs.

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

petroglyphs	heritage	Tamgaly	monument
ceremonies	mankind	hieroglyphs	

Kazakhstan has a rich cultural [1]…. . One of the most famous rock art sites is [2]…. , which is located near Almaty. This place is an important historical [3]…. , where ancient people carved [4]…. on rocks. These drawings show animals, people, hunting scenes, and ritual [5]…. .

Such images were the first step toward writing. Later, ancient civilizations created symbols called [6]…. to represent words and sounds. These early forms of communication helped [7]…. develop written language over time.

5 2.8 **Listen to a linguist talking about reading and writing. What subjects does he talk about?**

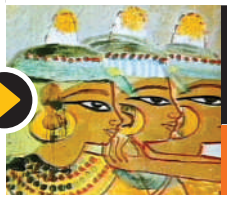
a The Romans
b dangerous animals
c books for wealthy people
d cheap books
e Internet blogs

Your turn

6 ★★★ **Work with a partner and write a short message. Write the message using only pictures. Show your message to the rest of the class to see if they can work it out.**

Learn about hieroglyphics.

- What has the archaeologist come to see?
- How long has the skeleton been there?
- Why was the sandal strap important to Egyptians?



Discovery EDUCATION

2.4 Pictures with meaning

Extra reading

sustainably host topic alternative source
last inventive energy-saving advance
environmentally-friendly craftsman specially designed
culture tradition spirit guest landscape tour

Wordlist • page 150

1 **Look at the photo and answer the questions: Have you ever heard of EXPO events? What do you think they are about? What do you know about "green energy"?**

2 **Read the text to check your answers.**



In the summer of 2017, Kazakhstan hosted EXPO 2017. This was an international exhibition about alternative energy sources and green technology. The theme of the exhibition was "Future Energy." It aimed to find answers to the energy problems the world will face in the future.

EXPO 2017 took place in Astana from June 10 to September 10, 2017. More than one hundred countries and many high-tech companies from around the world participated. Over 2 million people visited the exhibition during the summer.

Visitors could see a lot of examples of energy-saving and alternative energy sources. The exhibition had different pavilions and areas with themes about national cultures and new technologies. For example, in the "Energy for the Future" pavilion, there were ideas for environmentally friendly smart cities. The Kazakhstan pavilion showed the country's culture and traditions. Kazakh craftsmen displayed their work in a special area called the Ethno Village.

During EXPO 2017, different cultures from all corners of the world came together in Astana. There were concerts, shows, and other entertaining activities for visitors. Guests could also explore Kazakhstan's beautiful landscapes and historical sites on special tours, like the Burabay region, which is known as the Pearl of Kazakhstan.

EXPO 2017 in Kazakhstan was a significant event that brought together countries and companies to discuss the future. This event highlighted the importance of working together for a sustainable future and inspired many to think about how we can use energy wisely and protect our planet.

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

1 EXPO-2017 lasted four months.
2 The main aim of the exhibition was to sell new technology.
3 There were over two million visitors at the exhibition.
4 A 'smart' city uses 'green' technology or energy.
5 The Kazakhstan Pavilion was a celebration of international culture.
6 Visitors to the exhibition only stayed in Astana.

Your turn

4 ★★★ **Imagine you are a visitor at EXPO-2017. Use Internet to find out more about the event and write a short blog entry about your favourite part of the exhibition and why it impressed you.**

1–2 Review

Vocabulary

1 **Match the verbs with the nouns.**

1 use	a books or magazines
2 spend	b the Internet
3 take	c pictures
4 read	d friends
5 draw	e time with your family
6 meet	f photos

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

bored excited embarrassed
afraid tired angry

1 Saule's really ..... . She went to bed very late last night.
2 Timur is ..... of spiders. Especially big ones!
3 Alua is ..... . Her younger sister has broken her new mobile phone.
4 Dias is ..... with his new computer game. He's played it hundreds of times.
5 Kanat is ..... . It's her birthday tomorrow and she's having a party.
6 Alan is ..... . He has to sing in the school play and he doesn't like singing.

3 **Match the communication words with the comments.**

blog post Tweet forum Skype™
social media post ~~text message~~

1 I can send short messages and it's cheaper than a phone call. *text message*
2 I can chat with my friends and see them at the same time.
3 I can send really short messages to all my friends at the same time.
4 I can add photos and videos and my friends can visit my page.
5 I can ask questions and post messages and anyone on the list can reply.
6 I can write about my life and the things I'm interested in and anyone can read it.

4 **Match the words with the definitions.**

1 whisper *c*	5 complain
2 boast	6 joke
3 criticise	7 shout
4 argue	

a to say something is wrong
b to speak angrily with someone
c to talk very quietly
d to talk very loudly
e to say something funny
f to speak too proudly about something you have done
g to give a bad opinion about something

Explore vocabulary

5 **Complete the text with the words in the box. Use the correct form of the phrasal verbs.**

virtual friends come into use get by
~~social network sites~~ turn into face-to-face
digital generation personal information



The number of people using [1] *social network sites* is going up along with the number of [2].... that they have. In the past, we [3].... with telephones and letters but the current [4].... have access to different ways of communicating. Since computers, tablets and mobile phones have [5].... , we have less [6].... contact with friends and family and instead we prefer to give [7].... for everyone to read. Are we [8].... a generation of people who can't communicate with each other without a gadget?

6 **Complete the sentences with the noun form (-ing) of the verbs in the box.**

play an instrument have a party
watch films use the Internet
play jokes take photos

1 ..... on TV at home with my friends is great fun.
2 The best way to enjoy your birthday is ..... with all your friends.
3 ..... in the school band is a good way to make new friends.
4 ..... of all the new places is a good way to remember your holiday.
5 ..... on your friends can make them laugh or make them very angry.
6 ..... on an old, slow computer isn't a good idea.

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Language focus

1 **Complete the sentences with one or ones.**

1 **A:** Which bag do you want?
B: The blue .... , please.

2 **A:** Are these your shoes?
B: No, my shoes are the black ..... .

3 **A:** Which biscuits do you want?
B: Which .... are the best?

2 **Choose the correct word.**

1 I taught **myself / himself** how to draw pictures.

2 They organised the party **themselves / ourselves**.

3 You need to push **yourself / yourselves** to practice playing the guitar every day.

4 We decided to watch a film and cooked all snacks **ourselves / themselves**.

3 **Complete the sentences with too or not enough and the adjective in brackets.**

1 Let's go to bed. It's _____ (late) to watch a film now.

2 Can you help me? I'm _____ (strong) to carry this box.

3 Put on some jeans! It's _____ (warm) to wear shorts.

4 These shoes are _____ (big) for me. I need a smaller size.

5 I can't see the band very well. I'm _____ (tall).

4 **Complete the text with the verbs in the present perfect.**

climb | not visit | not try | ~~do~~ | go | read

Last week, in class, we had to write a post about our experiences for the school blog. Miss Wright, said, 'I'd like you all to think of the best things you [1] *have done* in your life so far.' At first, I couldn't think of anything. Then I started to remember! I [2]..... mountains with my Dad. I [3]..... books in English and Spanish. I [4]..... Moscow or London, but I [5]..... to Berlin – I loved it! Writing the post made me realise that I'm always busy in my free time – I really like learning and doing new things. But there's one thing that I [6]..... – to learn to play a musical instrument!

5 **Complete the first conditional sentences. Use the verbs in brackets.**

1 The librarian *will be* (be) upset if we *talk* (talk) too loudly in the library.

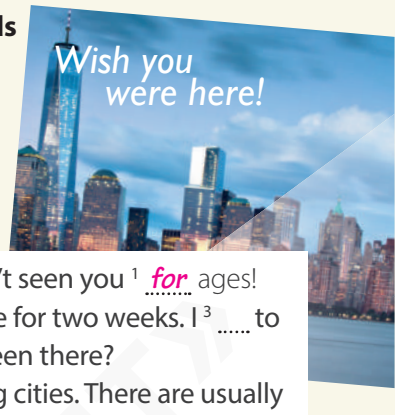
2 Unless you _____ (answer) my email, I _____ (not write) to you ever again!

3 If we _____ (get) Skype™, we .... (not pay) so much for our phone calls.

4 You _____ (might win) the lottery if you _____ (buy) a ticket.

Language builder

6 **Choose the correct words to complete the text.**



Aida: Hi, Miras! I haven't seen you [1] *for* ages!
Miras: I know! I [2] _____ here for two weeks. I [3] _____ to New York. [4] _____ been there?
Aida: No, I don't like big cities. There are usually [5] _____ people and there's [6] _____ noise.
Miras: I love New York! If you [7]..... around the city, you [8] _____ some great places to eat and things to see. And I went to [9] _____ jazz concerts, too.
Aida: What other cities have you [10] _____ ?
Miras: I [11] _____ to Beijing and Shanghai.
Aida: That sounds great. If you go again, [12] _____ let me know?
Miras: Sure!

1	a for	b since	c some
2	a have been	b haven't gone	c haven't been
3	a was	b have been	c have gone
4	a Have you	b Did you	c Were you
5	a too much	b too many	c a few
6	a too much	b too many	c a little
7	a walked	b walk	c have walked
8	a find	b are finding	c will find
9	a a little	b a few	c enough
10	a visit	b visiting	c visited
11	a 've been	b 've gone	c haven't been
12	a I will	b you will	c will you

Speaking

7 **Match the sentences.**

1 You don't need to worry. *d*
2 What about going to the beach?
3 Listen, I think I can help you.
4 Where shall we go tonight?
5 Of course you can do it.
6 Let's play computer games.

a OK, why not?
b Thanks, but I'm really worried.
c How about seeing a film?
d I know, you're right.
e Thanks, I feel more confident now.
f That's a great idea!

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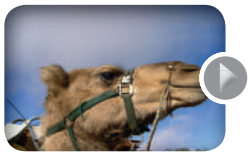
3 Holidays and travel



In this unit ...



The age of discovery **p35**



The strange and beautiful land of Australia **p38**



Exciting activities **p40**



CLIL Where in the world? **p42**

On Earth, there is one city with a population of over three million inhabitants. There are many people who have worked round the globe three times over.

(Abai Q. Qara sozderi. #24)

1

Vocabulary
- Expressions with *go*
- Words from the text
- Phrasal verbs
- Present participle and past participle as adjectives

Language focus
- Present perfect *with still, yet, already* and *just*
- Present perfect and Past simple
- Present simple passive

Unit aims
I can ...
- talk about activities.
- understand an online advertisement about a charity adventure holiday.
- understand a radio interview with teenagers on a school trip.
- understand about culture and customs in New Zealand.
- ask for and understand information about an adventure activity.
- write a travel blog.

BE CURIOUS

What can you see in the photo?
Start thinking
- **What are the people doing?**
- **What kind of holidays are there?**
- **What activities do you think they will do?**
- **How do you understand the phrase about the people who walked round the globe three times?**
- **What did Abai Q. want to express with this Qara soz?**



Vocabulary Holiday activities

1 3.1 **Match the phrases in the box with the photos (a–i). Then listen, check and repeat.**

climbing a theme park summer camp ~~a school exchange~~
a guided tour a safari skiing sailing trekking

a *a school exchange*

2 3.2 **Listen to the conversation between Chloe and Ben. Where did they go last summer?**

3 3.2 **Listen again and complete the chart with the words in Exercise 1.**

go	go on	go to
		a summer camp.

4 **Look again at the expressions in Exercise 1 and think about the trips. On which trips do you usually a) do an activity? b) sleep away from home? c) use some kind of transport?**

You do an activity when you go climbing.
You sleep away from home when you go to a summer camp.

Your turn

5 ★★★ **You and your partner went on a summer camp last year. Choose four activities that you did at the camp from Exercise 1. Ask and answer questions to find out which activities your partner did.**

Did you go climbing? Yes, I did. / No I didn't.

Vocabulary bank • page 134

Reading An online advertisement

1 **Look at the photos. What are the teenagers doing on the boat? What kind of trip is it?**

2 **Read the online advertisement and check your answers.**

3 **Read the advertisement again. What does each of the numbers in the box refer to?**

two or three hundred	thousands	30	70 (x2)	40	15	200

Explore words in context

4 **Match these words and phrases from the advertisement with the definitions below.**

an exact copy	a taste of	disabled	take it in turns
keep watch	adjusted	cool stuff	

1 stay awake and look out for danger
2 a short experience of something different
3 a very good imitation
4 exciting things to do
5 share the work with other people
6 a condition that makes it difficult to do things most people can do
7 change the way you behave or think

Your turn

5 ★★★ **Ask and answer with your partner. Describe a time when you did something for the first time.**

- Where were you?
- What did you do for the first time?
- How did you feel?

Useful language

Describing the condition or state.
Use **past participles** to describe how an action affects someone or something.

disadvantaged *person (someone who doesn't have access to opportunities)*

closed *door (a door that is not open)*

Wordlist • page 150

sail	sailor	ship	pirate	belong	offer
adult	disabled	disadvantaged	lifetime		
experience	wheel	boat	adjust	mast	
view	incredible	whale	coast	nautical	







'I've never sailed before. This is my first time and it's an amazing feeling.' Sandra, 16, is on The Stavros S Niarchos, a 200 ft (70 metre) sailing ship, with 40 other young sailors. The Stavros is an exact copy of the ships that pirates sailed two or three hundred years ago. It belongs to the Tall Ships Youth Trust. The Trust offers sailing trips for teenagers and young adults. Every year, thousands of young people get their first taste of the sea. Up to 70% of them are disabled or disadvantaged. For everyone, it's a once in a lifetime experience!

Sandra is on a trip from the Azores, in the North Atlantic, to Spain. The trip lasts a week and they have already been at sea for three days. 'We do everything,' she explained. 'We take the wheel, we cook, we clean and we take it in turns to keep watch at night. I never knew there was so much work on a ship!'

Her friend, Emma, 15, has never been on a boat before either. 'I still haven't adjusted to life at sea.' 'We've done some cool stuff,' says James, 17. 'I've just climbed up and down the mast. It's 30 metres tall and the views are incredible! We've seen dolphins and turtles. We haven't seen any whales yet, but the captain says there are whales near the Spanish coast. This is definitely the best thing I've ever done!'

If you want to know more about the Tall Ships Youth Trust, visit their website at www.tallships.org

FACT! *Over 95,000 people have sailed 1.8 million nautical miles with the Tall Ships Youth Trust.*

Language focus 1 Present perfect with *still, yet, already* and *just*

1 **Complete the examples from the text on page 32.**

+	They .... already .... at sea for three days. I .... just .... up and down the mast.
–	I still .... to life at sea. We .... any whales yet.
?	Have you seen any dolphins yet? How long have you been at sea?

Grammar reference • page 124

2 **Look at the chart and complete the sentences using still, yet, already and just.**

1 I'm sorry but the ship has *already* left. It left about an hour ago.
2 I .... haven't seen any dolphins and we've been on this boat all morning.
3 Has the boat left the port .... ?
4 We've .... come back from a week at sea. It was amazing!
5 The passengers .... haven't got on the ship.
6 We haven't done any training .... We're starting this afternoon.
7 Don't go into the ship's kitchen, please. I've .... cleaned it.
8 She's .... been on three trips this year.

3 **Use the cues to make dialogues with already, just and yet.**

1 **A:** you/check/passport?
Have you checked your passport yet?
B: Yes, but (not/pack rucksack).
Yes, but I haven't . . .
2 **A:** your friend Sam/pick up/tickets?
B: No, but (already/buy/them).
3 **A:** you/decide/take/phone or tablet?
B: Yes, (just/pack it).
4 **A:** your friend Sam/book/taxi?
B: No, but (yet/have got the number).
5 **A:** you/write down/emergency number?
B: Yes, (just/write/the notepaper).

4 3.3 **Complete the text using the words in brackets and the present perfect. Then listen and check.**

Hi, Julia! Are you ready to go? I
1 *'ve already packed* (pack) my swimming costume but I [2] .... (not find/still) my shoes. [3] .... you to Becky (speak/yet)? She [4] .... (just phone) and she [5] .... (already lose) her passport!
I hope she finds it! [6] .... you your mum my phone number (give/yet)? [7] .... I (already make) a note of your number and Becky's for my mum. [8] .... Dad (just/finish) checking everything for me and I'm ready to go!

Your turn

5 ★★★ **Ask and answer your questions with your partner. The person who gets the most Yes answers wins.**

Have you taken any photos yet?
Yes, I have. / No, I haven't.

Present perfect and past simple

Get it right!

Use **Present Perfect** to talk about experiences or actions that happened at an unspecified time before now, or to describe actions that continue into the present:
*We've **already** been at sea for three days.*

Use **Past Simple** to talk about completed actions at a specific time in the past:
*We saw dolphins **yesterday**.*

6 **Complete the sentences using the correct form of the verb in brackets.**

1 Sandra .... (never/sail) before.
2 Last year, thousands of young people .... (try) sailing for the first time.
3 James .... (just/see) a dolphin.
4 They .... (not/see) any whales yet.
5 Emma .... (adjust) to life at sea three days ago.

Your turn

7 ★★★ **Answer the questions using present perfect or past simple.**

1 Have you ever been on a boat?
2 What is the most exciting thing you've done recently?
3 Did you see anything interesting last weekend?
4 Have you tried a new activity this month?
5 Have you ever climbed the mast?

Learn about Magellan the explorer.
- Why did Magellan go to live with the king and queen of Portugal?
- Why did Europeans want to go to Asia?
- What was Magellan's plan? Did he succeed?



Discovery EDUCATION

3.1 The age of discovery

Скачано с ProUA

Listening An interview

1 **Work with a partner. Look at the photo of some teenagers on a school trip in Paris. What kind of things do you think they've done on their trip so far?**



2 3.4 **Listen to the conversations. Which sentence best summarises how the teenagers feel about the trip?**

a They all love everything about the trip.
b They think the trip is really boring.
c They like some things on the trip more than others.

3. 3.4 **Listen again and answer the questions.**

1 When did they arrive?
2 How long have they been in Paris?
3 How did they get to the top of the Eiffel Tower?
4 Have they visited any museums?
5 Have they done any shopping?
6 How's their French?
7 When is their last day?
8 What do they want to do on their last day?

Your turn

4 ★★★ **In groups act out a conversation about a school trip to the popular place in Kazakhstan.**



Vocabulary Phrasal verbs

5 3.5 **Match the phrasal verbs (1–6) with their synonyms (a–f). Then listen, check and repeat.**

1 I really want to come back.
2 We've picked up lots of French.
3 Our bus set off at 5 am.
4 They want us to find out for ourselves.
5 We're going to look round the shops.
6 We've been so busy, we all just want to chill out.

a discover
b explore
c relax
d learn in an informal way
e start on a journey
f return

Get it right!

We can separate some phrasal verbs. Use a good dictionary to check.
*We've **picked up** a lot of French.*
*We've **picked** a lot of French up.*
With object pronouns we say:
*We picked **it** up.* (not ~~*We picked up **it**.*~~)

6 **Complete the sentences with the correct form of the verbs in Exercise 4.**

1 On the guided tour of the museum, we *found out* all about tall ships.
2 While my dad was in Argentina, he .... a bit of Spanish.
3 While .... I that bookshop, I found this travel guide for Dublin.
4 This is a terrible restaurant. I don't think I will .... here ever again!
5 You're really nervous. Why don't you .... ?
6 We have to .... early if we want to get to Cambridge before lunch.

Say it right! • page 120

Your turn

7 ★★★ **Think of a place you have visited. Make notes. Try to use the phrasal verbs.**

I've visited Rome in Italy. I didn't pick up any Italian.

8 ★★★ **Ask and answer about the place you visited with your partner.**

Vocabulary bank • page 134

Language focus 2 Present simple passive

1 **Complete the examples from the listening on page 34.**

+	The Louvre .... by six million tourists every year. Bastille Day .... on the 14th of July.
–	It .... on the 4th of July. We aren't allowed to go back to the hotel.

1 To form the passive, use .... + past participle.
2 Active: Tourists take lots of photographs at the Eiffel Tower.
3 Passive: Lots of photographs .... at the Eiffel Tower.

Grammar reference • page 124

2 **Look at the chart. Complete the sentences. Use the passive form of the verbs in brackets.**

1 Some hotel rooms (not clean) every day.
Some hotel rooms aren't cleaned every day.
2 Tickets to the museum (sell) in the morning.
3 Lots of books (buy) at airports.
4 Famous monuments like the pyramids in Egypt (visit) by millions of people every year.
5 Spanish (speak) in many countries.
6 Coffee with milk (not drink) after mid-morning in Italy.

Get it right!

Learn when to use the **active voice** and when to use the **passive**.

Passive not active:
*People from Rome **are called** Romans.* (not ~~*call*~~)
*Budapest is **located** in the north of Hungary.* (not ~~*locates*~~)

Active not passive:
*The train **leaves** at 10 o'clock.* (not ~~*is left*~~)
*The exhibition at the museum **opens** tomorrow.* (not ~~*is opened*~~)

Your turn

3 ★★★ **Imagine you are writing a travel blog about your city or a place you love in Kazakhstan. Write five sentences in the present simple passive voice to describe it.**
Delicious food is served in local restaurants.
Festivals are celebrated every summer.

4. 3.6 **Choose the correct words to complete the text. Then listen and check.**

There's a row of colourful figures in Las Ramblas in Barcelona. As you [1]**move / are moved** closer, you [2]**see / are seen** that these figures [3]**make / are made** to look like statues of trees, animals and different kinds of people.

The Human Statues, as they [4]**call / are called**, are a famous sight, and they [5]**show / are shown** that we can make art out of anything. Every day, they [6]**photograph / are photographed** by thousands of tourists.

One statue looks like a small flower. I watch as it [7]**touches / is touched** by a little girl. Suddenly, the flower stands up. Roses [8]**fall / are fallen** like rain. The child laughs and runs to collect them.



Present simple passive questions

5 **Look at the questions about the listening on page 34 and complete the rule.**

- Is the Louvre visited by many tourists?
- Why are photographs taken from the top of the Eiffel Tower?
- Is Bastille Day celebrated on the 4th of July?
- Are fireworks set off on Bastille Day?

To form questions we use .... + subject + ...

6 **Answer the questions in Exercise 4 about the listening.**

7 **Order the questions.**

1 is / France / Which / eaten / bread / in?
2 in / languages / spoken / are / Which / France?
3 is / celebrated / Bastille Day / When?
4 celebrated / Bastille Day / Why / is?

Your turn

8 ★★★ **Ask and answer the questions in Exercise 6.**
A: Which bread is eaten in France?
B: Baguettes. A baguette is a long, thin bread. It's delicious!

Ожидание Good

3 Discover Culture





1 **Look at the photos. Do you know what they are?**

2 **Work with a partner. What do you know about Australia? Make a list of other images you might see in the video.**



Find out about Australia.

Discovery EDUCATION

3.2 The strange and beautiful land of Australia

3 3.2 **Watch the video. Which images did you see in Exercise 1? Make a list of the other things that you saw under the categories below.**

1. famous places 2. animals 3. sports

4 3.2 **Watch the video again. Complete the sentences with the correct words.**

1 Uluru is a giant .... near Sydney.
2 People first brought .... to Australia in the .... .
3 In the national park you can see .... , ... and wombats.
4 .... shearing is popular all over the country.
5 Cane .... are poisonous.
6 Australian rules football is very similar to .... .

5 **Work these adjectives with the things that they describe in the video.**

confusing unusual famous poisonous

1 Uluru
2 camel-racing
3 toads
4 Australian rules football

6 3.2 **What other information did you hear about these things? Watch the video again and check your answers.**

Millions of people travel to Australia every year.

7 **What is the video about? Choose the best summary.**

a unusual things in Australia
b well-known things about Australia
c well-known and unusual things in Australia

Your turn

8 ★★★ **Ask and answer the questions with your partner.**

1 Would you like to go to Australia? Why/Why not?
2 What landmarks, animals and sports are special to your own country?

© Klett

Reading An article

1 **Work with a partner. Look at the photos of New Zealand. What do you think life is like there?**

2 **Read the presentation. Whose culture and customs are important in New Zealand?**

3 **Read the presentation again. Match the headings with the correct paragraphs.**

A. Education
B. Art
C. Getting active
D. New Zealand identity
E. The perfect view

Explore interesting adjectives

4 **Complete the sentences with the adjectives from the text.**

1 an *important* part of New Zealand's identity
2 has .... landscapes
3 their .... haka
4 Cricket is incredibly ....
5 One of the most .... art forms

Wordlist • page 152

identity arrive custom develop mountain over lake volcano famous spectacular coastline tattoo complicated tapping the needle chin population

5 **Use the adjectives from Exercise 4 to describe your own country.**

Football/Skiing is an important sport …

Vocabulary bank • page 134

Your turn

6 ★★★ **Make notes about another country.**

1 What are the people and landscape like?
2 What do you know about their sports and art?
3 Do you know anything about their education system?

The people are very friendly and the landscape is beautiful. I know they like football a lot. Many famous artists come from here. I don't really know much about the education system.

7 ★★★ **Ask and answer the questions from Exercise 6 with your partner. Ask him/her if he/she can help you to collect more information.**

Do you know anything about the education system in Spain?

New Zealand







1 D New Zealand identity

The first people to arrive about 1,000 years ago were from Eastern Polynesia. Their culture and their customs developed into the Maori way of life – this has been an important part of New Zealand's identity ever since.

2 ....

New Zealand has amazing landscapes with high mountains and over 3,800 lakes! There are at least twelve active volcanoes. The largest lake in New Zealand, Lake Taupo, lies in the crater of one of the biggest volcanoes on Earth. More than 30% of New Zealand is forest.

3 ....

New Zealanders love sports. The most famous sport is rugby – the All Blacks are famous for their spectacular haka, the Maori challenge dance before their international matches. Cricket is also incredibly popular. With 6,000 kilometres of coastline it also means water sports are very popular – sailing, kayaking, diving and surfing.

4 ....

One of the most striking art forms in Maori culture is the *Ta moko*, Maori tattoos. The design is incredibly complicated and they are made by tapping the needle into the skin. Maori men often have Ta moko on their faces and Maori women have them on their lips and chins.

5 ....

New Zealanders have to go to school from the age of six until they are 16. The school year starts in January or February and finishes in the middle of December. There are four terms with two-week holidays between each term. The school day starts at nine o'clock and finishes at three o'clock.



FACT! *The human population of New Zealand is 5 million. The sheep population is 44 million. (in 2024)*

Speaking Signing up for an activity



Real talk: What's the most exciting thing you've ever done?

1 3.3 **Watch the teenagers in the video. What activities do they talk about?**

- river rafting
- canyoning
- skiing
- walking behind a waterfall
- jumping into water
- sailing
- playing in a concert
- going on a rollercoaster

2 ★★★ **What's the most exciting thing you've ever done?**

3 3.7 **Listen to Gemma talking to an activity guide. What is she going to do?**



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

Useful language

Where can I sign up?
Can I ask you a few things about (…)?
What about … ?
What do I need to bring?
How long is … ?
Does the price include (…)?

Gemma: Can I [1] *ask you* a few things about the **canyoning trip?**
Guide: The **Blue Canyon** one? Sure. What would you like to know?
Gemma: Well, is it only for people who've already done it?
Guide: No, you don't need any experience. We give training with qualified guides, and the **Blue Canyon** is fine for **beginners**.
Gemma: Great! [2]… need to bring? I haven't got **a wetsuit or anything.**
Guide: That's OK. We provide a **wetsuit, helmet, shoes and life jacket**. Just bring your **swimsuit** and **towel** and **some warm clothes for after**.
Gemma: OK, good! How [3]… is the trip to **Blue Canyon**?
Guide: It's **all day**, from **nine until six**.
Gemma: I see. [4]… **food**, then? Does the price [5] … ?
Guide: **Food is included** in the price. We look after everything, so you just enjoy the adventure!
Gemma: Wow! It sounds fantastic. Where [6]… sign up?
Guide: Right here!

5 3.7 **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. Use the ideas below. Take turns to ask and answer the questions.**



TALDYKKORGAN KOKSU RIVER RAFTING

Whitewater rafting with qualified instructors
We provide: wetsuit, life jacket and helmet, hot drinks
You bring: swimsuit and towel, warm clothes
From beginners to advanced
Morning (9–12) or afternoon (3–6)

TURKESTAN TOUR

Explore the rich history and spiritual heritage of Southern Kazakhstan with a qualified guide
We provide: maps, picnic lunch, transport
You bring: comfortable walking boots, clothes, a camera
Everyone welcome
All day (10am–5pm)



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Writing A travel blog

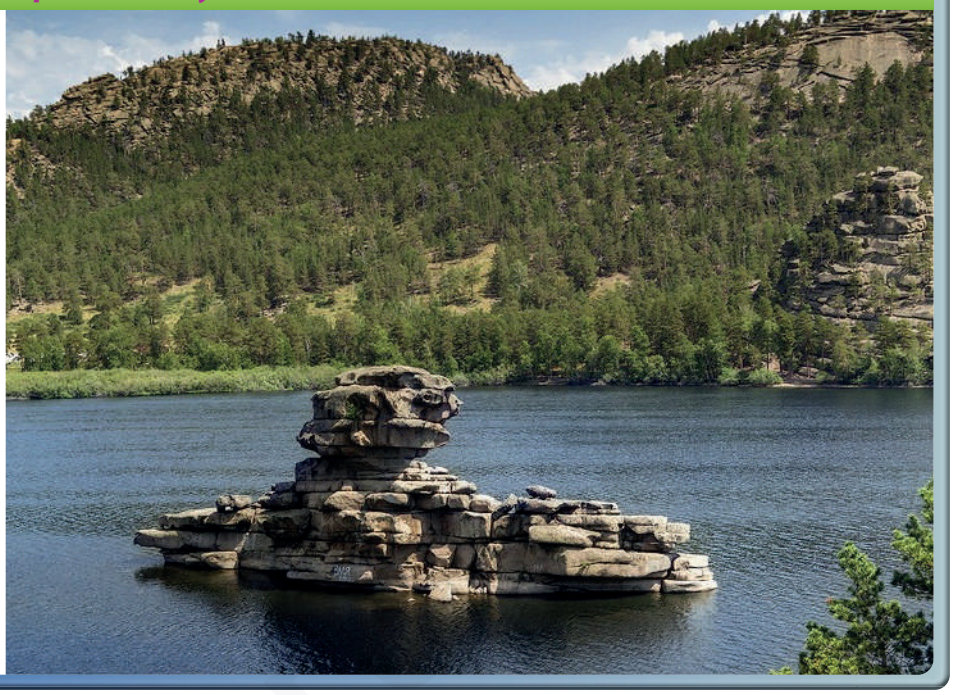
1 Look at the photos and read Mansur's blog. Where is he on holiday?

Mansur's holiday blog: Road Trip to Burabay

What an amazing holiday! We've been on the road for two days, and since we left Almaty, we've driven over 1,000 km – so we've already made most of the trip. I had an extra ice cream after lunch to celebrate! Definitely my favourite place so far has been the Charyn Canyon – what an incredible view!

We stayed for a night in Kokshetau and today it was another fantastic drive to Burabay. I've seen so many pictures of Okzhetpes Rock, so I was really excited, but… we couldn't climb it! Dad says it's too steep and dangerous, so I could only enjoy the view. What a big disappointment!

Bye till tomorrow.



2 Read the blog again and answer the questions.

1 How many days has he been travelling?
2 How far has he travelled?
3 What places has he visited?
4 What has been his favourite place?
5 What has/hasn't he seen?

Useful language

Expressing how you feel, good or bad.

Use **participles** that act as adjectives to describe feelings or qualities.

- **Present participles** (verb + ***-ing***) describe the cause of a feeling or emotion.
  *What an **amazing holiday**! (The holiday **causes** amazement.)*
- **Past participles** (verb + ***-ed***) describe how someone feels because of something.
  *I was very **excited**. (The person **feels** excited.)*

3 Complete the sentences with the correct form of the participle: *-ing or -ed*.

1 The holiday was so .... (amaze) that we didn't want it to end.
2 I felt .... (disappoint) when we didn't climb up the Okzhetpes Rock.
3 Dad said he was .... (excite) when he saw the lake.
4 The views from the rock are .... (stun).

4 Complete the exclamations using the nouns (1–6) and a good (☺) or bad (☹) adjective from the box.

beautiful | boring | comfortable | delicious | exciting | ugly

1 ice cream ☺
What delicious ice cream!
2 trip ☹
What a boring trip!
3 film ☺
4 beds ☺
5 building ☹
6 photos ☺

Get writing

PLAN

5 Make notes about a holiday blog post. Include information from Exercise 2 to help you.

WRITE

6 Write your holiday blog post. Use your notes and the model text to help you.

CHECK

7 Can you say YES to these questions?

- Is the information from Exercise 2 in your blog post?
- Have you included one or two exclamations to say how you feel?

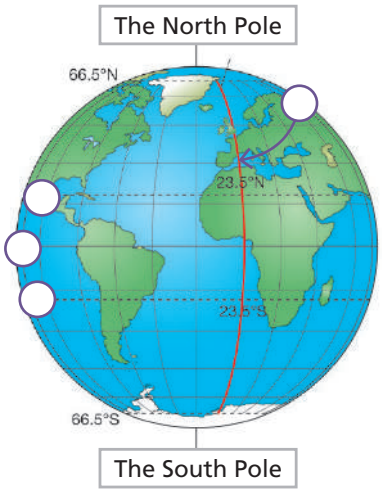
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3 CLIL

Geography Time zones

1 **Work with a partner. Complete the diagram with the parallels and meridians (1–4).**

1 The Equator
2 The Tropic of Cancer
3 The Tropic of Capricorn
4 The Prime/ Greenwich Meridian



2 3.8 **Read the information about parallels and meridians. Check your answers to Exercise 1.**

latitude parallel horizontal divide surface sphere globe hemisphere northern southern specify range degree pole limit longitude meridian vertical zero-longitude reference eastern western

Wordlist • page 153

THE EARTH AND ITS
IMAGINARY LINES

Lines of latitude or parallels are horizontal lines dividing the Earth's surface. The line of latitude in the centre of the sphere is called the Equator. The Equator divides the globe into two hemispheres. Anything above the Equator is in the northern hemisphere and anything below is in the southern hemisphere.

Coordinates specify a north-south position on the Earth's surface, ranging from 0 degrees on the equator to 90 degrees at the poles. The North Pole is at 90 degrees north, and the South Pole is at 90 degrees south.

The Tropic of Cancer and The Tropic of Capricorn are two other important parallels. The Tropic of Cancer is above the Equator at 23.5 degrees north and the Tropic of Capricorn is below the Equator at 23.5 degrees south. These two lines of latitude mark the northern and southern limits of what is known as the tropics.

Lines of longitude or meridians are the vertical lines dividing the Earth's surface. The line of longitude passing through the Royal Observatory at Greenwich, near London, is the Prime Meridian. It's the international zero-longitude reference line. Places to the east of the Prime Meridian are in the eastern hemisphere, and places to the west are in the western hemisphere.

3 3.9 **Complete the information about time zones with the words and phrases in the box. Then listen and check.**

add daylight direction forward thirty twenty-four

Time zones

There are [1]…. time zones in the world.

Most of the time zones are one hour divisions, but a few are [2]…. or forty-five minutes.

Some higher latitude countries use [3]…. saving time. In the autumn, the clocks are put back, and in the spring the clocks are put [4]…. .

To calculate the time in a different time zone, you have to add or subtract hours depending on the [5]…. you are going. If you are going east, you need to [6]…. hours. If you are going west, you need to subtract them.

Your turn

4 ★★★ **Ask and answer with your partner.**

1 What hemisphere do you live in?
2 Do you live closer to the Tropic of Cancer or the Tropic of Capricorn?
3 If you live in London and travel to New York, would you need to put your watch back or forward?

5 ★★★ **Read the text about time zone in Kazakhstan. Then make the list of changes and discuss with your partner. Find the bold words in the wordlist.**

Kazakhstan has only one time zone from March 1, 2024. The 5th time zone (UTC+5) is applied to the entire territory of the country.
Experts believe that the establishment of a single time zone will **eliminate** time barriers between residents of different regions of the country, improve the coordination of transport and other communications, and have a positive effect on doing business, and the **interaction** of government agencies and **emergency services.**

Learn about the world.
- What two different things can we use to look at the world?
- Where is Houston?
- Where is it always cold?



Discovery EDUCATION

3.4 Where in the world?

Extra reading

1 **Read the heading and answer the questions. What do you know about the Silk Road? Can you name any cities or countries connected to it? What types of goods do you think were traded on the Silk Road?**

2 **Read the text and find words to match the descriptions.**

1 A type of material.
2 A person who buys or sells things.
3 A place where people buy and sell things.
4 A flower.
5 A bird.
6 A large animal that can live in the desert.

Silk Road trade route merchant ceramics spices exotic camel travel jug teapot bazaar craft fabulous dome buried religion poetry nature reserve relax tulip waterfall

Wordlist • page 153

ABOUT TULIPS *Many people in Europe and the United States grow tulips in their gardens. But in Kazakhstan, tulips grow wild in the mountains. Many tourists come to Kazakhstan to see the tulips in the spring.*



Exploring the Silk Road and Kazakhstan's Treasures



In the past, the Silk Road was an important trade route. Merchants travelled on foot and by camel, carrying silk, pottery, spices, and even exotic birds from China to the west across southern Kazakhstan. This tour takes you west along the Silk Road, starting from Taraz.

Taraz

Taraz is a very old city—it's over 2000 years old! The people of Taraz made jugs, lamps, and teapots, which they sold to the Silk Road merchants in the bazaar. The Taraz Bazaar was known as the "Mirror of the World" because people from many different countries came there to buy things. Today, there is still a bazaar where you can find traditional Kazakh handicrafts.

Turkestan

In Turkestan, you will see the Mausoleum of Khoja Ahmed Yasawi. This building is one of the most important in Kazakhstan. It is 39 meters high and has beautiful blue domes. Khoja Ahmed Yasawi is buried there. He taught the Islamic religion to many people and wrote poetry in the Turkic language.



Aksu-Zhabagly Nature Reserve

The fields, forests, and mountains of the Aksu-Zhabagly Nature Reserve are wonderful places to relax, walk, and take photographs. If you visit in spring, you can see fields full of red tulips, wild mountain sheep, and golden eagles. You probably won't see a bear, as they prefer to stay away from people.



The Aksu Canyon is 30 kilometers long and over 400 meters deep, so it is not for those who are afraid of heights. The Kishi-Kaindy waterfalls are stunning, and at Kaskabulak, you can see ancient rock paintings of horses and wild animals — an amazing end to a fantastic trip!

Kazakhstan is rich in history and natural beauty. From the ancient Silk Road to the breathtaking landscapes of Aksu-Zhabagly, there is so much to explore. Visitors can experience the culture, traditions, and picturesque scenery that make Kazakhstan a unique and unforgettable destination.

Your turn

3 ★★★ **Imagine you are a merchant and travel the Silk Road 1,000 years ago. Write a short diary entry describing what goods you are trading, the challenges of the journey, and the places you've visited.**

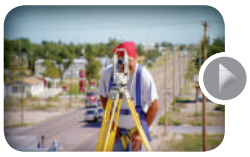
4 Space and Earth

Discovery EDUCATION

In this unit...



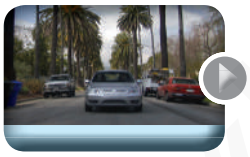
Where does it all go? **p47**



Build it better **p50**



Doing voluntary work **p52**



CLIL Driving into the future **p54**



Yuri Gagarin
the first cosmonaut



Toktar Aubakirov
the first Kazakhstani cosmonaut



Talgat Musabayev
a Kazakhstani cosmonaut



Aidyn Aiymbetov
a Kazakhstani cosmonaut

Firstly, it is necessary to refine, multiply and improve one's line of work. You need to find those who know this filed better, exchange experinces, practise alongside the best. Mastery needs to be honed and improved.

(Abai Q. Qara sozderi. #33)

6

Vocabulary

- Space and Earth
- Words from the text
- Energy issues
- Phrasal verbs

Language focus

- *will, might/may* + adverbs of possibility
- *going to/will*/Present continuous
- Reported statements

Unit aims

I can …

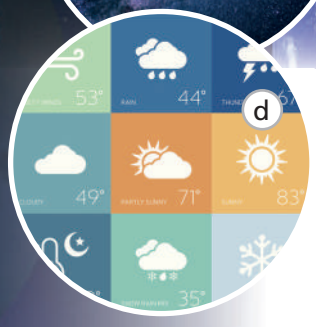
- talk about space and the Earth.
- describe how materials are recycled.
- talk about the energy I use at home.
- understand a text about renewable energy.
- make and accept apology for something and give explanation.
- write a newspaper article.

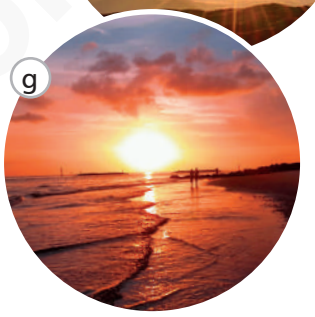
BE CURIOUS

What can you see in the photo?
Start thinking

- **Why is planet Earth special?**
- **Why is it in danger?**
- **How can we look after it?**
- **What daily routine should a cosmonaut have?**
- **What year did the first Kazakhstani cosmonaut travel into space?**
- **What year did Y. Gagarin travel into space?**
- **How do you understand Qara soz #33?**







Vocabulary Space and Earth

1 4.1 **Match the words in the box with the pictures (a-j). Then listen, check and repeat.**

atmosphere climate Earth the Moon ocean planet ~~space~~ sunrise sunset the universe

a *space*

2 **Match the words from Exercise 1 with the sentences.**

1 This is the mixture of gases around the Earth. *atmosphere*
2 This is the where the stars and planets are. It is the outside the Earth's atmosphere.
3 This is the word for any of the large round objects that move around the Sun.
4 This is the word for the typical weather in one place.
5 This is the time in the morning when the Sun appears.
6 This is the name of the planet we live on.
7 This is everything that exists: space, stars, planets.
8 This is the time in the evening when the sun disappears.
9 This is a large area of water on Earth.
10 This is the round white object we see in the sky at night. It moves around the

Get it right!

We don't use ***the*** before plural nouns to talk about things in a general way. ✓
All planets, except Venus and Mercury, have ~~***the***~~ *moons.* ✗

3 4.2 **Listen to the conversation between George and Kate. Tick the subjects from the quiz.**

Sunsets	
The Earth and the Moon	
Climate and the ocean	
Space and the atmosphere	
Planets and the universe	

Say it right! • page 120

Your turn

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

1 How often do you get up before sunrise or go to bed before sunset?
2 Have you ever seen any of the planets through a telescope? Which ones would you like to look at?
3 Which of the world's five oceans would you most like to swim in? Why?
4 Would you like to travel into space? Why?

Vocabulary bank • page 135

© Longman Top 30

Reading An article

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

1 What do we mean when we say the Moon is 'full'?
2 Who was the first person to walk on the Moon?
3 What effect does the Moon have on the sea?

2 **Read an article about the Moon. Check your answers to Exercise 1.**

3 **Read the article again and answer the questions.**

1 How many moons has Jupiter got?
2 How hot does it get on the Moon?
3 How cold does it get on the Moon?
4 Why does the Moon have so many craters?
5 When did the first person walk on the Moon?
6 What do NASA and the European Space Agency plan to do?

moon object orbit satellite phase neighbour
piece conditions temperature atmosphere asteroid
explain hole crater affect whenever gravity tide
astronaut achievement lunar definitely

Wordlist • page 154

Explore words in context

4 **Match the words in the box with the definitions (1–5).**

lunar asteroids orbit
gravity phases

1 stages in the development of something
2 large rocks that go round the Sun
3 the force that pulls two objects together
4 go round a planet or star
5 related to the Moon in some way

Your turn

5 ★★★ **Is space travel a good idea?**

- Write down two or three ideas.
- Make notes to support your opinions.

I think it's a very good idea because we've learnt so much from travelling into space. It's good for science.
I'm not sure. It's very expensive to travel into space. It might be better to ...

6 ★★★ **Work with a partner. Compare and discuss your ideas.**

THE MOON

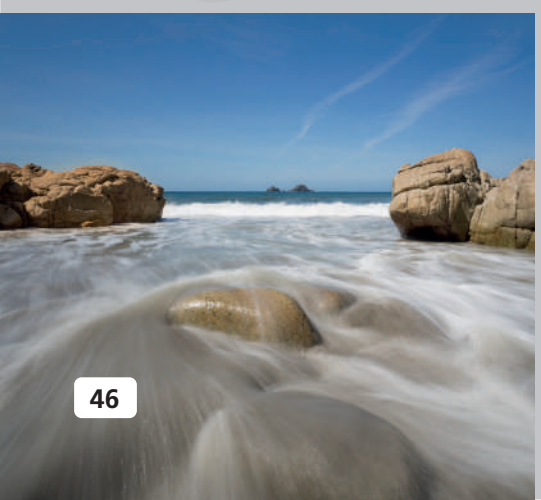
Objects that orbit planets are called natural satellites or moons. Jupiter has 67 of them, but the Earth has only one – the Moon. Each month, this object, the second brightest in the sky, goes through its phases – from the new moon we can't see to the shining ball that we call the full moon. But where did our nearest neighbour come from?



Scientists believe that something hit the Earth 4.6 billion years ago. The pieces which broke away then came together to make the Moon. The Moon is much smaller than the Earth and conditions there are very different: temperatures can get as high at 127°c and fall as low as -173°c. The Moon has little or no atmosphere to protect it, which means that it is often hit by asteroids. This explains why the Moon's surface has lots of big holes called craters.

One of the most interesting things about the Moon is the way it affects life on Earth. We can see this whenever we go to the beach – the Moon's gravity makes the level of the Earth's seas go up and down in what we call tides.

On 21st July 1969, the American astronaut Neil Armstrong became the first person to walk on the Moon. It was one of the great achievements of the 20th century, but what about the future? We will certainly return to the Moon one day. NASA and the European Space Agency will probably send more astronauts to the Moon over the next 20 years. Such trips might not interest as many people as those of the 1960s and 1970s, but it is exciting to think that there will be some kind of base on the Moon – we may even create lunar cities. We definitely won't live on the Moon all the time, but we might go there for a holiday.



FACT! *The Moon plays a significant role in Kazakh names, symbolizing beauty, purity, and wisdom*

7 ★★★ **Complete the mind map. Compare in pairs.**



Language focus 1 *will, might/may* + adverbs of possibility

1 **Look at the examples from the text on page 44. Write (C) certain or (NC) not certain. Then complete the rules.**

a There **will be** some kind of base on the Moon. *C*

b We **may** even **create** lunar cities. .....

c NASA and the European Space Agency **will probably send** more astronauts to the Moon. .....

d We **definitely won't live** on the Moon all the time. .....

e We **will certainly return** to the Moon one day. .....

f Such trips **might not** interest as many people as those of the 1960s and 1970s. .....

We use [1] .... and [2] .... to show we are sure about the future.
We use [3] .... / .... to show we are not sure about the future.
We use probably, definitely and certainly to show how sure we are.

Grammar reference • page 126

2 **Complete the sentences. Use the verbs and prompts in brackets to help you.**

1 I'm sure everyone *will have* an Internet connection in the future. (have – certain)

2 I ..... my mobile phone next month, I'm not sure yet. (change – not certain)

3 My brother ..... ever ..... all his friends on Facebook, it's impossible, he's got too many! (meet – certain)

4 My friends and I ..... early tomorrow to watch the sunrise. (get up – not certain)

5 My grandparents ..... definitely ..... me later, it's cheaper than a phone call. (Skype™ – certain)

6 Human beings ..... on another one planet one day, when travel in space becomes easier and quicker. (live – not certain)

3 **Use the prompts to write sentences using your own ideas. Use the adverbs definitely, probably and certainly in the correct position.**

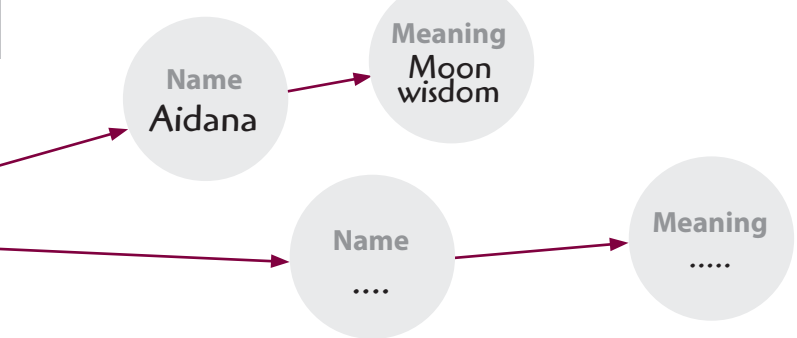
I will probably get up after sunrise tomorrow.

1 Earth's climate / warmer / in the future

2 explore / other planets / in the future

3 space tourists / the Moon / in my lifetime

4 the Moon / shine / tonight



4 4.3 **Complete the blog post with the words in the box. Then listen, check and repeat.**

will (x2) won't (x2) might not probably might (x2)

A FUTURE IN SPACE

In the near future, we [1] *will* travel in space, I'm sure of it. We [2] ..... need to watch films about missions to other planets because we [3] ..... be able to go into space ourselves in special rockets – space travel [4] ..... just be for astronauts. I imagine that some people [5] ..... like the idea but I think it sounds great! As for one day living in space, it's difficult to say, but, who knows, we [6] ..... move away from planet Earth and build new homes on the Moon. I'm not sure, but I think that one day we [7] ..... be able to travel all the way to Mars too – we will [8] ..... go there for our summer holidays!

Get it right!

Adverb **probably** is irregular. Add word ***more*** to shows a higher chance and word ***less*** to shows a lower chance
*We will **more / less probably** visit Mars.* ✓
*~~We will **probablier** visit Mars~~* ✗

Your turn

5 ★★★ **Make predictions about your lives. Use will, might/may and adverbs of probability. Write five sentences.**

My family will probably visit a foreign country in the future.
Our teacher will definitely give us homework tonight.

6 ★★★ **Work with a partner. Compare and discuss your ideas.**

Learn about rubbish in the sea.
- What sort of rubbish do you think is found in the sea?
- Why is the sea so important for the planet?
- What happens to rubbish in the sea?



Discovery EDUCATION

4.1 Where does it all go?

Listening A class presentation



1 **Work with a partner. Look at the picture of a living room and say how the room is similar to and different from the living room in your home.**

2 4.4 **The living room is an exhibit in a museum. Listen to two students talking about the house. What do they talk about?**

a How the Eco House saved energy in the past

b How people waste energy in the present

c How little energy people use at home

3 4.4 **Listen again and answer the questions.**

1 What is the subject of Rebecca's presentation?
2 What is the Eco House?
3 What does Rebecca say about computers?
4 What uses the most energy?
5 What does the experiment show?
6 When David finishes his presentation, what does the teacher say they are going to discuss?

Vocabulary Energy issues

4 **Match the verbs from the class presentation with the definitions (1–7).**

consume leave on standby switch off waste
save energy turn down reduce

1 to use energy
2 to stop energy being wasted
3 to use more energy than you need
4 to make something smaller
5 to leave an appliance connected to the electricity
6 to disconnect an appliance from the electricity
7 you use less energy by doing this with an appliance

5 4.5 **Complete the sentences with the correct form of the verbs in Exercise 4. Then listen and check.**

1 Don't forget to *switch off* the lights before you go to bed.
2 Can you ..... the heating? It's really warm.
3 You shouldn't ..... the TV ..... at night.
4 Did you know your computer ..... a lot of electricity?
5 It's better to have a shower than a bath because you don't ..... so much water.
6 You should try to ..... the number of hours you use the air conditioning.
7 We're trying to ..... so I always switch off my computer when I'm not using it.

Your turn

6 ★★★ **Work with a partner. Analyse and compare your ideas.**

1 How do you save energy in your house?
2 How do you think you could save more energy at home?
3 Why is it important to save energy?

I always switch of my computer and the monitor before I go to bed.
I leave the TV on standby so I should switch it off .
Saving energy is important for the environment.

Vocabulary bank • page 135

7 ★★★ **Use Internet to make notes. In small groups, discuss:**

- How the environment is affected by the way we live? How are we damaging the Earth's atmosphere?
- What can we do at home to help fight climate change? What do you know about recycling?

Oxford Teacher-Forum

Language focus 2 *be going to/will*/Present continuous

1 **Match the sentences (1–3) from the listening on page 46 with the uses (a–c).**

1 I'm going to turn my heating down this evening.
2 I think we'll all be very surprised.
3 Tomorrow we're visiting the Eco House.

a a definite arrangement
b a personal intention
c a prediction

Grammar reference • page 126

2 **Join the parts of the sentences.**

1 We aren't going to	a to learn about saving energy this weekend.
2 Don't leave the lights on	b he'll probably share them with us in class.
3 Are you going	c to leave appliances on standby.
4 Alice is visiting the Eco House	d to join the group on the tour tomorrow?
5 John's researching energy-saving tips, so	e at 2 pm to plan our visit.
6 I'm meeting the Eco House guide	f or you'll waste electricity.

3 **Choose the correct option to complete the conversation.**



Saule: [1] **Will you visit / Are you going to visit** the Eco House tomorrow?
Aslan: Yes, the bus [2] **will arrive / is arriving** at 9 am!
Saule: And what are you going to do there?
Aslan: We [3] **are finding out / will probably find out** about saving energy and protecting the environment. [4] **I'm going to take / I will take** notes about the energy experiment they're doing. Then in the afternoon, the guide has planned activities, and we [5] **are exploring / will explore** the different rooms in the Eco House.
Saule: That sounds amazing! After the visit, [6] **are you going to change / will you change** anything at home to save energy?
Aslan: Sure! I [7] am not leaving / won't leave my devices on standby anymore, and I [8] **am turning / will turn** the heating down a bit during the winter.

Your turn

4 ★★★ **Make notes about the questions below.**

1 What job will you do when you're older?
2 Will you still live in your town/village?
3 What are you doing after school today?
4 What are you going to do this weekend?

5 ★★★ **Ask and answer with your partner. Use your notes from Exercise 4 to help you.**

I think I'll be a doctor when I'm older.
I think I'll be a teacher, but I'm not sure yet.
This weekend, I'm going to watch a film with my friends.

Reported statements

Get it right!

To **report** what people say we change the verb tenses:

present simple → past simple
*He said 'We **waste** too much energy.' → He said we **wasted** too much energy.*

present continuous → past continuous
*I said 'The taxi **is arriving** at 7 am.' → I said the taxi **was arriving** at 7 am.*

am/is/are going to → was/were going to
*She said 'We **are going to** visit the Eco House.' → She said we **were going to** visit the Eco House.*

can/can't → could/couldn't
Aida said 'We can be late.' → Aida said we could be late.

will/won't → would/wouldn't
Damir said 'They'll leave on Saturday morning.' → Damir said they would leave on Saturday morning.

We use the verbs ***said*** and ***told*** to report. After ***told***, use an object (*me, her, them,* etc.). After ***said***, don't use an object.

Grammar reference • page 126

6 **Report these sentences.**

1 The teacher said, 'We're going to visit the Eco House.'
2 Rebecca said, 'We waste so much energy when we leave things on standby.'
3 David said, 'At the Eco House we'll see an experiment.'
4 Aslan said, 'The bus is arriving at 9 am.'
5 Saule said, 'Are you going to visit the Eco House?'

© Nur Tonbuna

4 Discover Culture

1 **Work with a partner. Look at the photos and describe them. What do you think the video will be about?**







Find out about building sustainably.



Discovery EDUCATION

4.2 Build it better

2 4.2 **Watch the video and check your answers to Exercise 2.**

3 **Which of the words below do you think you will hear in the video?**

tornado flood sustainable renewable
sunlight rain mirror solar panels natural
electricity environment

4 4.2 **Watch the video with sound. Check your answers to Exercise 3.**

5 4.2 **Watch the video again and match the information.**

1 1 hail stones	a of homes and businesses destroyed
2 95%	b Greensburg was created
3 the wind speed was	c create energy for the building
4 the solar panels	d he size of tennis balls
5 a new and improved	e 320 km per hour

6 **Complete the text about rebuilding Greensburg. Use the words in the box.**

mirror holes solar panels tubes sunlight
building sustainable electricity heat

Solar energy was used in the new building. 1 ..... shines into these tubes. It's reflected through the tubes by a 2 ..... and it lights up the room. A special cover on top of each tube keeps the 3 ..... outside. Then large 4 ..... were made and the 5 ..... were placed inside them. For even more 6 ..... energy 7 ..... were built. When the panels receive sunlight, they turn it into 8 ..... Solar panels can create enough energy to power the whole 9 ..... .

7 4.2 **Watch the video again and check your answers to Exercises 5 and 6.**

Your turn

8 ★★★ **Discuss the questions in groups.**

1 What are the most common natural disasters in your country?
2 Are there any buildings in your town with solar panels?
3 Do many people have solar panels on their houses in your town?
4 Do you think solar panels are a good idea? Why/ Why not?

In my country, we have terrible forest fires . . .

© Pearson Education Limited

Reading An article

1 **Work with a partner. Look at the photos and answer the questions.**

1 What can you see in each photo?
2 What connects the photos?

2 **Read the article about renewable energy. Match the renewable energies in the photos with the countries in the text.**

humans	producing	oil	gas	coal	renewable	solar power
successful	wind farm	hydropower plant	electricity	reduce	island	
turbine	biomass	power station	storm	to be burned	diseased	

Wordlist • page 155

3 **Read the article again and answer the questions.**

1 Where does Minnesota get its biomass from?
2 What two benefits does using biomass have for the environment?
3 Why is the sun so important in Kazakhstan?
4 What two results has the use of solar power had in Kazakhstan?
5 Why has Britain got lots of sea and wind?
6 Which wind farm will produce more electricity?

Explore words in context

4 **Look at the highlighted words in the text. Match the phrasal verbs (1–5) with the definitions (a–e).**

1 bring down	a build
2 keep on	b cut so it falls to the ground
3 put up	c reduce/make smaller
4 knock down	d fall to the ground
5 cut down	e continue

Your turn

5 ★★★ **Make notes about the questions.**

1 Why is renewable energy important for our world?
2 What renewable energy is used in your country?
3 What do you do to save energy at home or at school?

6 ★★★ **Ask and answer the questions in Exercise 5 with your partner. Use your notes to help you.**

THREE COUNTRIES, THREE RENEWABLES

Humans are capable of producing energy that – unlike oil, natural gas and coal – do not damage the environment. We look at three countries and three different renewable energy sources.

Kazakhstan

is large country rich in oil, gas, and many other minerals and metals. However, it is also focusing on renewable energy sources like solar, wind, and hydropower to help protect the environment.

Kazakhstan enjoys many sunny days, especially in the southern regions. In these areas, solar power is becoming more popular. This energy is used to power homes and schools. Some projects have been very successful, showing that Kazakhstan can use the sun to produce clean energy.

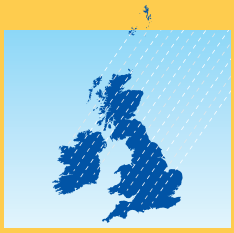
In the northern and central parts of the country, wind farms are being built because these areas have strong winds. Additionally, hydropower plants on rivers such as the Irtysh and Ili generate electricity for both homes and businesses.



By the year 2030, Kazakhstan aims to produce 15% of its energy from renewable sources. This goal will help protect the environment and reduce pollution.

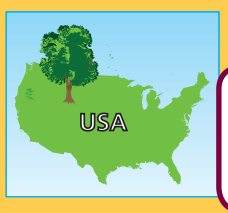
The UK

Everyone knows that in the UK it's not sunny very often! Britain only gets between 1,200 and 1,600 hours of sunlight a year. So it's clear that solar power isn't big in Britain. But Britain has other renewable sources that can produce energy. It's an island so the British government is taking advantage of the often windy conditions and is putting up wind farms off its coasts. In Cumbria, in the north-west of England, enough energy is produced by more than 100 turbines to power over 320,000 homes. On the other side of the country, there is a wind farm with 88 wind turbines off the coast of Norfolk.



The USA

The USA has several renewable energy projects. A lot of power stations use biomass to produce energy. Biomass is anything natural – plants and trees mostly – and it can be used to produce electricity. In a recent storm in Minnesota, over 3,000 trees were knocked down by strong winds. The wood from the trees was burned to produce energy. The state also wants to cut down 40,000 more trees because they are diseased. Of course, new trees are planted in place of the old ones, which also helps the environment.



solar panels



wind turbines



biomass



FACT! *The Earth gets enough sunlight in one hour to give energy to the whole world for one year.*

Speaking Apologising and explaining



Real talk: Do you do any volunteer work?

1 4.3 **Watch the teenagers in the video. Which volunteer work do they do?**

- babysitting
- cleaning the school
- help in after-school clubs
- read to older people
- pick up litter
- teach children English
- help in school garden
- help older people with their animals

2 ★★★ **Do you do any volunteer work?**

3 4.3 **Watch the teenagers in the video. Which volunteer work do they do?**

4 Complete the conversation with the useful language.

Useful language

I'm really sorry.
I'm sorry.
I really meant to come, honest!
I completely forgot.
Oh well, never mind.
The thing is, …
I'll (come next week),
I promise.
The problem was, …

Oliver: Hello Jessica. What happened to you **yesterday**?
Jessica: **Yesterday**? What do you mean?
Oliver: We were **planting vegetables in the school garden**.
Jessica: Oh, yes! I'm [1] *sorry* . I completely [2] ..... .
Oliver: Jessica, I **sent you a text** to remind you!
Jessica: Yes, I know, I really [3] ..... to come, honest! The problem [4] ..... **my alarm clock was broken.**
Oliver: Well it was only **a couple of hours, not all day.**
Jessica: Yes, I know. I [5] ..... sorry, Oliver. [6] ..... is, **I had a lot of chores to do too and because I slept late, I didn't have time.**
Oliver: Oh well, [7] ..... mind. How about next week? We're planning to **plant some fruit trees**.
Jessica: Great! I'll come **next week**, [8] ..... !



5 4.6 **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. Use the information below. Take turns to apologise to a friend and explain what the problem was.**

Situation 1
You forgot to go with your friend to see an exhibition about Earthships. Now your friend is angry.



Situation 2
You didn't help your friend write an article about recycling. Now your friend is angry.



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Writing A newspaper article

1 **Look at the photos and read the article from a school newspaper. What did the volunteers do?**





A RIVER OF HELP

Last Saturday, over 200 volunteers took part in a clean-up event near the banks of the Kargaly River. Among the participants were members of the youth labour group "Zhasyl El" and volunteers. The event was held as a part of the national campaign "Taza Kazakhstan" by local authorities and environmental organizations.

'Since May, we have organised about 10 events as part of the "Clean City – Clean Riverbank" project.' Artur Aziev, from Zhasyl Yel told me. 'The most rubbish was near the Kargaly River. From this place 35 tonnes of rubbish were collected. This work also helped the participants to find new friends,'

Among the volunteers was schoolboy Damir Galymzhanov.

'Today the event 'Taza Kazakhstan' was held. We take care of our nature and give it a second life,' said Damir. 'Every event is a lot of fun. We also get special gifts for good results in the work of the team.'

'The aim of the event is to keep nature clean, and to encourage people to be more responsible. I want to express my great thanks for the opportunity to take part in such an activity,' said Dilnaz Khabizhanova, commander of the EcoGuards group.

Report by Lazat Asabaeba

2 **Discuss the questions in groups.**

- What is happening next?
- When did they do it? 1
- What did they do?
- What was the opinion of the event?
- Who was involved?

Useful language

Using direct speech

When writing newspaper articles, use direct quotes.

'Since May, … Clean Reverbank,' Artur Aziev … told me.

3 **Look at the Useful language box. Find more examples of direct speech in the text. What is the punctuation for exclamations?**

4 **Write these direct speech sentences with the correct punctuation.**

What happened to the river she asked

'What happened to the river?' she asked.

1 It's amazing said Aidyn
2 Meet me at the river she told me
3 We have to clear out all this rubbish she said
4 Are you coming to the next event I asked Damir

Your turn

5 ★★★ **In pairs, discuss:**

1 If you could organise clean-up day in your country, which place would you choose and why?
2 Why is it important to protect the environment?

Get writing

PLAN

6 **Plan your newspaper article about an event (sport, cultural) in your area. Make notes on the things in Exercise 2 and use the same structure.**

WRITE

7 **Write your essay. Use your notes from Exercise 6 and the model text to help you.**

CHECK

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

- Is the information from the plan in your article?
- Have you used some direct speech in your article?

4 CLIL

Chemistry Renewable energy

1 **Work with a partner. Look at the photos. How many sources of renewable energy can you think of?**

2 4.7 **Read the information about sources of energy. Check your answers from Exercise 1.**

fossil fuels	release	generate	eolic	hydroelectric	tidal
biofuel	exactly	nuclear	include	remain	toxic
climate change	global warming	price	danger	attractive	

Wordlist • page 156



At the moment we get about 70% of our energy from fossil fuels like oil, coal and natural gas, but there are two main problems with this. First, they release CO2 when we burn them and also, they take millions of years to form and their supply is limited.

Fossil fuels are not the only sources of energy. Alternative energy is energy generated from any source other than 'traditional' fossil fuels and which doesn't damage our environment.

The sun (solar energy), wind (eolic energy), water (hydroelectric energy) and tides and waves (tidal and wave power) are all alternative energy sources. They are also called renewable energy (because they won't run out) or sustainable energy (because we can use it now without affecting the supply in the future).

There are other energy sources such as biofuels and nuclear power, but these are not exactly alternative energy sources. Biofuels - includes a large list of fuels made from biomass, so it produces CO2 just like fossil fuels. Nuclear power does not release CO2, but produces waste that can remain toxic up to 240,000 years.

Climate change and global warming, together with high oil prices and the danger of nuclear power, are making renewable energy sources more attractive. More and more renewable energy is being produced, and now about 16% of all energy comes from these sources.



3 **Read the text again. Match the words in the box with the definitions.**

tornado	flood	sustainable	renewable	sunlight	rain
mirror	solar panels	natural	electricity	environment	

1 ..... comes from sources that do not damage the environment.

2 ..... comes from sources that do not run out.

3 ..... gives us energy without affecting the supply in the future.

4 ..... comes from material like plants.

5 ..... are formed over millions of years from the remains of plants and animals.

4 **Work with a partner. Answer the quiz questions about energy sources.**

1 How much of the energy used by TVs is used while they're on standby?

A 10% **C** 60%
B 35% **D** 85%

2 How long can a game console run for if you recycle one aluminium can?

A 30 minutes **C** 2 hours
B 1 hour **D** 10 hours

3 Biodiesel is a kind of biofuel used in diesel engines. Which of these things CAN'T it be made from?

A coconuts **C** potatoes
B used cooking oil **D** sunflower seeds

4 How much of the world's electricity does the Sun provide every 15 minutes?

A Enough for three years. **C** Enough for a day.
B Enough for a year. **D** Enough for a month.

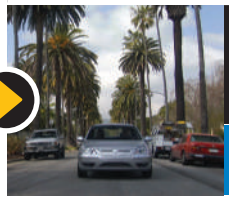
5 4.7 **Listen and check.**

Your turn

6 ★★★ **Work with a partner. Make a poster to encourage students in your school to recycle and save energy. Follow the steps below. Decide together**

- Decide together what information to put on your poster.
- Find photos and pictures to illustrate the information.
- Present your poster to your class.
- Vote on the class's favourite poster.

Learn about electric cars.
- **Which countries are producing electric cars?**
- **What is Kevin's goal?**
- **Where are car batteries made?**



Discovery EDUCATION

4.4 Driving into the future.

Property of Toronto

Extra reading

1 **Look at the pictures. Ask and answer.**

1 What do you know about Baikonur Cosmodrome? What is it used for?
2 Why do you think it is important in space history?
3 Can you name any famous astronauts or space missions?

2 **Read the text and check your answers.**

Wordlist • page 156

space station steppe launch spacecraft experiment tourist flight mission expedition history

3 **Read the text, then read the dates. What happened on each one?**

1 4th October 1957
2 3rd November 1957
3 12th April 1961
4 16th June 1963
5 2nd October 1991
6 28th April 2001
7 1st July 1994
8 18th June 2006

ABOUT SPACE DOGS *In the 1950s and 1960s, the Soviets launched dogs into space in their spacecraft. They wanted to know whether the dogs could survive in space. Most of the dogs survived.*

The world's oldest space station

The Baikonur Cosmodrome is the world's oldest and largest space station. It was built in the 1950s on the desert steppe, 200 kilometres east of the Aral Sea. On 4th October 1957, the world's first satellite was launched from Baikonur. It was called Sputnik 1. A month later, on 3rd November 1957, Sputnik 2 was launched. Inside was Laika, the first dog to travel into space.

On 12th April 1961, Yuri Gagarin became the first man in the world to travel into space in Vostok 1. It took him 108 minutes to travel around the Earth in his spacecraft. The first woman in space, Valentina Tereshkova, was also launched into space from Baikonur on 16th June 1963.

On 2nd October 1991, Toktar Aubakirov became the first Kazakh to travel into space on the spacecraft Soyuz TM-13. Aubakirov spent eight days in space and did experiments for Kazakhstan.

The world's first space tourist was Dennis Tito. He went into space from Baikonur on 28th April 2001 with the second Kazakh in space, Talgat Musabaev. Musabaev's first space flight was to the space station Mir on 1st July 1994. The mission lasted for 125 days, 22 hours and 53 minutes! His second expedition lasted for 207 days, 12 hours and 49 minutes.

Kazakhstan's first satellite, called KazSat, was launched on 18th June 2006. Baikonur is very important in the history of space travel.





Your turn

4 ★★★ **In pairs, discuss:**

1 How do you think space exploration benefits Kazakhstan and the world?
2 Would you like to travel into space? Why or why not?

5 ★★★ **Create a simple timeline of the key events mentioned in the text (e.g., Sputnik 1, Yuri Gagarin's flight, Toktar Aubakirov's mission, etc.). Use Internet to add small drawings or symbols to represent each event.**

3-4 Review

Vocabulary

1 Complete the sentences with the phrases in the box and the correct form of go, go on or go to.

~~climbing~~	sailing	a safari	a guided tour
a summer camp	trekking		

1 We *go climbing* every summer in the mountains.
2 They ..... when they were in Italy. They walked 20 km a day.
3 I love ..... – you can make new friends and learn new skills.
4 Jim is ..... of Cambridge tomorrow. An expert takes you round and tells you the history of the city.
5 Do you want to ..... at the weekend? It's very relaxing on the boat.
6 I'd love to ..... and see wild animals, but it's very expensive.

2 Choose the correct word.

1 When did they come **back / up** from their trip?
2 I picked **out / up** a bit of Italian on holiday.
3 They want to set **up / off** early in the morning.
4 I usually chill **up / out** in front of the TV at the weekend.
5 Where can we find **out / off** about day trips?
6 Let's look **out / around** the town while we're waiting.

3 Complete the sentences with the words in the box.

universe	ocean	atmosphere	sunset	planet
~~Moon~~	sunrise	climate	Earth	space

1 We can sometimes see the *Moon* in the daytime.
2 Our world is the only ..... where people can live.
3 Scientists say that the world's ..... is changing very quickly.
4 We live by the sea. We often watch the ..... over the water – the sun goes down slowly and the colours are beautiful.
5 I'd love to go into ..... one day. It would be incredible to see the world from far away.
6 Do you know which gases make up the Earth's .....?
7 The ..... between America and Europe is called the Atlantic.
8 In the summer, I like to get up early in the morning to watch the .....
9 ..... is a bigger planet than Venus.
10 Some scientists believe that the ..... is getting bigger.

4 Complete the text with the words in the box.

~~consume~~	saves	leave	wastes
reduce	switch off	turn down	

People generally [1] *consume* a large amount of energy every day. There are a number of ways to [2] ..... your energy bills and help the environment at the same time. [3] ..... your heating in the winter – wear an extra sweater instead! Using cold water to wash clothes also [4] ..... energy. [5] ..... appliances when you are not using them. Some people [6] ..... their TV or computer on standby all night and that [7] ..... a lot of electricity.

Explore vocabulary

5 Choose the correct words.

At the National Air and Space Museum we saw [1] **an exact copy / a taste** of the lunar module that landed on the Moon in 1969. [2] **'Take it in turns / Keep watch,'** said Dad, as my brothers and I ran to be the first to get inside the small spacecraft. It was [3] **important / amazing** inside and we pretended we were flying through space. After that, my little brother jumped up and down a lot. When Dad asked what he was doing, he said, 'I'm walking on the Moon – there isn't much [4] **orbit / gravity.**'

In the afternoon we watched a film about the Moon landing. 'Earth looks [5] **spectacular / popular** from space,' I said. Dad said, 'One of the most [6] **adjusted / striking** things is how small our planet is in the universe.' We were quiet after that.

6 Complete the text with the words in the box.

~~cut down~~	put up	keep on	cool stuff
throw it away	bring down		

We [1] *keep on* damaging the Earth. We 2 ..... trees. We [3] ..... new houses on land we should protect. When something is old we just [4] ..... . Where will it stop? We need to look after the Earth. After all, we've only got one planet. There's something we can all do to help to [5] ..... the amount of rubbish we put in the bin – we can reuse objects. You can turn boring things like your old clothes into really [6] ....., like bags or pencil cases, or make old CDs into decorations. It's fun and better for the environment.

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Language focus

1 Complete the sentences about life in the year 2050. Use will or might/may not.

Everyone *will* use the Internet for shopping, I'm sure.

1 I think some schools offer classes on Skype™.
2 Cars use petrol, I'm sure. They'll be electric.
3 Lots of people probably work from home.
4 Robots definitely do all the housework – at least I hope so!
5 It's possible we read books anymore.

2 Write sentences using the present simple passive.

1 You see the stars at night.
The stars are seen at night.
2 They study climate change at the university.
3 Tourists visit the theme park.
4 They clean the hotel rooms every day.
5 They sell the tickets at the station.
6 They speak Kazakh and Russian in Kazakhstan.

3 Complete the sentences with be going to, will or present continuous.

He *is flying* (fly) to Astana tomorrow.

1 Don't worry. He probably ____ (call) you later.
2 My parents ____ (take) me out for dinner on Saturday for my birthday.
3 What ____ (you/do) when you leave school?
4 Sorry, but we ____ (not see) you later – we have got a party to go to.
5 Saule ____ (start) a new job on Monday.

4 Choose the correct word.

1 He has **just / yet** been to Almaty.
2 The sun has **already / still** set.
3 I **still / yet** haven't visited the theme park.
4 She hasn't bought a ticket **yet / just**.

5 Complete the sentences using present perfect or past simple form of the verb in brackets.

1 Saniya ___ (never/sail) before.
2 Dias ___ (just/see) a dolphin.
3 They ___ (not/see) any whales yet.
4 Enlik ___ (adjust) to life at sea three days ago.

6 Rewrite the reported speech in direct speech:

1 Rebecca said that the Eco House showed how much energy a typical home consumed.
2 The teacher said that they were going to discuss recycling next.

Language builder

7 Choose the correct words to complete the conversation.

Talgat: What is your new blog on the Internet [1] *a* about? Have you decided [2] ____?
Sara: Yes - about the environment. Lots of blogs about the environment [3] ____ on the Internet, but not many of them [4] ____ for teenagers. I want to help the planet. If we [5] ____ something now, then it [6] ____ too late.
Talgat: I agree. I read a music blog. It [7] ____ by a teenager. It [8] ____ by thousands of people and he's become a famous music journalist.
Sara: So if my blog [9] ____ popular, then someone [10] ____ me a job as a journalist, too!
Talgat: Who knows? I think I [11] ____ a blog. Let's write it together.

1	**a** going to be	**b** will be	**c** might be
2	**a** just	**b** yet	**c** still
3	**a** published	**b** are published	**c** publish
4	**a** are written	**b** are writing	**c** are write
5	**a** are not doing	**b** not do	**c** don't do
6	**a** is	**b** going to be	**c** will be
7	**a** written	**b** is write	**c** is written
8	**a** read	**b** is reading	**c** is read
9	**a** becomes	**b** is becoming	**c** become
10	**a** will probably give	**b** gives probably	**c** probably is giving
11	**a** started	**b** might start	**c** am starting

Speaking

8 Match the sentences.

1 I'll give you a hand. *e*
2 I think this city is a great place to live!
3 Can I ask you something?
4 Maybe living in a village isn't all bad.
5 I'm not sure how to use this computer.
6 I reckon that this town is really boring.

a Let me show you.
b OK, perhaps you're right.
c I agree. There are lots of things to do here.
d I disagree. There are lots of things to do here.
e That's really kind.
f Yeah, sure. What's up?

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5 Reading for pleasure

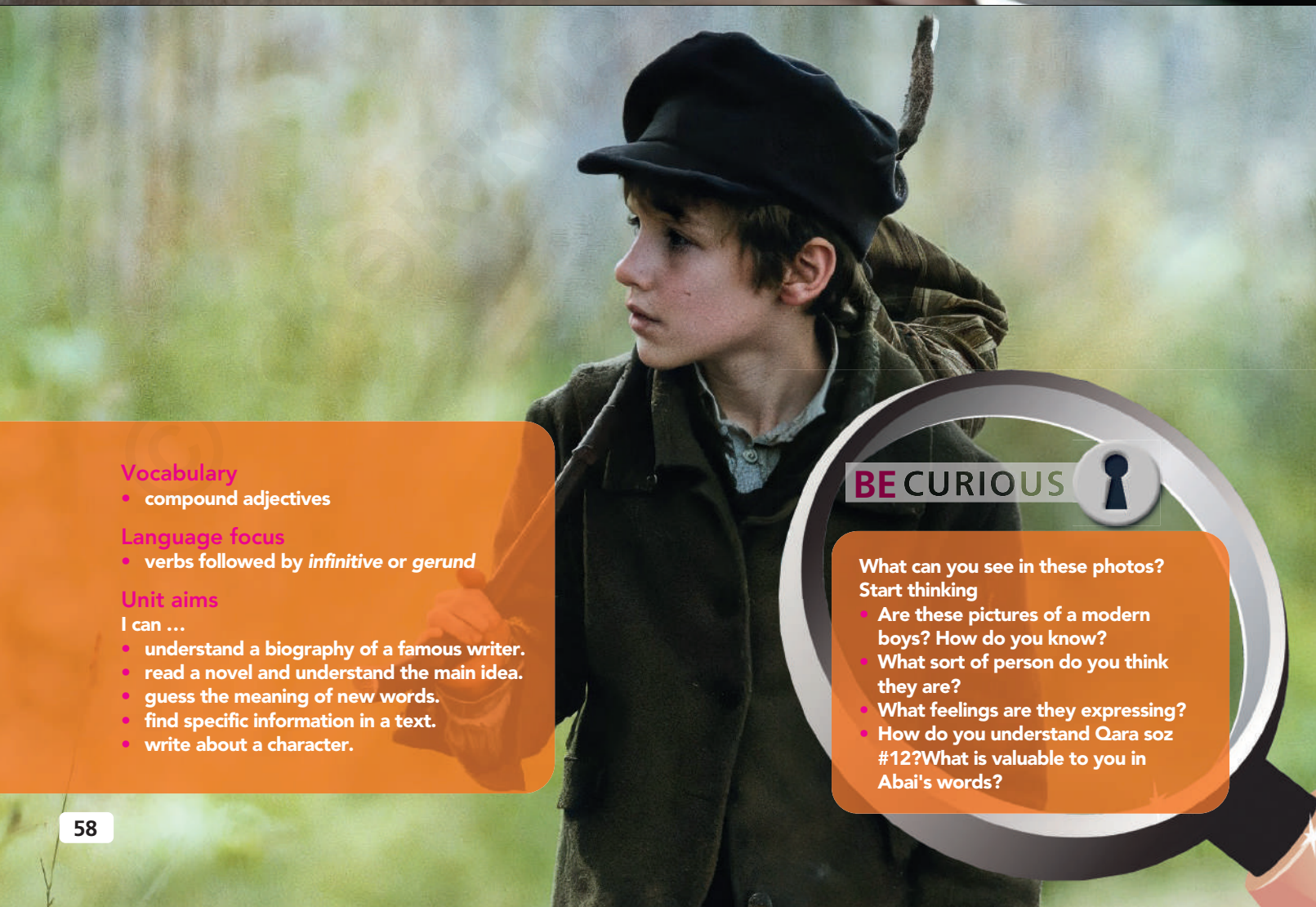


In this unit ...

You must always learn. You must never stop. It is of no benefit to stop learning. If you do not achieve good results and stop learning, you are making a big mistake. Your worship services will not be worship services and will not do any good.

(Abai Q. Qara sozderi. #12)

6



Vocabulary
- compound adjectives

Language focus
- verbs followed by *infinitive* or *gerund*

Unit aims
I can ...
- understand a biography of a famous writer.
- read a novel and understand the main idea.
- guess the meaning of new words.
- find specific information in a text.
- write about a character.

BE CURIOUS

What can you see in these photos?
Start thinking
- Are these pictures of a modern boys? How do you know?
- What sort of person do you think they are?
- What feelings are they expressing?
- How do you understand Qara soz #12?What is valuable to you in Abai's words?

Reading A biography

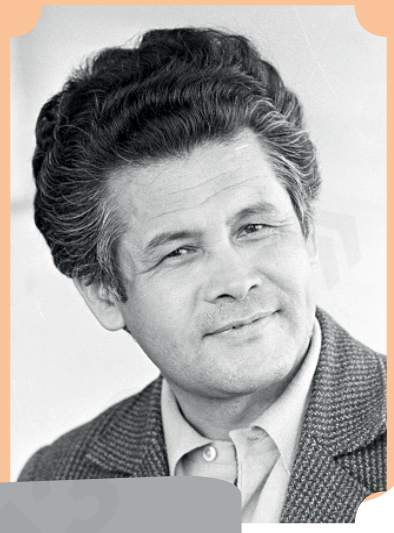
1 You are going to read part of a novel by a famous Kazakh writer. Read the text about his life and complete the fact sheet.

Berdibek Sokpakbayev (1924–1991) – famous Kazakhstani children's writer, poet, scriptwriter. He was born in the village of Kostobe in Almaty region. His family was poor, so the boy had to work hard. He described his early years in the story 'Journey to Childhood'.

After school and army Berdibek studied at the institute in Alma-Ata. Then he worked as a teacher in a village school. Later became an editor.

His first book was published in 1950. The most famous works of the author are 'In a distant village' (1953), 'My Name is Kozha' (1957), 'Journey to Childhood' (1960), 'Ayazhan' (1963).

The story 'My Name is Kozha' was translated into 68 languages and published in France, Poland, Czechoslovakia, Bulgaria. The film 'My Name is Kozha', based on Sokpakbaev's script, was awarded a prize at the Cannes International Film Festival in 1967.



Berdibek Sokpakbayev

Born in [1] .... in the village of Kostobe.

Studied in [2] ....

First book was published in [3] ....

[4] .... was written in 1957.

This book was translated into [5] ....

Died in [6] ....

2 In this text from *My name is Kozha* a boy called Kozha is telling the story. Read the first part of the text and answer the questions.

1 What were the boy's feelings?

2 What was his "brilliant idea"?

noisily cheerfully pasture lonely zhailau
brilliant graze riverbank run into manage to
grab snort mane galloped cheekily hoof
command lanky plantain

Wordlist • page 156

Two days later, a group of kids noisily and cheerfully went to the camp. I didn't go anywhere, and stayed at home.

My mum was at the summer pastures. So, it was just me and my grandmother in the village. While my grandmother was working, I was bored to death. Is there anything worse than being lonely? Probably not.

'What if I go to the zhailau?' I thought.

It was a brilliant idea. But where could I get a horse? Suddenly, a great idea came to me.

After dinner, I told my grandma:

'I'm going to the zhailau tonight.'

'And where will you get a horse?' Grandma asked.

'Some of our boys have come from the zhailau and are coming back. I'll ride with them.'

'Be careful!' my grandmother said seriously. 'Please, my dear grandson, don't do anything naughty this time. Don't touch anything that doesn't belong to you.'

Adults really love teaching children!

It was already dark when I went outside. The horses usually went to graze at night on the riverbank. In the darkness I almost ran into the red horse.

It didn't like that. After a long struggle, I managed to grab its mane. The horse gave a frightened snort and galloped away. In the end, I lost its mane and fell on the ground. The horse stopped, turned cheekily, and kicked me right on my right side with its hoof.

'Who's there? What's going on?' a voice asked from the darkness.

It was the lanky Sultan. He was three years older than me.

'Oh, it's you, Kara Kozha! What happened?'

'The horse kicked me!'

'No bones broken. Don't cry. You'll live to be 120. Go home, put some plantain leaves on it, and you'll be fine. Get up,' Sultan commanded, then pulled me up, and we walked a few steps in silence.

Then I asked:

'When did you come back from the zhailau?'

'Three days ago… I've been everywhere. I'm going back tomorrow.'

'I wanted to go too, but I couldn't find a horse.'

'Ha! That's no problem! We'll find one. Get ready in the morning and wait for me.'

3 **Read the text and complete the sentences.**

1 A group of kids noisily went to the .... .
2 My mum was at the summer .... .
3 The boy decided to go to the .... .
4 In the dark, he ran into the .... .
5 Sultan said, "You'll live to be .... ."

4 5.1 **Mark the sentences true (T) or false (F). Correct the false ones. Then listen and check.**

1 The boy was excited to stay at home.
2 He couldn't find a horse to go to the zhailau.
3 The red horse kicked him.
4 Sultan was younger than the boy.
5 Sultan promised to help Kozha find a horse in the morning.

5 **Match synonyms to the vocabulary words.**

1	cheerfully	**a**	ran fast
2	noisily	**b**	great
3	galloped	**c**	order
4	brilliant	**d**	happily
5	command	**e**	loudly

Your turn

6 ★★★ **Read again and analyse. Was the boy right to try to take the horse? Why or why not? What lesson did the boy learn in this story? What lesson can we learn from it? Discuss ideas with a partner.**

7 ★★★ **Create a short dialogue between the boy and his grandmother about asking for help in solving a problem. Present to the class.**

Reading A novel

1 **What do you think will come next in the text?**

- a sudden exciting event
- information about a place
- a conversation between two people

2 **Read the next part of the text and check your answer.**

proudly saddle comfortable trot
slope foal kymyz yurt diary silly
waterskin piala shamelessly burns
deceived karakul steal horrible

Wordlist • page 157



When Grandma and I finished drinking tea with milk, Sultan appeared riding a horse.

'Ready?'

'Ready!'

I went out. Sultan was sitting proudly on a lively four-year-old gray horse.

'Where's my horse?' I asked.

'This horse can take two riders not just to the zhailau but even to Almaty.'

I have never seen one horse with two saddles. But it was interesting, especially because no one has ever done it before. Sultan's idea was brilliant. It was much more comfortable to sit on the second saddle.

We walked and trotted and by noon we reached the mountains. The air here was much cleaner and cooler than on the plain, and the landscape was much more beautiful. But I was too tired from riding.

As soon as we turned behind a big mountain, we saw a grey yurt on the green slope. Two foals were standing next to it. It was a sure sign that there was kymyz inside.

A boy about seven or eight years old ran out of the yurt.

'Whose place is this?' Sultan asked.

'Zhumagul's.'

'Greetings to Zhumagul! What's he doing?'

'Herding sheep.'

'Is your mother at home?'

'She's gone to the dairy farm.'

'Do you have any kymyz?'

'No.'

'Hey!' Sultan shouted. 'This silly boy doesn't know what happens to liars! What's your name?'

'Daulet.'

'Listen, Daulet,' Sultan said sweetly, 'where's the full waterskin of kymyz tied under the bed? We'll just have a small piala each.'

We entered the yurt. The boy quickly untied the waterskin. We began to drink from the pialas, finishing six full of them in total.

'Give us something to eat. Kymyz burns our stomachs,' Sultan demanded.



'Do you want bread? Butter?' the boy asked.
'Sure.'
We quickly finished large pieces of bread with butter and then the boiled meat.

'Let's go!' Sultan commanded.
Daulet ran after us as we left the yurt. Sultan and I were already on the horse. I kicked it with all my strength. The horse galloped away from the yurt, leaving the small, silly boy we had so shamelessly deceived.
'Ha! Ha! Ha!' Sultan laughed. 'Look here!' He opened the saddlebag and pulled out a grey karakul skin. The stolen skin was soft as silk and shone in the sunlight.
I felt cold somewhere near my heart, and I couldn't say anything:
'Did you... you stole it?'
'Look, don't make a sound to anyone...'
That was the worst that could happen! I hated stealing and thieves! Anyone who can steal can do any crime, the most horrible crime.

3 Find the underlined words in the text. Then match them with their meanings.

1	proudly	a	causes a strong sensation or feeling
2	comfortable	b	taken without permission
3	cleaner	c	providing physical
4	silly	d	ease or relaxation
5	burns	e	very bad or unpleasant
6	deceived	f	with pride
7	stolen	g	free from dirt or mess
8	horrible	h	tricked or misled
		i	showing a lack of good sense or judgment

Get it right!

Compound Adjectives are formed by joining two or more words with a hyphen:

four-year-old *horse* ✓
grey-skinned *foal* ✓
~~*seven years boy*~~ ✗

4 Combine the given words into compound adjectives to complete the sentences.

1 Sultan and Kozha met a .... (seven / year / old) boy.
2 Berdibek Sokpakbayev is a .... (world / famous) Kazakhstani writer.
3 They finished their .... (two / day) trip.
4 The boy untied a .... (white / skinned) horse
5 Sultan was an .... (easy / going) lanky boy.

5 Use online resources to find out:

- What is a *zhailau*?
- What is the cultural significance of *kymyz* and how is it made?
- Traditional *yurts* and their role in nomadic lifestyles.
- The importance of *horses* in Central Asian culture.

6 Read your class information from Exercise 10.

7 5.2 Put the events of the story (a-i) in the correct order. Then listen and check.

1 Sultan and Kozha arrived at a yurt on a green slope.
2 The little boy ran out of the yurt.
3 Sultan showed a grey karakul skin in his saddlebag.
4 Sultan appeared riding a horse.
5 Kozha and Sultan left the yurt in a hurry.
6 Sultan asked the boy for kymyz and food.
7 Kozha felt upset.
8 By noon they reached the mountains.

Your turn

8 ★★★ Have you ever had a friend who got you into trouble? What happened? Why did Kozha feel bad after leaving the yurt? Discuss with a partner.

9 ★★★ In small groups think what will happen to Sultan and Kozha after they leave the yurt? Will the boy confront Sultan about the theft? Why or why not? Act out a possible dialogue.

10 Brainstorm, plan and write an ending to the story. Then presents your ending to the class.

11 5.3 Listen and check your answers. Compare them with the real ending.

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Reading A novel

1 **Look at the picture 1. What sort of person do you think he is? Why is it important to take responsibility for your actions?**

2 **Read the next part of the text and check your answer.**

collective farm thief confess assembly
rumours respectable heroic beg
coward responsibility steppe

Wordlist • page 157



This is what my friendship with Sultan led me to. I was grabbed by the neck and called a thief in front of the whole collective farm, and I couldn't even say anything to stop it. My mum was right when she said that Sultan was not a good friend.

I wondered if the news would reach the school and everyone would find out that there was a thief in our class.

Would Geography teacher Rakhmanov believe that I was a thief? No, it couldn't be true! If there's one person on earth who can understand me and believe me, it's him. The fact is that I have never lied to this man before, and I never will.

There was not a boy in our class who would not admit that Rakhmanov-agai was the best teacher in the whole region.

First of all, he knew everything. Whenever we read about some far-off place in a book and asked him about it, he would immediately start describing those distant lands in such detail and so vividly, it felt like he walked past them every day on his way to school.

Secondly, this man never lied to anyone.

When a new person arrives somewhere, there are always rumours. That's happened to Rakhmanov too.

The boys said he was a great war hero. Everyone believed it. I asked him about it. He laughed and said he hadn't done anything heroic. Because of his eyesight problems, he had to work in an arsenal and gave out bullets. The fact that the teacher said so honestly that he played such a small role in the war, I liked very much. I didn't think I could be like that.

Once we brought a box of caterpillars to school to scare the girls, and we scared Maikanova. No one admitted where the caterpillars came from.

Rakhmanov looked at me and said:

'And here stands our respectable Kara Kozha, thinking: it would be better, like in the old days, to confess, get a strict punishment, and that's all. But now: a school assembly, a wall newspaper, a teachers' council. You're right, Kozha, you shouldn't say anything...'

I turned so red that tears came out of my eyes and... I confessed.

Later, I begged Rakhmanov to defend me at the teachers' council. He said:

'If you want, I'll defend you. But if I were you, I wouldn't ask for that… I could stand up and say: 'Spare this boy. He's a coward and doesn't know how to take responsibility for his actions."

Of course, I refused.

I didn't even notice how I had come to this point in life.

I promised my mum that I would never be friends with Sultan again and that I would leave for the steppe, where my classmates were helping the farm.



3 **Complete the sentences with the words from exercise 1.**

1 Kozha promised his mum he would never be friends with a _____ like Sultan again.

2 Rakhmanov was a _____ teacher because he never lied.

3 Kozha's classmates were helping the collective farm in the _____.

4 **Classify the words into categories:** ***respectable, heroic, thief, responsibility, coward, rumours.***

traits	Positive	Negative

5 5.4 **Answer the questions. Then listen and check.**

1 Why did Kara Kozha think Sultan was not a good friend?
2 What made Rakhmanov a respected teacher?
3 How did Kara Kozha feel when he confessed about the caterpillars?

6 **Choose the correct answer.**

1 Why did Kozha decide to go to the zhailau?
a His grandmother said him to go.
b He was bored and lonely.
c Sultan invited him.

2 What was the grandmother's main advice?
a Stay close to Sultan.
b Don't cause any trouble.
c Make sure to find a good horse.

3 What happened when Kozha tried to ride the red horse?
a The horse ran away and didn't return.
b The horse kicked him.
c He successfully rode the horse.

4 What did Sultan and Kozha drink at Zhumagul's yurt?
a Tea.
b Water.
c Kymyz.

5 What did Sultan take from Zhumagul's yurt?
a A saddle.
b A karakul skin.
c A bag of kymyz.

6 Who did Kozha hope would believe he wasn't a thief?
a His grandmother.
b His geography teacher, Rakhmanov.
c His mother.

7 Why did Kozha respect Rakhmanov?
a He never punished students.
b He was honest and knowledgeable.
c He was a war hero.

Your turn

7 ★★★ **Compare characters and their actions.**

Character	Traits	Actions
Kozha	honest	asked Rakhmanov to defend him, but confessed after teacher's words
Sultan		
Rakhmanov		

Language focus Verbs followed by *infinitive* or *gerund*

1 **Read the sentences and choose the correct words.**

1 I decided .... (to go / going) to the zhailau.
2 Sultan suggested .... (to ride / riding) one horse together.
3 The horse didn't enjoy .... (to be / being) disturbed at night.
4 I promised .... (to tell / telling) the truth about what happened.
5 Sultan managed .... (to grab / grabbing) the karakul skin from the yurt.
6 I remember .... (to feel / feeling) very tired from riding all day.

Grammar reference • page 127

2 **Complete the sentences with the verbs in the list. Use the *gerund* or *infinitive* form.**

lie confess defend leave believe think be

1 My mum told me to stop .... friends with Sultan.
2 I started .... about how my life had come to this point.
3 Rakhmanov refused .... me at the teachers' council.
4 The teacher didn't like .... and always told the truth.
5 I didn't want .... my actions in front of everyone.
6 I'll never stop .... in my teacher's kindness.
7 I promised .... for the steppe to help the farm.

Get writing

PLAN

3 **Work in small groups. Can you explain how did the actions of characters demonstrate their values? Who showed more responsibility? What did Kozha learn from Rakhmanov? Think about these things and make notes:**

- Kozha's behaviour
- Sultan's actions
- Rakhmanov's actions
- Kozha's decisions

WRITE

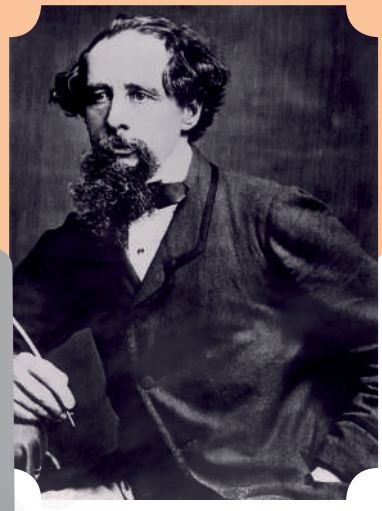
4 **Write what is the most important lesson Kozha learned in the story.**

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Reading A biography

1 You are going to read part of a novel by a famous English writer. Read the text about his life and complete the fact sheet.

Charles Dickens (1812–1870) was born in Portsmouth but spent a lot of his life in London. His family had money problems and Charles had to go to work in a factory at the age of 12. Later he became a journalist. He wrote his first story in 1833 and his first book appeared in 1836. In the same year he married Catherine Hogarth. Dickens went on to write 15 classic novels, including *Oliver Twist, David Copperfield* and *Great Expectations*. When he died, he was the most popular writer in the English-speaking world.



Charles Dickens

Born in [1] .... in Portsmouth
Lived in [2] ....
Early jobs: factory worker, [3] ....
Wrote his first book in [4] ....
Wife's name: [5] ....
Married in [6] ....
Wrote fifteen [7] ....
Died in [8] ....

2 In this text from *Oliver Twist* the story is about a boy called Oliver. Read the first part of the text and answer the questions.

1 What would you do if you were lost and hungry?
2 What qualities make someone a good friend?

be chased majestic homeless stare attentively
gentleman whistle honourable put up
introduce unexpected Artful Dodger favour
remain narrow disgusting at the foot

Wordlist • page 157

Oliver came onto the big road. Before, he ran behind bushes because he was afraid of being chased. Finally, he sat down to rest, and wondered for the first time where to go and where to live.

The sign said that it was 70 miles to London. London! A majestic, huge city. No-one could ever find him there! It was the perfect place for a homeless boy. He jumped to his feet and started walking again.

On the morning of the seventh day, Oliver, tired and hungry, slowly entered the town of Barnet. He sat down on the steps of some door.

Suddenly, he noticed a boy on the opposite side of the street staring at him attentively. Oliver raised his head and stared at the boy too. The boy crossed the street then.

He was about Oliver's age, very dirty, but he behaved like an adult. He was short, and his eyes were sharp and nasty. His hat barely stayed on his head, and he wore a coat that reached down to his heels.

'Hey, boy! What's the trouble?' said this strange young gentleman to Oliver.

'I'm very tired and hungry,' Oliver answered.

'Listen, you need food, and you will have it. Stand up!'

The young gentleman helped Oliver up, and took him to a nearby shop, where he bought some meat and bread. Oliver ate for a long time, as much as he could, while the strange boy watched him with the greatest attention.

'Are you going to London?' asked the boy after Oliver finally finished his meal.

'Yes.'

'Have you got a flat?'

'No.'

'Money?'

'No.'

The strange boy whistled.

'You need to find a place to sleep tonight, don't you?'

'I'd like that very much,' Oliver answered.

'I have a friend in London, an honourable old gentleman, who will put up you for free if I introduce you to him.'

The unexpected offer was too good to refuse. In addition the old gentleman could find Oliver a good job soon. This led to more friendly talk, Oliver found out that his friend's name was Jack Dawkins. Among his close friends, he was known as the Artful Dodger.

Oliver decided he would try to gain the old gentleman's favour quickly, and if Dodger remained the same, he would stop making contact with him.

The street was very narrow and dirty, and the air smelled disgusting. Oliver thought of running away, but they were already at the foot of the hill. The guide grabbed his hand, opened the door of a house, pulled him into the hall, and shut the door behind them.

© Macmillan Publishers

3 **Read the text and answer the questions.**

1 Why did Oliver decide to go to London?
2 How did Jack Dawkins help Oliver?
3 Why did Oliver agree to go with the Artful Dodger?
4 Why did he think of running away when they reached the narrow street?

Your turn

4 ★★★ **Do you think Jack Dawkins was a good friend to Oliver? Why or why not? What do you predict will happen next in their friendship? Discuss ideas with a partner.**

5 ★★★ **Imagine the first day that Oliver spends in London with the Dodger. Write a paragraph and present your ideas to your class.**

Reading A novel

1 **Look at the photos. Ask and answer the questions?**

1 Have you ever witnessed someone's bad behaviour? How would you react?
2 Why is it important to be careful who you trust?

2 **Read the next part of the text and discuss your answers.**



The walls and ceiling of the room were completely dark with age and dust. A very old man with red hair and a mean, hateful face were frying sausages in a pan over the oven. In front of it there was a table with a candle, tin cups, bread, butter, and a plate. At the table sat four or five boys. On a hanger nearby hung a lot of silk handkerchiefs.

'That's Fagin,' Jack Dawkins said, 'and this is my friend Oliver Twist.'

The old man smiled and gave Oliver a low bow. The young gentlemen surrounded Oliver and shook both his hands very strongly.

'We are very glad to meet you, Oliver, very glad,' said the old man. 'Are you looking at the handkerchiefs? There are a lot of them, aren't there? We're getting them ready for washing. That's all, Oliver, that's all. Ha-ha-ha!'

The next day Oliver woke up late. There was no one in the room except the old man. Oliver got up, and soon after he washed his face, Dodger returned with a lively young friend named Charley Bates.

'Well,' said the old man to the Dodger, 'I hope you have worked hard this morning, my dears?'

'Brilliantly,' the Dodger answered.

He gave Fagin two wallets. Charley Bates added four handkerchiefs.

After breakfast, the jolly old gentleman and the two boys began a strange and curious game. The old man walked around the room with a stick in his hand, and the boys followed closely behind him. At one point, the Dodger stepped on his foot while Charley Bates ran into him from the back. In a moment, they 'stole' Fagin's snuffbox, notebook, pocket watch, handkerchief, and even his glasses case.

If the old gentleman felt a hand in his pocket, he shouted out which pocket it was, and the game was started again.

'Follow their example, my dear,' Fagin said. 'Dodger will be a great man one day, and he'll make you great too.'



6 5.5 **Read again and choose the correct answer. Then listen and check.**

1 How long had Oliver been walking before he entered Barnet?
a) Three days. b) Seven days.
c) A week and a half.
2 Why did he think London was a perfect place for him?
a) It was a big city where no one could find him.
b) He had friends waiting for him in London.
c) It was closer than other cities.
3 What was unusual about the boy Oliver met?
a) He was very clean and polite.
b) He behaved like an adult.
c) He was much older than Oliver.
4 What did the Artful Dodger promise Oliver?
a) Food and money. b) A way to return home.
c) A place to stay and a job.

ceiling hateful gentleman
handkerchief curious severe creep
confusion outlaw judge

Wordlist • page 158

© Oxford University Press



Oliver couldn't understand how stealing a handkerchief had anything to do with his chances of becoming a great man.

For many days Oliver did not leave the old man's room. He was impatient to get to work because he found out the severe temper of the old gentleman. If boys brought nothing, he sent them to bed without any dinner. Once, he even threw both of them down the stairs.

Finally, Oliver was allowed to go out to 'work' with his two mates. The three boys went out together.

Suddenly, the Dodger's behaviour changed very strangely. Oliver silently watched as the two boys quietly ran across the road and crept up behind an elderly gentleman standing at a bookstall. He was reading a book with such attention that he did not notice anything.

What was Oliver's horror and confusion when he saw that Dodger put his hand into the old gentleman's pocket, pulled out a handkerchief, passed it to Charley Bates, and they both rushed out and turned the corner.

In a moment, the secret of handkerchiefs was known to the boy. He stood frozen for a second, then ran away.

Just then, the old gentleman looked round quickly. He concluded, of course, that it was the outlaw who had followed him.

'Get the thief! Get the thief!' the old man shouted, and a hundred voices echoed the cry. A crowd began chasing Oliver, growing larger at every corner.

Finally, he was caught! Oliver was lying covered with dirt and dust when an old gentleman was pushed into the circle.

'Yes,' said the gentleman, 'I'm afraid this is the boy.'

'It wasn't me, sir! It was two other boys!' Oliver cried.

'Well, they're not here,' said the policeman. 'Now we can only go to the judge.'

3 **Match the words (1-5) with (a-e). Then complete the sentences with the phrases.**

1	silk	**a**	game
2	curious	**b**	temper
3	loud	**c**	handkerchiefs
4	severe	**d**	voices
5	elderly	**e**	gentleman

1 On a hanger nearby hung a lot of ….. .
2 The boys began a …. led by the old man.
3 When the old gentleman shouted, the crowd echoed with ….. .
4 Oliver discovered the old man's …. when boys returned empty-handed.
5 The Dodger and Charley Bates targeted an …. at the bookstall.

4 **In pairs ask and answer the questions.**

1 What did Oliver discover about the handkerchiefs?
2 How does the story portray Fagin's influence on the boys?
3 How did Dodger and Charley Bates behave at the bookstall?
4 Why was Oliver confused and terrified?
5 Why did Oliver decide to run away?

5 5.6 **Mark the sentences true (T) or false (F). Correct the false ones. Then listen and check.**

1 Fagin was a cheerful old man with black hair.
2 Fagin's game involved teaching the boys how to sell handkerchiefs.
3 Dodger and Charley Bates stole a handkerchief from an elderly gentleman at a bookstall.
4 Oliver immediately joined Dodger and Charley Bates in stealing the handkerchief.
5 The old gentleman who was robbed thought Oliver was the thief.
6 The crowd chased Oliver because they thought he was the thief.
7 The policeman believed Oliver when he said it wasn't him who stole the handkerchief.
8 The judge decided to let Oliver go after hearing his side of the story.

Your turn

6 ★★★ **In small groups think what will happen when Oliver goes to the judge? How might the old gentleman react if he finds out Oliver is innocent?**

7 ★★★ **In groups write an alternative endings to the story. Then present them to the class.**

Group 1

What if Oliver convinces the judge of his innocence?

Group 2

How might Dodger and Charley Bates be caught instead?

8 5.7 ★★★ **Listen and check which ending was more close to the real one.**

9 ★★★ **Act out the courtroom scene from the real ending of the story.**

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Reading A novel

1 **Look at the pictures and tell what is different.**

2 **Read the next part of the text and answer the questions.**

neat recovery gentle paradise study
wiser clever behave honest fear

Wordlist • page 158



The cab stopped in front of a neat little house on a quiet street. A bed was immediately prepared for Oliver, and Mr. Brownlow himself carefully watched that he was gently laid to bed.

These were happy days for Oliver — days of recovery. Everything was so peaceful, clean, and neat, and everyone was so kind and gentle that it was like being in paradise. As soon as the boy was strong enough, Mr Brownlow ordered to buy him a new suit, a new hat, and new shoes. When Oliver was told that he could decide what to do with his old clothes, he became excited thinking that he would never have to wear those things again.

One evening, Oliver knocked on the door of Mr. Brownlow's study. When he was invited in, he found himself in a small room filled with books. Mr. Brownlow was sitting at a desk by the window, reading. Oliver wondered where one could find people who had read so many books — books that seemed to be written to make humans wiser.

'That's a lot of books, isn't it, my boy?' Mr Brownlow asked.

'Many indeed, sir,' answered Oliver. 'I have never seen so many.'

'You will read them if you behave yourself,' said the old gentleman with a smile. 'Would you like to grow up to be clever and write books?'

'I think I'd prefer to read them, sir,' Oliver answered.

'What! You wouldn't like to write books?' asked the old gentleman.

Oliver thought for a moment, then said that perhaps it would be much better to sell books. The old gentleman laughed and said it was a good idea he had. Oliver was glad, though he had no idea what was good about it.

'Excellent!' said the old gentleman. 'Don't worry! We won't make a writer out of you as long as there's a chance for you to learn some other honest job.'

'Thank you, sir,' said Oliver.

'And now, my boy,' Mr. Brownlow continued, his face became very serious, 'Listen carefully to what I am going to say.'

'Oh, please, sir, don't tell me you're planning to send me away!' cried Oliver.

'My dear child,' said the old gentleman, 'you have nothing to fear. I will never leave you unless you give me a reason to…'



1 Why did Oliver feel like he was in paradise?
2 What did Mr. Brownlow offer Oliver?
3 How did Oliver react when Mr. Brownlow became serious?

3 5.8 **Read again and choose the correct answer. Then listen and check.**

1 How did Oliver feel about the days he spent recovering?
a) Miserable and lonely b) Peaceful and happy
c) Bored and restless

2 What impressed Oliver in the Mr. Brownlow's study?
a) The desk by the window b) The view from the study
c) The large number of books

3 What promise did Mr. Brownlow give Oliver?
a) That he would teach him to write
b) That he would never leave him unless Oliver gave a reason
c) That Oliver could stay until he recovered

Get writing

PLAN

4 **Work in pairs. How did meeting Fagin and Mr. Brownlow changed Oliver's life? How did Mr. Brownlow's kindness influence Oliver? What does Oliver's gratitude say about his character?**

WRITE

5 **Write a diary entry from Oliver's perspective, describing his thoughts about his new life with Mr. Brownlow.**

6 Entertainment and media

Discovery EDUCATION

In this unit ...



The art of storytelling **p71**



A world of music **p74**



Have you ever been to a concert? **p76**



CLIL Art in perspective **p78**

You should rely on your strength. Work correctly and honestly. If you work hard, then your efforts will be rewarded, and you will receive compensation. Honest work is never in vain.

(Abai Q. Qara sozderi. #4)

Vocabulary
- Art and media
- Collocations
- Musical instruments
- Phrasal verbs with *up*

Language focus
- Present perfect with *for or since*
- Present perfect with *ever/never*

Unit aims
I can ...
- identify different types of art.
- talk about what I have and haven't done.
- ask and answer questions about music.
- understand an article about a festival in my country.
- invite a friend somewhere and arrange to meet.
- write an internet post about a concert.

BE CURIOUS

What can you see in the photo?

Start thinking
- **Do you like the drawing on this building?**
- **Why do you think someone painted this?**
- **Would you like to live in a building like this?**
- **How do you understand the idea "honest work" from Qara soz #4?**



Vocabulary Art and media

1 6.1 **Match the words in the box with the art around us (a–k). Which word describes where we see paintings? Then listen, check and repeat.**

concert	~~busker~~	newspaper	DJ	sculpture	journalist
exhibition	gallery	painting	graffiti	radio	

a *busker*

2 **Complete the chart with the words from Exercise 1. Are there words that you can put into two columns? Why?**

art	music	media
	concert	

3 6.2 **Listen to three students talking about art and media. Which things from Exercise 1 does each person mention?**

Alison: *newspaper …*
Philip:
Zara:

Your turn

4 ★★★ **Ask and answer with your partner.**

1 Which of the people, places and things in Exercise 1 can you find near where you live?
2 Do you buy a newspaper? Why?/Why not?
3 What's your favourite radio station? Do you have a favourite DJ?
4 What was the last concert you went to? Did you enjoy it?

There's a gallery of modern art quite near my house, but I don't go there very often!

Get it right!

When we use *there after go*, we don't use the preposition *to*.
We go there ***three*** *times a week.*
Did you go ***there*** *on your own?*

Vocabulary Bank • page 136

Reading An online debate

1 **Work with a partner. Look at the picture and answer the questions.**

1 What do you think art is? Is the picture a piece of art? Why?
2 What makes a person an artist?
3 Have you got friends or family members who are artists?

2 **Read the debate. What do Josh and Kirsten think art is?**

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

1 Josh likes doing graffiti. *F*
2 To Josh, photographs that people post online aren't examples of art.
3 Josh and his friends like the pictures he draws and the photos he takes.
4 Kirsten enjoys going to art galleries.
5 Kirsten believes that art is anything that is creative and fun.
6 Kirsten thinks that good art is easy.

gallery since drawing cartoon graffiti creative artist
studio sculpture several practice talent post passionate

Wordlist • page 154

Explore collocations

4 **Find the collocations in the text. Match the words in box A with the words in box B. Then complete the sentences.**

A

post ~~good~~ passionate take work make

B

~~at~~ hard online photos about money

1 I love painting, but I'm not very *good at* it – some of my pictures are terrible!
2 You have to ..... to be a good artist.
3 Is it okay to ..... these photos of you?
4 My sister loves to ..... of unusual buildings.
5 It's very difficult to ..... from painting pictures.
6 My sister's really ..... making sculptures.

Vocabulary Bank • page 136

Your turn

5 ★★★ **Work in small groups. Have a debate. Is everyone who draws or paints an artist?**

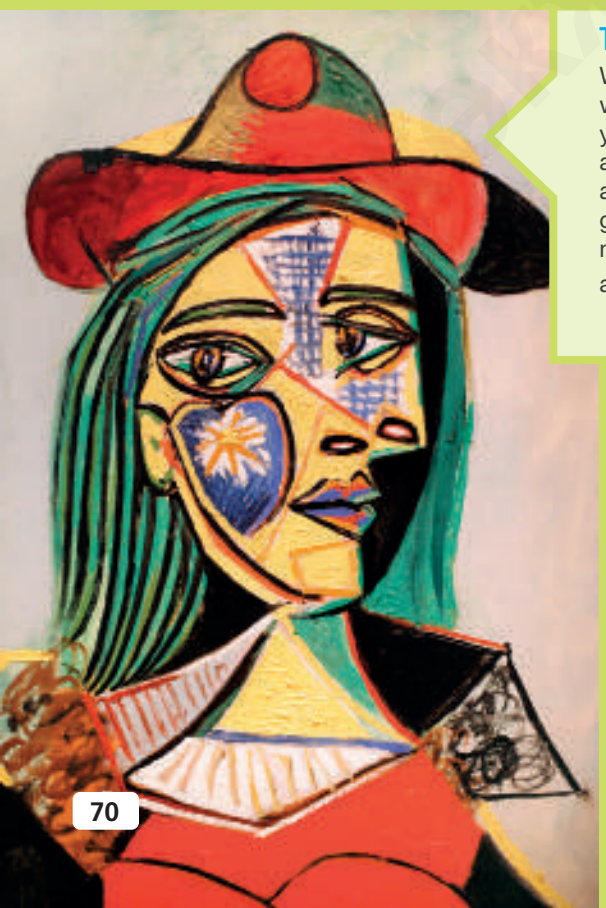
- Make notes of different examples to support your opinion.
- Discuss your ideas using your notes.
- Which group made the best argument?

I agree, I think graffiti is…
I'm not sure, I think it depends on …
There are some great examples of graffiti on …

ARTICLES CONTACT

EVERYONE'S AN artist

YOU'VE TAKEN LOTS OF COOL PHOTOS SINCE YOU GOT YOUR FIRST MOBILE PHONE. YOU'VE POSTED THEM ON SOCIAL MEDIA AND YOUR FRIENDS HAVE 'LIKED' THEM ALL. YOU MUST BE AN ARTIST!



THE CASE FOR:

We look at the Mona Lisa, a Picasso painting, or a sculpture by Michelangelo, and we say, 'That's art.' But what about the amazing graffiti someone has painted on your street? What about the photographs our friends have posted online? What about the English poster you've worked on for hours? Have you made a work of art? To me, art is anything that's creative. Of course, I like looking at paintings in galleries, but I also like drawing pictures of my friends or taking photos with my mobile phone. I'm not very good at these things, but I'm creative. I'm passionate about them, and my friends like them. I think that's art!

Josh, age 15, San Diego, California

THE CASE AGAINST:

I've loved visiting art galleries since I was very young. Why? Because I like looking at good art. What is art? Art isn't a drawing that a four-year-old child has done. It isn't funny cartoons in the newspaper. And it certainly isn't graffiti. Some people say, 'If it's creative and cool, it's art? I don't agree. Art is the result of years of practice. My aunt is an artist. She's worked hard in her studio for twenty years now. She hasn't made much money, but that isn't important. She's shown her sculptures in several exhibitions since 2010 – her art is great. Art is very hard, and not many people can do it well. My aunt has practised for years to develop her talent. That's why she's an artist.

Kirsten, age 16, Berlin, Germany

WHAT IS art? WHAT'S YOUR OPINION?

Language focus 1 Present perfect with *for* or *since*

1 Complete the sentences from the reading on page 70 with *for* or *since*.

I've loved visiting art galleries	1 …	I was very young.
She's shown her sculptures in several exhibitions		2010.
She's worked hard in her studio	2 …	twenty years.
My aunt has practised		years.

We use ..... with periods of time and ..... when we talk about a specific time.

Grammar reference • page 128

2 Look at the table and complete the sentences with *for* or *since*.

1 I've been in New York ..... two days and I haven't been to the Museum of Modern Art yet!
2 My sister has been a DJ ..... three years.
3 I haven't listened to the radio ..... Monday.
4 I'd love to see another concert at the Royal Albert Hall – I haven't been there ..... I was twelve.
5 I have studied painting....five years now and I'm getting better and better at it.

3 6.3 Complete the conversation with the present perfect or past simple of the verbs in brackets. Then listen and check.

A: When [1] *did* you ..... (get) here?
B: We [2] ..... (arrive) on Tuesday, at midday! We [3] ..... (be) here for two full days. This is our third day in Florence.
A: [4] ..... you ..... (go) anywhere exciting since you got here?
B: Yes, we [5] ..... (go) to the Uffizi gallery this morning. It was great!

Grammar reference • page 128

4 6.4 Circle the correct words to complete the text. Then listen and check.

New mail +1

We're in Istanbul! We've only been here [1] **for / since** 24 hours but we've done so many things [2] **for / since** we arrived. We [3] **have got / got to** our hotel at 6 o'clock yesterday evening. After unpacking, we [4] **have been / went** straight to a classical music concert, which [5] **was / has been** incredible. The musicians [6] **have been / were so talented**.
I [7] haven't heard / didn't hear anything so beautiful for years. We [8] have left / left the hotel at 10 o'clock and we [9] **'ve been / were** very busy [10] **for / since** then! In the morning, we [11] **have visited / visited** Istanbul Modern – it's a brilliant art gallery. Then after lunch, we [12] **have crossed / crossed** the Bosphorus on a ferry to visit the Asian side of the city. Dad [13] **wanted / has wanted** to paint the view of the European side! We haven't eaten [14] **since / for** lunchtime. I'm really hungry! Time for supper!

Bye for now,
Jake

Your turn

5 ★★★ Ask and answer with a partner. Ask your partner questions using How long have you …? and the phrases in the box. Answer using *for* and *since*.

live in your house study English
like your favourite band be at school today
have your favourite T-shirt know your best friend

6 ★★★ Write about one of the experiences in Exercise 5 using the present perfect and the past simple.

I've known my best friend for 8 years. We met when …



FACT! *Abylkhan Kasteyev was born in 1904 in the village of Taldykurgan region. His father died early and Abylkhan had to help the family. So he had to work a lot and became a famous artist in Kazakhstan.*

Learn about Aboriginal art.
- **What do Australian Aboriginals use art for?**
- **Why are some paintings like 'survival maps'?**
- **What is a common feature of Aboriginal art?**



Discovery EDUCATION

6.1 The art of storytelling

Quiz time!

1. What is Abylkhan Kasteyev best known for?
a) Literature b) Music c) Painting
2. In which city is the main art museum in Kazakhstan named after Abylkhan Kasteyev?
a) Almaty b) Astana c) Shymkent
3. Where was Abylkhan Kasteyev born?
a) Taldykurgan region b) Astana c) Taraz

Vocabulary Instruments



1 6.5 **Match the phrasal verbs (1–6) with their synonyms (a–f). Then listen, check and repeat.**

guitar drums banjo flute violin saxophone
keyboards mouth organ tambourine piano
recorder trumpet cello clarinet

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

1 What instruments do you associate with orchestras and classical music?
2 What instruments do you expect to see in a pop or rock band?
3 What about the other instruments: where would you normally see them?

Vocabulary bank • page 136

Listening An interview

3 **Look at the picture of a musician called Leo. What instruments has he got? Where do you think he performs?**



4 6.6 **Listen to a journalist, Marcia, interviewing Leo. Check your ideas from Exercise 3.**

5 6.6 **Listen again and answer the questions.**

1 Where is Marcia?
2 Why is Leo so well-known in Auckland?
3 Which of Leo's instruments is new?
4 How long has he played today?
5 What types of music does he play?
6 Which instruments has he never played?

Your turn

6 ★★★ **Work in groups. Do a music survey. Report your group's information to the class.**

- Do you like listening to music?
- What kind of music do you like?
- Do you play a musical instrument?
- Do you ever give money to buskers?

People listen to different kinds of music but ....
Some people listen to music on the bus and ....
Two people always give money to buskers because ....

© Oxford University Press

Language focus 2 Present perfect with *ever/never*

1 **Complete the examples from the listening on page 64.**

1 He's *never* played here at the festival.
2 Have you ..... played at this festival?
3 I've ..... played here before.
4 Have you ..... played in a group?
5 I've ..... played the cello or the violin.

Grammar reference • page 128

2 **Look at the questions in Exercise 1. Where does ever go in the question?**

3 **Rewrite the questions putting ever in the right position.**

1 Have you met a famous musician?
2 Have you visited England?
3 Has your town had a music festival?
4 Have your parents owned a pet?

Say it right! • page 120

4 **Make sentences. For pictures 1–3, write sentences using never. For pictures 4–6, write questions using ever. Ask and answer with your partner.**



1 I / paint / graffiti on a wall



2 he / play / the drums



3 she / win / a race



4 climb / top of a mountain



5 go / a concert



6 paint / a house

5 6.7 **Write questions using the verbs in brackets. Then listen and check.**

The MUSIC QUIZ

1 you (be) to a concert or festival?
2 you (download) music from the Internet?
3 you (be) in a band?
4 you (sing) in a choir?
5 you (upload) a piece of music to the Internet?
6 you (meet) a famous musician or singer?
7 you (travel) a long way to see a group or singer?
8 you (listen) to music while doing sport at the same time?
9 you (post) a music video online?
10 you (follow) a band on Twitter?



Your turn

6 ★★★ **Ask and answer the quiz questions in Exercise 5 with your partner.**

Have you brushed your teeth yet?

No, I've never been to a concert but I've been to a festival.

6 Discover Culture



1 **Look at the images of three musical instruments (a–c) and complete the table with information below.**

Mexico India Australia ~~sitar~~
didgeridoo trumpet string wind (x2)

	Country	Name of instrument	Type of instrument
Photo A			
Photo B		*sitar*	
Photo C			

Find out about unusual instruments.

Discovery EDUCATION

6.2 A world of music

2 6.2 **Watch the video and check your answers.**

3 **Match the information to the three different musical traditions or instruments.**

Mariachi didgeridoo sitar

1 The music is lively and emotional.
2 The instrument has been around for hundreds of years.
3 A famous group used this instrument and musical style in their own music.
4 This music requires a number of different instruments.
5 This is one of the oldest instruments in the world.
6 More Australians play this instrument now.

4 **Test your memory. Mark the sentences true (T) or false (F). Correct the false ones.**

1 We see the Mariachi perform live and when they are practising.
2 There are drums, guitars, violins and trumpets in a Mariachi group.
3 The sitar player closes his eyes when he plays.
4 The Australian Aborigine is sitting with three other people.

5 6.2 **Watch the video again and check your answers.**

6 **What is the report's main message? Choose the best option.**

1 Every country has different musical traditions.
2 We can now share and listen to different musical styles very easily.
3 Music can be happy or sad, choose the music according to your mood.

Your turn

7 ★★★ **Ask and answer in groups.**

1 Would you like to play one of these instruments?
2 Are there any traditional instruments which are special to your country?
3 What do you think are the positive things about playing in a band or orchestra with other people?

© Richmond

Reading A web page

1 **Work with a partner. Look at the pictures of a festival in Kazakhstan. What do you think people do there?**

2 **Read the text and check your answers to Exercise 1.**

3 **Read the Frequently Asked Questions (FAQs) about Spirit of Tengri Festival. Match the questions (A–F) to the answers (1–6).**

A What else do people do at the festival?
B Has the festival always taken place there?
C What happens after the festival?
D What is the Spirit of Tengri Festival?
E How is it different from other festivals?
F Why is it called the Spirit of Tengri Festival?

festival celebrate musician gather mix
stunning lively ideal location worship
promote harmony stall dish carefully
environment condition unique community
share equal throat singing techniques echo

Wordlist • page 159



Explore phrasal verbs with *up*

4 **Complete the sentences with the correct form of the words in the box.**

show set ~~tidy~~ pick light dress

1 When the festival was over, we *tidied* up all our rubbish and went home.
2 For the festival last year, my friend .... up as a robot.
3 Hundreds of fireworks .... up the sky to end the festival.
4 We asked him to come at eight o'clock but he didn't .... up until nine o'clock.
5 The band .... up their equipment on the stage before the concert.
6 We .... up some food in the supermarket and drove out to the festival site.

Vocabulary bank • page 136

Your turn

5 ★★★ **Look at the highlighted words in the text. Complete the sentences with the correct form of the words in the box.**

1 Would you like to go to a festival like Spirit of Tengri ? Why?/Why not?
2 Does your school or town have its own festival? What type of festival is it? What can you do there?

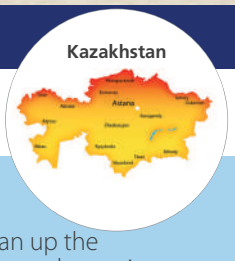
I'd really like to go because it looks amazing in the photos.

6 ★★★ **Write about the most recent festival you attended.**

The last festival I went to was in our town. There were ...

Spirit of Tengri Festival FAQs

Maybe you've picked up tickets to the Festival, but you're not sure what to expect. Read these FAQs to find out more:



1 D
It's an international music festival that takes place every summer in Almaty, Kazakhstan. The festival celebrates the music and traditions of different cultures, bringing together musicians from all over the world. Thousands of people gather to enjoy the incredible mix of traditional and modern sounds.

2 ....
Yes, it has always been held in Almaty since it started in 2013. The city's stunning mountain views and lively cultural life make it an ideal location for the festival.

3 ....
The name comes from Tengri, the ancient sky god worshipped in Central Asia. The festival represents the spirit of Tengri by promoting harmony between people, nature, and culture through music.

4 ....
Visitors can listen to music, watch traditional dances, try playing instruments like the dombra, and see art and crafts. There are also food stalls with tasty Kazakh and international dishes.

5 ....
After the festival, the organisers carefully clean up the area. Their aim is to protect the environment and leave the location in perfect condition.

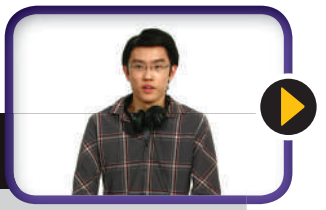
6 ....
It's unique because there are no big names or celebrities. The focus is on community and sharing culture. Everyone, from the performers to the audience, feels connected and equal.

FACT! *At the Spirit of Tengri Festival, some performers use ancient throat singing techniques. This traditional art, often practiced by Kazakh and Mongolian musicians, creates a unique and powerful sound that feels like it's echoing from the mountains.*





Speaking Invitations and arrangements



Real talk: Have you ever been to a concert?

1 6.3 **Watch the teenagers in the video. How many of the teenagers …**

a) have been to more than one concert?

b) prefer to do something else?

c) have played in a concert?

2 ★★★ **Have you ever been to a concert?**

3 6.8 **Fran and Nicky are talking. What are they arranging to do?**



4 Complete the conversation with the useful language.

Useful language

What time shall we meet (then)?
Yeah, why not?
Do you fancy ….*ing*?
Sounds good!
That's a great idea!
Let's go together.
How about ….*ing*?
Shall I (ask my dad to get us)?

Fran: Nicky, do you [1] *fancy going* to a concert tomorrow?
Nicky: Yeah, [2] ….? Who's playing?
Fran: A **pop rock** band called **The Sweets**. They're a new band. I've got free tickets.
Nicky: [3] …. good! Where are they playing?
Fran: The **Apollo Club**, in **Market Street.**
Nicky: OK. What time [4] …. meet then?
Fran: It starts at **8.30**, I think. [5] …. together. [6] …. coming to my house at **half seven**?
Nick: OK. [7] …. ask **my dad** to come and get us at the end?
Frank: Yes, that's a [8] ….!
Nick: OK. See you tomorrow, then.

5 6.8 **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. Use the ideas below. Take turns to ask and answer the questions.**

Concert 1

Live concert with
Dimash
Kudaibergen



Doors open: 4.30pm **Band:** 5pm

Concert 2

Live concert with
Don't be Shy
The Black Bee Club,
Miller Street



Doors open: 7.30pm **Band:** 8pm

Concert 3

The Black Roots
The Hacienda Club
Station Road



Doors open: 9pm **Band starts:** 9.30pm

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Writing An internet post

1 **Look at the photos and read Alua's blog about a concert. Did she enjoy it?**



I've just come back from a fantastic free concert at the Koshpendiler Alemi Ethno-village in Astana! There were so many people enjoying the music and the atmosphere was so special!

The concert was part of the 5th World Nomad Games, a big festival representing the culture of nomadic people. The place was full of yurts, traditional crafts, and the visitors could enjoy a colourful morning parade. But the best part for me was the evening Uly Dala Uni gala concert.

There were lots of bands but for me the best one was the Steppe Sons. They played traditional Kazakh music with a modern twist. The Nomads Fire combined folk and rock, which made the crowd dance and have a great time. Their first songs were folk but the last ones sounded more rock. Edil Khussainov played so many instruments – it was amazing to watch!

The best thing? It was all free! If you ever have a chance to go to the World Nomad Games, don't miss it ☺ !

2 **Read Alua's description of the concert. Answer the questions.**

Does Alua …

1 say where the concert took place?
2 describe the atmosphere?
3 describe the stage?
4 say who played and give information about the band?
5 say what she had to eat or drink at the concert?
6 give her opinion?
7 make a recommendation?
8 say how much it cost?

Useful language

Avoiding repetition (1)

We use one (singular) and ones (plural) to refer to something we mentioned earlier in a text.

- *There were lots of bands but for me the best* ***one*** *was The Steppe Sons.*
- *Their first songs were folk but the last* ***ones*** *sounded more like rock.*

3 **Look at the Useful language box. What kind of words do one and ones replace?**

4 **Complete the sentences with one or *ones*.**

1 I really liked the last band. The first *ones* weren't as good.
2 There are two boys in the band. The tall ..... plays the drums.
3 They sang two songs. Which did you like best?
4 I've seen them in concert twice. The last ..... was in the park last summer.
5 I like all their songs but the earlier ..... are great to dance to.
6 Dave's got three guitars: a red ..... and two black ..... .

Get writing

PLAN

5 **Plan a blog post about a concert you've been to. Use Exercise 2 to help you. Decide what order to put them in.**

WRITE

6 **Write your blog post about the concert. Use your notes from Exercise 5 and the model text to help you.**

CHECK

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

- Is the information from the list in Exercise 2 in your writing?
- Have you avoided using repetition?

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6 CLIL

Art Perspective

1 **Work with a partner. Look at the paintings. Can you see anything unusual about them?**

2 6.9 **Read the information about perspective. Check your ideas about the paintings.**

perspective flat out of proportion life-like
three dimensional volume depth
representation canvas distance various
foreshortening impression converge vanish
appear background foreground

Wordlist • page 160

In the past, pictures of people, places and things didn't look like they do in real life. They looked flat and out of proportion, in the 13th century, artists began to produce life-like images by giving their pictures perspective.

When we look at things around us, they are three dimensional (3D) – they have volume and depth. An artist uses perspective to create a representation on a two dimensional (2D) piece of paper or canvas of how we see things in real life with space, distance and depth between the various objects.

Foreshortening objects gives the impression of perspective. The artist reduces the size of objects in a picture as they follow the viewer's line of sight into the distance. These lines converge in vanishing points on the viewer's horizon and the objects become too small to see. This makes parts of the image appear far away in the background or close to the viewer in the foreground.

3 **Read the information again and answer the questions.**

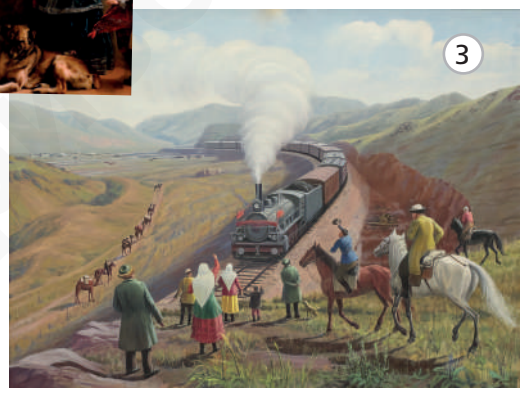
1 When did artists start to use perspective?
2 What were pictures like before that?
3 What does an artist use perspective for?
4 How does an artist show perspective?
5 What happens to objects close to the vanishing point?

4 6.10 **Listen to a teacher and students in an art class. Which of the following do they mention?**

- lines of sight
- shadow
- middle ground
- landscape
- vanishing point
- background
- three dimensional
- foreshortening







5 **Work with a partner. Match the paintings with the titles and artists. Use the words in Exercise 4 to discuss them.**

a *Las Meninas*, 1656, Diego Velázquez
b *Paris Street, Rainy day*, 1877, Gustave Caillebotte
c *Turksib*, 1969, Abilkhan Kasteyev

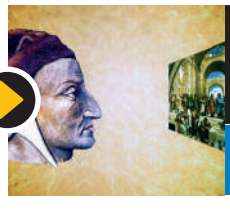
Your turn

6 ★★★ **Choose a painting. Use the Internet to find out information about it.**

Think about …
… who painted it and when.
… the use of perspective in the painting.
… what you like/don't like about the painting.
Share your ideas in class.

Learn about renaissance painters.

- Where did the renaissance begin?
- What did the renaissance painters want to do?
- Why did they want to do this?



Discovery EDUCATION

6.4 Art in perspective

Extra reading

1 **Look at the picture then ask and answer with a partner.**

1 What kind of music does the band play?
2 What might be special about their style?
3 Where might they have performed?

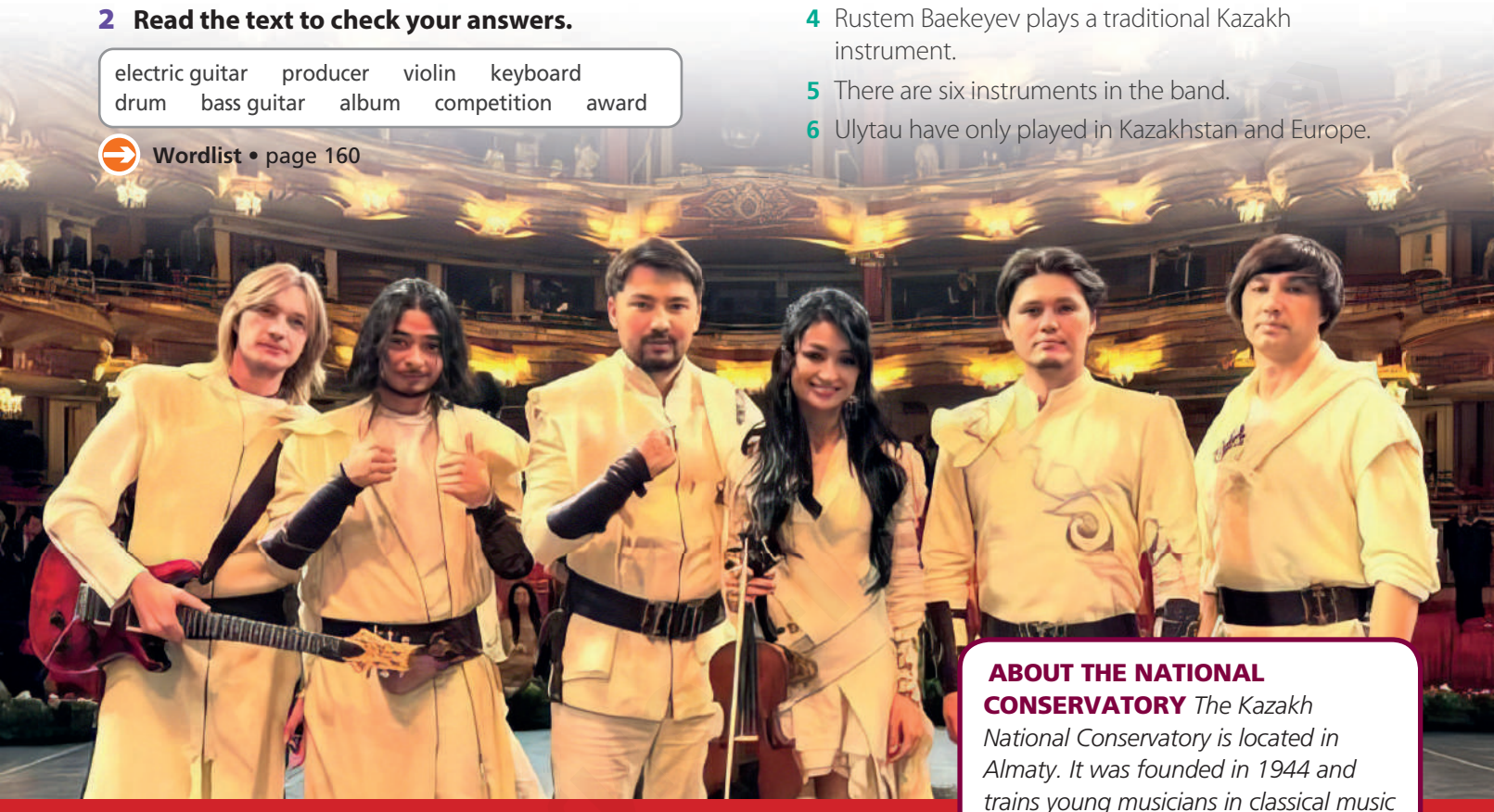
2 **Read the text to check your answers.**

electric guitar producer violin keyboard
drum bass guitar album competition award

Wordlist • page 160

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

1 Ulytau only play classical music.
2 Maxim Kichigin started playing the guitar when he was ten.
3 It was Maxim's idea to form the band Ulytau.
4 Rustem Baekeyev plays a traditional Kazakh instrument.
5 There are six instruments in the band.
6 Ulytau have only played in Kazakhstan and Europe.



ABOUT THE NATIONAL CONSERVATORY *The Kazakh National Conservatory is located in Almaty. It was founded in 1944 and trains young musicians in classical music and traditional Kazakh folk music.*

ULYTAU

The rock band Ulytau was formed in 2001. Their name means "Big Mountain." Ulytau's music is a mix of traditional and modern sounds. The band has seven members.

Maxim Kichigin plays the electric guitar. He was born in Eastern Kazakhstan and started playing the guitar when he was 11 years old. His first guitar was a gift from his parents.

In 1998, Maxim met Kydyrali Bolmanov, a successful music producer and musician. Kydyrali Bolmanov wanted to create a band that combined folk and rock music. This is how Ulytau was formed.

Asel Isayeva plays the violin in Ulytau, and Zhanbolat Adilov plays the keyboard. Yerzhan Alimbetov and Rustem Baekeyev play the dombra, which is a traditional Kazakh instrument. They all studied music at the Kazakh National Conservatory. Ali Ibragimov plays the drums, and Serik Sansyzbayev plays the bass guitar.

Ulytau released their first album, "Jumyr-Kylysh," in 2006. Since then, they have participated in many competitions and won awards for their music. They have played in many countries, including the UK, Japan, the USA, China, Poland, Russia, and Germany.

Your turn

4 ★★★ **Imagine you are writing an article for a music magazine. Write a short paragraph introducing Ulytau to readers who don't know about them.**

7 Natural disasters

Discovery EDUCATION

In this unit ...


The long winter **p83**


People of the mangrove jungle **p86**


Giving your opinion **p88**


CLIL Hot topics **p90**

The snowy winter comes, and after it comes summer with abundant greenary. Isn't that how it goes?

(Abai Q. Qara sozderi. #37)

2

Vocabulary
- Extreme weather
- conjuctions *because, since, as*
- Words in context
- Survival essentials
- Prepositional phrases

Language focus
- *(don't) have to*
- Past simple vs. past continuous

Unit aims
I can ...
- understand a blog about extreme weather.
- describe where I live and past activities.
- understand a conversation about a news story.
- understand an article about a remote island.
- give my opinion, agree and disagree politely.
- write an email to a penfriend.

BE CURIOUS

What can you see in the photo?
Start thinking
- What has happened to the park?
- What is it like to live in a country with extreme weather?
- How do you think people can stay safe during natural disasters?
- Is Abay only talking about the weather or do his words have a deeper meaning?



Vocabulary Extreme weather

1 7.1 **Match the words and phrases in the box with the pictures (a–h). Then listen, check and repeat.**

hail	~~boiling~~	freezing	heavy rain	heatwave
thunder and lightning		snowstorm		high winds

a *boiling*

2 **What months of the year do you think about with the weather words in Exercise 1?**

In July, it is usually boiling but in October we have heavy rain.

3 7.2 **Listen to the radio show. Write the weather words from Exercise 1.**

1 Victor (Argentina) *heatwave, boiling*
2 Hannah (England)
3 Oksana (Russia)
4 Silke (Germany)

Say it right! • page 121

Your turn

4 ★★★ **Make notes about extreme weather conditions in your country.**

5 ★★★ **Work with a partner. What does he/she do in extreme weather? Then report your partner's answers to the class.**

A: What do you do when it's freezing?
B: I wear a lot of clothes and a scarf, hat and gloves.

Vocabulary bank • page 137

Reading An article

1 **Work with a partner. Look at the photos and answer the questions.**

1 Do you know what happened in New Orleans in August 2005?

2 What do you think the man is doing?

2 **Read the article and check your answers to the questions in Exercise 1.**

3 **Read the text again. Answer the questions.**

1 When Hurricane Katrina hit New Orleans?
On 29th August 2005

2 Where do hurricanes start?

3 Why couldn't the levees protect the city?

4 How fast did the wind travel?

5 How many homes did the water flood?

6 When will the rebuilding of the city be complete?

hurricane	thunderstorm	building
damage	protect	man-made
flood	homeless	natural disaster
jazz	remake	neighbourhood
reuse	destructive	replace

Wordlist • page 161

Explore words in context

4 **Match the highlighted words and phrases in the article with the definitions below.**

outdoors	resident
rebuild	indoors

1 inside a house or building

2 outside a house or building

3 build something again that has been damaged or destroyed

4 the people who live in a particular place

Useful language

We use conjuctions **because, since,** and **as** to explain reason why something happens.

*The storm caused damage **since / as** it was very powerful.*

5 **Rewrite the sentences using *because, since*, or *as*.**

1 Many homes were rebuilt. The hurricane destroyed whole neighborhoods.

2 The city's people love New Orleans. They worked hard to rebuild it.

6 **How can people and places be protected from natural disasters like hurricanes? Write two ideas. Compare your ideas with a partner.**

Buildings have to be made with stronger materials.
Houses mustn't be built next to rivers that flood.



HURRICANE KATRINA

On 29th August 2005, the city of New Orleans experienced one of the most powerful hurricanes the US has ever seen. The hurricane received the name Katrina. When it hit the city, some people had to stay **indoors**, while others went **outdoors** to see what was happening. Many residents had to leave the city, driving away on the busy roads.

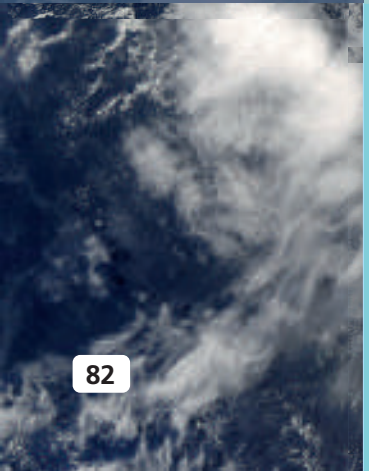
What are hurricanes?

Hurricanes are storms with high winds and heavy rain. They begin in the Atlantic and eastern Pacific when thunderstorms appear over the warm ocean. When they reach land, they can destroy buildings.

How did New Orleans suffer damage?

Didn't the city have good protection? That's the question everyone asks. Levees – natural or man-made walls that must stop rivers like the Mississippi from flooding in storms. Since they weren't strong enough to stop such a large storm, New Orleans' levees could do nothing about a wind with a speed of 200 km per hour. The water flooded hundreds of thousands homes and many buildings suffered damage because the force of the storm was unbelievable. Over a thousand people lost their lives, and many more became homeless, as it was one of the worst natural disasters of recent years.

FACT! *Names given to hurricanes are reused every six years. When a hurricane is very destructive, the World Meteorological Organisation may stop using its name and replace it with one starting with the same letter. This happened with Katrina.*



How did people rebuild the city?

New Orleans is famous for its jazz and sense of fun. After Katrina, the **residents** of this famous musical city had to work together to **rebuild** their city. It took many years and a lot of hard work, because rebuilding the damaged buildings wasn't an easy task. Many homes and schools had to be rebuilt. Whole neighbourhoods came back to life, but the work continues. Nobody knows when it will finish.



Language focus 1 *(don't) have to*

1 **Complete the sentences with the words: *have to, don't have to, do.***

	Present	Past
Affirmative	People ..... work together to rebuild houses after a hurricane. She **has to** stay indoors.	I **had to** go outdoors. She **had to** take a break from work.
Negative	They ..... leave the city.	I **didn't have to** build something again.
Questions	**Does** he **have to** drive away on the busy roads? ..... leeves ..... be strong enough to stop big storms?	**Did** you **have to** live in a particular place? **Did** she **have to** move to the city of New Orleans?

We use *have to* to **say what is necessary to do / give someone a choice of what to do.**

Grammar reference • page 129

2 7.3 **Complete the sentences with the correct form of (don't) have to and the verbs in the box. Then listen and check.**

practise make go (x2) not take not go

Dad: Amy, can you come and help me in the kitchen, please?
Amy: Sorry Dad, I [1] *have to go* somewhere.
Dad: [2] ..... you right now? Can't it wait?
Amy: I promised to go round to Joe's house. He [3] for his music exam. He needs me to help him.
Dad: It's just that I [4] ..... a cake for your grandfather's birthday and I need some help.
Amy: OK then, but please tell Mum I [5] ..... the dog for a walk this afternoon.
Dad: OK, thanks! The dog [6] ..... out until this evening. I can take him.
Amy: OK, great!

don't have to vs. mustn't

3 **Look at the example sentences and complete the rules.**

- We **don't have to** dance.
- You **mustn't eat** too much sugar.

We use [1] ..... to say it's not necessary to do something.
We use [2] ..... to say it's important not to do something.

Grammar reference • page 129

Get it right!

Must cannot be used to talk about the past. Instead, use **had to** for ***obligation*** and **didn't have to** for ***lack of obligation***.
I had to finish my homework last night.✓
~~*I must finish my homework last night.*~~✗

4 7.4 **Complete the letter with don't have to or mustn't and the verbs in the box. Then listen and check.**

dance bring speak wear forget

Dear Students

The school disco is this Friday at 7 pm. Please remember that you [1] ..... to ask your parents for permission. They [2] ..... to your teacher (it's not necessary – just sign the form). You [3] ..... school uniform but you must wear suitable clothing. Also, you [4] ..... friends from other schools – they aren't allowed in the school. Finally, don't forget – you [5] ....., but it's much more fun if you do!!

5 **Rewrite these sentences in the past tense using had to or didn't have to where appropriate.**

1 You must finish the project by tomorrow.
2 We needn't stay out late.
3 She must attend the meeting at 10 a.m.
4 They needn't speak during the presentation.

Your turn

6 ★★★ **Write a short paragraph about emergency preparations in your area. *Use have to, don't have to, must, and mustn't.***

Learn about someone living in a cold country.
- **What does the Kilcher family do during the day?**
- **What are they preparing for?**
- **Why did they have to make another plan?**



Discovery EDUCATION

7.1 The long winter

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Vocabulary Survival essentials

1 7.5 **Match the words with the items in the picture. Then listen, check and repeat.**

sun cream water bottle sunglasses compass
map sleeping bag penknife torch
first aid kit camera glasses contact lenses

Wordlist • page 161

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

1 Which of the things in Exercise 1 do you have on your mobile phone?
2 Which of the things do you have at home?

Vocabulary bank • page 137



Listening A conversation

3 **Work in small groups. Look at the photo and answer the questions.**

1 What do you think are the dangers of walking in a landscape like this?
2 What do you need to survive for three days there?

4 7.6 **Listen to two friends discussing a news story about a hiker. Does it have a happy or sad ending?**

5 7.6 **Listen again and answer the questions.**

1 In which country was Sam travelling?
2 What happened to him?
3 What was the weather like?
4 How long was he lost for?
5 What objects did Sam have with him?
6 How did the contact lenses save him?
7 How did they find him in the end?

Your turn

6 ★★★ **Imagine you are lost in the mountains in the winter. With a partner decide how important the things in Exercise 1 are.**

- Put them in order of importance (1 = very important; 12 = not important).
- Compare your list with another pair.
- Think of three other things that are useful.

A: I think … is/are important because …
B: I don't agree. I think …

Language focus 2 Past simple vs. past continuous

1 **Complete the examples from the listening on page 76. Then complete the rules and choose the correct words in the box.**

1 One morning he **went** jogging.
2 While he.... **jogging** he got lost.
3 He .... **running** and **listening** to music.
4 He .... **see** where he was going.
5 How long .... he **lost** for?
6 .... someone **looking** for him?

We use the past [1] ..... to talk about finished actions in the past. We use the past [2] ..... to talk about actions in progress in the past. [3] ..... We use when / while before the past simple. [4] ..... We use when / while before the past continuous.

Grammar reference • page 129

2 **Choose the correct verbs to complete the sentences.**

1 Sam **jogged / was jogging** when he **got / was getting** lost.
2 I **watched / was watching** the news when I **saw / was seeing** an interesting story.
3 When the helicopter **found / was finding** him, a lot of people **looked / were looking** for him.
4 When he **ran / was running** out of water, he **still tried / was still trying** to find the ranch.
5 It didn't **rain / wasn't raining** when Sam **started/ was starting** his run.
6 He **lost / was losing** his sunglasses while he **walked / was walking** in the outback.

3 **Rewrite the sentences in two different ways. Use *when* or *while*.**

1 Peter was walking in the forest. He got lost.
While Peter was walking in the forest, he got lost.
Peter was walking in the forest when he got lost.
2 We were driving. A dog ran in front of our car.
3 She was looking at the map. She dropped her camera.
4 I was reading the compass. Julia was putting on suncream.
5 We were sleeping in our tent. It started to rain.

4 7.7 **Complete the text with the correct form of the verbs in brackets. Then listen and check.**

TEENAGERS IN CANYON RESCUE

Emergency services [1] *rescued* (rescue) two teenagers, Nicholas Ramirez and Kyndall Cendoya, last night after a three-day hunt in Falls Canyon, California. The teenagers [2] ..... (walk) during the Easter holidays when they [3] ..... (disappear) late on Tuesday night. It [4] ..... (rain) heavily and there were high winds. The teenagers [5] ..... (not have) any food or water and they [6] ..... (not carry) any dry clothes in their backpacks. They [7] ..... (find) a cave and [8] ..... (stay) there for two nights. On the third day, a local hiker [9] ..... (see) them. They [10] ..... (sleep) in the cave. A rescue helicopter [11] ..... (come) to take them home.

Your turn

5 ★★★ **Write six questions. Use the wordsfrom the boxes and the past simple or past continuous.**

what	do	
when	come	last night
where	sleep	morning yesterday
why	watch	at 8am
	go	during the English class
	eat	
	listen	

Why were you sleeping during the English class?

6 ★★★ **Ask and answer with your partner.**

A: What were you doing yesterday at 8 am?
B: I was watching TV.

7 Discover Culture









1 **Work with a partner. Look at the photo of the mangrove jungle. How do you think it is different from a normal jungle?**

2 **In which one do you think it would be easier to live? Why? Consider transport, food and climate.**

A mangrove jungle

A jungle

Find out about the challenges of living in the mangrove jungle.



Discovery EDUCATION

7.2 People of the mangrove jungle

3 **7.2 Watch the first half of the video (until 1.00). Mark the sentences true (T) or false (F).**

1 In India, the River Ganges runs into the sea.
2 There are 1,000 islands in the Sunderbans.
3 One of these islands is called Bali.
4 Life is quite easy there.
5 The people live off rice, fish and potatoes.

4 **7.2 Watch the second half of the video. Put this information into the correct order.**

a They decided to build a high wall to protect their homes.
b They ate the fish.
c They saw the sea level rise.
d They noticed a break in the wall.
e They worked for three hours to fix the break.
f They caught a lot of fish.
g They remembered that their village flooded years ago.

5 **7.2 Watch the video again. Read Exercises 1 and 2 again. Are your answers the same now? How do the images show the positive and negative side of life in the Mangrove Jungle?**

6 **Test your memory. These sentences describe different images in the video but each one has a mistake. Correct the false information.**

1 There are dry rice fields.
2 There are four men on the boat.
3 We see a half moon.
4 There's a man carrying a lantern on his head .

7 **7.2 Watch the video again and check your answers.**

8 **Test your memory. These sentences describe different images in the video but each one has a mistake. Correct the false information.**

1 Life is okay in the mangroves if you are careful.
2 Life is very hard in the mangroves.
3 Life is easy and relaxed in the mangroves.

Your turn

9 ★★★ **Work with a partner. Is there any part of your country like the Mangroves? Is there an area surrounded by a lot of water? Would you like to live there? Why?/Why not**

There are lots of towns on the river and they are sometimes flooded, so I wouldn't like to live there.

Reading A magazine article

1 **Read the title and answer. Is it ... ?**

- Catchy and relevant to the topic.
- Misleads the reader.
- Gives the reader an idea of what the article is about.

2 **Work with a partner. Look at the photo and answer the questions.**

1 Where do you think this place is?
2 What do you think is special about it?

3 **Read the article and check your answers.**

4 **Read the article again and complete the information.**

Approximate distance from the mainland: *4,000 km*
Official language:
Approximate distance from London:
Number of families:
Length of island:
Number of schools:
Month and year that the volcano erupted:

THE REMOTEST INHABITED ISLAND ON EARTH!



Wordlist • page 162

remote	inhabited	volcanic	territory
explorer	monarch	currency	in total
erupt	lifestyle	miss	stress

In the middle of the Atlantic Ocean, more than 4,000 km from the nearest land, is the remotest inhabited island on the planet – it is also a volcanic island. To get there, you need to travel for five or six days on a ship from Cape Town in South Africa.

Tristan da Cunha is a British territory, named after the Portuguese explorer who discovered the island. The official language is English, but London is almost 10,000 km away. The British monarch is the head of state and they use British pounds as their currency. The island is home to eighty families, about 250 people in total. The island is only 10 km long and there is one town with only one school. This is the only place on the island with an internet connection. In October 1961, the island's volcano erupted and the whole population went to live in the UK. They got jobs and new homes, but they didn't like the lifestyle there and missed their life on the island. They found it very hard to live in a society where money is the most important thing. So, in November 1962, they returned to Tristan da Cunha – they were happier without television, cars and the stress of modern life!

FACT! *Queen Mary Peak, the volcano in the middle of the island, is 2000 metres high – and it's active!*

Explore words in context

5 **Find the phrases in the article and complete them using *in* or *on*.**

1 On Earth
2 the middle
3 the planet
4 a ship
5 total
6 the island

Vocabulary bank • page 137

Your turn

6 ★★★ **Work with a partner. Compare the life on islands like Bali and Tristan de Cunha. How are they similar?**

They are both islands and they are small communities.

Something bad happened on both islands – the volcano erupted on Tristan and there was flooding on Bali.

Speaking Giving your opinion



Real talk: Which do you prefer – towns and cities or the countryside?

1 7.3 **Watch the teenagers in the video. How many of them …**

a like the countryside?.
b like towns or cities?
c like both?

2 ★★★ **Which do you prefer – towns and cities or the countryside? Ask and answer with your partner.**

3 7.8 **Listen to Mark and Kate talking about their town. What places do they talk about?**

4 Complete the conversation with the useful language.

Useful language

I (don't) think (so) …
Maybe, but …
I reckon …
I (don't) agree …
Yes, I suppose so.
OK, perhaps you're right, …

Kate: Do you live near the school, Mark?
Mark: No, I live in Chesterton. Do you know it?
Kate: Yes, I live there too. I [1] *think* it's a great place to live.
Mark: Oh, [2] ..... so! Nothing ever happens, and there's nothing to do. It's boring.
Kate: Well, I don't [3] ...... There are lots of things to do. What about the sports centre and the youth club?
Mark: Maybe, [4] ..... all my friends live here in town, and I can't go out with them in the evening.
Kate: OK, [5] ..... right – that is a problem, but I [6] ..... Chesterton is healthier than town.
Mark: The air you mean? Yes, [7] ..... so. I like taking my dog for walks in the country.
Kate: You see? Maybe living in a village isn't all bad.
Mark: OK, perhaps you're [8] .....!

5 7.8 **Listen again and check your answers.**

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

7 ★★★ **Work with a partner. Prepare a conversation like the one in Exercise 4. Use the photos below and the useful language. Practise the conversation with your partner.**

A Living in a city



B Going to a big school



Writing An email to a friend

1 **Look at the photos and read Artur's email to a pen friend. Where does Artur live?**

Hi,

Thanks for your email. It's great to hear from you!

I live in a small town in the north of Norway, called Tromso. It's a special place because in summer we have 60 polar days. It never gets dark and we have the midnight sun. I love the summer!

We do a lot of outdoor activities like trekking in the mountains, bike riding, concerts, boating, barbeques on the beach and sunbathing. We need the sun because in the winter we have 60 polar nights when it's always dark! In winter, tourists come here to see the famous northern lights (the aurora borealis). They are amazing!

Where do you live? What do you do there?

Write back soon,

Best wishes,
Artur





2 **Read Artur's email again. Put the information in the correct order.**

- closing the email
- a description of his town
- questions to his friend
- opening the email 1
- activities he does at different times of the year

Useful language

We use special phrases to open and close an email to a friend:

- Opening an email: *Thanks for your email. ...., ..., ...*
- Closing an email: *Write back soon, Best wishes, ..., ..., ...*

3 **Look at the Useful language box. Which phrases below can you use to open (*O*) an email? Which ones can you use to close (*C*) an email?**

1 How are you (and your family)? *O*
2 Thanks for all your news.
3 Write back and tell me your news.
4 It was great to get your email.
5 Hope to hear from you soon.
6 Take care.

Get writing

PLAN

4 **Plan an email to Artur describing where you live. Use Exercise 2 to help you and make notes.**

WRITE

5 **Write your email. Use your notes from Exercise 4 and the model text to help you.**

CHECK

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

- Is the information from Exercise 4 in your email?
- Have you got opening and closing phrases in your email?

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7 CLIL

Biology Global warming

1 **Work with a partner. Answer the questions about the greenhouse effect.**

1 What is the 'greenhouse effect'?
2 Which gases cause the greenhouse effect?
3 What is a greenhouse?
4 How does a greenhouse work?

2 **Read the texts (a–d) and match them with the questions in Exercise 1.**

global warming	greenhouse	plant		
sunlight	infra-red radiation	roof		
heat up	enter	allow	escape	reflect
scientist	cause	vapour	carbon dioxide	
methane	nitrous oxide	ozone	exist	
support	rise	average	almost	

a A greenhouse is a structure made of glass or plastic. Farmers and gardeners use them for growing plants in.

b A greenhouse changes sunlight into heat. The Sun's radiation goes through the glass or plastic walls and roof as light. This heats up the air, then the walls and roof keep the heat inside.

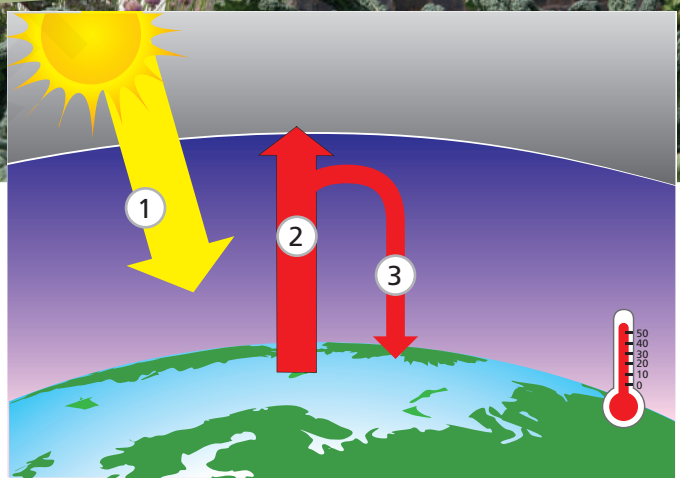
c When we talk about the greenhouse effect, we mean the planet is working like a greenhouse. The Sun's **radiation** enters the Earth's atmosphere and heats up the Earth's surface. Thermal, **infra-red radiation** comes from the Earth's surface, but **gases** in the atmosphere don't allow it all to escape. In fact, they reflect it back at the Earth like the walls and roof of a greenhouse. This causes what scientists call 'global warming'.

d Different gases cause the greenhouse effect. The most common are water vapour, carbon dioxide (CO_2), methane, nitrous oxide and ozone. All of these gases exist naturally in our environment. Without them, the Earth would be too cold to support life – but too much of them can make temperatures rise. In fact, nowadays, the average global surface temperature is almost a degree higher than it was a hundred years ago.

3 7.9 **Listen and check.**

Wordlist • page 162

4 **Match the words in bold from the text to the numbers in the diagram.**



5 **Work with a partner. What problems does global warming cause? Make a list.**

6 **Read the information and check your answers from Exercise 5.**

Higher temperatures are changing our environment. The Polar ice caps are melting and causing sea levels to rise. This produces floods in coastal areas and also affects ecosystems in the world's oceans and seas. It can cause extreme weather conditions, too – violent storms and hurricanes, for example. And it doesn't stop there. The higher temperatures make water evaporate from the land more quickly. This causes water loss and can turn good land into deserts. This desertification makes land more diffcult to farm, and, of course, affects wildlife.

Your turn

7 ★★★ **Work with a partner. Make a list of things you can do at home to reduce the amount of CO_2 you produce. Then compare your list with another pair.**

Learn about the greenhouse effect.
- Why is the Earth getting hotter?
- What happens to the oceans?
- What happens to the water?



Discovery EDUCATION

7.4 Hot topics

Extra reading

1 **Read the heading and answer the questions: What do you know about Antarctica? Who are some famous polar explorers? What kinds of challenges might explorers face in the South Pole?**

2 **Read the text and check your answers.**

polar explorer adventurer flag normally lonely permanently sheet of ice cover violent frequent reach journey sport-utility vehicles trial run overland halved previous fatal radar scan ahead exploration prove realistic

Wordlist • page 163

The South Pole by car

What do you know about polar explorers? How do explorers and scientists get to Antarctica and the Arctic?

In 2011, a group of brave adventurers decided to plant Kazakhstan's flag at the Earth's South Pole in the centre of Antarctica. Scientists normally travel to the Pole by plane, but this team was different; they chose to go by car.

Antarctica is probably the loneliest place on Earth. It's bigger than Europe but nobody lives there permanently. A sheet of ice 1.6 kilometres deep covers Antarctica's flat plains and high mountains. The temperature can drop as low as -89 °C. Violent winds and snow storms are frequent.

December 2011 was exactly 100 years after the first explorers reached the South Pole after a long and dangerous journey. The Kazakhstani team were the first people in the world to bring scientists to the South Pole by car.



The team of eight included Nurlan Abduov, an Almaty-based business leader who started the Kazakhstani Geographic Society. They drove 2,300 kilometres to the pole. They travelled in three special sport-utility vehicles from Russia's Antarctic base of Novolazarevskaya. Their cars were painted the same sky blue as Kazakhstan's flag.

Two members of the group had already done a trial run the previous year. The two Kazakhs were part of a Kazakh – Russian team that set a new overland speed record between Novolazarevskaya and the South Pole. They halved the previous journey time from seven days to only three and a half days.

Travelling by car over the ice can be very dangerous. There are big holes below the snow and ice that can't be seen from the surface. If a car fell into one of these large caves, it could be fatal. The solution to this problem was to use special radar that can scan ahead for dangers like this.

The two Kazakhstani expeditions have been important for the future of exploration and science in Antarctica. They proved that cars can travel to the pole in a few days, so they are now a realistic alternative to planes when the weather is too bad to fly. They also showed that Kazakhstan's Geographic Society has helped increase the world's scientific knowledge.

Your turn

3 ★★★ **In pairs, discuss: What adjectives or phrases does the writer use to describe Antarctica? How do these words reflect the writer's view of the environment?**

4 ★★★ **Imagine you are a part of the Kazakhstani expedition team. Write a short blog entry describing the journey to the South Pole, your feelings, and what you saw along the way.**

6-7 Review

Vocabulary

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

buskers ~~graffiti~~ exhibition
sculptures newspaper concert

1 There's some amazing *graffiti* on the wall outside the library.
2 I went to an amazing ..... last night. The guitarist was incredible.
3 I love ..... that are made of stone or metal.
4 Did you see those ..... ? They're playing music in the park.
5 I went to an ..... of modern art yesterday.
6 Have you read the ..... today? There's a great article about the exhibition in town.

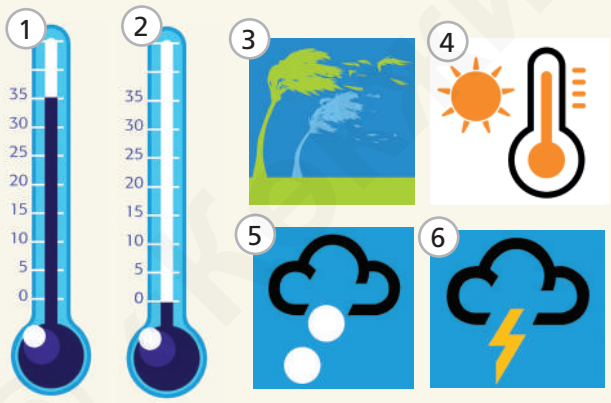
2 **Write the names of the musical instruments.**



1 *saxophone*

3 **Write the extreme weather words for each picture.**

1 *boiling*



4 **Complete the sentences with the words in the box. There are two extra words.**

sleeping bag camera first aid kit
penknife sun cream compass torch

1 You need *sun cream* to protect your skin against sun burn.
2 You need a ..... to find your way in the dark.
3 You need a warm ..... if you're camping.
4 You need a ..... to find the correct direction.
5 You need a ..... in case you get hurt.

Explore vocabulary

5 **Complete the sentences with the words in the box. Use the correct form when necessary.**

dress up post online show up residents
rebuild flood ~~make money~~ indoors

1 I drew portraits at the school fair and I *made* a lot of *money*.
2 When they heard about the hurricane, many ..... left the city.
3 Kate ..... late to the party. She missed the bus.
4 Can you ..... those photos ..... so I can see them?
5 Are you ..... in a costume to go to the party?
6 After the storm destroyed our house, we ..... it.
7 It rained for days and days and the river in town ..... .
8 It was so cold and grey yesterday that we stayed ..... all day

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

lights up work hard in total outdoors
set up ~~passionate about~~ good at
on the planet in the middle tidy up land

I'm [1] *passionate about* taking photographs, particularly of snow and ice. I love the way the [2] ..... around my house looks when it's snowed. In the winter I go into the mountains and [3] ..... my camera [4] ..... of the snow. When the sun [5] .... the snow there's nowhere better [6] .... – I'm so happy being [7] .... in the cold. When I finish, I [8] .... after myself and go home to look at my photos. I've taken 1631 photos [9] .... so far! I'm [10] .... winter photography, but if I [11] .... , I can get even better.



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Language focus

1 **Complete the conversation with the present perfect and *ever* or *never*. Use the verbs in brackets.**

Miras: This music is from South Africa.[1] *Have* you *ever heard* (hear) this kind of music?
Kanat: Yes, I have. There's a concert tomorrow. [2] ..... you ..... (go) to a concert of African music?
Miras: No, I .....[3] (go) to a live concert.
Kanat: Can you play any musical instruments?
Miras: I can play the piano and my brother plays the guitar.
Kanat: [4] ..... he (play) in any concerts?
Miras: Yes, but I .....[5] (see) him play.

2 **Complete the sentences with for or since.**

1 I haven't seen Madi *for* a long time.
2 I've lived here ..... a year.
3 I've picked up a lot of Spanish ..... January.
4 We haven't had ..... any homework ..... Monday.
5 She's been in bed ..... ten days – she's very ill.
6 She hasn't visited her friend ..... weeks.

3 **Complete the conversations with the verbs in brackets. Use the present perfect or past simple.**

1 **A:** [1] *Have you been* (be) to New York?
B: Yes, we [2] ..... (go) there last year.
2 **A:** How long [3] ..... Sarah (live) in Rome?
B: She [4] ..... (move) there six months ago.
3 **A:** What time [5] ..... you (arrive)?
B: We [6] ..... (not be) here for very long – about ten minutes.

4 **Work with a partner. Ask questions using *Do you have to … ?***

- tidy your room
- get up early at weekends
- practise a musical instrument
- look after your younger brother or sister
- study at the weekend
- wash your parents' car
- train for a sport
- cook dinner



A: Do you have to tidy your room?
B: Yes, I have to tidy it every week.

Language builder

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

Hi Dina!

How are you? I [1] *a* this email to you in the hotel café in Prague – we've [2]…. got back from the main square. We [3]…. here [4]…. two days and we have [5]…. quite a lot. My dad [6]…. lots of photos and he takes ages so we always [7]…. wait for him. Yesterday we [8]…. some ice cream in a really cool art café. Prague is a beautiful city! OK, Mum and Aset are back – we haven't had dinner [9]…. . Talk later!

Samal



1	a am writing	b write	c have written
2	a yet	b just	c already
3	a have been	b are	c have gone
4	a since	b for	c just
5	a already seen	b yet seen	c seen already
6	a took	b takes usually	c usually takes
7	a should	b must	c have to
8	a had	b have had	c were having
9	a just	b already	c yet

Speaking

6 **Match the sentences.**

1 Do I have to ask my mum to get us? *b*
2 How long is the trip?
3 What do I need to bring?
4 What time must we meet?
5 Where can I sign up?
6 Do you fancy going to a concert?

a It starts at 8 pm, so how about 7.30?
b Yes, that's a good idea.
c Yeah, why not?
d A towel and a swimming costume.
e It's all morning.
f Right here!

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8

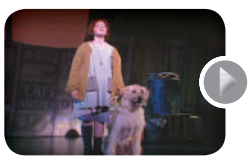
Healthy habits

Discovery EDUCATION

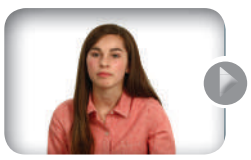
In this unit ...



Get up and go! **p97**



A life on Broadway **p100**



What makes a good friend? **p102**



CLIL Mountain rescue **p104**

"Labour is the beginning of prosperity" Diligent work leads to prosperity and wealth. What are they talking about? What are everyday tasks? What kind of life is this?

(Abai Q. Qara sozderi. #6)

4

Vocabulary

- Priorities
- Verb + noun collocations
- Healthy habits
- Reporting verbs
- Prepostions of place

Language focus

- *should/must*
- Past simple passive

Unit aims

I can …

- talk about daily routines and priorities.
- understand an article about the importance of sleep.
- understand a radio interview.
- understand an article about special schools.
- offer and accept help.
- write about life at a summer camp.

BE CURIOUS

What can you see in the photo?
Start thinking

- **Do you write notes like this to remind you?**
- **What makes you stressed?**
- **What makes you happy?**
- **How does this picture make you feel?**
- **How do you understnd the idea "prosperity" from Qara soz #6?**



Vocabulary Priorities

1 8.1 **Match the phrases with the photos (a–h). Write the letters below. Then listen, check and repeat.**

c	do sports	.....	get enough sleep
.....	shop for clothes	.....	have time for yourself
.....	hang out with friends	.....	help around the house
.....	do something creative	.....	chat with friends online

2 8.2 **Listen to the teenagers. Match the speakers with the activities in Exercise 1.**

1 *have time for yourself*

3 **Think of an adjective or phrase to describe the activities in Exercise 1. Explain your words and phrases to your partner.**

A: I thought of 'boring' for picture a, because I hate shopping for clothes!
B: For picture a, I thought of 'a day out with my friends' because I love going shopping with them.

Your turn

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

1 Which two things in the list in Exercise 1 are most important to you? Why?
2 Which things do you argue about with your parents?
3 Which one thing stresses you most? Why?
4 Which activities do you have a good time doing?
5 For which activities do you have to be responsible?

I think the most important thing for me is having time for myself – so I can just relax and do what I want to do!

Vocabulary bank • page 138



A GOOD NIGHT'S SLEEP

Life is busy with school, homework, sports and other activities and you really need to catch up on your sleep.

Here are three reasons why you should get more sleep:

YOUR BODY NEEDS SLEEP

As a teenager, you must get enough sleep – more sleep than an adult. Your body is still growing and your brain is still developing. Experts say that you should get between eight and nine hours of sleep each night.

SLEEP HELPS YOU DO BETTER AT SCHOOL

When you're tired you can't concentrate in your lessons. It's more difficult to learn.

SLEEP KEEPS YOU HEALTHY

Without enough sleep, your body gets weak, and it's easy for you to catch a cold and other illnesses. When you're tired you often eat food with more sugar in it and that isn't good for you.

Did YOU know?

TEENAGERS WHO GET ENOUGH SLEEP …

- usually have better skin.
- eat less junk food.
- are less likely to experience depression.

homework reason enough still expert
sleep tired concentrate difficult illness
surf the Internet relaxed snack keep awake
drink caffeine junk food

Wordlist • page 164

Reading A magazine article

1 **Work with a partner. Look at the photo and answer the questions.**

1 How many hours of sleep do you think teenagers need?
2 What can happen if you don't get enough sleep?

2 **Read the article and check your answers. What's the main aim of the article?**

a To offer advice to teenagers.
b To tell teenagers why their parents complain.

3 **Read the article again. Answer the questions.**

1 Why do teenagers need more sleep than adults?
2 How many hours of sleep do teenagers need every night?
3 What happens at school if you don't get enough sleep?
4 Why do teens eat unhealthy food when they are tired?
5 What two things should you avoid to get a good night's sleep?

Explore verb + noun collocations

4 **Find the collocations in the article. Match verbs (1–6) with nouns (a–f) to form collocations.**

1 get	a in your lessons
2 concentrate	b the Internet
3 catch	c more sleep
4 watch	d a snack
5 surf	e a cold
6 have	f TV

Vocabulary bank • page 138

Your turn

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

1 What time do you usually go to bed during the week?
2 Do you find it difficult to get to sleep? Why/Why not?
3 Do you like sleeping late at the weekend?
4 Do you think you get enough sleep? What things stop you sleeping?

I usually go to bed at …
I find it difficult to get to sleep, because …
I love sleeping late at the weekend! I usually get up at …
I don't always get enough sleep, because …

© Pearson Education Limited

How to get a good night's sleep:

- You shouldn't watch TV, surf the Internet or play computer games before you go to bed. To get to sleep, you need to feel relaxed.
- If you're hungry, have a light snack. You mustn't eat a big meal before you go to bed – it will keep you awake.
- You shouldn't drink any drinks with caffeine or sugar in the evening.

FACT! *Some high schools in the US start classes later so that students can sleep a little longer.*

Language focus 1
should/must

1 **Complete the examples from the text on page 88. Then complete the rules in the box.**

1 You _____ get enough sleep.
2 You _____ get between eight and nine hours of sleep each night.
3 You _____ watch TV before you go to bed.

We use [1] _____ to say what we think is a good idea and [2] _____ to say what we think is necessary.

Grammar reference • page 130

2 **Complete the sentences below with *should* or *shouldn't* and the verbs in the box.**

say ~~get~~ go to bed spend

1 How many hours of sleep *should* people *get* every week?
2 Teenagers _____ _____ at least an hour a day doing something relaxing.
3 You _____ _____ late the night before an important exam.
4 What _____ you _____ to your parents to convince them that you need more sleep?

3 **Complete the sentences with *must* or *mustn't*.**

1 You *must* see the sleep project they uploaded on the school website. It's great!
2 I _____ forget to take my project to school tomorrow. I forgot it yesterday and today!
3 What _____ parents do to make sure their children are getting enough sleep?
4 You _____ come to my party this weekend. I really want you there!

4 8.3 **Complete the conversation with the correct words. Then listen and check.**

A: Are you coming out on Friday?
B: No. My parents have told me I [1] **should / shouldn't** (it's a good idea) stay in this weekend. I really [2] **must / mustn't** study for that Maths exam. I can't fail another one.
A: Life isn't all about Maths. You [3] **must / should** hang out with your friends too.
B: Yes, but I'm really tired.
A: Well, you [4] **should / shouldn't** go to bed so late!
B: Yes, but what about the Maths exam?
A: Your parents are right. You [5] **mustn't / shouldn't** fail the next Maths exam and you [6] **must / should** relax before you go to bed.
B: Okay! I really [7] **must / mustn't** get back to my books. I [8] **should / shouldn't** even be talking to you! Good night!

Your turn

5 ★★★ **Think of two problems. Make notes.**

I want to get a dog but my parents don't like the idea. What should I do?
I argued with my best friend and now s/he won't speak to me. What should I do?

6 ★★★ **Work with a partner. Talk about your problems and give advice for each situation.**

If your parents don't like dogs, you mustn't get one!
You should try to speak to her in a few days' time.

Learn about a new invention.
- **What kind of machine are the inventors trying to build?**
- **What will the machine do?**
- **What do you think of the machine they build?**



Discovery EDUCATION

8.1 Get up and go!

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Listening A radio interview

1 **Work with a partner. Look at the photo and answer the questions.**

1 What are the women in the picture doing?
2 Why are they doing it? What might they be preparing for?

2 8.4 **Listen to an interview with Dr Anne Markham. Check your answers to the questions in Exercise 1. What do they talk about?**

a Eating healthily and exercising
b The importance of getting enough sleep
c How to be a doctor

3 8.4 **Listen again and answer the questions.**

1 How many times a week does Dr Markham say we should run or swim?
2 When does Amber go for a run?
3 Who does Amber run with?
4 What does Dr Markham say about taking breaks?
5 How many glasses of water does Amber drink a day?
6 What does Dr Markham say about eating well?

Vocabulary Healthy habits

4 8.5 **Complete the sentences with the words in the box. Then listen, check, and repeat.**

exercise regularly | eat fruit and vegetables | drink water | brush your teeth | cooks fresh food | have a hobby | be organised | ~~take a break~~

1 It was said that we must *take a break* after working hard all day.
2 It was noted that it is easier to .... than work in a messy space.
3 It was recommended to .... three times a day.
4 It was advised to .... before a run, but not too much.
5 It was suggested to .... to balance daily activities.
6 It was stated that Rachel's dad likes to .... .
7 It was recommended to .... regularly to feel better and stay fit.
8 It was advised to Sam to .... .

Useful language

We can use **reporting verbs** to report ***advice, suggestions, statements, or recommendations***.

*It was **suggested** that a hobby can help to balance daily activities.*

*It was **noted** that fresh food was cooked every night.*



5 **Look at the Useful language box. Rewrite direct sentences into reported statments using reporting verbs in the brackets.**

1 'Brush your teeth three times a day.' (recommend)
It was _____ that teeth be brushed three times a day.
2 'Eat less cake and chocolate!' (advise)
It was _____ that less cake and chocolate be eaten.
3 'Cook fresh food every night.' (state)
It was _____ that fresh food be cooked every night.

Say it right! • page 121

Your turn

6 ★★★ **Ask and answer with your partner.**

1 How often do you exercise? What sort of exercise do you do?
2 How many glasses of water do you usually drink each day?
3 Why is it important to cook with fresh food?

Six days a week! I swim in the morning and go for a run in the evening.

I don't exercise very much. I play football once or twice a month.

Vocabulary bank • page 138

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Language focus 2 Past simple passive

1 **Read the examples from Exercise 4 on page 96. Then complete the rules in the box.**

+	It was advised to drink water three times a day. They were said to take a break.
–	Marathon wasn't run by some people. Teeth weren't brushed enough.
with *by*	Fruit and vegetables were not eaten by Sam.

We use [1] .... or [2] .... with the past participle to show that an action happened to the subject.
We use [3] .... to introduce the agent of the action.

Grammar reference • page 130

2 **Complete the sentences. Use the past simple passive form of the verbs in brackets.**

1 The training plan *was posted* (post) on the athlete's blog.
2 The posters .... (design) by the art club.
3 Healthy snacks .... (prepare) by the cooking team.
4 A speech about fitness .... (write) perfectly.
5 Games for children .... (organise) by the volunteers.
6 Drinking water .... (recommend) in the interview.

3 **Rewrite the active sentences below using the past passive and by.**

1 Rachel's dad cooked fresh food last night.
Fresh food was cooked by Rachel's dad last night.
2 We sent the invitations last week.
3 The students planed all the activities on the Open Doors Day.
4 Parents bought fruit and vegetables.
5 Traner gave us fitness demonstrations.

Your turn

4 ★★★ **Read the expert advice below and explain the key points:**

1 It's important to sleep 7–8 hours every night.
2 Daily exercise improves your health.
3 People should drink 2 liters of water every day.
4 Limit screen time to protect your eyes.

5 ★★★ **Imagine you are creating a poster for your school to promote healthy habits. Write three sentences using reported statements and passive voice to include on the poster.**

It was advised that to drink 2 liters of water every day.
It was noted that sleep is important for our health.

Past simple passive question forms

6 **Complete the examples from Exercise 4 on page 96.**

***Wh-* questions**
What .... to balance daily activities? Which sports .... to exercise regularly?
***Yes/No* questions and short answers**
.... running in the mornings .... ? Yes, it was./No, it wasn't. Were more vegetables eaten? Yes, they were./No, they weren't.

Grammar reference • page 130

7 8.6 **Complete the conversation with the correct form of the past simple passive. Then listen and check.**

A: Hey, shall we do this general knowledge quiz?
B: OK. But I'm not very good!
A: OK, first question. [1] ..... Don Quixote [2] ..... (write) by Shakespeare?
B: That's easy! No, it [3] ..... It [4] ..... by Cervantes.
A: Good! Question two – [5] ..... the first modern Olympic Games [6] ..... (hold) in Greece?
B: No, they [7] ..... They [8] ..... in London.
A: No, it was Athens! OK, the last question – again it's very easy! Who [9] ..... Harry Potter [10] ..... (play) by?
B: I know that one! He [11] ..... by Daniel Radcliffe – easy!

Your turn

8 ★★★ **Write five general knowledge quiz questions using the past passive. Use the questions in Exercises 4 and 5 to help.**

In the Spider Man films, who was Spider Man's girlfriend played by?

9 ★★★ **Ask and answer your questions with your partner. Give full sentences.**

A: In the Spider Man films, who was Spider Man's girlfriend played by?
B: She was played by Emma Stone.

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8 Discover Culture



Find out about life on the stage.

Discovery EDUCATION

8.2 A life on Broadway

1 **Work with a partner. Look at the photo and answer the questions.**

1 In which famous street in New York do they perform musicals and plays?

2 How do you think child actors lives are different to yours? Think about school, social activities, money.

2 8.2 **Watch the video and check your answers to question 1.**

3 8.2 **Watch the video again. What subjects do they talk about?**

- Being a popular celebrity
- Working long hours
- Living away from home
- Studying for exams
- Earning a lot of money
- Performing for judges

4 8.2 **Watch the video again and choose the correct words.**

1 Many kids dream of **being a director / performing** on Broadway.

2 Many children train **full-time / part-time** to be actors and performers.

3 A lot of them leave home **before / when** they are teenagers.

4 **Most / Some** child actors earn a lot of money.

5 The set designer **decides / explains** what goes on stage.

6 The lighting designer helps **invent / create** the world of the play.

7 The best moment for actors is when the audience **claps / laughs**.

5 **Test your memory. Are the sentences true (T) or false (F)? Correct the false ones.**

1 Annie has blond hair and blue eyes.

2 Her dog is big and light brown.

3 The girls are cleaning the floor with a brush and a bucket of water.

4 The special effects include rain and snow.

6 8.2 **Watch the video again and check your answers.**

Your turn

7 ★★★ **Discuss the questions with your partner.**

1 Which do you think are advantages and disadvantages of being a child actor?

2 Are there any theatre schools near where you live?

3 Would you like to attend a theatre school? Why/Why not?

Skkenavek.ru

Reading An article

1 **Work with a partner. Look at the photos. Why do you think boys and girls want to go tothese schools?**

2 **Read about the football academy La Masia and the Baiseitova Music School. Find three ways in which the schools are similar.**

3 **Read the article again. Which school do the sentences describe? Write LM (La Masia), MS(Music School) or B(both).**

1 The school only has boys. *LM*
2 Students have normal school and training.
3 They have time off in the evenings.
4 The school also has international students.
5 The school has organised creative groups.
6 To get into the school, they have to show how good they are.

academy footballer age siesta
gifted audition dormitory participate

Wordlist • page 165

La Masia Football Academy, BARCELONA

La Masia is Barcelona's football academy. Some of the greatest footballers in the world have come from La Masia. The World Cup and the European Championships were full of players from this academy. There are about 80 boys between the ages of 11 and 18 at the academy. They go to school until half past two in the afternoon, then they have lunch and a siesta. Most boys have to use this time to study and do their homework. In the evening, they watch TV or play video games before they go to bed. For these boys, football is their life. They train hard because they want to be the best.





Kulash Baiseitova *(1912-1957) Kulash Baiseitova was a famous Kazakh opera singer. She became famous for her roles in Kazakh operas, such as Kyz-Zhibek and Birzhan and Sara. She also played a significant role in the development of Kazakh opera and music, inspiring countless young singers. Baiseitova received many awards for her talent and dedication to Kazakh culture. To honor her legacy, a music school in Almaty has been named after her.*

Explore verb + noun collocations

4 **Look at the highlighted words in the text. Complete the sentences with the words in the box.**

of in front of between near until over

1 At our school concerts, we sing .... our parents and friends.
2 There are .... 10 international students in my class.
3 My class is full .... really talented dancers.
4 We have lessons .... two o'clock and then we practise dancing.
5 The school isn't .... to where many children live, so they live with other families.
6 The school is for boys and girls .... the ages of 11 and 16.

Vocabulary bank • page 138

Your turn

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

1 Are there any schools like these in your country?
2 Would you like to go to a school like these ones? Why?/Why not?
3 Would you like to live away from home?
4 What would you miss most?

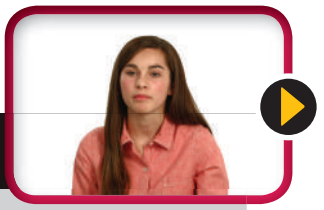
6 ★★★ **Write about a time when you won or when you were successful at something. How did you feel?**

I remember once …
I felt great because …

Baiseitova Music School, ALMATY

Republican secondary specialized music boarding school for gifted children trains young musicians and singers. The school accepts talented children from all Kazakhstan and provides general education and specialized music training. To enter, students must pass a competitive audition. Many famous musicians have graduated from this school.
To develop professional skills, the school has organised creative groups: symphony, folk instruments orchestras, a choir and the Asyl mura folklore band, etc. Even the youngest gifted children can show their musical talents in these unique groups. The school has modern facilities, practice rooms, concert halls, and dormitories for students who live far from Almaty. In the evening, students can participate in sports, attend cultural events, or relax with friends.

Speaking Offering to help



Real talk: What makes a good friend?

1 8.3 **Watch the teenagers in the video. What activities do you hear? What do you think makes a good friend?**

- helps with decisions
- likes to talk on the phone
- thinks of other people and is helpful
- buys good birthday presents
- has to just be there
- is honest
- likes to go out on the weekend
- helps with homework
- listens
- does all the same activities

2 ★★★ **What do *you* think makes a good friend?**

3 8.7 **Laura is talking to Olivia, a new student at her school. What does Laura offer to do?**

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

Useful language

Offering to help	Asking for help
Here, let me show you.	I'm not sure how to …
What do you need?	Can I ask you something?
I'll give you a hand.	
All you have to do is …	

Olivia: Hey, Laura. Can I [1] *ask you* something?
Laura: Yeah, sure. What's up?
Olivia: It's this Science project. I'm [2] ..... to organise it.
Laura: Mr Brown's put instructions on the school Intranet. What do [3] .....?
Olivia: Well, how do I get access to the Intranet?
Laura: You have to type in your password. Here, let [4] .....you.
Olivia: Thanks. That's really nice of you!
Laura: It's simple. All you have [5] ..... is follow the instructions and format it correctly.
Olivia: Oh no! I'm not very good at things like that.
Laura: Don't worry. I'll [6] ..... a hand if you like.
Olivia: Great! Thanks a lot.

5 8.7 **Listen again and check your answers.**

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

7 ★★★ **Work with a partner. Prepare a conversation like the one in Exercise 4. Use the useful language and your own ideas. Practise the conversation with your partner.**



Situation 1

You want to download a video but you don't know how.

Student A Explain the problem.

Student B Help Student A. Give him/her ideas about how to find the video, save or download it and where to save it.

Situation 2

You can't find any material for a school project.

Student B Explain the problem.

Student A Help Student B Give him/her help on where to find ideas, i.e. the Internet, the library or interviewing people.



Writing A competition entry

1 **Look at the photos and read Jon's competition entry. What were his favourite things about summer camp?**



COMPETITION!!

WIN A FREE WEEK AT OUR SUMMER CAMP!

Did you go to summer camp? Tell us about your stay. We publish the best ones on our website!

I didn't want to go to summer camp. I imagined an awful place with lots of rules, so Tau-Turan was a big surprise. We didn't have to go to bed early! It is a very relaxing place where you can have an unforgettable holiday, make many friends and have a great time! There were lots of activities to choose from and they were fun. My favourites were craft master classes and volleyball. At night, we sat round a fire and we had disco every day! The weather was boiling but there was a big swimming pool to cool us down. For me, it was the best 10 days of the summer! You should try it!

ADEL

2 **Look back at Adel's competition entry again. What does Adel write about?**

- favourite activities (daytime / at night)
- the monitors / other campers
- the daily routine
- why she liked it
- the food
- the weather

Useful language

Avoiding repetition (2)

We can use reference words so that we don't repeat the sameword.

*We started activities at 10 o'clock. There were **lots** (of activities) to choose from, and **they** (these activities) were fun.*

3 **Look at the Useful language box. Find one other way of avoiding repetition of the word *activities* in the text in Exercise 1.**

4 **Change the phrases in bold in the text so you don't repeat the words.**

The best thing about wild camping was the animals. There were lots of [1] ..... **animals** if you looked carefully. On the second day, I saw some falcons. [2] ..... **The falcons** flew over the trees near the campsite. But the most active animals were the goats. [3] ..... **The goats** jump up and down the mountains incredibly fast! I was also amazed at [4] ..... **the goats'** huge horns.

Get it right!

Use a **comma** after an introductory word or phrase.
***At night,** we sat round a fire.*
***For me,** camp was an incredible experience.*

5 **Rewrite the sentences, adding commas where necessary:**

1 In the morning we had pancakes and hot chocolate.
2 The weather was warm in the evening.
3 After lunch, we all went to the swimming pool.

Get writing

PLAN

6 **Plan your competition entry for the camp website. Include information from Exercise 2 to help you. Decide what order you are going to put them in.**

WRITE

7 **Write your competition entry for the camp website. Use your notes from Exercise 5 and the model text to help you.**

CHECK

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

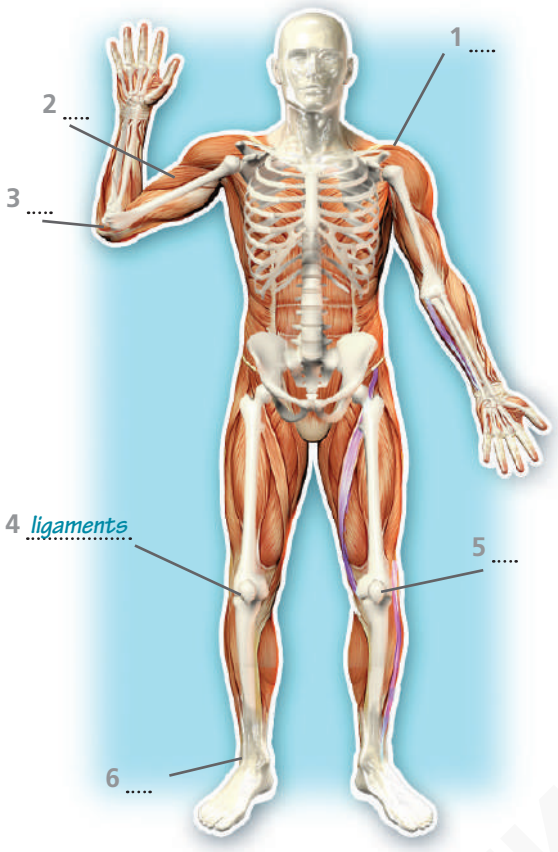
- *Is the information from Exercise 2 in your email?*
- *Have you avoided a lot of repetition?*

8 CLIL

PE Avoiding sports injuries

1 **Work with a partner. Match the body parts to the words in the box.**

joints muscles ~~ligaments~~ shoulder ankle knee



2 **Complete the introduction giving advice on avoiding sports injuries with words from Exercise 1.**

Playing sports and taking exercise can be fun and can help you stay healthy, but anyone can get injured. Sports injuries can affect all parts of the body, but most injuries affect [1] ....., [2] ..... and [3] ...... Certain types of sport can affect different parts of the body. Tennis players often have [4] ..... problems, for example, and people who go jogging can have problems with [5] ..... and [6] .....

3 8.8 **Listen and check.**

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

1 Playing sports is only fun and does not help you stay healthy.
2 All sports injuries are the same, no matter the type of sport.
3 Tennis players often have problems with ligaments.

5 8.9 **Complete the advice with the words in the box. Then listen and check.**

injuries ~~blood flow~~ stiff pain muscles equipment

Wordlist • page 165

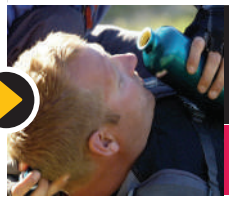
We can avoid most problems by following these simple guidelines.

1 Prepare properly for sport. Warm-up exercises before doing sport increase the [1] *blood flow* to the [2] ..... and make them more flexible.
2 Cooling down is important, too. It stops you feeling [3] ..... the next day.
3 Get the right [4] ..... . Using the wrong type of sports shoes or a tennis racquet of the wrong weight can cause problems.
4 Be careful with technique and posture. Talking to experienced sports people about this can help you avoid unnecessary [5] ..... .
5 If you feel [6] ..... during exercise, it's a sign that there's a problem, so stop!
6 Don't start doing sport again too soon after an injury. Wait for the pain to go first. Doing sport too soon after an injury can make it worse.



6 **Work with a partner. Choose a sport. Make a leaflet explaining how to avoid injury in a sport.**

Learn about helping someone.
- **What does Bear Grylls do first?**
- **Why doesn't his mobile phone work?**
- **How does Bear pull Jesse up the mountain?**



Discovery EDUCATION

8.4 Mountain rescue

© Oxford University Press

Extra reading

1 **Read the text and look at the pictures. Then ask and answer with a partner:**

1 What is your favourite traditional dish? What might be special about Kazakh food?

2 Do you think Kazakh food is influenced by other countries or cultures? Why?

Wordlist • page 166

varied plov mutton event wedding kuyrdak liver lamb beef delicious flavour roasted ingredient mealtime hospitality respect host celebration serve according baursak occasion nomad kymyz shubat sprea

2 **Make a 'healthy habits' questionnaire for your friends and family. Think about their daily or weekly routine.**

	Mum		
1 How many portions of fruit or vegetables do you eat each day?	5		
2 How many times a week do you eat breakfast?	7		
3 How often do you eat fast food?			
4 How often do you drink a glass of milk?			

Food and drink

How often do you eat traditional Kazakh dishes? Do you know which traditional Kazakh foods are healthy?

People from all over the world have settled in Kazakhstan, so the food is very diverse. There are many dishes from Ukraine, Turkey, Russia, and other countries. Let's take a look at some traditional Kazakh dishes.

One of them is Kuyrdak, a traditional dish made from sheep's meat, liver, and other parts of sheep. The main ingredients are mutton, onion, and potato. The name "Kuyrdak" comes from the Kazakh word that means "fried," as all the ingredients are cooked together. Kuyrdak is often served at special occasions and family gatherings. In Kazakh culture, it is a symbol of hospitality and respect. According to tradition, the elderly members of the family are served first. This tradition also applies to guests who come from far away.

Another traditional Kazakh food is baursak, which are deep-fried doughnuts. Baursaks are delicious and are one of children's favourite treats. They are always served on special occasions.

Although plov is not a traditional Kazakh dish, it is very popular in Kazakhstan. The main ingredients are meat, rice, onion, and carrot. It is delicious and has a rich flavor.

Kymyz and shubat are traditional Kazakh drinks made from mare's and camel's milk. These drinks are not only tasty but also healthy.

Tea is served with milk and is offered to guests during meals. A Kazakh dastarkhan (laid table) is very rich, as this is a way to show hospitality and respect to guests.







Your turn

3 ★★★ **Create a new traditional dish inspired by Kazakh cuisine. Draw it, name it, and explain what ingredients would be in it and why it is special.**

9 Clothes and fashion

Discovery EDUCATION

In this unit …



A person should wear clothes that are neat and tidy. Wearing clean clothes is the right thing to do.

(Abai Q. Qara sozderi. #18)

Vocabulary
- Adjectives to talk about clothes
- Words in context
- Adjectives and dependent prepositions
- Prepositional phrases

Language focus
- *used to* and *would*
- Past perfect

Unit aims
I can …
- talk about clothes and fashion.
- understand short online texts about daily life and an article about style icons.
- understand a radio interview with an actor.
- ask for and give advice.
- write a problem page.

BE CURIOUS

What can you see in the photo?
Start thinking
- Who do you think would buy shoes like this?
- Which ones would you buy?
- How important is fashion for you?
- What are the best and worst things about buying clothes?
- What brand of Kazakhstani school uniform do you like?
- Why Qara soz #18 is very important in our life?



Vocabulary Adjectives for clothes

1 9.1 **Match the phrases in the box with the photos (a–i). Then listen, check and repeat.**

a warm jacket	fashionable trainers	a smart shirt	~~a baggy jumper~~	tight jeans
a plain T-shirt	patterned trousers	an old-fashioned dress	a casual hoodie	

a *a baggy jumper*

2 **Look again at the adjectives for clothes in Exercise 1. Which of the clothes can you use each adjective with?**

You can use 'warm' with most of the clothes but not jeans or trainers.

3 9.2 **Listen to Anna and Marco buying clothes online. Complete the chart with the styles they like and dislike.**

	Likes	Doesn't like	Decides to buy
Marco			
Anna			

Your turn

4 ★★★ **Work with a partner. Answer the questions.**

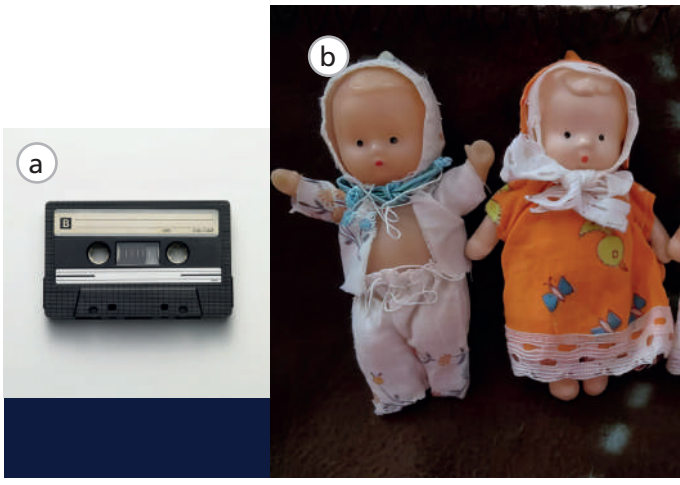
1 Which of the clothes in Exercise 1 do you like?
2 Do you prefer smart or casual, plain or patterned clothes? Why?
3 What are the most popular clothes with people your age at the moment?

Vocabulary bank • page 139

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Reading Short online texts

1 **Read the introduction to the quiz and look at the photos. Can you answer the questions?**



QUIZ 1970s

- **Do you know the names of any of the things in the photos?**
- **What do you think people used objects a–c for?**

2 **Read the text and check your answers.**

central heating stove electrical appliance elaborate nowadays rubber hippie fashionable bell-bottom jeans collar accessories hairpin headscarf jewellery teenager credit card accept

Wordlist • page 166

DAILY LIFE IN THE UK THROUGH TIME: THE 1970s

1 Bauyrzhan, 49: I was a child in the 1970s. I remember that we had no central heating in our house, we had a stove that had to be heated with wood. If you didn't keep a fire burning in the stove at night, it was very cold in the morning. We had electrical appliances like a fridge and a radio, but we didn't have a microwave. Our toys were not as **elaborate** as today's toys. My brothers and I played outside all day after school. My sisters didn't have the beautiful dolls that many girls have nowadays, they played with baby dolls. It was a small plastic or rubber baby-like toys for which the girls sewed clothes themselves.

2 Almagul, 61: I lived in Almaty in the 1970s. The hippie style was fashionable then. My friends and I spent a lot of money on clothes. We wore wide trousers and bell-bottom jeans, brightly coloured shirts with big collars were very popular. Hair was usually long and a variety of accessories, coloured hairpins, panamas and headscarves were in trend. Large sunglasses and jewellery helped to **express** one's individuality, create a stylish and unique image.

3 Paul, 65 years old: I was a teenager in the 1970s. We had one small television in the house and it didn't have a remote control. We didn't use to watch television very often. We used to listen to the radio and we bought **records** or audio cassettes. I loved my cassette player! My favourite musician was David Bowie. Contacting my friends wasn't as easy as it is today. We had a telephone at home but we had to a telephone box if we were out. We didn't have mobile phones, computers, or the Internet.

4 Diane, 54 years old: Shopping was different in the 1970s. There weren't as many supermarkets or shopping centres so we would usually buy things in small shops or at the market. We certainly couldn't do our shopping online! We didn't have credit cards. Some shops would **accept** cheques, but we paid in cash for almost everything.

3 **Read the text again and choose the correct words to complete the sentences about the 1970s.**

1 Hippies liked **accessories / black T-shirts**.
2 People shopped in small **shops / shopping centres**.
3 Many homes had **electric heating / stoves**.
4 Friends used mobile **phones / telephone boxes** to contact one another.
5 People used **cash / credit cards** to pay for things.
6 Hippies usually wore **tight / wide** trousers.

Explore words in context

4 **Match the words in bold from the text with the definitions.**

1 to show what you think or how you feel using words or actions
2 containing many complicated details
3 to agree to take something
4 a large, round plastic disc with music

Your turn

5 ★★★ **How were your grandparents' daily lives different from your life today? Ask and answer with your partner.**

I think my granny's life was far more difficult than my life. She had to get up at 5 o'clock every day to feed the animals.

6 ★★★ **Read the text again and complete the table.**

Aspect	Kazakhstan (1970s)	UK (1970s)	*Write about other country*
Fashion			
Technology			
Entertainment			

FACT! *Colour television sets first became popular in the UK in the 1970s. Before that, almost everybody used to watch television in black and white.*



Language focus 1
used to and *would*

1 **Complete the examples from the text. Then choose the correct words to complete the rules.**

	used to
+	We [1].... to **have** an electric heater.
–	We [2].... to **watch** television very often.
?	What **did** people **use to wear**? **Did** you **use to be** a hippie? Yes, I **did**. No, I **didn't**.
	would
+	We [3].... **play** outside all afternoon. We [4].... usually **buy** things in small shops. **Would** you **listen** to the radio every day? Yes, I **would**. No, I **wouldn't**.

- We use *used **to*** and *would* to talk about **single events in the past / past habits.**
- We only use ***used to / would*** with actions. We use ***used to / would*** with actions, states and feelings (*be, have, live, love, want, care,* etc.).

Grammar reference • page 131

2 **Complete the text with the correct form of *used to*. Use the verbs in brackets.**

When Mr Brown was a student, he [1].... (be) a punk. He and his friends [2].... (go) to concerts together all the time. They [3].... (like) wearing torn clothing. They [4].... (dress) in black all the time. He [5].... (have) a long, green mohawk hairstyle, but then he started working in a bank in the city and he [6].... (not go out) so much. He forgot about all the things he [7].... (love) doing with his friends. Now he looks completely different!

3 9.3 **Look at your answers in Exercise 2. Which verbs can you use with *would*? Then listen and check.**

Get it right!

To form questions, use ***did*** + ***use to*** + **infinitive**.
Did *you* ***use to*** *have a mohawk?* ✓
~~*Did you used to have … ?*~~ ✗

4 **Write questions with *used to*. Add three more questions using your own ideas.**

1 you / walk to school on your own?
Did you use to walk to school on your own?
2 you / do any sports?
3 you / wear a uniform?
4 your teachers / give you a lot of homework?
5 Who / you / play with in the playground?

Your turn

5 ★★★ **Think about when you were nine. Ask and answer the questions in Exercise 4 with your partner.**

Did you use to walk to school on your own?

Well … I used to walk to school with my mum, but sometimes I would walk home alone.

6 ★★★ **Is your life very different now? Use *used to* and *would* and write sentences to describe the differences between your life now and when you were nine.**

When I was nine, I used to spend a lot of time with my parents, now I spend more time with my friends.

Learn about fashion shows and being a top model.
- What do you know about Milan?
- Do you know the names of any famous Italian designers?
- Would you like to work as a catwalk model? Why/Why not?



Discovery EDUCATION

9.1 Milan fashion week

© Klett Polska

Listening An interview



1 ★★★ **Work with a partner. Look at the photos and the poster and answer the questions.**

1 Do you know anything about the film?
2 What do you think is the connection between the film and the two photos?
3 How has the world changed in the last 30 years?

2 9.4 **Listen to an interview with a young actor, David, who is taking part in a theatre production of the film. Check your answers.**

3 9.4 **Listen again and choose the correct options.**

1 The film first came out in **1980 / 1985**.
2 In the film, Marty travels from the **1950s to the 1980s / 1980s to the 1950s**.
3 In the theatre production, Marty travels from 2015 to the **1980s / 1950s**.
4 The theatre production focuses on life **now / in the past**.
5 David's parents were teenagers in the **1950s / 1980s**.
6 Teenagers **were / weren't** interested in the same things in the 1980s as they are now.
7 There **were / weren't** any touchscreens in the 1980s.
8 The presenter **has / hasn't** seen the show.





Your turn

4 ★★★ **Ask and answer with your partner.**

1 Would you like to see the film or the show? Why/Why not?
2 Would you like to travel back in time to see your parents when they were teenagers?
3 Do you think their lives were very different from yours? If yes, in what way?

Vocabulary Adjectives and dependent prepositions

5 9.5 **Choose the correct prepositions to com the sentences from the interview. Then listen and check.**

1 I was really excited **about** / **in** working on the show.
2 I'm fascinated **about / by** that side of the show …
3 … what teenagers were interested **of / in** then …
4 … teenagers were keen **by / on** the same things, like …
5 … some people have been a little disappointed **by / of** the show.
6 … we're really happy **in / with** it …
7 … and proud **of / on** all our hard work.
8 We aren't afraid **in / of** criticism you know!

Your turn

6 ★★★ **Write five sentences that you think are true for your partner. Use some of the adjectives and prepositions from Exercise 5.**

I think you were disappointed by the result of the football match last night.

7 ★★★ **Work with a partner. Ask and answer questions to find out if the sentences you wrote in Exercise 6 are correct.**

Were you disappointed by the result of the football match last night?

No, I wasn't! My team won 3–0!

© Klett Nyelvkönyvek-Lexikonok

Language focus 2 Past perfect

1 **Complete the examples from the listening on page 110. Then answer the questions in the box.**

had hadn't (x2) seen thought

+	I **had** always **wanted** to be in a big show.
–	I [1].... really .... about it before.
?	[2].... you .... it before you started on the production? Yes, I **had seen** it twice. No, I [3].... **seen** it.

1 What do you use the past perfect to talk about?
a an action that happened before another action
b an action that happened after another action

2 Which tense do you use to talk about the most recent of two past actions?
a the past simple **b** the past perfect

Grammar reference • page 131

2 **Choose the correct form of the verbs in the sentences below.**

1 My brother **told / had told** me about a new band yesterday. I **didn't hear / hadn't heard** of them before.
2 When I got to the party last night, Jo **went / had gone** home, so I **didn't see / hadn't seen** her.
3 We went to a great burger bar last weekend. I **wasn't / hadn't been** there before. The food **was / had been** really good.
4 I **arrived / 'd arrived** late for football last week, the match **started / had started** when I got there and the coach didn't let me play!

3 ★★★ **Work with a partner. Look at the pictures and tell the story using the verbs in the box. Can you use all the verbs?**

get on not let wait have want sell out ask say put up their tents see arrive be

The concert last night was absolutely fantastic …

4 **Complete the text with the correct form of the past simple or past perfect. Use the verbs in Exercise 3.**

The concert last night [1].... absolutely fantastic. We [2].... to see the band for a very long time, so when we [3].... a poster of the concert two months ago at a bus stop, we were very excited. We [4].... our parents if we could go and they [5].... yes! They [6].... us go to a concert on our own before and we were really excited.

A month later, we [7].... a train to go and buy the tickets. We [8].... at the ticket office the night before with a tent. A lot of other people [9].... on the street before us. The next day we [10].... for five hours until at last we [11].... the tickets in our hands. Five minutes later, all the tickets [12].... ! We were so lucky! And the concert was brilliant.

Your turn

5 ★★★ **Make notes about the first time you did or saw something special.**

first Ninety One concert – never been to a live concert before – totally amazing!

6 ★★★ **Work with a partner. Ask and answer these questions about your experience. Add more questions using your own ideas. Were your experiences similar?**

1 What was your experience and when did you do it?
2 Did you know anyone who had had a similar experience before?
3 How long had you waited for it to happen?
4 Was it as good as you'd expected?
5 How did you feel?

I went to a Ninety One concert last summer. My sister had been but I had never …





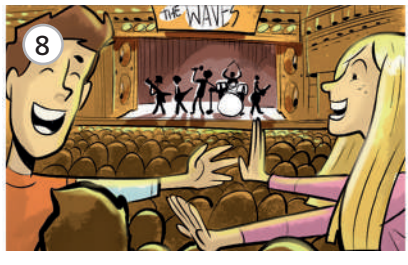












9 Discover Culture

Traditional hats in the 21st Century



These days most traditional hats are only seen on special occasions, like weddings or big celebrations, but there are two traditional hats which you still see many people wearing every day. One is the conical hat in Vietnam, called the *non-la*. The other is the bowler hat worn by the indigenous women in Bolivia.

1 Match the pictures (a–c) to the texts about Vietnamese hats.

1 The non-la is made from long flat bamboo leaves which are sewn onto bamboo sticks or rings. Each hat has a piece of cloth which goes under the chin to stop the hat falling off.

2 The village of Chuong makes about three million hats a year to sell in Vietnam and other countries. In the village whole families, from very young children to old people, produce hats in the traditional way. In fact, 80% of the people of Chuong make and sell conical hats.

3 Many people sell hats from bicycles. People say the hats are also useful for carrying things in, like vegetables from the market, or even to use like a cup for drinking water!

2 Match the headings to the texts about bowler hats.

Where they are from

How to wear your hat

What they represent



4 _____

The bowler hats that Bolivian women wear are quite small, so they wear them on top of their heads, but not all women wear them in the same way. Married women wear their hat in the middle of the head, but single women and women whose husbands have died wear their hat on the side of their head.

5 _____

Bowler hats are made from wool, and come in lots of different colours. For a long time they came to Bolivia from Italy, but now they are made in Bolivia itself.

6 _____

In the twentieth century, as in many parts of the world, young women began to stop wearing the bowler hats and traditional clothing. In recent years though they have become popular again and are an important symbol of pride in the culture and traditions of Bolivia.

3 9.6 Listen to someone explain the legend of the Vietnamese hats and complete the text.

Thousands of years ago a [1] _____ woman came down from the [2] _____ to help the people of Vietnam. She had a magic [3] _____ with four bamboo leaves and she used it to protect people from the [4] _____. She also showed people the way to grow [5] _____ and rice. When she left, the people built a temple to [6] _____ her. They also made hats the same [7] _____ as the magic hat she wore. Now, both men and women wear the hat. It is a well-known symbol of [8] _____, and particularly of farmers.

4 9.7 Listen to someone explain the origin of bowler hats in Bolivia and answer the questions.

1 Where did the first bowler hats come from?
2 Who took them to Bolivia and why?
3 What problem did they have?
4 What did they decide to do?
5 What story did they tell?
6 What happened?

5 Work with a partner. Answer the questions.

1 Do you wear a hat? When do you wear one?
2 Are there any traditional hats where you live? When do people wear them?
3 Do you think it's important to keep old traditions alive? How can people do this?

I always wear a hat when …

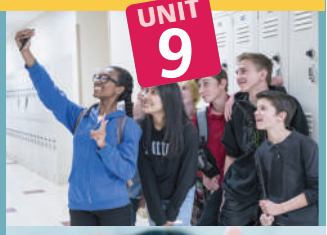
© Oxford University Press

1 When did the first mobile phone come out?
a 1973 b 1983 c 1993

2 How much did the early mobile weigh?
a 500 g b 1 kg c 1.5 kg

3 When did the first smartphone go on sale?
a 1994 b 2003 c 2013

4 When did people start taking selfies?
a 2005 b 2008 c 2010





Reading An article

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

2 **Read the article and check your answers.**

3 **Read the article again and answer the questions.**

1 What was the problem with the first mobile phones?
2 What helped people to identify the company which made the phone?
3 What could you do with the first mobile phones?
4 Which phone was the first you could use to send emails?
5 How many different uses for mobile phones nowadays are mentioned in the article?
6 Name one way the article says that mobile phones are important for social media.
7 What accessories can also be a fashion item?

Wordlist • page 167

sale mobile phone item tool weigh screen pocket shape technology message alarm clock download apps surprising mention upload react accessories essential

HOW MOBILE PHONES BECAME A FASHION ITEM

It's hard to imagine not having a mobile phone, although they only went on sale in 1983. Since then mobiles have developed so much that for most of us our phone has become the most important thing we own, more like a fashion item than a tool. How has this happened?



Physical design

The first phones were big and heavy – one popular one weighed 1.5 kgs – and the screens were very small. Gradually the screen got bigger and mobiles got smaller, so you could put them in your pocket and carry them around easily. The shape of the phone, how thin it was and even the colour also became important. These things clearly showed which company made the phone you had. The fashion had begun.

What your phone can do

At first people just talked on their phones, and it was years before phone companies began to use new technologies to increase what a mobile could do. SMS (short message service) texts appeared in 1992, the first smartphone in 1994, and the first phone with a camera in 2000. The Blackberry in 2003 allowed you to email, text and open web pages. That was followed in 2007 by the iPhone, which had the first touch screen. Nowadays you can take 'selfies' (photos of yourself) and videos, play music, go online, play games, and send instant messages to keep in touch with friends and family. Your phone is a watch, an alarm clock, an address book and a map all at the same time, and you can download apps to do almost anything. It's not surprising they're so important!

Explore interesting adjectives

4 **Find the phrases in the article and complete them with the correct preposition.**

1 go ___ sale
2 ___ first
3 talk ___ the phone
4 keep ___ touch
5 ___ the same time
6 post ___ social media

Vocabulary bank • page 139

Your turn

5 ★★★ **Work with a partner. Compare how you and other people in your family use mobile phones. Do you think they are like fashion items?**

A: I never use my phone for talking, but I take a lot of selfies! My dad has a lot of music on his phone.

B: I think mobiles are like fashion items. People want the latest model and spend a lot of money on the most popular headphones.

FACT! *The messaging service WhatsApp now has over 1 billion users and they send 42 billion texts a day.*

Social media

You can't talk about mobile phones without mentioning social media sites like Facebook and Instagram. You can share your news or upload a video to all your friends on your phone, and since 2010 people have been taking selfies at social events to immediately post on social media. Then you wait to see how your friends react, because you can only be fashionable if lots of people view or 'like' your photo or post.

Fashion accessories

You don't just need a phone though; a good pair of headphones is also essential. And you also need a phone cover. There are hundreds of designs and colours to choose from. For many people having the right phone is an important sign of how rich or fashionable they are, and many famous fashion designers produce phone covers these days.

Speaking Asking for and giving advice

1 9.8 **Hayley is talking to her friend James about a problem. What does Hayley want advice about?**



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

Useful language

What's the problem?
I need your advice.
It's a good idea to ....
What do you think I should do?
If I were you I wouldn't ....
Maybe we could ....
Have you tried .... ?
They say I should ....

Hayley: James, can I talk to you? I [1] *need your* advice.
James: Yes, of course. What's [2] .... ?
Hayley: Well, my mobile is very old-fashioned but my parents won't buy me a smartphone.
James: Really? Why not?
Hayley: They say it's too expensive, but all my friends have one! What do you think [3] .... do?
James: Look, if I were you, I [4] .... worry. Just wait until your birthday. What do your other friends say?
Hayley: They say I [5] .... keep asking till my parents agree. They all use messaging apps to chat together but I can't join in if I don't have a smartphone!
James: Yeah. Perhaps it's [6] .... idea to talk to your parents again.
Hayley: Yes, but what can I say?
James: Well, have you [7] .... finding out the price of a cheap smartphone and a monthly data contract? Maybe we [8] .... do it together.
Hayley: Yes, that's a good idea. Thanks, James!

3 9.8 **Listen again and check your answers.**

4 ★★★ **Work with a partner. Practise the conversation in Exercise 2.**

5 ★★★ **Work with a partner. Prepare a conversation like the one in Exercise 2. Use the photos below and the useful language. Practise the conversation with your partner.**

Problem A:

You want a new electronic tablet (you already have one but it's two years old). Your parents say no.



Problem B:

All your clothes are old-fashioned. You want some new clothes, but you have no money and your parents think the clothes you have now are fine.



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Writing A travel blog

1 **Read Bolat's letter. What is the problem? How many solutions does AslanAstana suggest?**

FRIENDS | FASHION | HOMEWORK | FAMILY



What can I wear?

Bolat asked 4 days ago

Hi everyone

I need some advice. I've been invited to my best friend's parent's party next month, but I don't know what to wear. The party is in a smart hotel, and all my clothes are casual jeans and hoodies that boys of my age wear. I haven't even got a shirt except the one I wear for school!
What should I do?



best answer

AslanAstana answered 2 days ago

I think this problem is not only very common – it happened to me – but also quite easy to solve. You say that you've only got casual clothes. I think you should ask your best friend what he is going to wear, because maybe the party isn't as smart as you think. If you do need something smart, it's possible that a friend or family member could lend you things. You could also talk to your parents. Perhaps they would buy you a nice shirt.

Finally, you could try hiring a suit for the weekend, because it's a lot cheaper than buying one! Most towns have a hire shop. I hired a suit and my elder brother gave me a shirt he didn't want.

I really hope this helps.

2 **Read the answer from AslanAstana again. What things does he do in his answer?**

- Give a title
- Say what kind of problem he thinks it is
- Give reasons for his opinions
- Offer different ways of looking at the problem
- Give direct orders
- Offer several solutions
- Give reasons for his advice
- Write a final sentence to make the person feel better

Useful language

Summarising a problem and giving advice

Use different phrases to summarise what you want to say and to give advice.

- *I think this problem is not only ..... but also .....*
- *You say that .....*
- *I think you should ask ..... because.*

3 **Look at the Useful language box. Find two other phrases to give advice in Exercise 1.**

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

also	should	try	problem	possible	Perhaps

1 I think this is a [1] ..... a lot of teenagers have. [2] ..... it's because we don't have much money, and it's [3] ..... that we think too much about getting the latest gadgets.

2 I think you [4] ..... talk to your brother about it. You could [5] ..... explaining how you feel, and you could [6] ..... ask him not to take your things.

Get it right!

Use **commas** to separate items in a list.
All my clothes are casual jeans, hoodies and a school shirt.

5 **Write one sentence about the party using a list separated by commas.**

Get writing

PLAN

6 **Read the problem below. Plan your answer. Make notes on the things in Exercise 2.**

There's a girl in Dana's class who lives near her, but they aren't friends. Recently the girl has started copying what Dana wears. Last weekend Dana went to a party and the girl was wearing exactly the same boots and jumper. Dana felt embarrassed, but she doesn't know what to do.

WRITE

7 **Write your answer. Use your notes from Exercise 5 and the model text to help you.**

CHECK

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

- Is the information from the plan in your answer?
- Have you used different expressions to describe the problem and to give your advice?

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9 CLIL

Technology Social media



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

1 What social media sites do you use?

2 In what ways can social media be useful for teenagers?

2 9.9 **Read the information about teenagers and social media. Check your ideas from Exercise 1.**

Wordlist • page 168

social media sites improve anywhere encourage interact relationships shy expose viewpoint analyse select familiarise constantly to stay up to date profession

Using social media can be a good thing.

Social media sites and networking can:

- improve communication between teenagers and their teachers, because they are available at all times from almost anywhere.
- encourage teenagers to interact with each other, share ideas and be creative by letting people communicate in different ways.
- help develop relationships with real people. They can help shy teenagers find friends who follow the same singers, sports stars and so on, and feel part of a group.
- expose teenagers to different viewpoints and new ideas through a wide variety of online communities.
- help teenagers get better at analysing and selecting important information. There's a lot of information on social media pages, so users become good at finding key information quickly.
- help familiarise students with new technologies. Social media sites are constantly changing – to stay up to date, teenagers have to learn new ways of using them.
- help students enter the world of work. Professional networking sites like LinkedIn™ can help people find out about different professions and job offers.



3 **Read the text again. Which three benefits do you think are the most important? Compare with a partner.**

4 9.10 **Listen to three teenagers on a radio phone-in. Match the speakers to the social media they talk about.**

John
Sarah
Mark

a can organise images and create collections on Pinterest

b likes Myspace because it's good for sharing music.

c uses Facebook to exchange messages and photos.

d likes Twitter because messages are short.

Your turn

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

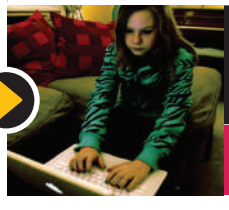
1 What's your favourite social media site?

2 What do you like about it?

3 Is there anything you don't like about it?

Learn about being safe online.

- How can you be sure who you are talking to online?
- What does a criminal need to get a credit card?
- What should you do with messages from people you don't know?



Discovery EDUCATION

9.2 Be safe online

Extra reading

1 Read the heading and look at the photos. Then ask and answer the questions.

1 What do you know about traditional clothing from different countries?
2 What types of clothes might be part of traditional Kazakh outfits?
3 What materials do you think these clothes are made of?
4 What kind of events Kazakh people wear traditional clothes for?

wear range leather fur cotton
national costume outfit season ton
shapan everyday life bride saukele
decorated thread koylek kamzol
waistcoat with no sleeves jewellery
earrings bracelet zheyde tymak
boric takiya kalpak kimeshek

Wordlist • page 168

Kazakh national clothes

What do you know about the traditional clothes worn in Kazakhstan?



Traditional Kazakh clothing is made from various materials, including leather, fur, cotton, and silk. In the past, people in Kazakhstan wore national costumes mainly for national holidays and special occasions. However, nowadays, traditional clothes are becoming more popular for everyday wear.

Kazakh people had different types of clothing for different seasons and weather conditions. For example, they wore a "ton", which is a warm coat, in winter, and a lighter coat called a "shapan" in spring. Traditional everyday clothes were often made of wool or cotton, while richer, more expensive garments were reserved for special events. Wealthy people wore outfits made of silk and decorated with golden thread patterns.



People of different ages wore different styles of clothing. Elderly people usually preferred darker colors, while young people prefer more colourful outfits. Women typically wore a "koylek", which is a dress, along with a "kamsol", a long waistcoat or jacket. Accessories such as rings, earrings, and bracelets made of gold, silver, and precious stones were very popular.

Men traditionally wore a shirt called a "zheyde" and trousers. The "shapan", a long coat, was an important part of men's clothing.

Hats also held great significance in Kazakh traditions. In winter, men wore warm fur hats called "tymak" or "borik", while in summer, they wore "takia" or "kalpak". Young women and girls often wore a "takia" or "borik." During wedding ceremonies, brides wore a special hat called a "saukele", while married women could wear an "oramal" or a "kimishek".

The people of Kazakhstan take great pride in their traditional national costumes. Young designers are now incorporating elements of traditional clothing into their work, making them stylish and fashionable for modern times.

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

1 Traditional Kazakh clothes were made of man-made materials.
2 Richer Kazakhs only used local materials for their clothes.
3 Younger Kazakhs wore brighter coloured clothing than older people.
4 Kazakh women wore different types of hat when they were married.
5 Nowadays, the Kazakh national costume looks exactly the same as in the past.

Your turn

3 ★★★ Put the words from the text in the right column. Add more clothing.

Men's Clothing	Women's clothing

4 ★★★ Design your own traditional Kazakh outfit. Draw it and describe the materials, colours, and accessories you would use for different seasons or special occasions.

8–9 Review

Vocabulary

1 Complete the sentences with the correct form of the phrases in the box.

help around the house	get enough sleep
hang out with friends	do something creative
~~shop for clothes~~	chat with friends online
do sports	have time for yourself

1 I don't like *shopping for clothes*. I'm not really interested in fashion.
2 I need to be alone sometimes. I like ____ myself.
3 I hate ____ housework is so boring!
4 I ____ to stay in touch with them.
5 I don't think I'm ____. I only usually get about 6 hours a night.
6 I want to be a designer or an artist. I'm really happy when I'm ____.
7 I play football for a club and I love swimming. We also ____ at school.
8 When I'm not doing homework or with my family I like to ____.

2 Match the healthy habits with the comments.

exercise regularly	~~eat vegetables~~	
drink water	brush your teeth	cook fresh food
have a hobby	be organised	take a break

1 It's good to get a balanced diet. You can't just eat chocolate and crisps all the time. *eat vegetables*
2 People forgot how important it is to do this. And it's so much better for you than fizzy drinks.
3 You can't just go for one run, then do nothing for a few weeks. Try to run three or four times a week.
4 It's important to work hard, but you need to stop have a rest too.
5 You should do this twice a day – in the morning and before you go to bed.
6 It's a good idea to plan and arrange things.
7 This is how to make your meals taste much better! It's good for you too.
8 You could learn to play a musical instrument, do a sport or read great books. It's good to have something to do that you enjoy when you're not studying.

3 Complete the sentences with the words in the box.

warm	~~fashionable~~	smart	baggy	tight
plain	patterned	old-fashioned	casual	

1 You've got a pair of expensive new trainers! Why do you always buy what's *fashionable*?
2 I like these jeans, but they're very ____. I'd prefer a baggier pair.
3 I've got an interview next week. I need to wear a tie and a really ____ shirt.
4 This is such a ____ jumper – You can fit two people in it!
5 This scarf will be perfect for the winter. It'll keep my neck really ____.
6 My dad's clothes are so ____. They look like something from the 1970s.
7 I'm not sure this is the T-shirt for me. It's so ____. I prefer something with a pattern on it.
8 All Mum wants to wear at the moment are her new ____ trousers – they've got hearts and roses on them.
9 You don't have to wear smart clothes at my school.
10 We can wear something ____ like jeans and a T-shirt.

4 Complete the sentences with the correct adjective form of the words in brackets.

1 Kairat feels really *tired* (tire).
2 Their new computer game is really ____ (excite).
3 The TV programme was so ____ (bore). I fell asleep.
4 Ulan saw a spider and he was really ____ (terrify).
5 Aidar's book is really ____ (interest).
6 Aisha's test is tomorrow. She feels very ____ (worry).

Explore vocabulary

5 Choose the correct words.

Q: I'm tired during the day – how can I wake up?!

A: [1]**Catch** / **Get** more sleep. Most people need [2]**over / above** six hours sleep a night. Don't sit in front of the TV or [3]**surf / watch** the Internet before you go to bed.

To help you [4]**get more / concentrate** in lessons, spend time [5]**outdoors / indoors** in [6]**front of / between** lessons and get some fresh air. Also, [7]**surf / have** a light snack.

Have the windows open in your classroom and sit [8]**beside / over** the window. When you are [9]**indoors / outdoors** all day it makes you feel sleepy.

Cyberanek-Poland

Language focus

1 Complete the sentences with the past passive of the verbs in the box. Then write a question for each statement.

discover build ~~make~~ destroy grow not eat

1 The first talking film *was made* in 1927.
When *was the first talking film made* ?
2 Tea ..... in China 4,000 years ago.
When ..... in China?
3 Gold ..... in California in the 19th century.
Where ..... in the 19th century?
4 Pompeii ..... by a volcanic eruption in 79AD.
When ..... by a volcanic eruption?
5 Tomatoes ..... in Europe until the 16th century.
When ..... in Europe?
6 The first public railways .... in England in the 19th century.
Where ..... ?

2 Choose the correct words to complete the conversation.

Zhan: Granddad, where did you [1]use / used to live when you were little?
Granddad: We [2]wouldn't / didn't use to live in a large town. We [3]used to / would live in the country. I [4]used / would go to school by bike.
Zhan: Did you [5]use / used to wear a uniform?
Granddad: Yes, we [6]would / did but I [7]didn't use to / wouldn't like it very much!
Zhan: [8]Did they use to / Would they be very strict at your school in those days?
Granddad: Oh yes! They [9]used / would get very angry if we didn't obey the rules, and we [10]would / use to have to stay late at school or do extra homework.

3 Complete the text with the correct form of the past simple or past perfect. Use the verbs in brackets.

I had a terrible day yesterday! I [1] *got* (get) home at 5 pm and I [2] .... (not finish) my dinner when the phone [3] .... (ring). It was Anel. I [4] .... (forget) that we [5] .... (arrange) to go to the cinema together! So I [6] .... (run) out of the house and [7] .... (take) a taxi to the cinema. Five minutes too late! The film [8] .... (start) and they [9] .... (not let) me in!

Language builder

4 Choose the correct words to complete the conversation.

Saniya: Hi, Asel! [1] *b* your homework?
Asel: No, I [2] ..... at my photos from my holiday.
Saniya: I [3] ..... that too. [4] ..... have fun on your holiday?
Asel: Yes! We [5] ..... to the mountains. One day, while we [6] ....., some wild deer [7] ..... up to us to find food.
Saniya: Amazing! I want to go hiking next summer holiday. What [8] ..... take with me?
Asel: Well you [9] ..... take anything too heavy. You [10] ..... take a map because that's on your smartphone. But you [11] ..... watch out for snakes.
Saniya: Snakes? I don't like snakes!

1	**a** Do you do	**b** Are you doing	**c** Do you doing
2	**a** am look	**b** looking	**c** am looking
3	**a** usually do	**b** do usually	**c** am usually doing
4	**a** You did	**b** Did you	**c** Were you
5	**a** went	**b** go	**c** were going
6	**a** hiked	**b** were hiking	**c** hike
7	**a** come	**b** were coming	**c** came
8	**a** I should	**b** should I	**c** do I should
9	**a** should	**b** must	**c** shouldn't
10	**a** have to	**b** don't have to	**c** should
11	**a** must	**b** shouldn't	**c** don't have to

Speaking

5 Match sentences (1-6) to their answers (a-f).

1 I'll give you a hand. *e*
2 Which trousers should I buy?
3 Can I ask you something?
4 Maybe living in a village isn't all bad.
5 I'm not sure how to use this computer.
6 Do you think this T-shirt suits me?

a Let me show you.
b OK, perhaps you're right.
c If I were you, I'd buy the baggy ones.
d Yes, I think you look really good in it.
e That's really kind.
f Yeah, sure. What's up?

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Say it right!

Unit 1 Word stress

1 Complete the table with the adjectives of feeling on page 8.

O	*bored*, …
oO	….
Oo	….
oOo	….
Ooo	….

Unit 2 Intonation in first conditional sentences

1 01 **Listen and repeat.**

1 If you speak good English, you'll get a better job.

2 I'll go to university if I pass my exams.

2 02 **Listen and mark the fall-rising (↗) and falling (↘) intonation on the stressed words in the sentences.**

1 If he doesn't **call**, I'll send him a **message**.
2 You'll meet my **friends** if you get there **early**.
3 If you don't listen to **me**, you won't **understand**.
4 I'll make more friends in **London** if I speak good **English**.
5 He'll **help** if we have a **problem**.
6 If we get **homework**, I won't go **out**.

3 02 **Listen and repeat.**

4 Practise saying the sentences in Exercise 2 with the correct intonation.

Unit 3 Consonant to vowel linking

1 03 **Listen and repeat.**

1 The school day starts at eight o'clock.
2 We set off early in the morning.

2 04 **Listen and mark the links between consonant and vowel sounds.**

1 We visited a big city. (1 link)
2 Did you find out what happened at the party? (2 links)
3 Let's look around the town after lunch. (2 links)
4 Chill out! The exam isn't until Friday. (3 links)
5 How do you chill out? (1 link)
6 What languages are easy to pick up? (2 links)

3 04 **Listen, check and repeat.**

Unit 4 The pronunciation of C

1 05 **Listen and repeat.**

call pieces come space ocean conditions certainly cities causes exciting

2 05 **Listen again and put the words from Exercise 1 in the correct place in the table.**

pronounced *k*	pronounced *s*	pronounced *sh*

3 06 **Listen, check and repeat.**

Unit 6 Strong and weak forms of *have*

1 07 **Listen and repeat.**

1 Have you ever been to Rome?
2 Yes, I have.
3 I've seen the film, but I haven't read the book.

2 08 **Listen to the conversations. Are the forms of have strong or weak?**

1 **A:** [1]**Have** you ever eaten shark?
B: Shark? No, I [2]**haven't**.
A: Well, [3]**I've** tried it and it's delicious. What about jellyfish? [4]**Have** you tried that?
B: Yes, I [5]**have**.
A: I [6]**haven't** tried it, but it sounds horrible!

2 **A:** [1]**I've** just finished reading ***The Hunger Games.*** [2]**Have** you ever read it?
B: No, I [3]**haven't**. Are those books good?
A: Yes! [4]**Have** you seen the films?
B: Yes, I [5]**have**, but [6]**I've** only seen the first film.

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Say it right!

3 08 **Listen, check and repeat.**

4 **Work with a partner. Practise the conversations in Exercise 2.**

Unit 7 /ɪ/ and /iː/

1 09 **Listen and repeat.**

/ɪ/ wind city /iː/ freeze beach

2 10 **Listen and choose.**

	/i/	/ɪː/
1	it	eat
2	live	leave
3	hit	heat
4	ship	sheep
5	fill	feel

3 **Match the words to the correct sound.**

~~extreme~~ free heat ~~give~~ listen
six swim teach

/ɪ/ *give* /iː/ *extreme*

4 11 **Listen, check and repeat.**

Unit 8 Word stress

1 12 **Listen and repeat.**

exercise importance regularly computers
kilometres recently tomorrow vegetables

2 13 **Listen again and match the words to the correct stress pattern.**

exercise	importance

3 13 **Listen, check and repeat.**

4 **Add the words to the chart.**

develop concentrate creative
Saturday correctly

5 14 **Listen, check and repeat.**

Unit 9 Sentence stress in the past perfect

1 15 **Listen and repeat.**

1 We hadn't been to a concert before.
2 I'd forgotten about his birthday.

2 16 **Listen and mark the stresses in the sentences.**

1 The show had sold out really quickly.
2 We'd wanted to go to that restaurant for ages.
3 What? He hadn't seen that fi lm? Ever?
4 Lots of other people had arrived before us.
5 I hadn't expected to see him there. What a surprise!

3 16 **Listen, check and repeat.**

4 **Practise saying the sentences in Exercise 2 with the correct stress.**

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Grammar reference

Unit 1

one/ones

- We use *one/ones* to refer to a person or thing when we don't want to repeat a noun in a sentence. We use *one* in the singular and *ones* in the plural.

  I like all my presents, but this one is my favourite.
  A: Which birthday cards do you prefer?
  B: The cheapest ones.

1 Complete the conversations with *one* or *ones*.

1 **A:** Which trainers would you like, green or blue?
  B: I'd like the blue .... , please.
2 **A:** Which restaurant are you going to for your birthday?
  B: The .... next to the park.
3 **A:** What kind of ticket do you want?
  B: Which .... is the cheapest?
4 **A:** I really like playing those computer games.
  B: Which .... ?
  A: Football games.
5 **A:** Which photos do you like best?
  B: I'm not sure. Perhaps the .... with children and animals.
6 **A:** Do you want to go to the same swimming pool?
  B: No, I'd like to try a different .... , please.

Reflexive pronouns

personal pronoun	possessive pronoun	reflexive pronoun
I	mine	myself
you	yous	[1].....
he	his	[2].....
she	hers	herself
it	its	itself
you	yous	yourselves
we	ours	ourselves
they	theirs	[3].....

- We use **reflexive pronouns** when the subject and the object of a sentence are the same. They end in ***-self*** (singular) or ***-selves*** (plural).

  She decorated the room herself.
  They have taken some amazing photos themselves.

2 Choose the correct reflexive pronoun to complete the sentence.

1 My friend writes songs ..... (himself / themselves)
2 We always enjoy .... at the swimming pool. (yourself / ourselves)
3 Misha and Alex took photos .... . (themselves / himself)

too + adjective

- We often use *too* + adjective to say something is more than we want or need.

  The dog's too big to sit on that chair.
- *Too* goes before the adjective.

  We're too tired to walk.
- We can use to + infinitive after *too* + adjective.

  It's too cold to swim in the lake.

(not) adjective + *enough*

+	My sister can take my dad's car. She's old **enough** to drive.
–	Can you write the date on the board? I'm not tall **enough** to write at the top.

- We often use *(not)* adjective + *enough* to say something is less than we want or need.

  I'm not old enough to see that film.
- *Enough* goes after the adjective.

  It isn't cold enough to snow. (~~It isn't enough cold…~~)
- We can use to + infinitive after *(not)* adjective + *enough*.

  It isn't warm enough to go swimming.
  (~~It isn't warm enough for going…~~)

3 Complete the sentences with *too* + adjective or *(not)* adjective + *enough*. Use the adjectives in brackets.

1 The tree is .... to climb. (high)
2 My friends are .... to see that film. You must be 18. (old)
3 I'm .... to see the band from here. Can we go over there? (tall)
4 This coffee is .... to drink at the moment. (hot)
5 My team is .... to win this match but we'll try very hard. (good)

too many / too much + noun, none, any

We use **too many / too much** to say that something is more than we want or need.

- **too many** with ***countable*** nouns.

  There are too many people at the museum.
- **too much** with ***uncountable*** nouns.

  There is too much noise during the test.

We use **none** if something is absent in affirmative sentences

I thought we have some snacks. But we have nonet.

We use **any** to an unspecified amount or number in questions and negative sentences.

I thought we have some snacks. But we haven't any.
Did any of your friends take their coats?

Marek-Ryczek-Property

Grammar reference

Unit 2

Present perfect for indefinite past time

+	I/We/You/They	have passed	the exam.
+	He/She/It	has passed	
–	I/We/You/They	haven't passed	
–	He/She/It	hasn't passed	
?	Have	I/we/you/they	passed the exam?
?	Has	he/she/it	
+	Yes,	I/we/you/they	have.
+		he/she/it	has.
–	No,	I/we/you/they	haven't.
–		he/she/it	hasn't.

- We use the present perfect to talk about experiences and facts in the past when the exact time is not mentioned or important.
  The school have organised a trip to Germany.
  I've seen some fantastic graffiti.
- We form the affirmative with subject + *have/has* + past participle.
  I've bought tickets for the exhibition.
  She's given me some good advice.
- We form the negative with subject + *haven't/hasn't* + past participle.
  Max hasn't seen the drawing.
  They haven't asked me for help.
- Regular past participles end in *-ed, -d* or *-ied*.
  want–wanted *believe–believed*
  play–played *worry–worried*
- Many common verbs have irregular past participles.
  go–gone *put–put*
  see–seen *hear–heard*
- We use be (been) to say somebody has returned from a place or from doing an activity.
- We use go (gone) to say somebody has not returned from a place or from doing an activity.
  He's gone shopping. (He is at the shop now.)
  He's been shopping. (He has returned.)

1 Complete the sentences. Use the present perfect form of the verbs in brackets.

1 I'*ve finished* washing the car. (finish)
2 We .... so many great paintings today. (see)
3 Your postcard from Tom .... . (not arrive)
4 You .... a letter to your aunty. (not write)
5 They .... visiting the museums. (enjoy)
6 She .... to Leo four times this week. (speak)

First conditional + *if/unless, may/might, be able to*

	Situation	Consequence
+	If I pass all my exams,	my parents will/may/might buy me a present.
–	If I don't pass all my exams,	my parents won't buy me a
	Consequence	**present.**
–	My parents will/may/might not buy me a present	if I don't pass all my exams.
?	Will my parents buy me a present	if I pass all my exams?

- **We use the first conditional to talk about possible situations in the present or future and say what we think the result will be.**
- **We often use if and the present simple to describe the possible action or event.**
  If he doesn't email me, I won't speak to him again.
- **We use** *will/won't* **+ infinitive when we are sure of the result.**
  If we don't leave now, we won't catch the 8.30 bus.
- **We use** *may/might (not)* **to show we are less sure about the consequence.**
  If she sees you, she might leave.
- **We use** *be able to* **to talk about possible abilities.**
  I'll be able to buy it if I save the money.
- **We use** *unless* **to to express exceptions.**
  You won't meet the band unless you're first in the queue.
- **When we use** *if* **to start the sentence, we use a comma between the two parts.**
  If I see him, I'll give him the present.
  I'll give him the present if I see him

2 Complete the sentences with the correct form of the verb phrases in the box.

not listen careful speak quietly not remind them
have a holiday abroad play the guitar
~~go to the park~~ give the password tell him to call me

1 If it's sunny tomorrow, we'*ll go to the park* .
2 If you see him, ... you .... ?
3 You won't understand if you .... .
4 They might not do it if you .... .
5 He won't be frightened if you .... .
6 I won't let you in unless you .... .
7 Unless you practice, you .... .
8 If you pass your exams, you .... .

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Grammar reference
Unit 3

Present perfect with still, yet, already and just

- We often use *still, yet, already* and *just* with the present perfect.

  Jack's already been to Australia three times.
  I haven't had time to go shopping yet.
  We still haven't decided where to go on holiday.
  Dad's just got home and he's feeling tired.
- We use *still* with negative verbs to express that something we expected has not happened, but imagine it will happen in the future. We put *still* directly after the subject.

  My uncle still hasn't telephoned.
- We use *yet* with negative verbs to emphasise that something we expected has not happened. We put *yet* after the complete verb phrase.

  John hasn't arrived yet.
- We use *yet* in questions to ask about things we don't think have happened.

  Have you bought the train tickets yet?
- We use *already* to explain that something happened before we expected or to emphasise it has happened. We usually put *already* between *have* and the past participle.

  I've already booked our summer holiday.
- We use *just* with the present perfect to talk about very recent events and actions.

  I've just heard the good news. It's fantastic!

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

1 You *still* haven't bought me a birthday present.
2 I haven't seen the Superman film .... .
3 Harry's .... broken his new computer.
4 They haven't asked their parents .... .
5 I've .... had some juice.
6 Lucy .... hasn't decided what she wants to do at university.

2 Complete the sentences. Use the present perfect with *still, yet, already* or *just* and the phrases in the box.

not eat ~~have some juice~~ start see not hear

1 Do you want a drink?
No, thanks. I've just *had some juice* .
2 What do you think of the news?
I don't know. I .... .
3 Do you want to watch this DVD?
Not really. I .... it.
4 Do the children want some sweets?
No, they .... their dinner .....
5 Sorry, I'm late.
It's OK. We .... .

Present perfect and past simple

Past simple

+	I/he/she/it/ we/you/they	went	for a walk.
–	I/he/she/it/ we/you/they	didn't go	for a walk.
?	Did	I/he/she/it/we/you/ they	go for a walk?
+	Yes,	I/he/she/it/we/you/ they	did.
-	No,	I/he/she/it/we/you/ they	didn't.

3 This is what Alan, Saule and Dinara did last holidays. Use information to write questions and short answers.

	Alan	Saule and Dinara
go climbing	✗	✓
go to a summer camp	✓	✓
go on a safari	✗	✓
go sailing	✓	✗
go skiing	✗	✗
go to a theme park	✓	✓
go on a guided tour	✗	✓

Did Alan go skiing?
No, he didn't.
Did Saule and Dinara go to a summer camp?
Yes, they did.

4 Write the questions for these answers.

1 I arrived in Astana at 7 am.
What time did you arrive in Astana?
2 I came to school by bus.
3 She went skiing last holidays.
4 They played volleyball yesterday evening.

5 Answer the questions for you.

1 What did you do at the holidays?
2 Where did you go for your holiday?
3 Wat did you have for breakfast?
4 What did you get for your birthday last year?

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- We use the past simple when the moment in which something happened has ended. When it happened isn't always mentioned, usually because it is clear.
  I went to Liverpool in June. (It's now July.)
- We use the present perfect when something started or happened in the past and continues to be true.
  We can say how long something has been true, but not when it started.
  I've been to Liverpool. (When isn't specified, but continues to be true.)
  They've begun the exam. (The exam hasn't finished.)

6 Complete the conversation. Use the present perfect or the past simple form of the verbs in brackets.

Mum: Damir, [1] *have you seen* (you/see) Aidana?
Damir: No, [2] .... (not see) her since last night. We [3] .... (watch) TV but she was tired, so she [4] .... (go) to bed. Why?
Mum: She isn't here and she [5] .... (go) to school. Her teacher [6] .... (just call).
Damir: I don't know. [7] .... (you ask) Dad?.
Mum: I rang the office, but he [8] .... (still not reply) to my message.
Aidana: Hi!
Mum: Aidana! Where [9] .... (you be)?
Aidana: Sorry, Mum. I [10] .... (not feel) very well, so I [11] .... (go) to the doctor.

Present simple passive

+	This bottle		is made	of plastic.
+	These toys		are made	
–	This bottle		isn't made	
–	These toys		aren't made	
?	Is	this bottle	made	of plastic?
?	Are	these toys		
Yes, it is/they are.			No, it isn't/they aren't.	

- We use the passive to describe a process. We are usually not interested in, or don't know, who does this process.
  English is spoken in most shops and restaurants.
  Credit cards aren't accepted without ID.
- To form the present simple passive we use *is/are (not)* + past participle.
  Coffee isn't grown in Europe.
  The streets are cleaned on Sundays.
  * See page 141 for a list of irregular past participles.
- We form questions with *is/are* + subject + past participle.
  We put *Wh-* question words before *is/are*.
  Is the main square decorated in the holidays?
  When are the exam results emailed to students?
  How many photos are uploaded a week?

7 Write present simple passive questions.

1 Where / buy / postcards ?
  Where are postcards bought?
2 When / organaise / tour for visitors ?
3 Why / clean every day / swimming pool ?
4 How often / display / fireworks ?
5 Where / take / holiday photos ?
6 Why / close at night / park ?
7 How / make / decorations ?
8 Where / traditional food / serve ?

8 Match the answers to the questions in Exercise 7.

a It is closed for safety reasons.
b Photos are usually taken at popular landmarks.
c They are displayed every weekend.
d They are bought in souvenir shops.
e Tour are organased every morning.
f Traditional food is served in local restaurants.
g It is cleaned every day to keep it safe and beautiful.
h They are made by hand.

9 Use a word from each box to complete the sentences. Use the present simple passive.

bananas	spaghetti	cakes
~~tea~~	fish	chocolate

~~drink~~	catch	cook
bake	make	grow

1 *Tea is drunk* in most countries.
2 .... from cocoa beans.
3 .... in an oven.
4 .... in rivers and at sea.
5 .... in Jamaica.
6 .... in boiling water.

10 Rewrite the sentences using the present simple passive.

1 They clean the windows every month.
  The windows are cleaned every month
2 They don't update their blog every day.
3 People take a lot of photos on mobile phones.
4 The hotel serves breakfast from 7–10 am.
5 Do they give students a certificate at the end of the year?
6 People ask a lot of questions in my class.

Teacher Week-Lomonosov

Grammar reference

Unit 4

will, might/may

+	I/He/She/It/We/ You/They	will, might/may	help.
–		won't, might not/may not	
?	Will, Might/May	I/he/she/it/we/you/they	help?
+	Yes,	I/he/she/it/we/ you/they	will, might/may.
–	No,		won't, might not/may not.

- We can use *will* and *might/may* to give our opinions about the future.
  When she gets here, she'll want to speak to you.
  I might travel round the world next year.
  She may go to India next year.
- We use *will* and won't to show we are sure about the future.
  We'll go to the party later.
  She won't text you because she's angry with you.
- We use *might/may* and *might not/may not* to show we are not sure about the future.
  I might go to the party later. (I'm not sure.)
  She may not call you if she's busy.
- We use an infinitive without *to* after *will* and *might/ may*.
  He'll to go shopping. *He may to go out later.*

1 Complete the conversations with *might (not)/ may (not)* or *will* and the ideas in brackets.

1 **A:** What are you doing this weekend?
B: I'm not sure. I *might stay in* . (stay in)
2 **A:** Where are you going to meet Megan?
B: We haven't decided. We .... . (at the park)
3 **A:** I hope she gets the tickets.
B: Relax. The stadium is really big – the tickets .... . (not sell out)
4 **A:** I've bought Harry a birthday present.
B: I'm sure he .... . (love it)
5 **A:** When is Paula going to see Ethan?
B: I think .... . (on Thursday)

Adverbs of possibility

- We often use adverbs after *will* and *might* to emphasise our feelings about the future.
- We often use *definitely* and certainly with *will* to emphasise we are sure about a future event or action.
  I'll definitely have a look at the website this evening.
  They certainly won't win the match against Liverpool.
- We often use probably with *will* to emphasise we are not completely sure about a future action or event.
  Natalie will probably be interested in this.

2 Choose the correct words.

1 I'll **probably / certainly** buy the red one, but I'm going to think about it.
2 She'll **definitely / probably** be late. She always is!
3 We **definitely will / 'll definitely** do it.
4 They **will probably / certainly will** need some help.
5 He **probably / definitely** won't know, but ask!

be going to/Present continuous

+	I	'm	going to	tell him.
	He/She/It	's		
	We/You/They	're		
–	I	'm not		
	He/She/It	isn't		
	We/You/They	aren't		
?	Am	I		tell him?
	Is	he/she/it		
	Are	we/you/they		

- We use *be going to* to talk about future actions we intend to do.
  After we finish school, I'm going to go to work.
  My grandparents are going to stay with us at the weekend.
- We use *will* to talk about predictions in the future.
  She won't find it – she always gets lost!
  They'll be late for the party. They always are.
- We use the present continuous to talk about actions and event that are happening right now and for future arrangements when they have a fixed date.
  They're getting married this summer.
  She isn't coming to the party.

3 Choose the correct form to complete the conversation.

A: What time [1] **are you catching / will you catch** the bus to London?
B: Eleven o'clock – so I [2]**will leave / 'm leaving** in ten minutes. I [3]**will / 'm going to** meet Alex at the bus station.
A: What [4]**are you going to / will you** do in London?
B: Well, I think the weather [5]**will be / is being** nice so we [6]**will / 're going to** take a boat ride along the Thames. Then we've got tickets for a walking tour so we're [7]**going to meet / meeting** our guide at one o'clock in Trafalgar Square.
A: That sounds like fun. Have a great time.

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Grammar reference
Unit 5

-ing forms

- For most *-ing* forms, we simply add *-ing* to the infinitive.
  finish – finishing *try – trying*
  consider – considering
- We need to make spelling changes to some verbs.
  live – living *write – writing*
  lie – lying *die – dying*
  chat – chatting *plan – planning*
- We use the *-ing* form as a noun, and to make noun phrases.
  Swimming is great exercise.
  My favourite hobby is dancing.
  Being the oldest child can be difficult sometimes.
  She thinks having a school prom is a terrible idea.
- We use the *-ing* form after certain verbs and certain expressions.
  She suggested buying the phone with the 13 megapixel camera.
  I don't mind helping you put up the decorations.
- Some common verbs and expressions which need an *-ing* form include **be good/bad at, can't stand, celebrate, don't mind, enjoy, hate, imagine, like, love, miss, practise, recommend** and **suggest**.
- Some verbs can have an object before the *-ing* form.
  We miss you telling us jokes in class.
  They don't like him singing in the shower.
- We also use the *-ing* form after prepositions.
  My dad's not very good at cooking, but he tries very hard.
  She spends a lot of money on going to concerts.

1 Complete the sentences with the *-ing* form of the verbs in the box.

shop worry ~~be~~ see wait

1 *Being* the youngest child is great.
2 .... isn't much fun when you don't have any money.
3 .... my sister win the race was amazing.
4 It's difficult sometimes, but .... doesn't help.
5 .... to get the results is terrible.

2 Complete the sentences with the *-ing* form of the verbs in brackets.

1 When I was younger, I loved *riding* (ride) my bike.
2 My dad suggested .... (get) the train, not the bus.
3 I can imagine our band .... (play) in a stadium one day.
4 Our teacher recommended .... (watch) the film after we finished the book.
5 She can't stand .... (dress up).

3 Complete the sentences with the verbs in the box in the *-ing* form after the preposition.

see remember sell ~~go~~ buy

1 I thought we'd agreed on *going* to the concert.
2 Your grandma is really looking forward to .... you at Christmas.
3 Conner's really bad at .... to set the alarm clock.
4 My brother spends a lot of money on .... vinyl records.
5 Duman was talking about .... his guitar last week.

Infinitives

- We usually use the infinitive with *to* after adjectives.
  You were lucky to get tickets for the match.
  I'm very pleased to meet you!ng
- We use the infinitive with *to* after certain verbs.
  Kaitlyn offered to lend me her camera.
  We've decided to watch a film this evening.
- Some common verbs which need an infinitive with *to* include **agree, ask, choose, decide, expect, hope, learn, offer, promise, seem, teach, wait, want** and **would like**.
- Some verbs usually need an object before the infinitive with *to*.
  My dad taught me to ride a bike.
  I didn't invite Nathan to come with us.
- Some verbs can have an object before the infinitive with *to*.
  They asked us to turn the music down.
  She'd like everyone to get here for 8 o'clock.

4 Complete the sentences with the infinitive form of the verbs in brackets.

1 It's great *to see* (see) you again.
2 I was really surprised .... (win) first prize!
3 We're sorry .... (hear) you're not feeling well.
4 I'll be ready .... (go) out in 10 minutes.
5 It's going to be difficult .... (finish) the project this weekend.

5 Complete the sentences with the infinitive form of the verbs in the box.

study go make spend ~~get~~

1 My parents have promised *to get* me a new laptop for my birthday.
2 She's been learning .... jewellery.
3 My brother's chosen .... to university in Almaty.
4 I'm planning .... a year travelling the world when I leave school.
5 We agreed .... together, so when are you free?

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Grammar reference
Unit 6

Present perfect with *for* and *since*

- We use for and since with the present perfect to say how long something has been true.
  I've lived here since I was seven.
  She hasn't gone climbing for three years.
- We use for with periods of time.
  My parents have been married for twenty-one years.
- We use since with a reference to a specific time.
  I've known her since 2009.
  Emma and Anna haven't spoken since the party.

1 Complete the table with the words in the box.

~~three weeks~~ Monday 2008 a long time
two hours last December this morning
months twelve weeks

for	since
three weeks	

2 Complete the sentences with the present perfect form of the verbs in brackets and choose *for* or *since*.

1 I .... (not visit) art galleries **for/since** I was very young.
2 She .... (work) in her studio **for/since** twenty years now.
3 We .... (know) each other **for/since** a long time.
4 My aunt .... (show) her sculptures in exhibitions **for/since** 2010.
5 He .... (not practise) drawing **for/since** months.
6 I .... (not hear) anything so beautiful **for/since** years.
7 We .... (be) busy **for/since** we left the hotel.
8 We .... (not eat) **for/since** lunchtime.

3 Rewrite the sentences using the present perfect with *for* or *since*.

1 They arrived in Istanbul 24 hours ago.
They have been in Istanbul for 24 hours.
2 Jake hasn't heard such beautiful music in years.
3 They started being busy when they left the hotel.
4 They haven't eaten anything after lunchtime.
5 Dad hasn't painted the view since this morning.
6 My aunt started working in her studio 20 years ago.
7 I started visiting art galleries when I was very young.
8 She started showing her sculptures in exhibitions in 2010.

Present perfect with ever/never

?	Have	I/we/you/they	ever	seen	the film?
	Has	he/she/it			
+	I/We/You/They	have	never		the film.
	He/She/It	has			

- We often use *ever* in present perfect questions when the exact time isn't important.
  Has she ever had piano lessons?
  Have you every broken your arm or leg?
- We often use *never* to say not at any time when answering these questions.
  He's never met anybody famous.
  I've never lived in another city. I've only ever lived here.

4 Look at the table. Write present perfect questions with ever. Then write the correct answers.

	Charlotte	Aiden and Milo	You
climb a mountain	1 ✓	5 ✗	9 ?
win a prize	2 ✗	6 ✓	10 ?
go to a music festival	3 ✗	7 ✓	11 ?
make a cake	4 ✓	8 ✗	12 ?

1 *Has Charlotte ever climbed a mountain? Yes, she has.*

5 Complete the conversation. Use the present perfect form of the verbs in brackets.

A: [1] *Have* you *heard* (hear) the new Kaiser Chiefs CD?
B: No, I [2]..... I prefer pop music.
A: Oh! What bands [3].... you .... (see) in concert?
B: I [4].... (never see) a band in concert. I don't like loud noise and lots of people.
A: I love it! I [5].... (be) to lots of concerts. [6].... you (ever be) to the small concerts in town?
B: No, I [7].... .
A: I [8].... (buy) two tickets to see a new band this weekend. Do you want to come?
B: Maybe. I [9].... (not finish) my homework and my mum [10].... (ask) me to help her too.
A: Come on!
B: OK!

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Grammar reference
Unit 7

have to/don't have to

+	I/We/You/They	have to	practise.
+	He/She/It	has to	
–	I/We/You/They	don't have to	
–	He/She/It	doesn't have to	
?	Do	I/we/you/they	have to practise.
?	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 use have to to say what is necessary to do.
  You have to answer all the questions in the exam.
  Toby has to look after his sister this afternoon.
- We use don't have to to say what isn't necessary to do, but is an option or a choice.
  I don't have to help you with the homework.
  Elsie doesn't have to get up early tomorrow.
- Question words go at the beginning of the question.
  How much homework do you have to do?
  When do we have to make a decision?

1 Complete the sentences with the correct form of *have to*.

1 You *don't have to* phone. You can email for information.
2 At my school, we .... play hockey, but there is a school team.
3 Doctors .... study for seven or eight years.
4 Why .... she .... do the exam again?
5 .... we .... bring our instruments with us?

2 Complete the sentences with *don't have to, doesn't have to* or *mustn't*.

1 He *doesn't have to* get up early tomorrow.
2 He .... eat in here – it isn't allowed.
3 I .... give this to the teacher until Friday.
4 She .... use those scissors – they're dangerous.
5 You .... forget to feed the cat.

Past simple vs. past continuous

- We use the past continuous to talk about actions in progress at a certain time in the past.
  At lunchtime, it was raining.
- We form affirmative sentences with subject + *was/were* + verb + *-ing*.
  He was crying.
  We weren't listening.
- We form the negative *with was/were + not (n't)* + verb + *-ing*. *Not* is usually contracted.
  They weren't helping to tidy.

+	I/He/She/It	was running	in the morning.	
+	We/You/They	were running		
–	I/He/She/It	wasn't running		
–	We/You/They	weren't running		
?	Was	I/he/she/it	running	in the morning?
?	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.	

We also use the past continuous:

- to set the scene or describe background actions at a certain time in the past.
  In the park, people were jogging and relaxing.
- to describe actions in progress interrupted by shorter ones at a certain time in the past.
  His family were looking for him, when helicopter found him.
- to describe two actions that were in progress at same time in the past.
  While my mum was watching her series, I was cooking dinner.

3 Complete the sentences with the correct form of the verb in the brackets.

1 Sam .... (travel) around Australia when he .... (decide) to work on a ranch.
2 He .... (run) and .... (listen) to music when he .... (realise) he was lost.
3 The helicopter .... (fly) over the desert when it .... (see) Sam.

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

When I woke up, it [1] *was raining* (rain). I [2].... (walk) to the bathroom, but my brother [3].... (have) a shower. I [4].... (tell) him to be quick and then I [5].... (go) to the kitchen. Dad [6].... (read) the newspaper, and Mum [7].... (listen) to the news.' [8].... (you sleep) well?' asked Dad. 'No,' I said, 'I [9].... (have) a very strange dream about a horse in my English class!

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Grammar reference

Unit 8

should

+	I/You/He/She/It/	should	help.
	We/You/They		
–	I/You/He/She/It/	shouldn't	
	We/You/They		
?	Should	I/you/he/she/it/we/you/they	help?
+	Yes,		should.
–	No,		shouldn't.

- We use should to say what we think is a good idea, or important to do.
  You should organise a party for your birthday.
  They should ask the teacher.
- Should is the same in all forms.
- We use an infinitive without to after should.
  John should to get more sleep.

1 Complete the sentences with the correct form of *should* and the verbs in the box.

invite ~~try~~ not play listen wear not talk

1 You *should try* harder – you can do it!
2 She .... her music loudly.
3 What .... I .... to the party?
4 They .... in here – it's a library.
5 .... we .... Leo to the cinema with us?
6 He .... to the teacher in class.

must

+	I/You/He/She/It/	must	go.
	We/You/They	mustn't	
?	Must	I/you/he/she/it/we/you/they	go?
+	Yes,		must.
–	No,		mustn't.

- We use *must* to say what we think is necessary to do.
  You must listen to this song. It's fantastic!
- We use *mustn't* to say what we think is necessary not to do.
  We mustn't forget to buy her a present.
- *Must* is the same in all forms.
- We use the infinitive without to after *must*.
  You must remember that story. (~~You must to remember that story.~~)

2 Choose the correct words.

1 You **should / mustn't** forget to call me tonight.
2 Students **should / mustn't** run in the corridors.
3 You **must / shouldn't** stay up so late – you're tired today.
4 I think they **must / should** relax more.
5 We **shouldn't / mustn't** be noisy in the library.

Past simple passive

+	The rubbish was	thrown away.	
	The old chairs were		
–	The rubbish wasn't		
	The old chairs weren't		
?	Was the rubbish	thrown away?	
	Were the old chairs		
Yes, it was/they were.		No, it wasn't/they weren't.	

- We use the past simple passive to describe processes in the past.
  Last year, a trip to Italy was organised at the end of term.
  The competition winners were given books.
- To form the past simple passive we use *was/were (not)* + past participle.
  The first Disney film was made in 1937.
  Some of us weren't invited to the party.
- To form questions we use *was/were* + subject + past participle. We put *Wh-* question words before *was/were*.
  Were the instructions written in English?
  How much money was taken from her bag?
  In which country was the telephone invented?

Passive + *by*

- We use *by* with the passive to show who or what was responsible for the actions.
  A lot of houses were destroyed by the fire.
  Who was the song Tell me a lie recorded by? I think it was (recorded by) One Direction.

3 Complete the text with the past passive form of the verbs in brackets. Use *by* when necessary.

Modern text messages, or SMS, [1] *were invented* (invent) in 1992. Early messages [2]..... (not write) on a mobile phone, they could only be sent from a computer to a phone. In 1993, the first mobile-to-mobile SMS service [3]..... (introduce) in Sweden. It wasn't immediately popular, but by 2011, an average of 19.9 billion texts [4]..... (send) people every day. In the same year, SMS messages [5]..... (replace) chat apps, such as WhatsApp. They [6]..... (use) to send 19 billion texts a day. Experts think this number is going to double in the next two years.

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Grammar reference

Unit 9

used to and *would*

+	I/You/He/She/It/We/You/They		used to / would	wear jeans.
–	I/You/He/She/It/We/You/They		didn't use to / wouldn't	wear jeans.
?	Did	I/you/he/she/it/we/you/they	use to	wear jeans?
+	Yes,	I/you/he/she/it/we/you/they		did.
–	No,	I/you/he/she/it/we/you/they		didn't.

- used to emphasises that past habits and states are now finished.
  They used to go swimming on Tuesdays.
- We use would to describe past habits, but not states.
  When I was a baby, my parents would take me for a walk every afternoon.
  You used to have a dog. ~~You would have a dog.~~
- We do <u>not</u> use used to or would to talk about things that only happened once, or to say how many times something happened.
  Last year, I went to France. ~~Last year, I used to go to France.~~
  Yesterday, I called him three times. ~~Yesterday, I would call him three times.~~
  We put question words at the beginning of the question.
  What games would you play when you were younger?

1 Write sentences about Chloe's grandmother using used to and didn't use to.

Chloe's grandmother was a punk, but her life is different now. In the 1970s, she . . .

~~wore tight trousers~~. had pink hair.
shocked people. broke the rules.

Now, she. . .

~~wears long dresses~~. likes gardening.
bakes cakes. follows the rules.

She used to wear tight trousers.
She didn't use to wear long dresses.

2 Rewrite the sentences in Exercise 1 with would. If would is not possible, write ✗.

She would wear tight trousers.

Past perfect

+	I/You/He/She/It/We/You/They	had	expected it.
–	I/You/He/She/It/We/You/They	hadn't	expected it?
?	Had	I/you/he/she/it/we/you/they	wear jeans?
+	Yes,	I/you/he/she/it/we/you/they	did.
–	No,	I/you/he/she/it/we/you/they	didn't.

- We form the past perfect with had + past participle.
  I'd seen the film before, so I was bored.
- We use the past perfect when we are talking about the past, but want to go back to an earlier time.
  Jack didn't want to come with us because he'd been there last year..
- We do ~~not~~ use the past perfect simply because something happened a long time ago. We use it with other past tenses to make the order things happened clear.
  Ashley didn't get the email because I had typed Ash_55, not Ash-55.
  We put question words at the beginning of the question.
  How far had you walked before you realised you were lost?

3 Complete the sentences with the past perfect form of the verbs in the box.

go ~~not tell~~ not win not meet
miss not remember

1 I didn't know. You *hadn't told* me.
2 2 My aunt wasn't at home. She .... out.
3 3 He didn't have a present for me. He .... my
4 birthday. 4 I met Ann for the first time last week. I .... her before.
5 It was the first game we won. We .... a game before.
6 Samal arrived late. She .... the 7 o'clock train.

4 Match the two parts of the sentences.

1 By the time we arrived at the party,
2 She didn't go to the meeting because
3 After they had eaten dinner,
4 When he got to the cinema,
5 I had just finished my homework
a he realised he had forgotten his wallet.
b everyone had already gone home.
c they went for a walk.
d when my mom called me to eat.
e she had already made other plans.

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Vocabulary Bank

UNIT 1



Jog your memory!

1 **Cover the rest of the page. How many free time activities and adjectives of feeling can you remember?**

Free time activities (page 5)

draw pictures	read books or magazines
have a party	spend time with your family
meet friends	take photos
play an instrument	use the Internet
play computer games	watch films

1 **Look at the words in the box. Write the words in order of your favourite to your least favourite.**

2 **Compare your list with your partner. Do you enjoy doing the same kinds of things?**

Adjectives of feeling (page 8)

afraid	bored	~~excited~~	surprised
upset	angry	embarrassed	interested
tired			

1 **Look at the words in the box. Write them in the correct column.**

2 **Choose one of the words but don't tell your partner. Mime the word. Can your partner guess what words it is?**

Explore expressions with *have* (page 6)

a good time	a rest	a meal
a shower	a problem	a party

1 **Which verb goes with the words in the box?**

2 **Add the following words to the correct column.**

sure housework a party a bed fun
homework a favour a cake a swim
a suggestion shopping

make	do	have
sure	*housework*	*a party*

Explore making nouns from verbs (page 11)

1 **Look at these verbs. Write the noun.**

have a party *having a party*.

meet friend	....	take photos	....
play an instrument	....	use the Internet	....
play joke	....	watch films	....
read books	....		

2 **Make nouns from verbs and write true and false sentences for you.**

I think meeting friends is boring.

3 **Work with a partner. Guess which of your partner's sentences are true and false.**

Study tip

Write other forms of words in your vocabulary notebook to help extend your vocabulary.

excited angry

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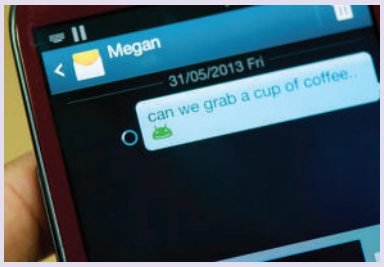
Vocabulary Bank





Jog your memory!

1 **Cover the rest of the page. How many communication words can you remember?**





Communication (page 17)

blog post	phone call
chatting	Skype™
email	text message
social media post	Tweet
forum	

1 **Look at the words in the box. Where can you …**

- see pictures and information about your friends?
- see and talk to someone?
- only use 140 characters to say what you want?
- read about someone's thoughts, opinions or experiences?
- talk about a subject with other people online?

Communication verbs (page 20)

argue	gossip
boast	joke
complain	shout
criticise	whisper

1 **Look at the words in the box. Write sentences about each verb.**

I often argue with my sister.

2 **Work with a partner. Read your sentences but don't say the verb. Your partner guesses the verb.**

You should in the library. (whisper)

Explore communication collocations (page 18)

digital	friends
face-	generation
social	network sites
status	to-face
virtual	update

1 **Look at the words in the boxes. Match them to make collocations.**

You should in the library. (whisper)

2 **Look at the text on page 18. Can you complete three more collocations?**

a …. media
b online ….
c …. forum

Explore phrasal verbs (page 23)

go up
get by
keep on
come into use
turn into

1 **Look at the phrasal verbs in the box. Work with a partner and write an example sentence for each one.**

2 **Check your answers on page 23. Correct any sentences that are wrong.**



Study tip

Sort words in your vocabulary book by collocations.

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Vocabulary Bank









Jog your memory!

1 **Cover the rest of the page. How many expressions with go and phrasal verbs can you remember?**

Expressions with *go* (page 31)

a guided tour	sailing
a safari	skiing
a school exchange	summer camp
a theme park	trekking
climbing	

1 **Look at the words and phrases in the box. Match them with the correct heading.**

go	go on	go to

2 **Compare your list with your partner. Talk about which of the activities you like doing or have done.**

I go on a summer camp every year. I really enjoy it. We went trekking in the mountains last year.

Phrasal verbs (page 34)

chill	back
come	off
find	out
look	out
pick	round
set	up

Explore interesting adjectives (page 37)

important	spectacular
amazing	popular
striking	

1 **Look again at page 37. What additional adjective is used to describe the tattoos?**

2 **Write a sentence to show the meaning of each adjective.**

I have got some really important exams next week.

amaze (v) amazing (adj) amazingly (adv)

Study tip

Write other forms of words in your vocabulary notebook to help extend your vocabulary.

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UNIT 4

Vocabulary Bank





Jog your memory!

1 **Cover the rest of the page. How many words to describe space, the Earth and energy issues can you remember?**

Space and Earth (page 43)

atmosphere	planet
climate	space
Earth	sunrise
the Moon	sunset
ocean	the universe

2 **Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can you partner guess what it is?**

You can see this in the morning.

Energy issues (page 46)

consume
leave on standby
reduce
save energy
switch off
turn down
waste

1 **Turn to page 46. Look at the definitions again.**

2 **Can you remember them all? Give examples of what you do to save energy in your house.**

I never leave the TV on standby.

Explore interesting adjectives (page 37)

bring	*down*	knock	....
cut	....	put	....
keep	....		

1 **Look at the verbs in the box. Write *down, on* or *up* to make a phrasal verb.**

2 **Check your answers on page 49. Can you think of an example sentence for each phrasal verb?**

When they brought down the price of the laptop, I had enough money to buy it.

Study tip

Use a dictionary to check how words are spelt, the pronunciation and the type of word it is.

consume (verb) [T] /kən'sju:m/
to use fuel, energy or time, especially in large amounts

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Vocabulary Bank









Jog your memory!

1 **Cover the rest of the page. How many words to describe art, the media and instruments can you remember?**

Art and media (page 61)

busker	journalist
concert	newspaper
DJ	painting
exhibition	radio
gallery	sculpture
graffiti	

1 **Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?**

You can hear a band play here.

wind	string	percussion

Instruments (page 64)

banjo	flute	piano	violin
cello	guitar	recorder	trumpet
clarinet	keyboards	saxophone	tambourine
drums	mouth organ		

1 **Look at the words in the box. Match them to the correct musical family. Which instrument doesn't fit into any family?**

2 **Talk to your partner about instruments you play or have tried. Which is your favourite?**

Explore collocations (page 62)

good at	post online
make money	take photos
passionate about	work hard

1 **Look at the words in the box. Match them to the correct collocation pattern.**

adjective + preposition	verb + noun	verb + adverb
good at		

2 **Can you add three more words to the chart that collocate with any of the adjectives, prepositions, verbs or nouns?**

Explore phrasal verbs with up (page 67)

dress up	pick up	tidy up
light up	set up	show up

1 **Look at the words in the box. Write an example sentence for three of the phrasal verbs.**

My mum always asks me to tidy up my bedroom.

2 **Look at the verbs below. Which verb doesn't go with up to make a phrasal verb? Can you work out what the preposition is? Use a dictionary to check the meanings.**

look	fall	give
set	add	catch
get	turn	grow

Study tip

Write phrasal verbs in sets.

up	down
dress up	get down
show up	turn down

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Vocabulary Bank



Jog your memory!

1 **Cover the rest of the page. How many words to describe extreme weather and survival essentials can you remember?**

Extreme weather (page 73)

boiling	heavy rain
freezing	high winds
hail	snowstorm
heatwave	thunder and lightning

1 **Look at the words in the box. Write sentences about when you have experienced these weather conditions.**

I went on holiday to Spain last year. It was boiling.

2 **Work with a partner. Talk about your sentences. Where were you and what was the weather like?**

Instruments (page 64)

sun cream	map	first aid kit
water bottle	sleeping bag	camera
sunglasses	penknife	glasses
compass	torch	contact lenses

1 **Look at the words in the box. What do you pack when you go on holiday?**

2 **Add three more items that you usually pack to the list.**

Explore prepositional phrases (page 79)

a ship	the Internet	the planet
both directions	the island	

1 **Look at the words in the box. Write the words in the correct column.**

in	on
	a ship

2 **Add these words to the correct column.**

October	South Africa	the middle
television	total	Earth

Study tip

Keep a record of all your new words. You can write a translation or a definition in your vocabulary notebook or on cards.

hail – granizarhail

© Tekkmek-Tonyson

Vocabulary Bank









Jog your memory!

1 Cover the rest of the page. How many words to describe priorities and healthy habits can you remember?

Priorities (page 87)

chat with	around the house
do	for yourself
get	enough sleep
hang out	friends online
have time	something creative
help	sports
	with friends

Healthy habits (page 90)

exercise regularly	eat fruit and vegetables
drink water	brush your teeth
cook fresh food	have a hobby
be organised	take a break

1 Look at the words in the box. Which things do you do regularly or not at all?

2 Talk to your partner. Discuss how you could be healthier.

Explore verb + noun collocations (page 88)

catch a cold	have a snack
concentrate in your lessons	surf the Internet
get more sleep	watch TV

1 Look at the words in the box. Talk to your partner about when you do these activities or when they happen.

I always catch a cold in the winter.

2 Match the collocations from the text on page 88. Which collocation is a verb + adjective?

get out	relaxed
catch up	a good night's sleep
get	of bed
feel	on sleep

Explore prepositions (page 93)

between	near	over
in front of	of	until

1 Look at the words in the box. Write true and false sentences for you using the prepositions.

My house is near a river.

2 Work with a partner. Say your sentences and guess which sentences are true and which are false.

Study tip

Write collocations together and make a note of the form.

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Vocabulary Bank





Jog your memory!

1 **Cover the rest of the page. How many words to describe clothes and fashion can you remember?**

Adjectives for clothes (page 99)

baggy	fashionable	patterned	smart
casual	old-fashioned	plain	tight

1 **Look at the words in the box. Match the opposite adjectives.**

baggy/tight

2 **Can you add three more adjectives for clothes to the list?**

-ed and *-ing* adjectives (page 102)

bored / boring	excited / exciting
embarrassed / embarrassing	tired / tiring
interested / interesting	worried / worrying

1 **Look at the words in the box. Write six sentences. Use three *-ing* adjectives and three *-ed* adjectives.**

That film was really boring. I was excited about the holidays.

Explore prepositional phrases (page 105)

.... first
.... the same time
go .... sale
keep .... touch
post .... social media
talk .... the phone

1 **Look at the words in the box. Write the correct preposition (*at, in or on*) to make prepositional phrases.**

2 **Write four sentences about yourself using the prepositional phrases.**

I always keep in touch with my friends by text message.

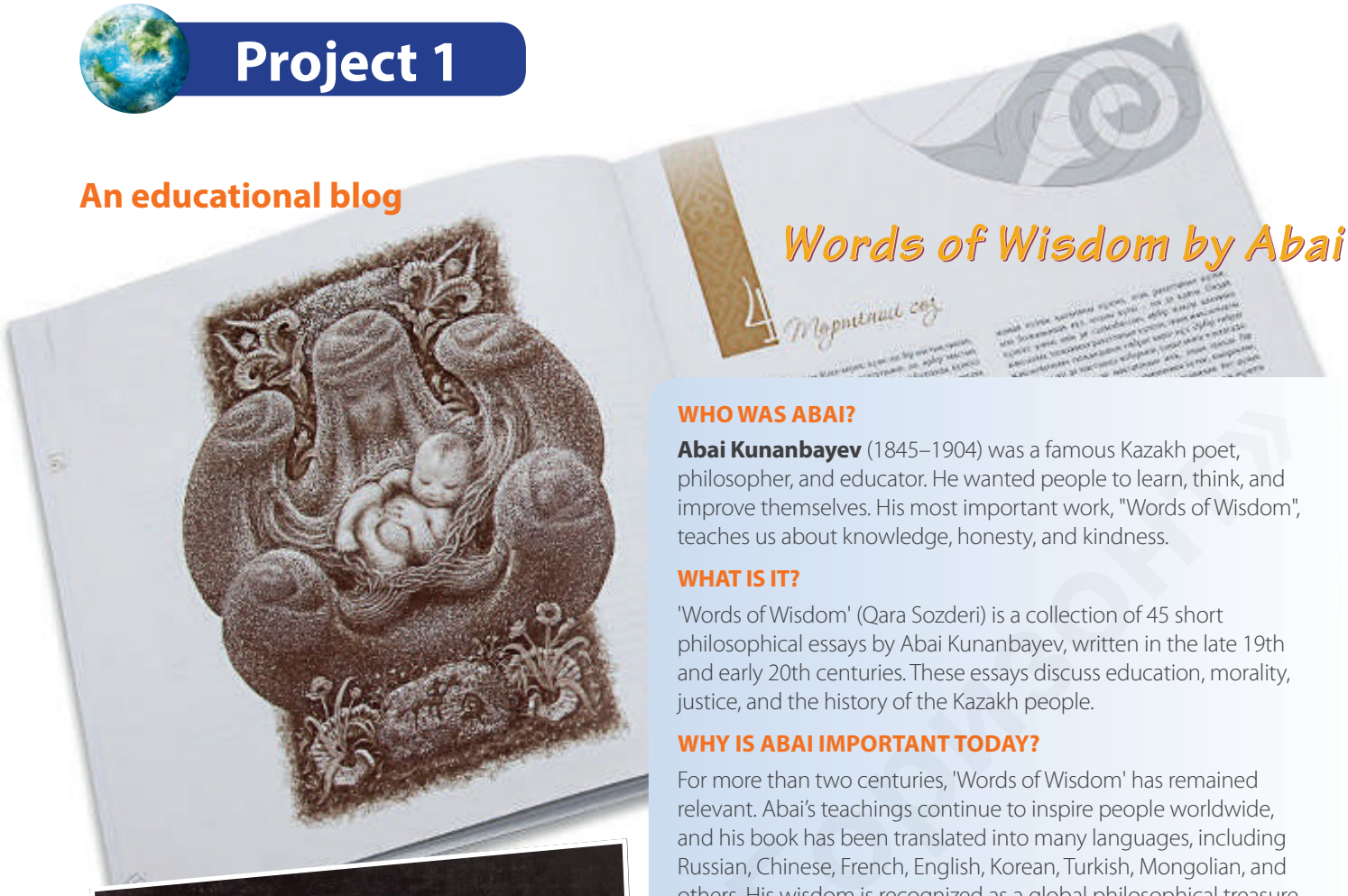
Study tip

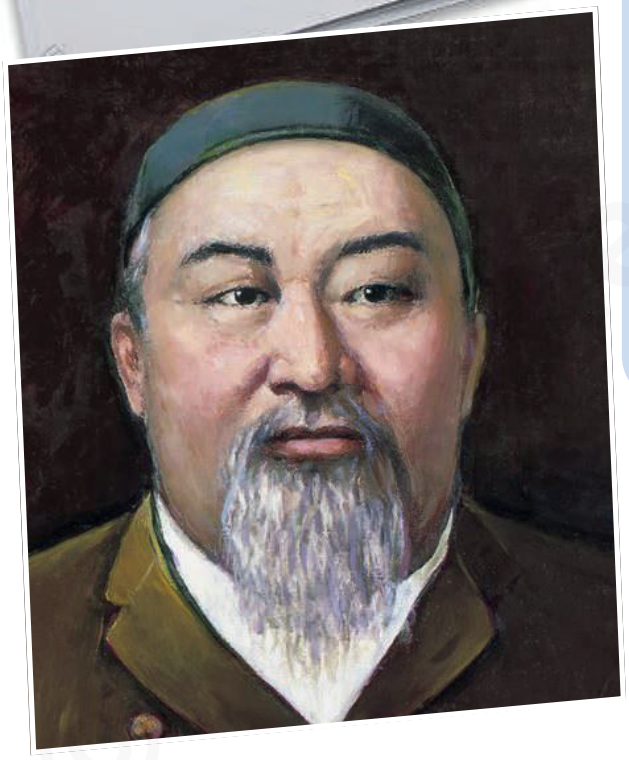
Listen to music and watch films to help you learn new vocabulary. Remember to write new words in your vocabulary notebook.

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Project 1

An educational blog





WHO WAS ABAI?

Abai Kunanbayev (1845–1904) was a famous Kazakh poet, philosopher, and educator. He wanted people to learn, think, and improve themselves. His most important work, "Words of Wisdom", teaches us about knowledge, honesty, and kindness.

WHAT IS IT?

'Words of Wisdom' (Qara Sozderi) is a collection of 45 short philosophical essays by Abai Kunanbayev, written in the late 19th and early 20th centuries. These essays discuss education, morality, justice, and the history of the Kazakh people.

WHY IS ABAI IMPORTANT TODAY?

For more than two centuries, 'Words of Wisdom' has remained relevant. Abai's teachings continue to inspire people worldwide, and his book has been translated into many languages, including Russian, Chinese, French, English, Korean, Turkish, Mongolian, and others. His wisdom is recognized as a global philosophical treasure.

Abai believed that education helps people grow and improve their lives. He encouraged Kazakhs to study science, languages, and literature.

Abai's ideas are still useful in modern life. He believed that people should always learn and respect each other. Many schools and streets in Kazakhstan are named after him.

Look

1 Read the blog post. Answer the questions:

1 When and where was Abai born?
2 What book did he write?
3 Why is he important today?
4 Find one quote from the text.

Prepare

2 Work in groups of three or four. Choose a Kazakh writer, scientist, or philosopher. Use the Internet, books or magazines to find information about …

- Who they were.
- What they wrote or discovered.
- Why they are important today.
- One interesting fact about them.

3 Find photos and illustrations. Create a blog post with text and images.

Present

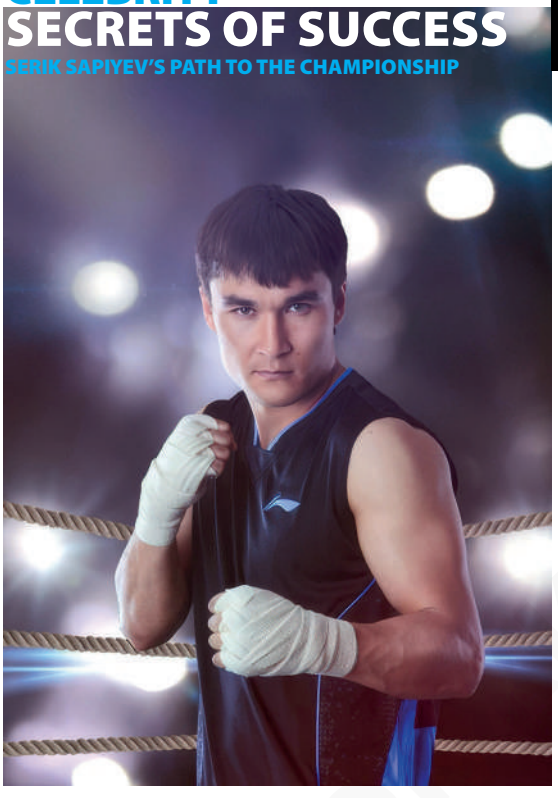
4 Present your blog post to the class. Ask them questions about the person you have chosen. Can they remember the key facts?

Project 2

A magazine article

NAME: Serik Sapiyev
NATIONALITY: Kazakhstani
DATE OF BIRTH: 16th November 1983
STAR SIGN: Scorpio
PROFESSION: Boxing





Serik Sapiyev is one of Kazakhstan's most celebrated boxers. His journey to success was not always easy, but his determination helped him achieve incredible results.

1 ....
Serik's success began in 2004, when he gained attention by winning the World Military Championship in the USA. He became Kazakhstan's first two-time world champion in boxing in China (2005) and in Chicago (2007). Despite setbacks, he never gave up and continued to work hard.

2 ....
In 2010, after he took the third place at the Kazakhstan Championship, some fans doubted his ability to continue at the top level. However, his coaches believed in him, and he proved them right by winning gold at the 2012 London Olympics.

3 ....
Serik says that his coach played an important role in his success. Alexander Strelnikov taught the young athlete that discipline and strategic thinking are essential skills both in sports and life. Serik also learned to stay focused and not let emotions control him in the ring.

4 ....
Serik believes that success is a combination of effort and destiny. He approached boxing like a chess game, always thinking several steps ahead of his opponent.

Serik Sapiyev's story is an inspiration to athletes everywhere. His dedication, mental strength and ability to learn from failures made him a true champion.

Look

1 **Read the text. Then cover the text and try to remember four things that Serik does to become a champion. Compare your ideas with a partner.**

2 **Match the headings with the paragraphs.**

a Hard Work and Early Achievements
b Champion's Mindset
c Overcoming Challenges
d Learning from Mentors

Prepare

3 **Work in groups of three or four. Choose a famous celebrity. Use the Internet, books or magazines to find information about him/her. Find out about …**

- his/her career.
- what he/she has won.
- any secrets of successs he/she has.

Present

4 **Display the magazine article on the wall in your classroom. Ask your classmates to read it. Have a class vote to choose the most impressive success story.**

Project 3

An unusual hobby poster



PARKOUR

take to the streets!

WHAT IS IT?

Parkour comes from military training and involves running, jumping and climbing over obstacles outdoors. It can also involve moving on your hands and feet like a cat. It is a non-competitive activity which started in France in the 1980s and became popular through documentaries, fi lms like Casino Royale (a James Bond movie) and TV advertisements. People who do the sport are called traceurs (for boys) or traceuses (for girls).

WHAT DO YOU NEED?

Nothing! You don't have to use any special equipment. Traceurs usually wear casual, sporty clothes like T-shirts, tracksuit bottoms and running shoes.

WHERE CAN YOU DO IT?

The best thing about parkour is that you can do it anywhere! Traceurs use urban and rural areas in places like parks, playgrounds, gyms and offices.

HOW CAN YOU DO IT?

Start by following the steps below:
1. Find somewhere safe like a park or a garden.
2. Practise running and jumping to help improve your balance.
3. Then try to jump backwards or do cartwheels (when you stand onyourhands and land on your feet).
4. Finally, try to do this from a small height and land on the ground. And this is parkour!

Look

1 Read the poster. Answer the following questions.

1 Which actions does parkour involve?
2 When and where did it start?
3 How did it become popular?
4 What do traceurs wear?
5 Where can you do it?
6 Name two parkour movements from the text.

Prepare

2 Work in groups of three or four. Choose an unusual hobby that is popular with teenagers in your country. Use the Internet, books or magazines to fi nd information about it. Findoutabout …

- where it comes from.
- what you need.
- where you can do it.
- how to do it

3 Find photos or draw pictures of the activity. Make a poster with the photos and the information about it.

Present

4 In your groups present your poster to the rest of the class. Then ask them questions about the hobby. Can they remember all the important facts?

Project 4

UNIT 4

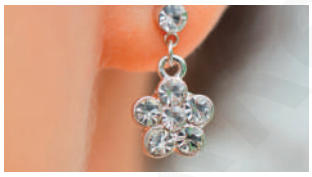
An information leaflet



Look

1 Match the words in the box with the pictures.

bracelet earring jewellery necklace






2 Read the text. Match the questions with the paragraphs.

a What can you make?
b What is it made of?
c Why is it the best 'green' product?
d What is it?

Prepare

3 Work in groups of three or four. Use the Internet to find examples of recycled products based on things you can find in your home. Choose your favourite one and make notes about it. Use the questions in Exercise 2 to help you.

4 Make an information leaflet on your favourite recycled product. Use photos or draw a picture of the product and the information in Exercise 3. Then think of a title which relates to the product and its use.

Present

5 Display the leaflet on the wall in your classroom. Ask your classmates to read it. Then test their memory using the questions in Exercise 2. Have a class vote to choose the best 'green' product.

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Irregular verbs

infinitive	past simple	past perfect	kazakh	russian
be [biː]	**was/were** [wɒz / wɜː]	**been** [biːn]	болу	быть
become [bɪˈkʌm]	**became** [bɪˈkeɪm]	**become** [bɪˈkʌm]	болу	становиться
begin [bɪˈgɪn]	**began** [bɪˈgæn]	**begun** [bɪˈgʌn]	бастау	начинать
bite [baɪt]	**bit** [bɪt]	**bitten** [ˈbɪtn]	шағу	укусить
blow [bləʊ]	**blew** [bluː]	**blown** [bləʊn]	соғу	дуть
break [breɪk]	**broke** [brəʊk]	**broken** [ˈbrəʊkən]	сындыру	сломать
bring [brɪŋ]	**brought** [brɔːt]	**brought** [brɔːt]	әкелу	принести
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]	салу	строить
burn [bɜːn]	**burnt/burned** [bɜːnt / bɜːnd]	**burnt/burned** [bɜːnt / bɜːnd]	өртеу	сжечь
buy [baɪ]	**bought** [bɔːt]	**bought** [bɔːt]	сатып алу	купить
can [kæn]	**could** [kʊd]	–	істей алу	мочь
catch [kætʃ]	**caught** [kɔːt]	**caught** [kɔːt]	ұстау	поймать
choose [tʃuːz]	**chose** [tʃəʊz]	**chosen** [ˈtʃəʊzn]	таңдау	выбрать
come [kʌm]	**came** [keɪm]	**come** [kʌm]	келу	приходить
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]	кесу	резать
dig [dɪg]	**dug** [dʌg]	**dug** [dʌg]	қазу	копать
do [duː]	**did** [dɪd]	**done** [dʌn]	жасау	делать
draw [drɔː]	**drew** [druː]	**drawn** [drɔːn]	сурет салу	рисовать
dream [driːm]	**dreamt/dreamed** [dremt / driːmd]	**dreamt/dreamed** [dremt / driːmd]	армандау	мечтать
drink [drɪŋk]	**drank** [dræŋk]	**drunk** [drʌŋk]	ішу	пить
drive [draɪv]	**drove** [drəʊv]	**driven** [ˈdrɪvn]	жүргізу	водить
eat [iːt]	**ate** [et / eɪt]	**eaten** [ˈiːtn]	тамақтану, жеу	есть
fall [fɔːl]	**fell** [fel]	**fallen** [ˈfɔːlən]	құлау	падать
feed [fiːd]	**fed** [fed]	**fed** [fed]	тамақтандыру	кормить
feel [fiːl]	**felt** [felt]	**felt** [felt]	сезіну	чувствовать
fight [faɪt]	**fought** [fɔːt]	**fought** [fɔːt]	күресу	бороться
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]	табу	найти
fly [flaɪ]	**flew** [fluː]	**flown** [fləʊn]	ұшу	летать
forget [fəˈget]	**forgot** [fəˈgɒt]	**forgotten** [fəˈgɒtn]	ұмыту	забыть
get [get]	**got** [gɒt]	**got** [gɒt]	алу	получить
give [gɪv]	**gave** [geɪv]	**given** [ˈgɪvn]	беру	дать
go [gəʊ]	**went** [went]	**gone** [gɒn]	бару, жүру	идти
grow [grəʊ]	**grew** [gruː]	**grown** [grəʊn]	өсу	расти
hang [hæŋ]	**hung** [hʌŋ]	**hung** [hʌŋ]	ілу	повесить
have [hæv]	**had** [hæd]	**had** [hæd]	иелену	иметь
hear [hɪə]	**heard** [hɜːd]	**heard** [hɜːd]	есту	слышать
hit [hɪt]	**hit** [hɪt]	**hit** [hɪt]	ұру	ударить
hold [həʊld]	**held** [held]	**held** [held]	ұстау	держать
hurt [hɜːt]	**hurt** [hɜːt]	**hurt** [hɜːt]	жарақаттау	ранить
keep [kiːp]	**kept** [kept]	**kept** [kept]	ұстау	держать
know [nəʊ]	**knew** [njuː]	**known** [nəʊn]	білу	знать
learn [lɜːn]	**learnt/learned** [lɜːnt / lɜːnd]	**learnt/learned** [lɜːnt / lɜːnd]	оқу	учиться
leave [liːv]	**left** [left]	**left** [left]	қалдыру	оставить
let [let]	**let** [let]	**let** [let]	рұқсат ету	позволить
lose [luːz]	**lost** [lɒst]	**lost** [lɒst]	жоғалту	потерять
may [meɪ]	**might** [maɪt]	–	мүмкін	мочь
make [meɪk]	**made** [meɪd]	**made** [meɪd]	жасау	сделать
mean [miːn]	**meant** [ment]	**meant** [ment]	білдіру	означать
meet [miːt]	**met** [met]	**met** [met]	танысу	познакомиться
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]	төлеу	платить
put [pʊt]	**put** [pʊt]	**put** [pʊt]	қою	поставить
read [riːd]	**read** [red]	**read** [red]	оқу	читать
ride [raɪd]	**rode** [rəʊd]	**ridden** [ˈrɪdn]	бару	ехать
run [rʌn]	**ran** [ræn]	**run** [rʌn]	жүгіру	бежать
say [seɪ]	**said** [sed]	**said** [sed]	айту	сказать
see [siː]	**saw** [sɔː]	**seen** [siːn]	көру	видеть
sell [sel]	**sold** [səʊld]	**sold** [səʊld]	сату	продать
send [send]	**sent** [sent]	**sent** [sent]	жіберу	отправить
set [set]	**set** [set]	**set** [set]	орнату	установить
sink [sɪŋk]	**sank** [sæŋk]	**sunk** [sʌŋk]	суға батыру	топить
sing [sɪŋ]	**sang** [sæŋ]	**sung** [sʌŋ]	ән айту	петь
sit [sɪt]	**sat** [sæt]	**sat** [sæt]	отыру	сидеть
shall [ʃæl]	**should** [ʃʊd]	–	тиіс	будет
show [ʃəʊ]	**showed** [ʃəʊd]	**shown** [ʃəʊn]	көрсету	показать
sleep [sliːp]	**slept** [slept]	**slept** [slept]	ұйықтау	спать
speak [spiːk]	**spoke** [spəʊk]	**spoken** [ˈspəʊkən]	сөйлеу	говорить
spend [spend]	**spent** [spent]	**spent** [spent]	жұмсау	тратить
stand [stænd]	**stood** [stʊd]	**stood** [stʊd]	тұру	стоять
steal [stiːl]	**stole** [stəʊl]	**stolen** [ˈstəʊlən]	ұрлау	украсть
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]	жүзу	плавать
take [teɪk]	**took** [tʊk]	**taken** [ˈteɪkən]	алу	брать
teach [tiːtʃ]	**taught** [tɔːt]	**taught** [tɔːt]	үйрету	учить
tell [tel]	**told** [təʊld]	**told** [təʊld]	айту	рассказать
think [θɪŋk]	**thought** [θɔːt]	**thought** [θɔːt]	ойлау	думать
throw [θrəʊ]	**threw** [θruː]	**thrown** [θrəʊn]	тастау	бросать
understand [ˌʌndəˈstænd]	**understood** [ˌʌndəˈstʊd]	**understood** [ˌʌndəˈstʊd]	түсіну	понимать
upset [ʌpˈset]	**upset** [ʌpˈset]	**upset** [ʌpˈset]	қиналу	расстраиваться
wear [weə]	**wore** [wɔː]	**worn** [wɔːn]	кию	носить
win [wɪn]	**won** [wʌn]	**won** [wʌn]	жеңу	выиграть
will [wɪl]	**would** [wʊd]	–	болады	будет
write [raɪt]	**wrote** [rəʊt]	**written** [ˈrɪtn]	жазу	написать

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Phonemic symbols

consonants

/p/	**p**encil
/b/	**b**ag
/t/	**t**own
/d/	**d**ay
/ʧ/	**ch**eese
/ʤ/	**j**uice
/k/	**c**ake
/g/	**g**et
/f/	**f**ood
/v/	**v**ery
/θ/	**Th**ursday
/ð/	**th**at
/s/	**s**peak
/z/	**z**ebra
/ʃ/	**sh**oe
/ʒ/	u**s**ually
/m/	**m**um
/n/	**n**ame
/ŋ/	si**ng**
/h/	**h**ouse
/l/	**l**ike
/r/	**r**ed
/w/	**w**ater
/j/	**y**ou

vowels

/i:/	s**ee**
/ɪ/	s**i**t
/ʊ /	b**oo**k
/u:/	z**oo**
/e /	p**e**n
/ə/	teach**er**
/ɜ:/	b**ir**d
/ɔ:/	b**or**ing
/æ/	th**a**t
/ʌ/	r**u**n
/ɑ:/	c**ar**
/ɒ/	l**o**st

diphthongs

/eɪ/	s**ay**
/ɪə/	h**ear**
/ʊə/	p**ure**
/ɔɪ/	enj**oy**
/əʊ/	kn**ow**
/eə/	ch**air**
/aɪ/	b**uy**
/aʊ/	n**ow**

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Wordlist

English	Transcription	Kazakh	Russian
Unit 1			
Lesson 1			
draw pictures	/drɔː ˈpɪktʃəz/	сурет салу	рисовать
instrument (n.)	/ˈɪnstrəmənt/	аспап, құрал	инструмент
internet (n.)	/ˈɪntənet/	ғаламтор	интернет
meet friends	/miːt frendz/	достармен кездесу	встречаться с друзьями
read books	/riːd bʊks/	кітап оқу	читать книги
Lesson 2			
afterwards (adv.)	/ˈɑːf.tə.wədz/	кейін	после, затем
amazing (adj.)	/əˈmeɪzɪŋ/	таңғажайып	удивительный, изумительный
band (n.)	/bænd/	вокалдық-аспаптық топ	вокально-инструментальная группа
concert (n.)	/ˈkɒnsət/	концерт	концерт
exhibition (n.)	/ˌeksɪˈbɪʃən/	көрме	выставка
guitar (n.)	/gɪˈtɑː/	гитара	гитара
have a good time	/hæv ə gʊd taɪm/	уақытты жақсы өткізу	хорошо провести время
have a meal	/hæv ə miːl/	тамақтану	принимать пищу, есть
have a party	/hæv ə ˈpɑːti/	сауық кешін өткізу	делать вечеринку
have a problem	/hæv ə ˈprɒbləm/	қиындыққа ұшырау	столкнуться с проблемой
have a rest	/hæv ə rest/	тынығу	отдыхать
have a shower	/hæv ə ˈʃaʊə/	душқа түсу	принимать душ
open-air	/ˌəʊ.pənˈeər/	ашық ауада	на открытом воздухе
outside (adj., adv., prep.)	/ˌaʊtˈsaɪd/	сыртта	снаружи
show (v.)	/ʃəʊ/	көрсету	показывать, демонстрировать
towel (n.)	/taʊəl/	сүлгі	полотенце
Lesson 3			
hers (adj.)	/hɜːz/	оның (қыздың)	её
herself	/hɜːˈself/	(ол, әйел) өзі	(она) сама, себя
himself	/hɪmˈself/	(ол, ер) өзі	(он) сам, себя
his (adj.)	/hɪz/	оның (ұлдың)	его
its (adj.)	/ɪts/	оның (жансыз заттың)	его
itself	/ɪtˈself/	(ол, зат) өзі	сам(-а, -о), себя
mine (adj.)	/maɪn/	менің	мой
myself	/maɪˈself/	(мен) өзім	(я) сам, себя
ours (adj.)	/aʊəz/	біздің	наш
ourselves	/aʊəˈselvz/	(біз) өзіміз	(мы) сами, себя
theirs (adj.)	/ðeəz/	олардың	их
themselves	/ð(ə)mˈselvz/	(олар) өздері	(они) сами, себя
yours (adj.)	/jɔːz/	сіздің	ваш
yourself / yourselves	/jɔːˈself/ / /jɔːˈselvz/	(сен) өзің / (сіз) өзіңіз	(ты) сам, себя / (вы) сами, себя
Lesson 4			
afraid (adj.)	/əˈfreɪd/	қорыққан	испуганный
angry (adj.)	/ˈæŋgri/	ашулы	сердитый
bored (adj.)	/bɔːrd/	зеріккен, іші пысқан	скучающий
competition (n.)	/ˌkɒmpəˈtɪʃən/	жарыс, сайыс	конкурс, соревнование
dancing (n.)	/ˈdɑːnsɪŋ/	би	танец
embarrassed (adj.)	/ɪmˈbærəst/	ұялған	смущённый
excited (adj.)	/ɪkˈsaɪtɪd/	толқыған	взволнованный

English	Transcription	Kazakh	Russian
important (adj.)	/ɪmˈpɔːtənt/	маңызды	важный
interested (adj.)	/ˈɪntrəstɪd/	қызыққан	заинтересованный
surprised (adj.)	/səˈpraɪzd/	таңғалған	удивлённый
think about (ph.v.)	/θɪŋk əˈbaʊt/	бір нәрсені ойлау	думать о чём-либо
tired (adj.)	/taɪəd/	шаршаған	уставший
upset (adj.)	/ʌpˈsɛt/	көңілі қалған / ренжіген	расстроенный
Lesson 5			
any	/ˈeni/	қаншама / қанша болса да	сколько-нибудь
dangerous (adj.)	/ˈdeɪndʒərəs/	қауіпті	опасный
enough (adv.)	/ɪˈnʌf/	жеткілікті	достаточно
go out (ph.v.)	/gəʊ aʊt/	шығу	выходить (в свет)
many/much	/ˈmeni / mʌtʃ/	көп	много (исчисл.)/много (неисчисл.)
none	/nʌn/	ешқандай	никакого
old (adj.)	/əʊld/	ескі	старый
over (prep.)	/ˈəʊvə/	1. артық 2. үстінде	1. больше 2. над
safe (adj.)	/seɪf/	қауіпсіз	безопасный
too (adv.)	/tuː/	тым / өте	слишком
Lesson 6			
find out (ph.v.)	/faɪnd aʊt/	білу	узнавать
champion (n.)	/ˈtʃæmpiən/	чемпион	чемпион
chuck (v.)	/tʃʌk/	лақтыру	швырнуть
festival (n.)	/ˈfɛstɪv(ə)l/	фестиваль / мереке	фестиваль
fun (n.)	/fʌn/	көңіл / қуаныш	веселье
make a mess	/meɪk ə mes/	шашу	устроить беспорядок
mess (n.)	/mɛs/	тәртіпсіздік	беспорядок
pumpkin (n.)	/ˈpʌmpkɪn/	асқабақ	тыква
shoot (v.)	/ʃuːt/	ату	стрелять
Lesson 7			
believe (v.)	/bɪˈliːv/	сену	верить
camera (n.)	/ˈkæmrə/	фотоаппарат	фотоаппарат
century (n.)	/ˈsen.tʃər.i/	ғасыр	век, столетие
celebrate (v.)	/ˈsel.ə.breɪt/	тойлау	праздновать
digital face	/ˈdɪdʒ.ɪ.təl feɪs/	цифрлық бейне	цифровой облик
fool (n.)	/fuːl/	ақымақ	глупец
joke (n.)	/dʒəʊk/	әзіл	шутка
play an instrument	/pleɪ ən ˈɪntstrəmənt/	аспапта ойнау	играть на инструменте
play jokes	/pleɪ dʒəʊks/	қалжыңдау, әзілдеу	шутить
search engine	/ˈsɜːtʃ ˌen.dʒɪn/	іздеу жүйесі	поисковая система
Lesson 8			
boring (adj.)	/ˈbɔːrɪŋ/	қызықсыз	скучный, наводящий скуку
on the Internet	/ɒn ði ˈɪntənet/	ғаламторда	в интернете
Lesson 9			
adventure film	/ədˈvɛntʃə fɪlm/	шытырман оқиғалы фильм	приключенческий фильм
cinema (n.)	/ˈsɪnəmə/	кинотеатр / кино залы	кинотеатр
How are things?	/haʊ ə θɪŋz/	Қалайсың(сыз)? / Халің(із) қалай?	Как дела?
Please let me know.	/pliːz lɛt mi nəʊ/	Өтінемін, маған хабар беріңіз.	Пожалуйста, дайте мне знать.
Lesson 10			
area (n.)	/ˈeə.ri.ə/	облыс, аймақ	область, зона
district (n.)	/ˈdɪs.trɪkt/	аудан, аймақ	район, округ
entertainment (n.)	/en.təˈteɪn.mənt/	ойын-сауық	развлечение
functional (adj.)	/ˈfʌŋk.ʃən.əl/	функционалды	функциональный

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industrial (adj.)	/ɪnˈdʌs.tri.əl/	өнеркәсіптік	промышленный
modern (adj.)	/ˈmɒd.ən/	заманауи	современный
particular (adj.)	/pəˈtɪk.jə.lər/	нақты, белгілі	конкретный, определённый
pollution (n.)	/pəˈluː.ʃən/	ластануы	загрязнение
region (n.)	/ˈriː.dʒən/	аймақ, облыс	регион, область
residential (adj.)	/ˌrez.ɪˈden.ʃəl/	тұрғын (аудан)	жилой (район)
service (n.)	/ˈsɜː.vɪs/	қызмет	сервис, услуга
significance (n.)	/sɪgˈnɪfɪkəns/	құндылық	значимость, важность
skyscraper (n.)	/ˈskaɪˌskreɪpə/	көп қабатты үй	небоскрёб
traffic (n.)	/ˈtræf.ɪk/	жол қозғалысы	дорожное движение
transport links	/ˈtræn.spɔːt lɪŋks/	көлік қатынастары	транспортное сообщение
warehouse (n.)	/ˈweəhaʊs/	қойма	склад
Lesson 11			
akyn (n.)	/ɑˈkɪn/	ақын	акын, народный поэт-импровизатор и певец
aitys (n.)	/aɪˈtɪs/	айтыс	состязание акынов
dombra (n.)	/dɐmˈbra/	домбыра	домбра
folk (adj.)	/fəʊk/	ұлттық	народный
good at (ph.v.)	/gʊd ət/	бір саланы жақсы меңгеру	силён в чём-либо, способный к чему-либо
lute (n.)	/luːt/	лютня	лютня
nowadays (adv.)	/ˈnaʊ.ə.deɪz/	қазіргі уақытта	в наши дни, в наше время
perform (v.)	/pəˈfɔːm/	орындау	выступать, исполнять
popular (adj.)	/ˈpɒpjələ/	әйгілі	популярный
practise (v.)	/ˈpræktɪs/	машықтану, жаттығу	практиковаться, тренироваться
stringed (adj.)	/strɪŋd/	ішекті	струнный
successful (adj.)	/səkˈsesfəl/	жемісті	успешный
typical (adj.)	/ˈtɪp.ɪ.kəl/	типтік, қалыпты	типичный, характерный
weightlifting (n.)	/ˈweɪtˌlɪftɪŋ/	ауыр атлетика	тяжёлая атлетика
Unit 2			
Lesson 1			
email (n.)	/ˈiːmeɪl/	электронды хат	электронное письмо
forum (n.)	/ˈfɔːrəm/	форум	форум
make a phone call	/meɪk ə ˈfəʊn ˌkɔːl/	қоңырау шалу	сделать телефонный звонок
phone call (n.)	/ˈfəʊn ˌkɔːl/	телефон қоңырауы	телефонный звонок
post on social media	/pəʊst ɒn ˌsəʊʃəl ˈmiːdiə/	әлеуметтік желіде жариялау	разместить в социальной сети
share something with someone	/ʃeə ˈsʌmθɪŋ wɪð ˈsʌmwʌn/	біреумен бір затты бөлісу	поделиться чем-либо с кем-либо, рассказать что-либо кому-либо
social (adj.)	/ˈsəʊʃəl/	қоғамдық	общественный
text message	/ˈtekst ˌmesɪdʒ/	мәтінді хабарлама	текстовое сообщение
tweet (v.)	/twiːt/	твиттерге жазу	написать в твиттере, твитнуть
Lesson 2			
communicate (v.)	/kəˈmjuː.nɪ.keɪt/	әңгімелесу	общаться
complete (v.)	/kəmˈpliːt/	орындау, аяқтау	выполнять, завершать
depend (on) (v.)	/dɪˈpend on/	тәуелді болу	зависеть (от)
face-to-face	/feɪs tə feɪs/	бетпе-бет	лицом к лицу, очно
forget (v.)	/fəˈget/	ұмыту	забыть, забывать
get a bit bored	/gɛt ə bɪt bɔːrd/	аздап жалығу	немного заскучать
generation (n.)	/ˌdʒɛnəˈreɪʃən/	ұрпақ	поколение
make friends	/meɪk frendz/	достасу	подружиться

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mixture (n.)	/ˈmɪks.tʃər/	аралас, комбинация	смесь, комбинация
prefer (v.)	/prɪˈfɜːr/	қалау, таңдау жасау	предпочитать
real-life (adj.)	/rɪəl laɪf/	нақты, шынайы	настоящий, реальный
recent (adj.)	/ˈriːsənt/	жақында	недавний, последний
skype (v.)TM	/skaɪp/	скайппен байланысу	связаться по скайпу
social network site	/ˌsəʊʃəl ˈnetwɜːk ˌsaɪt/	әлеуметтік желідегі сайт	сайт социальных сетей
status update	/ˈsteɪtəs ˌʌpdeɪt/	мәртебені жаңарту (әлеуметтік желідегі)	обновление статуса (в социальной сети)
survey (n.)	/ˈsɜːrveɪ/	сауалнама	опрос, исследование
teen (n.)	/tiːn/	жасөспірім	подросток, тинейджер
update (n.)	/ʌpˈdeɪt/	жаңарту	обновление
user (n.)	/ˈjuː.zər/	пайдаланушы	пользователь
virtual (adj.)	/ˈvɜː.tʃu.əl/	виртуалды	виртуальный
Lesson 3			
come back (ph.v.)	/kʌm bæk/	қайтып келу	вернуться, возвратиться
digital (adj.)	/ˈdɪdʒɪt(ə)l/	сандық	цифровой
do something interesting	/duːˈsʌmθɪŋ ˈɪntrəstɪŋ/	қандай да бір қызықты іспен айналысу	заниматься чем-то интересным
interesting (adj.)	/ˈɪntrəstɪŋ/	қызықты	интересный
post (n.)	/pəʊst/	пост	пост
skydive (n.)	/ˈskaɪdaɪv/	парашютпен секіру	прыжок с парашютом
smartphone (n.)	/ˈsmɑːtfəʊn/	смартфон	смартфон
spend (v.)	/spɛnd/	жұмсау / шығын ету	потратить
techno geek (n.)	/ˈtɛknəʊ giːk/	компьютер маманы	компьютерщик, ботаник
tweet (n.)	/twiːt/	твит / хабарлама	твит, сообщение
upload (v.)	/ˈʌpləʊd/	жүктеу	загрузить
Lesson 4			
argue (v.)	/ˈɑːgjuː/	айтысу	спорить
bad (adj.)	/bæd/	жаман	плохой
between (prep.)	/bɪˈtwiːn/	арасында	между
boast (v.)	/bəʊst/	мақтану	хвастаться, хвалиться
complain (v.)	/kəmˈpleɪn/	шағымдану	жаловаться
criticise (v.)	/ˈkrɪtɪsaɪz/	сынау	критиковать
gossip (n.)	/ˈgɒsɪp/	өсектеу	сплетничать
shout (v.)	/ʃaʊt/	айқайлау	кричать
whisper (v.)	/ˈwɪspə/	сыбырлау	шептать
Lesson 5			
be able to	/bi ˈeɪbl tuː/	мүмкіндігі болу	иметь возможность
if	/ɪf/	егер	если
may (v.)	/meɪ/	мүмкін	может быть
queue (n.)	/kjuː/	кезек	очередь
unless	/ʌnˈlɛs/	егер (ғана) болмаса	если (только) не
Lesson 6			
economy (n.)	/ɪˈkɒnəmi/	экономика	экономика
foreign (adj.)	/ˈfɒrɪn/	шетелдік	иностранный
language (n.)	/ˈlæŋgwɪdʒ/	тіл	язык
wide variety	/waɪd vəˈraɪəti/	кең ауқым / кең спектр	широкий спектр
Lesson 7			
add (v.)	/æd/	қосу	добавить, добавлять
advert (n.)	/ˈæd.vɜːt/	жарнама	реклама
continue (v.)	/kənˈtɪn.juː/	жалғастыру, жалғасу	продолжить, продолжать
come into use	/kʌm ˈɪntu juːs/	қолданысқа ену	войти в употребление
everywhere (adv.)	/ˈev.ri.weər/	барлық жерде	везде, повсюду

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figure (n.)	/ˈfɪg.ər/	көрсеткіш	показатель, цифры
get by (ph.v.)	/get baɪ	/ қаражатты жеткізе алмау	сводить концы с концами
keep on (ph.v.)	/kiːp ɒn/	жалғастыру	продолжать (делать что-либо)
native speaker	/ˌneɪ.tɪv ˈspiː.kər/	тілдің носшысы, тіл иесі	носитель языка
sign (n.)	/saɪn/	белгі	знак
turn into (ph.v.)	/tɜːn ˈɪntuː/	айналып кету	превратиться в
Lesson 8			
certain (adj.)	/ˈsɜːt(ə)n/	сенімді	уверенный (офиц.)
chess tournament	/tʃɛs ˈtʊənəmənt/	шахмат турнирі	шахматный турнир
formal (adj.)	/ˈfɔːm(ə)l/	ресми	официальный
in front of (prep.)	/ɪn frʌnt əv/	алдында	перед
informal (adj.)	/ɪnˈfɔːm(ə)l/	бейресми	неофициальный
international conference	/ˌɪntəˈnæʃ(ə)n(ə)l ˈkɒnf(ə)rəns/	халықаралық конференция	международная конференция
participate (v.)	/pɑːˈtɪsɪpeɪt/	қатысу	участвовать
sure (adj.)	/ʃɔː/	өз-өзіне сенімді	уверенный (неофиц.)
talent competition	/ˈtæl(ə)nt ˌkɒmpɪˈtɪʃ(ə)n/	таланттар байқауы	конкурс талантов
worried (adj.)	/ˈwʌrid/	толғанған	взволнованный
worried about (ph.v.)	/ˈwʌrid əˈbaʊt/	уайымдаған	обеспокоенный, взволнованный чем-либо
Lesson 9			
especially (adv.)	/ɪˈspɛʃ(ə)li/	әсіресе	особенно
firstly (adv.)	/ˈfɜːstli/	ең алдымен	прежде всего
however (adv.)	/haʊˈɛvə/	дегенмен / алайда	однако
impossible (adj.)	/ɪmˈpɒsɪb(ə)l/	мүмкін емес	невозможный
in addition (adv.)	/ɪn əˈdɪʃ(ə)n/	сонымен қатар / одан бөлек	кроме того
nevertheless (adv.)	/ˌnɛvəðəˈlɛs/	соған қарамастан	тем не менее
nowadays (adv.)	/ˈnaʊədeɪz/	қазіргі уақытта	в настоящее время
what's more	/wɒts mɔː/	бұдан бөлек	более того
Lesson 10			
ancestor (n.)	/ˈæn.ses.tər/	ата-баба	предок, прародитель
ancient (adj.)	/ˈeɪnʃənt/	көне, ежелгі	древний
carve (v.)	/kɑːv/	кесу	вырезать, высекать
engrave (v.)	/ɪnˈgreɪv/	мыштау; ойып жасау	выгравировывать
express (v.)	/ɪkˈspres/	білдіру	выражать
heritage (n.)	/ˈherɪtɪdʒ/	мұра	наследие
hieroglyph (n.)	/ˈhaɪ.rə.glɪf/	иероглиф	иероглиф
hunting scenes	/ˈhʌntɪŋ siːnz/	аңшылық көріністері	сцены охоты
holy (adj.)	/ˈhəʊlɪ/	қасиетті	святой, священный
mankind (n.)	/mænˈkæɪnd/	адамзат	человечество
monument (n.)	/ˈmɒnjʊm(ə)nt/	ескерткіш	памятник
petroglyphs (n.)	/ˈpɛtrəˌglɪf/	тасқа салынған суреттер, петроглифтер	петроглифы
ritual ceremonies	/ˈrɪtʃʊəl ˈserɪmənɪz/	салт жоралары	ритуальные церемонии
worship (v.)	/ˈwɜːʃɪp/	құлшылық ету	поклоняться
Lesson 11			
advance (n.)	/ədˈvɑːns/	прогресс, ілгерілету	прогресс, продвижение
alternative (adj.)	/ɒlˈtɜː.nə.tɪv/	балама	альтернативный
craftsman (n.)	/ˈkrɑːfts.mən/	қолөнерші, шебер	ремесленник, мастер
culture (n.)	/ˈkʌl.tʃər/	мәдениет	культура
energy-saving (adj.)	/ˈen.ə.dʒi seɪ.vɪŋ /	энергия үнемдейтін	энергосберегающий
environmentally-friendly (adj.)	/ɪnˌvaɪ.rəˈmen.təl.i frend.li /	экологиялық таза, қауіпсіз	экологически чистый, безопасный
guest (n.)	/gest/	қонақ	гость

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host (v.)	/həʊst/	қонақ қабылдау	принимать (гостей)
inventive (adj.)	/ɪnˈven.tɪv/	өнертапқыш, тапқыр	изобретательский, изобретательный
landscape (n.)	/ˈlænd.skeɪp/	табиғат көрінісі, пейзаж	ландшафт, пейзаж
last (v.)	/lɑːst/	жалғасу, созылу	длиться, продолжаться
source (n.)	/sɔːs/	дереккөз	источник
specially designed	/ˈspeʃ.əl.i dɪˈzaɪnd/	арнайы жасалған, жобаланған	специально созданный, разработанный
spirit (n.)	/ˈspɪr.ɪt/	рух	дух
sustainably (adv.)	/səˈsteɪ.nə.bli/	тұрақты	устойчиво, стабильно
topic (n.)	/ˈtɒp.ɪk/	тақырып	тема, тематика
tradition (n.)	/trəˈdɪʃ.ən/	дәстүр	традиция
Unit 3			
Lesson 1			
go on a guided tour	/gəʊ ɒn ə ˌgaɪdɪd ˈtʊə/	жетекшімен экскурсияға	отправиться на экскурсию в сопровождении экскурсовода
go on a safari	/gəʊ ɒn ə səˈfɑːri/	сафариға аттану	поехать на сафари
go on a school exchange	/gəʊ ɒn ə skuːl ɪksˈtʃeɪndʒ/	мектепаралық алмасу арқылы бару	поехать по школьному обмену
go sailing	/gəʊ ˈseɪlɪŋ/	желкенді спортпен шұғылдану	заниматься парусным спортом
go skiing	/gəʊ ˈskiːɪŋ/	шаңғы тебу	кататься на лыжах
go to a theme park	/gəʊ tə ə ˈθiːm ˌpɑːk/	тақырыптық паркке бару	ходить в тематический парк
go to summer camp	/gəʊ tə ˈsʌmə ˌkæmp/	жазғы лагерьге бару	поехать в летний лагерь
go trekking	/gəʊ ˈtrekɪŋ/	жаяу жүру	ходить в пешие походы
Lesson 2			
adjust (v.)	/əˈdʒʌst/	үйрену, бейімделу	привыкать, приспособиться
adult (n.)	/ˈæd.ʌlt/	ересек	взрослый
belong (v.)	/bɪˈlɒŋ/	тиесілі болу	принадлежать
boat (n.)	/bəʊt/	қайық	лодка
coast (n.)	/kəʊst/	(теңіз) жағасы	побережье, берег (моря)
disabled (adj.)	/dɪˈseɪ.bəld/	шектеулі мүмкіндіктері бар	с ограниченными способностями, нетрудоспособный
disadvantaged (adj.)	/ˌdɪs.ədˈvɑːn.tɪdʒd/	мұқтаж, кедей	неимущий; неблагополучный
go climbing	/gəʊ ˈklaɪmɪŋ/	альпинизммен шұғылдану	заниматься альпинизмом
incredible (adj.)	/ɪnˈkred.ə.bəl/	керемет	невероятный
lifetime experience	/ˈlaɪf.taɪm ɪkˈspɪə.ri.əns /	өмірлік тәжірибе	опыт на всю жизнь
mast (n.)	/mɑːst/	дүмбе	мачта
nautical (adj.)	/ˈnɔː.tɪ.kəl/	теңіз	морской
offer (v.)	/ˈɒf.ər/	ұсыну	предлагать
pirate (n.)	/ˈpaɪ.rət/	қарақшы	пират
sail (v.)	/seɪl/	жүзу	идти под парусом, плавать
sailor (n.)	/ˈseɪ.lər/	теңізші	моряк, матрос
ship (n.)	/ʃɪp/	кеме	корабль, судно
view (n.)	/vjuː/	түр, көрініс	вид
whale (n.)	/weɪl/	кит	кит
wheel (n.)	/wiːl/	руль	(рулевое) колесо
Lesson 3			
already (adv.)	/ɔːlˈredi/	әлдеқашан, енді	уже
emergency number	/ɪˈmɜːdʒənsi ˈnʌmbə/	төтенше қызмет нөмірі	номер экстренной службы
just (adv.)	/dʒʌst/	жаңа ғана	только что
still (adv.)	/stɪl/	әлі де	всё ещё
yet (adv.)	/jet/	әзірге /әзірше, қазірше	пока

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Lesson 4			
chill out (ph.v.)	/tʃɪl aʊt/	босаңсу	расслабляться
do shopping	/duː ˈʃɒpɪŋ/	сауда жасау (сатып алу)	делать покупки
set off (v.)	/set ɒf/	саяхатқа шығу	отправляться в путешествие
Lesson 5			
row (n.)	/rəʊ/	қатар	ряд
sight (n.)	/saɪt/	көрнекті орын	достопримечательность
statue (n.)	/ˈstætʃuː/	мүсін	статуя
touch (v.)	/tʌtʃ/	тию / қол тигізу	прикасаться
Lesson 6			
cane (n.)	/keɪn/	қамыс	тростник
giant (adj.)	/ˈdʒaɪənt/	алып / өте үлкен	огромный
poisonous (adj.)	/ˈpɔɪzənəs/	улы	ядовитый
shearing (n.)	/ˈʃɪərɪŋ/	қой қырқу	стрижка овец
toad (n.)	/təʊd/	бақа	жаба
wombat (n.)	/ˈwɒmbæt/	вомбат	вомбат
Lesson 7			
arrive (v.)	/əˈraɪv/	келу	приехать, прибыть
chin (n.)	/tʃɪn/	иек	подбородок
coastline (n.)	/ˈkəʊst.laɪn/	жағалау сызығы	береговая линия
complicated (adj.)	/ˈkɒm.plɪ.keɪ.tɪd/	күрделі	сложный
custom (n.)	/ˈkʌs.təm/	дәстүр	обычай
develop (v.)	/dɪˈvel.əp/	дамыту	развивать
Earth (n.)	/ɜːθ/	жер	земля
famous (adj.)	/ˈfeɪ.məs/	танымал	знаменитый
identity (n.)	/aɪˈden.tə.ti/	өзіндік қасиет	идентичность, самобытность
lake (n.)	/leɪk/	көл	озеро
middle (n.)	/ˈmɪdl/	орта	середина
mountain (n.)	/ˈmaʊn.tɪn/	тау	гора
over (prep.)	/ˈəʊ.vər/	... астам	более чем
population (n.)	/ˌpɒp.jəˈleɪ.ʃən/	халық	население, популяция
spectacular (adj.)	/spekˈtæk.jə.lər/	тамаша, керемет	впечатляющий, зрелищный
striking (adj.)	/ˈstraɪkɪŋ/	ғажап	поразительный
tapping the needle	/tæpɪŋ ðiː ˈniː.dəl/	инемен түрткілеу	постукивая иглой
tattoo (n.)	/təˈtuː/	татуировка	татуировка, тату
volcano (n.)	/vɒlˈkeɪ.nəʊ/	вулкан	вулкан
Lesson 8			
canyoning (n.)	/ˈkænjənɪŋ/	каньон бойымен серуен	прогулки по каньону
Does the price include …?	/dʌz ðə praɪs ɪnˈkluːd/	Бағаға ... қосыла ма?	Включает ли цена ...?
rafting (n.)	/ˈrɑːftɪŋ/	рафтинг	рафтинг
rollercoaster (n.)	/ˈrəʊləkəʊstə/	аттракционды сырғанақ / роллеркостер	американские горки
suit (v.)	/suːt/	жарасу	подходить (об одежде)
waterfall (n.)	/ˈwɔːtəfɔːl/	сарқырама	водопад
What do I need to bring?	/wɒt duː aɪ niːd tuː brɪŋ/	Өзіммен бірге не алуым керек?	Что мне нужно взять с собой?
Where can I sign up?	/weə kən aɪ saɪn ʌp/	Қай жерде тіркелуге болады?	Где я могу записаться?
Lesson 9			
amaze (v.)	/əˈmeɪz/	таңғалдыру	удивлять
disappoint (v.)	/ˌdɪsəˈpɔɪnt/	көңілін қалдыру	разочаровать
extra (adj.)	/ˈɛkstrə/	қосымша	дополнительный
so far	/səʊ fɑː/	әлі күнге дейін / осы уақытқа дейін	до сих пор
stun (v.)	/stʌn/	есінен тандыру / таңғалдыру	ошеломить

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English	Transcription	Kazakh	Russian
Lesson 10			
degree (n.)	/dɪˈgriː/	градус, дәреже	градус
divide (v.)	/dɪˈvaɪd/	бөлу	разделить, делить
eastern (adj.)	/ˈiː.stən/	шығыс	восточный
eliminate (v.)	ɪˈlɪmɪneɪt	жою	устранить
emergency services	ɪˈmɜːdʒ(ə)nsɪ ˈsɜːvɪsɪz	төтенше жағдайлар қызметтері	аварийные службы
globe (n.)	/gləʊb/	жер шары	глобус, земной шар
hemisphere (n.)	/ˈhem.ɪ.sfɪər/	жарты шар	полушарие
horizontal (adj.)	/ˌhɒr.ɪˈzɒn.təl/	горизонталь	горизонтальный
interaction (n.)	ɪntərˈækʃ(ə)n	өзара әрекеттесу	взаимодействие
latitude (n.)	/ˈlæt.ɪ.tʃuːd/	ендік	широта
limit (n.)	/ˈlɪm.ɪt/	шек	предел
longitude (n.)	/ˈlɒŋ.gɪ.tʃuːd/	бойлық	долгота
meridian (n.)	/məˈrɪd.i.ən/	меридиан	меридиан
northern (adj.)	/ˈnɔː.ðən/	солтүстік	северный
parallel (n.)	/ˈpær.ə.lel/	параллель	параллель
pole (n.)	/pəʊl/	полюс	полюс
range (v.)	/reɪndʒ/	өзгеру	варьироваться, колебаться в пределах
southern (adj.)	/ˈsʌð.ən/	оңтүстік	южный
specify (v.)	/ˈspes.ɪ.faɪ/	нақтылау	указывать, уточнять
sphere (n.)	/sfɪər/	шар	сфера, шар
surface (n.)	/ˈsɜː.fɪs/	жер беті	поверхность
vertical (adj.)	/ˈvɜː.tɪ.kəl/	тік	вертикальный
western (adj.)	/ˈwes.tən/	батыс	западный
zero-longitude reference	/ˈzɪə.rəʊ ˈlɒn.dʒɪ.tjud ˈrɛf.ər.ənsˈ/	нөлдік бойлық	нулевая долгота
Lesson 11			
bazaar (n.)	/bəˈzɑːr/	базар	базар
bird (n.)	/bɜːd/	құс	птица
buried (adj.)	/ˈbɛrɪd/	жерленген	похоронен
camel (n.)	/ˈkæm.əl/	түйе	верблюд
ceramics (n.)	/səˈræm.ɪks/	керамика	керамика
craft (n.)	/krɑːft/	қолөнер	ручное изделие
dome (n.)	/dəʊm/	күмбез	купол
exotic (adj.)	/ɪgˈzɒt.ɪk/	экзотикалық	экзотический
fabulous (adj.)	/ˈfæb.jə.ləs/	тамаша	сказочный, потрясающий
jug (n.)	/dʒʌg/	құмыра	кувшин
merchant (n.)	/ˈmɜːtʃənt/	саудагер	купец
nature reserve	/ˈneɪ.tʃər rɪˈzɜːv/	табиғи қорық	природный заповедник
poetry (n.)	/ˈpəʊ.ɪ.tri/	поэзия	поэзия, стихи
relax (v.)	/rɪˈlæks/	демалу	расслабиться, отдохнуть
religion (n.)	/rɪˈlɪdʒ.ən/	дін	религия
Silk Road	/sɪlk rəʊd/	Жібек жолы	Шёлковый путь
spices (n.)	/ˈspaɪsɪz/	дәмдеуіш	специи, пряности
teapot (n.)	/ˈtiːpɒt/	шәйнек	чайник
trade route	/treɪd ruːt/	сауда жолы	торговый маршрут
travel (v.)	/ˈtræv.əl/	саяхаттау	путешествовать
tulip (n.)	/ˈtʃuː.lɪp/	қызғалдақ	тюльпан
waterfall (n.)	/ˈwɔː.tə.fɔːl/	сарқырама	водопад

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English	Transcription	Kazakh	Russian
Unit 4			
Lesson 1			
atmosphere (n.)	/ˈætməsfɪə/	атмосфера	атмосфера
climate (n.)	/ˈklaɪmət/	климат	климат
get up (ph.v.)	/get ʌp/	тұру	вставать
go up (ph.v.)	/gəʊ ʌp/	көтерілу	подниматься
ocean (n.)	/ˈəʊʃən/	мұхит	океан
planet (n.)	/ˈplænɪt/	ғаламшар	планета
space (n.)	/speɪs/	ғарыш	космос
universe (n.)	/ˈjuːnɪvɜːs/	Бүкіл әлем	Вселенная
Lesson 2			
achievement (n.)	/əˈtʃiːv.mənt/	жетістік	достижение
affect (v.)	/əˈfekt/	әсер ету	влиять, воздействовать (на)
asteroid (n.)	/ˈæs.tər.ɔɪd/	астероид	астероид
astronaut (n.)	/ˈæs.trə.nɔːt/	ғарышкер	астронавт, космонавт
atmosphere (n.)	/ˈæt.mə.sfɪər/	атмосфера	атмосфера
conditions (n.)	/kənˈdɪʃ.ənz/	жағдайлар	условия
crater (n.)	/ˈkreɪ.tər/	кратер	кратер
definitely (adv.)	/ˈdef.ɪ.nət.li/	дәл	определённо, безусловно
explain (v.)	/ɪkˈspleɪn/	түсіндіру	объяснять
gravity (n.)	/ˈgræv.ə.ti/	гравитация	гравитация
hole (n.)	/həʊl/	тесік	дыра
lunar (adj.)	/ˈluː.nər/	ай	лунный
moon (n.)	/muːn/	ай	луна
neighbour (n.)	/ˈneɪ.bər/	көрші	сосед
object (n.)	/ˈɒb.dʒɪkt/	зат	объект, предмет
orbit (v.)	/ˈɔː.bɪt/	айналу (орбита)	вращаться вокруг (по орбите)
phase (n.)	/feɪz/	фаза	фаза, стадия
piece (n.)	/piːs/	бөлік	кусочек, кусок
satellite (n.)	/ˈsætəlaɪt/	серік	спутник
science (n.)	/ˈsaɪəns/	ғылым	наука
sunset (n.)	/ˈsʌnset/	күннің батуы	закат
temperature (n.)	/ˈtem.prə.tʃər/	температура	температура
tide (n.)	/taɪd/	су тасқыны	прилив, отлив
whenever (adv.)	/wenˈev.ər/	әр уақытта, кез келген уақытта	каждый раз, когда; в любое время
Lesson 3			
blog post	/ˈblɒg ˌpəʊst/	блогтағы жазу	запись в блоге
certainly (adv.)	/ˈsɜːt(ə)nli/	шүбәсіз / даусыз	безусловно
definitely (adv.)	/ˈdɛfɪnətli/	нақты / анық	определённо
less (adv.)	/lɛs/	азырақ	менее
probably (adv.)	/ˈprɒbəbli/	мүмкін	вероятно
might (not)	/maɪt (nɒt)/	бәлкім (жоқ)	возможно (нет)
more (adv.)	/mɔː/	көбірек	в большей степени
Lesson 4			
consume (v.)	/kənˈsjuːm/	қолдану	потреблять
leave on standby	/liːv ɒn ˈstændbaɪ/	күту режімінде қалдыру	оставить в режиме ожидания
save energy	/seɪv ˈenədʒi/	қуатты үнемдеу	экономить энергию
switch off (v.)	/swɪtʃ ɒf/	сөндіру	выключать
turn down (ph.v.)	/tɜːn daʊn/	азайту	уменьшать
waste (v.)	/weɪst/	зая кетіру	тратить попусту, растрачивать

Электронный оригинал

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Lesson 5			
be going to	/bi ˈgəʊɪŋ tuː/	жоспарлау / ниеттену	собираться
definite arrangement	/ˈdɛfɪnət əˈreɪndʒmənt/	нақты келісім	конкретная договорённость
personal intention	/ˈpɜːs(ə)n(ə)l ɪnˈtɛnʃ(ə)n/	жеке ниет	личное намерение
prediction (n.)	/prɪˈdɪkʃ(ə)n/	болжам	предсказание
report (n.)	/rɪˈpɔːt/	есеп	отчёт
will (v.)	/wɪl/	болады	будет
Lesson 6			
good (adj.)	/gʊd/	жақсы	хороший
sustainable (adj.)	/səˈsteɪnəbl/	тұрақты	устойчивый
environment (n.)	/ɪnˈvaɪrənmənt/	қоршаған орта	окружающая среда
solar panels	/ˈsəʊlə ˈpæn(ə)lz/	күн батареялары	солнечные батареи
sunlight (n.)	/ˈsʌnlaɪt/	күн сәулесі	солнечный свет
tubes (n.)	/tjuːbz/	құбырлар	трубы
Lesson 7			
biomass (n.)	/ˈbaɪ.əʊˌmæs/	биомасса	биомасса
bring down (ph.v.)	/brɪŋ daʊn/	азайту	уменьшать
coal (n.)	/kəʊl/	көмір	уголь
cut down (ph.v.)	/kʌt daʊn/	кесіп алу	срезать, спилить
diseased (adj.)	/dɪˈziːzd/	ауру	болен
electricity (n.)	/ˌel.ɪkˈtrɪs.ə.ti/	электр энергиясы	электричество
gas (n.)	/gæs/	газ	газ
humans (n.)	/ˈhjuː.mənz/	адамдар	люди
hydropower plant	/ˈhaɪ.drəʊˌpaʊə plɑːnt/	су электр станциясы	гидроэлектростанция
island (n.)	/ˈaɪ.lənd/	арал	остров
knock down (v.)	/nɒk daʊn/	бұзу	сносить
oil (n.)	/ɔɪl/	мұнай	нефть
power station	/ˈpaʊə ˈsteɪʃən/	электр станциясы	электростанция
producing (n.)	/prəˈdʒuːsɪŋ/	өнеркәсіп	производство
put up (ph.v.)	/pʊt ʌp/	тұрғызу	возводить, строить
reduce (v.)	/rɪˈdʒuːs/	азайту	уменьшить, снизить
renewable (adj.)	/rɪˈnjuː.ə.bəl/	жаңартылатын	возобновляемый (источник)
solar power	/ˌsəʊ.lə ˈpaʊər/	күн энергиясы	солнечная энергия
storm (n.)	/stɔːm/	дауыл	шторм
successful (adj.)	/səkˈses.fəl/	сәтті	успешный
to be burned	/tə biː bɜːnd/	өртену	сгореть
turbine (n.)	/ˈtɜː.baɪn/	турбина	турбина
wind farm	/wɪnd fɑːm/	жел электр станциясы	ветряная электростанция
Lesson 8			
I'm (really) sorry.	/aɪm (ˈrɪəli) ˈsɒri/	Маған өте өкінішті.	Мне (очень) жаль.
I really meant to …	/aɪ ˈrɪəli mɛnt tuː/	Мен шынымен де … қалаған едім.	Я действительно хотел...
I completely forgot.	/aɪ kəmˈpliːtli fəˈgɒt/	Мен мүлде ұмытып кеттім.	Я совсем забыл.
I promise.	/aɪ ˈprɒmɪs/	Мен уәде беремін.	Я обещаю.
Never mind.	/ˈnɛvə maɪnd/	Мәселе емес.	Не бери в голову.
Lesson 9			
aim (n.)	/eɪm/	мақсат	цель
bank (n.)	/bæŋk/	жаға	берег
campaign (n.)	/kæmˈpeɪn/	науқан	кампания
encourage (v.)	/ɪnˈkʌrɪdʒ/	ынталандыру	стимулировать
event (n.)	/ɪˈvent/	оқиға	событие
labour (n.)	/ˈleɪbə/	еңбек	труд

Электронный оригинал

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newspaper (n.)	/ˈnjuːzˌpeɪpə/	газет	газета
plastic (n.)	/ˈplæstɪk/	пластик	пластик
responsible (adj.)	/rɪˈspɒnsɪb(ə)l/	жауапты	ответственный
rubbish (n.)	/ˈrʌbɪʃ/	қоқыс	мусор
schoolboy (n.)	/ˈskuːlbɔɪ/	оқушы	школьник
tyre (n.)	/taɪə/	құрсым, шина	шина
volunteer (n.)	/ˌvɒlənˈtɪə/	ерікті	волонтёр
Lesson 10			
attractive (adj.)	/əˈtræk.tɪv/	тартымды, әдемі	привлекательный
biofuel (n.)	/ˈbaɪ.əʊˌfjʊəl/	биоотын	биотопливо
climate change	/ˈklaɪ.mət tʃeɪndʒ/	климаттың өзгеруі	изменение климата
danger (n.)	/ˈdeɪn.dʒər/	қауіп	опасность
eolic (adj.)	/iːˈɒl.ɪk/	желдік	обусловленный деятельностью ветра
exactly (adv.)	/ɪgˈzækt.li/	дәл	в точности
fossil fuels	/ˈfɒs.ɪl fjuːəlz/	қазба отындар	органическое топливо
generate (v.)	/ˈdʒen.ə.reɪt/	өндіру	генерировать, создавать
global warming	/ˈgləʊ.bəl ˈwɔː.mɪŋ/	глобалды жылыну	глобальное потепление
hydroelectric (adj.)	/ˌhaɪ.drəʊ.ɪˈlɛk.trɪk/	су электр	гидроэлектрический
include (v.)	/ɪnˈkluːd/	қосу	включать (в себя)
nuclear (adj.)	/ˈnjuː.klɪər/	ядролық	ядерный, атомный
price (n.)	/praɪs/	баға	цена
release (v.)	/rɪˈliːs/	босату	освобождать, выделять
remain (v.)	/rɪˈmeɪn/	қалу	оставаться
tidal (adj.)	/ˈtaɪ.dəl/	таспақ	приливно-отливный
toxic (adj.)	/ˈtɒk.sɪk/	уытты	токсичный
variety (n.)	/vəˈraɪəti/	әртүрлілік	разнообразие
Lesson 11			
expedition (n.)	/ˌɛkspɪˈdɪʃən/	экспедиция	экспедиция
experiment (n.)	/ɪkˈsperɪmənt/	тәжірибе	эксперимент
flight (n.)	/flaɪt/	ұшу	полёт
history (n.)	/ˈhɪstəri/	тарих	история
launch (v.)	/lɔːntʃ/	ұшыру	запускать
mission (n.)	/ˈmɪʃən/	миссия	миссия
October (n.)	/ɒkˈtəʊbə/	қазан	октябрь
space station	/speɪs ˈsteɪʃən/	ғарыш станциясы	космическая станция
spacecraft (n.)	/ˈspeɪs.krɑːft/	ғарыш кемесі	космический корабль
spectacular (adj.)	/spekˈtækjələ/	көз тартатын	впечатляющий, эффектный
steppe (n.)	/stɛp/	дала	степь
tourist (n.)	/ˈtʊərɪst/	турист	турист
Unit 5 Lesson 1			
brilliant (adj.)	/ˈbrɪlj(ə)nt/	жарқыраған, үздік	блестящий, выдающийся
cheekily (adv.)	/ˈtʃiːkɪli/	шынайы түрде, әдепсіз түрде	нагло, дерзко
cheerfully (adv.)	/ˈtʃɪəfəli/	қуанышты түрде	радостно, весело
command (v.)	/kəˈmɑːnd/	бұйрық беру	приказывать
galloped (v.)	/ˈgæləpt/	шабу (атпен)	скакал галопом
grab (v.)	/græb/	ұстап алу	хватать
graze (v.)	/greɪz/	жайылу (мал жайылу)	пастись
hoof (n.)	/huːf/	тұяқ	копыто
lanky (adj.)	/ˈlæŋki/	ұзынтұра	долговязый
lonely (adj.)	/ˈləʊnli/	жалғыз	одинокий

English	Transcription	Kazakh	Russian
manage to (v.)	/ˈmænɪdʒ tə/	бір нәрсеге қол жеткізу	справляться, удаваться
mane (n.)	/meɪn/	жал (аттың)	грива
noisily (adv.)	/ˈnɔɪzɪli/	шулап	шумно
pasture (n.)	/ˈpɑːstʃə/	жайылым	пастбище
plantain (n.)	/ˈplæntɪn/	жолжелкен	подорожник
riverbank (n.)	/ˈrɪvəˌbæŋk/	өзен жағасы	берег реки
run into (phr. v.)	/rʌn ˈɪntuː/	кездейсоқ кездесіп қалу	столкнуться, наткнуться
snort (v.)	/snɔːt/	пысқыру	фыркать
zhailau (n.)	/ˈʒaɪlaʊ/	жайлау	жайлау
Lesson 2			
burns (v.)	/bɜːnz/	күйеді	горит
comfortable (adj.)	/ˈkʌmftəbl/	жайлы	удобный
deceived (v.)	/dɪˈsiːvd/	алданды	обманул
diary (n.)	/ˈdaɪəri/	күнделік	дневник
foal (n.)	/fəʊl/	құлын	жеребёнок
horrible (adj.)	/ˈhɒrəbl/	қорқынышты	ужасный
karakul (n.)	/ˈkærəkʊl/	қаракөл	каракуль
kymyz (n.)	/ˈkɪmɪz/	қымыз	кумыс
piala (n.)	/piˈɑːlə/	кесе	пиала
proudly (adv.)	/ˈpraʊdli/	мақтанышпен	гордо
saddle (n.)	/ˈsædl/	ер-тоқым	седло
shamelessly (adv.)	/ˈʃeɪmlɪsli/	ұялмастан	бесстыдно
silly (adj.)	/ˈsɪli/	ақымақ	глупый
slope (n.)	/sləʊp/	еңіс	склон
steal (v.)	/stiːl/	ұрлау	красть
trot (v.)	/trɒt/	жорғалау	идти рысью
waterskin (n.)	/ˈwɔːtəˌskɪn/	теріден жасалған су құтысы	бурдюк для воды
yurt (n.)	/jʊət/	киіз үй	юрта
Lesson 3			
assembly (n.)	/əˈsemblɪ/	жиналыс	собрание
beg (v.)	/beg/	жалыну, сұрану	умолять, просить
collective farm (n.)	/kəˈlektɪv fɑːm/	ұжымшар	колхоз
confess (v.)	/kənˈfes/	мойындау	признаваться
coward (n.)	/ˈkaʊəd/	қорқақ	трус
heroic (adj.)	/hɪˈrəʊɪk/	батырлық, қаһармандық	героический
respectable (adj.)	/rɪˈspektəbl/	құрметті	уважаемый
responsibility (n.)	/rɪˌspɒnsəˈbɪlɪti/	жауапкершілік	ответственность
rumours (n.)	/ˈruːməz/	қауесет	слухи
steppe (n.)	/step/	дала	степь
thief (n.)	/θiːf/	ұры	вор
Lesson 4			
behaviour (n.)	/bɪˈheɪvjə/	мінез-құлық	поведение
defend (v.)	/dɪˈfɛnd/	қорғау	защищать
lie (v.)	/laɪ/	өтірік айту	лгать
value (n.)	/ˈvæljuː/	құндылық	ценность
Lesson 5			
Artful Dodger (n.)	/ˌɑːtfʊl ˈdɒdʒə/	айлакер (әдеби кейіпкер)	ловкач (литературный персонаж)
at the foot (phr.)	/ət ðə fʊt/	етегінде	у подножия
attentively (adv.)	/əˈtentɪvli/	мұқият	внимательно
be chased (phr.)	/biː ˈtʃeɪst/	қуғындалу	быть преследуемым
disgusting (adj.)	/dɪsˈgʌstɪŋ/	жиіркенішті	отвратительный

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favour (n.)	/ˈfeɪvə/	жақсылық, қолдау	одолжение, благосклонность
gentleman (n.)	/ˈdʒentlmən/	мырза	джентльмен
homeless (adj.)	/ˈhəʊmləs/	баспанасыз	бездомный
honourable (adj.)	/ˈɒnərəbl/	құрметті	почётный
introduce (v.)	/ˌɪntrəˈdjuːs/	таныстыру	представлять
majestic (adj.)	/məˈdʒestɪk/	асқақ, керемет	величественный
narrow (adj.)	/ˈnærəʊ/	тар	узкий
put up (phr. v.)	/pʊt ˈʌp/	орналастыру, уақытша тоқтау	размещать, терпеть
remain (v.)	/rɪˈmeɪn/	қалу	оставаться
stare (v.)	/steə/	қадалып қарау	пристально смотреть
unexpected (adj.)	/ˌʌnɪkˈspektɪd/	күтпеген	неожиданный
whistle (v.)	/ˈwɪsl/	ысқыру	свистеть
Lesson 6			
ceiling (n.)	/ˈsiːlɪŋ/	төбе (бөлменің)	потолок
confusion (n.)	/kənˈfjuːʒən/	абыржу, шатасу	замешательство
creep (v.)	/kriːp/	еңбектеу, ақырын қозғалу	ползти, красться
curious (adj.)	/ˈkjʊərɪəs/	қызыққұмар	любопытный
handkerchief (n.)	/ˈhæŋkətʃɪf/	орамал	носовой платок
hateful (adj.)	/ˈheɪtfʊl/	жиіркенішті	ненавистный
judge (n.)	/dʒʌdʒ/	төреші	судья
outlaw (n.)	/ˈaʊtlɔː/	заңсыз адам, қашқын	изгой, преступник
severe (adj.)	/sɪˈvɪə/	қатал	суровый
Lesson 7			
behave (v.)	/bɪˈheɪv/	өзін-өзі ұстау	вести себя
clever (adj.)	/ˈklevə/	ақылды, зерек	умный, сообразительный
fear (n.)	/fɪə/	қорқыныш	страх
gentle (adj.)	/ˈdʒentl/	жұмсақ, мейірімді	мягкий, нежный
honest (adj.)	/ˈɒnɪst/	адал	честный
neat (adj.)	/niːt/	ұқыпты, жинақы	аккуратный
paradise (n.)	/ˈpærədaɪs/	жұмақ	рай
recovery (n.)	/rɪˈkʌvəri/	қалпына келу	выздоровление
study (v.)	/ˈstʌdi/	оқу, зерттеу	учиться, изучать
wiser (adj.)	/ˈwaɪzə/	данагөй (салыстырмалы шырай)	мудрее
Unit 6			
Lesson 1			
busker (n.)	/ˈbʌskə/	көшедегі музыкант	уличный музыкант
DJ (n.)	/ˌdiːˈdʒeɪ/	диск-жокей	диск-жокей
gallery (n.)	/ˈgæləri/	галерея	галерея
journalist (n.)	/ˈdʒɜːnəlɪst/	журналист	журналист
modern (adj.)	/ˈmɒdən/	заманауи	современный
mural (n.)	/ˈmjʊərəl/	ғимарат қабырғасындағы сурет	настенная живопись
painting (n.)	/ˈpeɪntɪŋ/	1. сурет 2. сурет салу	1. картина 2. рисование
radio (n.)	/ˈreɪdiəʊ/	радио	радио
Lesson 2			
artist (n.)	/ˈɑːtɪst/	суретші	художник
cartoon (n.)	/kɑːˈtuːn/	мультфильм, карикатура, эскиз	мультфильм, карикатура, эскиз
creative (adj.)	/kriːˈeɪtɪv/	шығармашылық, креативті	креативный, творческий
drawing (n.)	/ˈdrɔːɪŋ/	сурет	рисунок
gallery (n.)	/ˈgæləri/	галерея	галерея
passionate about	/ˈpæʃənət əˈbaʊt/	бір нәрсемен әуестену	страстно увлечённый; увлекающийся чем-либо

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practice (v.)	/ˈpræktɪs/	тәжірибе	практиковать(ся)
post online	/pəʊst ˌɒnˈlaɪn/	ғаламторда жариялау	разместить в интернете
sculpture (n.)	/ˈskʌlptʃə/	мүсін	скульптура
several (adj.)	/ˈsɛvərəl/	бірнеше	несколько
since (prep.)	/sɪns/	бері	с момента, с тех пор как
studio (n.)	/ˈstjuːdɪəʊ/	студия	студия
talent (n.)	/ˈtælənt/	талант	талант
Lesson 3			
for	/fɔː/	бойы, ішінде	в течение
since	/sɪns/	басталғаннан бері	с момента
Lesson 4			
banjo (n.)	/ˈbændʒəʊ/	банджо	банджо
cello (n.)	/ˈtʃeləʊ/	виолончель	виолончель
clarinet (n.)	/ˌklærɪˈnet/	кларнет	кларнет
drum (n.)	/drʌm/	барабан	барабан
keyboard (n.)	/ˈkiːbɔːd/	синтезатор	синтезатор
orchestra (n.)	/ˈɔːkɪstrə/	оркестр	оркестр
piano (n.)	/piˈænəʊ/	күйсандық, пианино	фортепиано
recorder (n.)	/rɪˈkɔːdə/	күйтабақ ойнатқыш	проигрыватель
saxophone (n.)	/ˈsæksəfəʊn/	саксофон	саксофон
trumpet (n.)	/ˈtrʌmpɪt/	керней	труба (музыкальный инструмент)
violin (n.)	/ˌvaɪəˈlɪn/	скрипка	скрипка
Lesson 5			
at the same time	/ət ðə seɪm taɪm/	сол сәтте	в то же время
download (v.)	/ˌdaʊnˈləʊd/	жүктеу	загрузить
ever (adv.)	/ˈɛvə/	қашан да болсын	когда-либо
never (adv.)	/ˈnɛvə/	бұрын-соңды болмаған	никогда ранее
Lesson 6			
didgeridoo (n.)	/ˌdɪdʒəriˈduː/	диджериду	диджериду
sitar (n.)	/sɪˈtɑː/	ситар	ситар
wind instrument	/wɪnd ˈɪnstrəmənt/	үрмелі аспап	духовой инструмент
Lesson 7			
carefully (adv.)	/ˈkeəfəli/	абайлап	осторожно
celebrate (v.)	/ˈselɪˌbreɪt/	тойлау	праздновать
community (n.)	/kəˈmjuːnəti/	қоғам	сообщество
condition (n.)	/kənˈdɪʃən/	жағдай	условие
dish (n.)	/dɪʃ/	табақ	блюдо
echo (n.)	/ˈɛkəʊ/	жаңғырық	эхо
environment (n.)	/ɪnˈvaɪrənmənt/	қоршаған орта	окружающая среда
equal (adj.)	/ˈiːkwəl/	тең	равный
festival (n.)	/ˈfɛstɪvəl/	фестиваль	фестиваль
gather (v.)	/ˈgæðə/	жинау	собирать
harmony (n.)	/ˈhɑːməni/	үйлесім	гармония
ideal (adj.)	/aɪˈdɪəl/	идеал	идеальный
lively (adj.)	/ˈlaɪvli/	көңілді	оживлённый, активный
location (n.)	/ləʊˈkeɪʃən/	орналасқан жер	местоположение
mix (n.)	/mɪks/	қоспа	смесь, смешение
musician (n.)	/mjuˈzɪʃən/	музыкант	музыкант
promote (v.)	/prəˈməʊt/	насихаттау, қолдау көрсету	продвигать, поддерживать
share (v.)	/ʃɛə/	бөлісу	делиться, разделять
stall (n.)	/stɔːl/	шатыр	ларёк, киоск

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stunning (adj.)	/ˈstʌnɪŋ/	таңғажайып	потрясающий, восхитительный
throat singing techniques	/θrəʊt sɪŋɪŋ tɛkˈniːks/	дауыспен айту әдістері	техники горлового пения
unique (adj.)	/juˈniːk/	бірегей	уникальный
worship (v.)	/ˈwɜːʃɪp/	ғибадаттау	поклоняться
Lesson 8			
Do you fancy … ?	/dʊ juː ˈfænsi .../	Қалайсыз ба...?	Хотите...?
Let's go together.	/lɛts gəʊ təˈgɛðə/	Бірге барайық.	Пойдёмте вместе.
Shall I … ?	/ʃæl aɪ .../	Мүмкін, маған…?	Может, мне...?
Sounds good!	/saʊndz gʊd/	Жақсы ой сияқты!	Звучит неплохо!
What time shall we meet (then)?	/wɒt taɪm ʃəl wi miːt (ðɛn)/	Біз сағат нешеде кездесеміз?	Во сколько мы встретимся?
Yeah, why not?	/jɛə, waɪ nɒt/	Неге істемеске? / Неге жасамасқа?	Да, почему бы и нет?
Lesson 9			
crowd (n.)	/kraʊd/	топ	толпа
free (adj.)	/friː/	тегін	бесплатный
nomadic (adj.)	/nəʊˈmædɪk/	көшпенді	кочевой
parade (n.)	/pəˈreɪd/	парад	парад
special atmosphere	/ˈspɛʃ(ə)l ˈætməsfɪə/	ерекше атмосфера	особая атмосфера
traditional crafts	/trəˈdɪʃ(ə)n(ə)l krɑːfts/	дәстүрлі қолөнер	традиционные ремёсла
yurt (n.)	/jʊət/	киіз үй	юрта
Lesson 10			
appear (v.)	/əˈpɪə/	пайда болу	появляться
background (n.)	/ˈbækgraʊnd	фон	фон
canvas (n.)	/ˈkanvas/	кенеп	холст
converge (v.)	/kənˈvɜːdʒ	тоғысу	сходиться
depth (n.)	/dɛpθ/	тереңдік	глубина
distance (n.)	/ˈdɪst(ə)ns/	қашықтық	дистанция, расстояние
flat (n.)	/flæt/	жазық	плоский
foreground (n.)	/ˈfɔːgraʊnd/	алдыңғы жоспар	передний план
foreshortening (n.)	/ˈfɔːʃɔːtnɪŋ/	ракурс	ракурс, угол зрения
impression (n.)	/ɪmˈprɛʃ(ə)n/	әсер	впечатление
life-like (adj.)	/ˈlaɪf laɪk/	өмірдегідей	реалистичный, правдоподобный
out of proportion	/aʊt ɒv prəˈpɔːʃ(ə)n/	арақатынассыз	несоразмерный, непропорциональный
perspective (n.)	/pəˈspɛktɪv/	перспектива	перспектива
representation (n.)	/ˌrɛprɪzɛnˈteɪʃən/	бейнелеу	изображение
three dimensional	/θriː dɪˈmɛnʃənl/	үшөлшемді	трёхмерный
vanish (v.)	/ˈvænɪʃ/	жоғалу	исчезать
various (adj.)	/ˈveərɪəs/	әртүрлі	различные
volume (n.)	/ˈvɒljuːm/	көлем	объём
Lesson 11			
album (n.)	/ˈælbəm/	альбом	альбом
award (n.)	/əˈwɔːd/	марапат, сыйлық	награда, премия
bass guitar (n.)	/beɪs gɪˈtɑːr/	бас гитара	бас-гитара
competition (n.)	/ˌkɒmpəˈtɪʃən/	байқау	соревнование
drum (n.)	/drʌm/	барабан	барабан
electric guitar	/ɪˈlɛktrɪk gɪˈtɑːr/	электр гитара	электрогитара
producer (n.)	/prəˈdjuːsə/	продюсер	продюсер

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Unit 7			
Lesson 1			
boiling (adj.)	/ˈbɔɪlɪŋ/	өте ыстық, қайнап тұрған	очень жаркий
freezing (adj., adv.)	/ˈfriːzɪŋ/	аязды	морозный
hail (n.)	/heɪl/	бұршақ	град
heatwave	/ˈhiːt ˌweɪv/	аптап мерзімі	период сильной жары
heavy rain	/ˌhevi ˈreɪn/	нөсер	сильный дождь
heatwave (n.)	/ˈhiːtweɪv/	ыстық толқын	тепловая волна
in October	/ɪn ɒkˈtəʊbə/	қазанда	в октябре
lightning (n.)	/ˈlaɪtnɪŋ/	найзағай	молния
snowstorm (n.)	/ˈsnəʊstɔːm/	боран	метель
thunder (n.)	/ˈθʌndə/	күннің күркіреуі	гром
Lesson 2			
building (n.)	/ˈbɪldɪŋ/	ғимарат	здание
damage (v.)	/ˈdæmɪdʒ/	зақым келтіру	повреждать, наносить урон
destructive (adj.)	/dɪˈstrʌktɪv/	зиянды	разрушительный
high wind	/ˌhaɪ ˈwɪnd/	қатты жел	сильный ветер
flood (n.)	/flʌd/	су тасқыны	наводнение
homeless (adj.)	/ˈhəʊmləs/	баспанасыз	бездомный
hurricane (n.)	/ˈhʌrɪkən/	дауыл	ураган
indoors (adj.)	/ˌɪnˈdɔːz/	үйде	внутри, в помещении
jazz (n.)	/dʒæz/	джаз	джаз
man-made (adj.)	/ˈmænˌmeɪd/	жасанды	искусственный
natural disaster	/ˈnætʃərəl dɪˈzɑːstər/	табиғи апат	стихийное бедствие
neighbourhood (n.)	/ˈneɪbəhʊd/	көршілес аймақ	район, соседство
outdoors (adj.)	/ˌaʊtˈdɔːz/	сыртта	снаружи
protect (v.)	/prəˈtɛkt/	қорғау	защищать
rebuild (v.)	/ˌriːˈbɪld/	қайта құру	восстанавливать
remake (v.)	/ˌriːˈmeɪk/	қайта жасау	воссоздать, переделать
replace (v.)	/rɪˈpleɪs/	ауыстыру	заменить
reuse (n.)	/ˌriːˈjuːz/	қайта пайдалану	повторное использование
thunderstorm (n.)	/ˈθʌndəstɔːm/	найзағай	гроза
Lesson 3			
(don't) have to (v.)	/(dəʊnt) hæv tuː/	міндетті (емес)	(не) обязан
must (v.)	/mʌst/	тиіс	должен
mustn't (v.)	/ˈmʌsnt/	болмайды	нельзя
necessary (adv.)	/ˈnɛsəs(ə)ri/	қажет	необходимо
Lesson 4			
compass (n.)	/ˈkʌmpəs/	компас, тұсбағдар	компас
contact lens	/ˈkɒntækt ˌlenz/	линза	контактная линза
glasses (n.)	/ˈglɑːsɪz/	көзілдірік	очки
snowstorm (n.)	/ˈsnəʊstɔːm/	боран	снежная буря
sun cream (n.)	/ˈsʌn ˌkriːm/	күннен қорғайтын крем	защитный крем от солнца
sunglasses (n.)	/ˈsʌŋˌglɑːsɪz/	күннен қорғайтын көзілдірік	солнечные очки
torch (n.)	/tɔːtʃ/	шам	фонарик
water bottle	/ˈwɔːtə ˌbɒtl/	суы бар бөтелке	бутылка с водой
Lesson 5			
drop (v.)	/drɒp/	түсіру	уронить
helicopter (n.)	/ˈhɛlɪkɒptə/	тікұшақ	вертолёт
jogging (n.)	/ˈdʒɒgɪŋ/	жеңіл жүгіру	бег трусцой
outback (n.)	/ˈaʊtbæk/	жабайы табиғат / қалың ну	глушь

Электронный оригинал

English	Transcription	Kazakh	Russian
ranch (n.)	/rɑːn(t)ʃ/	ранчо	ранчо
rescue (v.)	/ˈrɛskjuː/	құтқару	спасать
try (v.)	/traɪ/	тырысу	(по)пытаться
while	/waɪl/	сол уақытта	в то время как
Lesson 6			
island (n.)	/ˈaɪlənd/	арал	остров
jungle (n.)	/ˈdʒʌŋg(ə)l/	джунгли, ну орман	джунгли
lantern (n.)	/ˈlæntən/	шам	фонарь
mangrove (n.)	/ˈmæŋgrəʊv/	мангр тоғайы	мангровая роща
moon (n.)	/muːn/	ай	луна
surrounded (adj.)	/səˈraʊndɪd/	қоршалған	окружённый
Lesson 7			
currency (n.)	/ˈkʌrənsɪ/	валюта	валюта
erupt (v.)	/ɪˈrʌpt/	атқылау	извергаться
in South Africa	/ɪn saʊθ ˈæfrɪkə/	Оңтүстік Африкада	в Южной Африке
in the middle	/ɪn ðə ˈmɪdl/	ортасында	в середине
in total	/ɪn ˈtəʊtəl/	тұтас алғанда	суммарно, в целом, в сумме
inhabited (adj.)	/ɪnˈhæbɪtɪd/	тұрғынды	обитаемый, населённый
lifestyle (n.)	/ˈlaɪfˌstɑːl/	өмір салты	образ жизни
miss (v.)	/mɪs/	сағыну	скучать
monarch (n.)	/ˈmɒnɑːk/	монарх	монарх
on a ship	/ɒn ə ʃɪp/	кемеде	на корабле
on the island	/ɒn ðɪ ˈaɪlənd/	аралда	на острове
on the planet	/ɒn ðə ˈplænɪt/	ғаламшарда	на планете
remote (adj.)	/rɪˈməʊt/	қашықтық	удалённый
stress (n.)	/strɛs/	стресс, күйзеліс	стресс
South Africa (n.)	/saʊθ ˈæfrɪkə/	Оңтүстік Африка	Южная Африка
television (n.)	/ˈtelɪvɪʒən/	теледидар	телевидение
territory (n.)	/ˈtɛrɪtərɪ/	аумақ	территория
total (n.)	/ˈtəʊtel/	жинақ, жалпы, барлығы	итог, целое, сумма
volcanic (adj.)	/vɒlˈkænɪk/	жанартаулық	вулканический
Lesson 8			
I (don't) agree.	/aɪ (dəʊnt) əˈgriː/	Мен келісемін (келіспеймін).	Я (не) согласен.
I reckon …	/aɪ ˈrɛkən .../	Меніңше... / Мен … ойлаймын.	Я полагаю...
Maybe, but …	/ˈmeɪbiː, bʌt .../	Мүмкін, бірақ...	Может быть, но...
OK, perhaps you're right.	/ˌəʊˈkeɪ, pəˈhæps jʊə raɪt/	Жарайды, мүмкін, сіз дұрыс айтасыз	Ладно, возможно, вы правы.
Yes, I suppose so.	/jɛs, aɪ səˈpəʊz səʊ/	Иә, мен де солай ойлаймын	Да, полагаю, что так.
Lesson 9			
aurora borealis	/ɔːˌrɔːrə ˌbɔːriˈeɪlɪs/	Солтүстік шұғыла	северное сияние
dark (adv.)	/dɑːk/	қараңғы	темно
midnight sun	/ˈmɪdnaɪt sʌn/	түнгі күн / ақ түн	полуночное солнце
Lesson 10			
allow (v.)	/əˈlaʊ/	рұқсат беру	разрешать, позволять
almost (adv.)	/ˈɔːlməʊst/	дерлік	почти
average (adj.)	/ˈævərɪdʒ/	орташа	средний, в среднем
carbon dioxide	/ˈkɑːbən daɪˈɒksaɪd/	көмірқышқыл газы	углекислый газ
cause (v.)	/kɔːz/	себеп болу	служить причиной, вызывать
desertification (n.)	/dɪˌzɜːtɪfɪˈkeɪʃ(ə)n/	шөлейттену	опустынивание
ecosystems (n.)	/ˈiːkəʊˌsɪstəms/	экожүйелер	экосистемы
enter (v.)	/ˈɛntə/	кіру	входить
escape (v.)	/ɪsˈkeɪp/	қашу	сбежать

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evaporate (v.)	/ɪˈvæpəreɪt/	булану	испаряться
greenhouse effect	/griːnhaʊs ɪˈfekt/	парниктік эффект	парниковый эффект
glass (n.)	/glɑːs/	әйнек	стекло
global warming	/gləʊb(ə)l ˈwɔːmɪŋ/	жаһандық жылыну	глобальное потепление
heat up (ph.v.)	/hiːt ʌp/	қыздыру	нагревать
ice caps	/aɪs kæps/	мұздықтар	ледники
infra-red radiation	/ˌɪnfrəˈrɛd ˌreɪdɪˈeɪʃən/	инфрақызыл сәулелену	инфракрасное излучение
methane (n.)	/ˈmɛθeɪn/	метан	метан
nitrous oxide	/ˈnaɪtrəs ˈɒksaɪd/	азот тотығы	закись азота
ozone (n.)	/ˈəʊzəʊn/	озон	озон
plant (n.)	/plɑːnt/	өсімдік	растение
reflect (v.)	/rɪˈflɛkt/	шағылдыру	отражать
rise (v.)	/raɪz/	көтерілу	расти, повышаться
roof (n.)	/ruːf/	шатыр	крыша
scientist (n.)	/ˈsaɪəntɪst/	ғалым	учёный
sunlight (n.)	/ˈsʌnlaɪt/	күн сәулесі	солнечный свет
support (v.)	/səˈpɔːt/	қолдау	поддерживать
vapour (n.)	/ˈveɪpər/	бу	пар
Lesson 11			
adventurer (n.)	/ədˈvɛntʃərə/	саяхатшы	авантюрист
ahead (prep.)	/əˈhɛd/	алда	вперёд
cover (v.)	/ˈkʌvə/	жабу	покрывать
fatal (adj.)	/ˈfeɪtl/	өлімге әкелетін	смертельный, роковой
flag (n.)	/flæg/	ту	флаг
halve (v.)	/hɑːv/	екі есе азайту	сократить вдвое
journey (n.)	/ˈdʒɜːni/	саяхат	путешествие
lonely (adj.)	/ˈləʊnli/	жалғыз	одинокий
normally (adv.)	/ˈnɔːməli/	әдетте	обычно, как правило
overland (adv.)	/ˈəʊvəlænd/	құрлық арқылы	по суше
permanently (adv.)	/ˈpɜːmənəntli/	тұрақты түрде	постоянно
polar explorer	/ˈpəʊlə ɪkˈsplɔːrə/	полярлық зерттеуші	исследователь полюса, полярник
previous (adj.)	/ˈpriːviəs/	алдыңғы	предыдущий
prove (v.)	/pruːv/	дәлелдеу	доказывать
radar (n.)	/ˈreɪdɑː/	радиолокация	радар
reach (v.)	/riːtʃ/	жету	достигать
realistic (adj.)	/ˌrɪəˈlɪstɪk/	шынайы	реалистичный
scan (v.)	/skæn/	сканерлеу	сканировать
sheet of ice	/ʃiːt əv aɪs/	мұз қабаты	ледяной покров
sport-utility vehicle	/spɔːt juːˈtɪlɪti ˈviːɪk(ə)l/	спорттық көліктер	спортивный внедорожник
trial run	/ˈtraɪəl rʌn/	сынақ сапары	пробный запуск
violent (adj.)	/ˈvaɪələnt/	зорлықшыл	жестокий, беспощадный
Unit 8 Lesson 1			
chat (n.)	/tʃæt/	әңгіме	беседа, болтовня
chat with friends online	/tʃæt wɪð frendz ˌɒnˈlaɪn/	достармен ғаламтор арқылы әңгімелесу	болтать, беседовать с друзьями в интернете
do sports	/duː spɔːts/	спортпен шұғылдану	заниматься спортом
get enough sleep	/get ɪˈnʌf sliːp/	қанып ұйықтау	высыпаться (достаточно спать)
hang out with friends	/hæŋ aʊt wɪð frendz/	достармен уақыт өткізу	проводить время с друзьями (вне дома)
have time for yourself	/hæv taɪm fə jɔːˈself/	жеке басына уақыт бөлу	уделять время себе
help around the house	/help əˈraʊnd ðə haʊs/	үй шаруасына көмектесу	помогать по дому

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Lesson 2			
caffeine (n.)	/ˈkæfiːn/	кофеин	кофеин
catch a cold	/kætʃ ə kəʊld/	суық тигізіп алу	простудиться
catch up (ph.v.)	/kætʃ ʌp/	қуып жету	догнать кого-либо, восполнить пробелы в чём-либо
catch up on sleep	/kætʃ ʌp ɒn sliːp/	ұйқы қандыру	отоспаться, восполнить недосыпание
drink (v.)	/drɪŋk/	сусын	напиток
enough (adv.)	/ɪˈnʌf/	жеткілікті	достаточно
expert (n.)	/ˈɛkspɜːt/	маман	эксперт
get a good night's sleep	/get ə gʊd naɪts sliːp/	түнде жақсы ұйықтау	хорошо высыпаться ночью
get more sleep	/get mɔː sliːp/	көбірек ұйықтау	больше спать
homework (n.)	/ˈhəʊmwɜːk/	үй тапсырмасы	домашнее задание
illness (n.)	/ˈɪlnəs/	ауру	болезнь, заболевание
junk food	/dʒʌŋk fuːd/	зиянды тамақ	нездоровая пища
reason (n.)	/ˈriːzn/	себеп	причина
relaxed (adj.)	/rɪˈlækst/	тыныш	расслабленный
sleep (v.)	/sliːp/	ұйықтау	спать
snack (n.)	/snæk/	жеңіл тамақ	закуска, перекус
still (adv.)	/stɪl/	әлі де	всё ещё
surf the Internet	/sɜːf ðiˈɪntəˌnɛt/	ғаламтор қолдану	пользоваться интернетом
tired (adj.)	/ˈtaɪəd/	шаршаған	уставший
weak (adj.)	/wiːk/	әлсіз	слабый
Lesson 3			
fail (v.)	/feɪl/	сәтсіздікке ұшырау	провалиться
feel relaxed	/fiːl rɪˈlækst/	өзін-өзі еркін ұстау	чувствовать себя непринуждённо
hang out (v.)	/hæŋ aʊt/	уақыт өткізу / көңіл көтеру	тусоваться
should (v.)	/ʃʊd/	керек / қажет	следует
shouldn't (v.)	/ˈʃʊdnt/	керек емес / қажет емес	не следует
make sure	/meɪk ʃɔː/	көз жеткізу	удостовериться
Lesson 4			
be organised	/bi ˈɔːgənaɪzd/	ұйымдастырылған болу	быть организованным
cook fresh food	/kʊk freʃ fuːd/	жаңа піскен тағам әзірлеу	готовить свежую еду
drink water	/drɪŋk ˈwɔːtə/	су ішу	пить воду
exercise regularly	/ˈeksəsaɪz ˈregjələli/	үнемі дене жаттығуларын жасау	регулярно делать физические упражнения
have a hobby	/hæv ə ˈhɒbi/	хоббимен айналысу	иметь хобби
take a break	/teɪk ə breɪk/	үзіліс жасау	сделать паузу
take photos	/teɪk ˈfəʊtəʊz/	суретке түсіру	фотографировать
note (v.)	/ nəʊt/	ескерту	замечать, подмечать
recommend (v.)	/rekəˈmend/	ұсыну	рекомендовать
advise (v.)	/ədˈvaɪz/	кеңес беру	советовать
suggest (v.)	/səˈdʒest/	ұсыну	предлагать
state (v.)	/steɪt/	бекіту	утверждать
Lesson 5			
general knowledge quiz	/ˌdʒɛn(ə)rəl ˈnɒlɪdʒ kwɪz/	жалпы білімге арналған викторина	викторина на общие знания
interview (n.)	/ˈɪntəvjuː/	сұхбат	интервью
limit (n.)	/ˈlɪmɪt/	шектеу	ограничи(ва)ть
Olympic Games	/əˌlɪmpɪk ˈgeɪmz/	Олимпиада ойындары	Олимпийские игры

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Lesson 6			
advantage (n.)	/ədˈvɑːntɪdʒ/	артықшылық	преимущество
attend (v.)	/əˈtɛnd/	бару / қатысу	посетить
director (n.)	/daɪˈrɛktə/	режиссер	режиссёр
disadvantage (n.)	/ˌdɪsədˈvɑːntɪdʒ/	кемшілік	недостаток
celebrity (n.)	/sɪˈlɛbrɪti/	танымал адам / жұлдыз	знаменитость
clap (v.)	/klæp/	шапалақтау	хлопать
full-time (n.)	/ˈfʊl taɪm/	толық жұмыс күні	полный рабочий день
invent (v.)	/ɪnˈvent/	ойлап шығару	изобретать
on stage	/ɒn steɪdʒ/	сахнада	на сцене
part-time (n.)	/ˈpɑːt taɪm/	жартылай жұмыс күні	неполный рабочий день
performing (n.)	/pəˈfɔːmɪŋ/	өнер көрсету / сөйлеу	выступление
Lesson 7			
academy (n.)	/əˈkædəmi/	академия	академия
age (n.)	/eɪdʒ/	жас	возраст
audition (n.)	/ɔːˈdɪʃən/	тыңдау	прослушивание
dormitory (n.)	/ˈdɔːmɪt(ə)rɪ/	жатақхана	общежитие
footballer (n.)	/ˈfʊtbɔːlə/	футболшы	футболист
gifted (adj.)	/ˈgɪftɪd/	дарынынды, талантты	одарённый
participate (v.)	/pɑːˈtɪsɪpeɪt/	қатысу	принимать участие
siesta (n.)	/siˈɛstə/	түстен кейінгі демалыс, сиеста	сиеста
Lesson 8			
Here, let me show you.	/hɪə, lɛt mi ˈʃəʊ juː/	Кәне, мен сізге көрсетейін.	Давайте, я вам покажу.
I'll give you a hand.	/aɪl gɪv juː ə hænd/	Мен сізге көмектесемін.	Я помогу вам.
make a decision	/meɪk ə dɪˈsɪʒən/	шешім қабылдау	принять решение
talk on the phone	/tɔːk ɒn ðə fəʊn/	телефонмен сөйлесу	говорить по телефону
Lesson 9			
awful (adj.)	/ˈɔːf(ə)l/	сұмдық	ужасный
disco (n.)	/ˈdɪskəʊ/	дискотека	дискотека
experience (n.)	/ɪkˈspɪərɪəns/	тәжірибе	опыт
falcon (n.)	/ ˈfɔː(l)k(ə)n /	сұңқар	сокол
incredible (adj.)	/ɪnˈkrɛdɪb(ə)l/	керемет	невероятный
master class (n.)	/ˈmɑːstə klɑːs/	шеберлік сабағы	мастер-класс
publish (v.)	/ˈpʌblɪʃ/	жариялау	опубликовать
repetition (n.)	/ˌrɛpɪˈtɪʃ(ə)n/	қайталау	повторение
summer camp	/ˈsʌmə kæmp/	жазғы лагерь	летний лагерь
unforgettable (adj.)	/ˌʌnfəˈgɛtəb(ə)l/	ұмытылмас	незабываемый
Lesson 10			
avoid (v.)	/əˈvɔɪd/	болдырмау	избегать
blood flow	/blʌd fləʊ/	қан айналымы	кровоток
equipment (n.)	/ɪˈkwɪpmənt/	жабдық	оборудование
flexible (adj.)	/ˈflɛksɪbəl/	икемді	гибкий
guideline (n.)	/ˈgaɪdlaɪn/	нұсқаулық	рекомендация, руководство
increase (v.)	/ɪnˈkriːs/	ұлғайту	увеличивать
injury (n.)	/ˈɪndʒəri/	жарақат	травма, повреждение
joints	/dʒɔɪnts/	буындар	суставы
ligaments	/ˈlɪgəmənt/	байламдар	связки
muscle (n.)	/ˈmʌsl/	ет бұлшық	мышца
pain (n.)	/peɪn/	ауырсыну	боль
posture (n.)	/ˈpɒstʃə/	дене қалпы	осанка, поза

English	Transcription	Kazakh	Russian
properly (adv.)	/ˈprɒpəli/	дұрыс	правильно
stiff (adj.)	/stɪf/	қатаң	жёсткий, твёрдый
unnecessary (adj.)	/ʌnˈnɛsəsəri/	қажетсіз	ненужный
warm-up (n.)	/ˈwɔːmʌp/	денені шынықтыру	разминка
Lesson 11			
according (adv.)	/əˈkɔːdɪŋ/	сәйкес	согласно
baursak (n.)	/ˈbaʊrsɑːk/	бауырсақ	баурсак
beef (n.)	/biːf/	сиыр еті	говядина
celebration (n.)	/ˌsɛlɪˈbreɪʃən/	мереке, салтанат	празднование, торжество
delicious (adj.)	/dɪˈlɪʃəs/	дәмді	вкусный
event (n.)	/ɪˈvɛnt/	оқиға	событие
flavor (n.)	/ˈfleɪvə/	дәм, хош иіс	вкус, аромат
hospitality (n.)	/ˌhɒspɪˈtælɪti/	қонақжайлық	гостеприимство
host (n.)	/həʊst/	иесі	хозяин
ingredient (n.)	/ɪnˈgriːdiənt/	ингредиент	ингредиент
kuyrdak (n.)	/kʊɪrˈdɑːk/	қуырдақ	куырдак
kymyz (n.)	/ˈkɪmɪz/	қымыз	кумыс
lamb (n.)	/læm/	қозы	барашек
liver (n.)	/ˈlɪvə/	бауыр	печень
mealtime (n.)	/ˈmiːlˌtaɪm/	ас уақыты	трапеза, застолье
mutton (n.)	/ˈmʌtən/	қой еті	баранина
nomad (n.)	/ˈnəʊmæd/	көшпенді	кочевник
occasion (n.)	/əˈkeɪʒən/	жағдай	случай
plov (n.)	/plɒv/	плов	плов
respect (n.)	/rɪˈspɛkt/	құрмет	уважение
roasted (adj.)	/ˈrəʊstɪd/	қуыру	жареный
serve (v.)	/sɜːv/	қызмет көрсету	подавать
shubat (n.)	/ʃʊˈbɑːt/	шұбат	шубат
spread (v.)	/sprɛd/	тарату	распространять
varied (adj.)	/ˈveə.rɪd/	әртүрлі	разнообразный
wedding (n.)	/ˈwɛdɪŋ/	үйлену тойы	свадьба
Unit 9			
Lesson 1			
baggy (adj.)	/ˈbægi/	қолпылдақ	мешковатый
casual (adj.)	/ˈkæʒjuəl/	күнделікті	повседневный
old-fashioned (adj.)	/ˌəʊldˈfæʃənd/	ескі сәндегі	старомодный
patterned (adj.)	/ˈpætənd/	өрнекті	узорный, с рисунком
plain (adj.)	/pleɪn/	жазық	плоский
smart (adj.)	/smɑːt/	ақылды	умный
tight (adj., adv.)	/taɪt/	тығыз	плотный
Lesson 2			
accept (v.)	/əkˈsep/	қабылдау	принимать
accessories (n.)	/əkˈsesərɪz/	аксессуарлар	аксессуары
bell-bottom jeans	/bel ˈbɒtəm dʒiːn/	қоңырау пішінді джинсы	джинсы клёш
central heating	/ˈsentr(ə)l ˈhiːtɪŋ/	орталық жылыту	центральное отопление
collar (n.)	/ˈkɒlə/	жаға	воротник
credit card (n.)	/ˈkredɪt kɑːd/	несие картасы	кредитная карта
elaborate (adj.)	/ɪˈlæbəreɪt/	күрделі	сложный
electrical appliance	/ɪˈlektrɪk(ə)l əˈplaɪəns/	электр құрылғысы	электрическое устройство
fashionable (adj.)	/ˈfæʃ(ə)nəb(ə)l/	сәнді	модный, в моде
hairpin (n.)	/ˈheəpɪn/	шаш қыстырғыш	заколка
headscarf (n.)	/ˈhedskɑːf/	орамал	платок, косынка

English	Transcription	Kazakh	Russian
hippie (n.)	ˈhɪpɪ/	хиппи	хиппи
Jewellery (n.)	/ˈdʒuːəlrɪ/	әшекейлер, зергерлік бұйымдар	бижутерия, украшение
nowadays (adv.)	/ˈnaʊədeɪz/	қазіргі кезде	в наши дни
rubber (adj.)	/ˈrʌbə/	резеңке	резиновый
stove (n.)	/stəʊv/	пеш	печь
teenager (n.)	/ˈtiːneɪdʒə/	жасөспірім	подросток
Lesson 3			
past habits	/pɑːst ˈhæbɪts/	өткен әдеттер	прошлые привычки
used to	/ˈjuːst tuː/	бұрын	прежде
would	/wʊd/	ертерек	раньше
Lesson 4			
connection (n.)	/kəˈnɛkʃ(ə)n/	өзара байланыс	взаимосвязь
presenter (n.)	/prɪˈzɛntə/	жүргізуші	ведущий
theatre production	/ˈθɪətə prəˈdʌkʃ(ə)n/	театр қойылымы	театральная постановка
touchscreen (n.)	/ˈtʌtʃskriːn/	сенсорлық экран	сенсорный экран
Lesson 5			
bus stop (n.)	/bʌs stɒp/	автобус аялдамасы	автобусная остановка
coach (n.)	/kəʊtʃ/	жаттықтырушы	тренер
get on (v.)	/gɛt ɒn/	кіру	войти
match (n.)	/mætʃ/	матч	матч
not let (v.)	/nɒt lɛt/	рұқсат етпеу	не позволить
sell out (v.)	/sɛl aʊt/	сатып бітіру	распродать
Lesson 6			
bamboo (n.)	/bæmˈbuː/	бамбук	бамбук, бамбуковый
bowler hat	/ˈbəʊlər hæt/	қалпақ (бас киім)	шляпа-котелок
conical (adj.)	/ˈkɒnɪkəl/	конус пішінді	конический
indigenous (adj.)	/ɪnˈdɪdʒɪnəs/	жергілікті	местный
pride (n.)	/praɪd/	мақтаныш	гордость
ring (n.)	/rɪŋ/	сақина	кольцо
sew (v.)	/səʊ/	тігу	шить
stick (n.)	/stɪk/	таяқ	палка, палочка
wool (n.)	/wʊl/	жүн	шерсть
Lesson 7			
accessories (n.)	/əkˈsesərɪz/	аксессуарлар	аксессуары
alarm clock (n.)	/əˈlɑːm klɒk/	сағат	будильник
download apps	/ˈdaʊnˌləʊd æps/	қосымшаларды жүктеу	скачивать приложения
essential (n.)	/ɪˈsɛnʃəl/	маңызды	основной, необходимый
go on sale	/gəʊ ɒn seɪl/	сатылымға түсу	поступить в продажу
gradually (adv.)	/ˈgrædjuəli/	біртіндеп	постепенно
immediately (adv.)	/ɪˈmiːdiətli/	шұғыл, дереу	немедленно
item (n.)	/ˈaɪtəm/	зат	пункт, предмет, элемент
map (n.)	/mæp/	карта	карта
mention (v.)	/ˈmɛnʃən/	айту	упоминать
message (n.)	/ˈmɛsɪdʒ/	хабарлама	сообщение, послание
mobile phone	/ˈməʊbaɪl fəʊn/	ұялы телефон	мобильный телефон
pocket (n.)	/ˈpɒkɪt/	қалта	карман
react (v.)	/rɪˈækt/	жауап беру	реагировать
sale (v.)	/seɪl/	сату	продажа
screen (n.)	/skriːn/	экран	экран
shape (n.)	/ʃeɪp/	пішін	форма
surprising (adj.)	/səˈpraɪzɪŋ/	таңғаларлық	удивительный

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technology (n.)	/tɛkˈnɒlədʒi/	технология	технология
tool (n.)	/tuːl/	құрал, сайман, аспап	инструмент
upload (v.)	/ˈʌpˌləʊd/	жүктеу	загружать
weigh (n.)	/weɪ/	өлшеу	весить, взвешивать
Lesson 8			
Have you tried ?	/hæv ju traɪd/	Сіз ... көрдіңіз бе?	Вы пробовали?
I need your advice.	/aɪ niːd jɔːr ədˈvaɪs/	Маған сіздің кеңесіңіз қажет.	Мне нужен ваш совет.
If I were you I wouldn't …	/ɪf aɪ wə juː, aɪ ˈwʊdnt/	Сіздің орныңызда мен ... жасамас едім	На вашем месте я бы не ...
Lesson 9			
also (adv.)	/ˈɔːlsəʊ/	сондай-ақ	также
casual jeans	/ˈkæʒjʊəl dʒiːnz/	ыңғайлы джинсы	удобные джинсы
comma (n.)	/ˈkɒmə/	үтір	запятая
embarrassed (adj.)	/ɪmˈbærəst/	ұялған	смущённый
except	/ɪkˈsɛpt/	қоспағанда	за исключением
hire (v.)	/haɪə/	прокатқа алу	брать напрокат
hoody (n.)	/ˈhʊdi/	худи	худи
lend (v.)	/lend/	қарызға бере тұру	одалживать
perhaps (adv.)	/pəˈhæps/	мүмкін	возможно
possible (adj.)	/ˈpɒsɪb(ə)l/	мүмкін	возможный
solution (n.)	/səˈluːʃ(ə)n/	шешім	решение
suggest (v.)	/səˈdʒɛst/	ұсыну	предложить
Lesson 10			
available (adj.)	/əˈveɪləbl/	қолжетімді	доступный
analyse (v.)	/ˈænəlaɪz/	талдау	анализировать
anywhere (adv.)	/ˈɛniwɛə/	қайда болса да	повсюду, где угодно
constantly (adv.)	/ˈkɒnstəntli/	ұдайы, үнемі	постоянно
encourage (v.)	/ɪnˈkʌrɪdʒ/	ынталандыру	поощрять, одобрять
expose (v.)	/ɪkˈspəʊz/	көрмеге қою	выставлять
familiarise (v.)	/fəˈmɪliəraɪz/	таныстыру	ознакомить
improve (v.)	/ɪmˈpruːv/	арттыру, жетілдіру	совершенствовать
interact (v.)	/ˌɪntəˈrækt/	бірлесіп әрекет қылу; өзара әрекет жасау	взаимодействовать
profession (n.)	/prəˈfɛʃən/	мамандық	профессия
relationships (n.)	/rɪˈleɪʃənʃɪps/	қатынастар	отношения
select (v.)	/sɪˈlɛkt/	таңдау	выбирать
shy (adj.)	/ʃaɪ/	ұяң	стеснительный
social media sites	/ˈsəʊʃəl ˈmiːdɪə saɪts/	әлеуметтік желілер	социальные сети
to stay up to date	/tə steɪ ʌp tə deɪt/	оқиғалардан хабардар болу	быть в курсе событий
viewpoint (n.)	/ˈvjuːpɔɪnt/	көзқарас	точка зрения, мнение
Lesson 11			
boric (n.)	/ˈbɔːrɪk/	бөрік	меховая шапка
bracelet (n.)	/ˈbreɪslɪt/	білезік	браслет
bride (n.)	/braɪd/	қалыңдық	невеста
cotton (n.)	/ˈkɒtən/	мақта	хлопок
decorated (adj.)	/ˈdɛkəreɪtɪd/	әшекейленген	украшенный
earrings (n.)	/ˈɪərɪŋz/	сырға	серьги
everyday life	/ˈɛvrɪdeɪ laɪf/	күнделікті өмір	повседневная жизнь
fur (n.)	/fɜː/	тері	мех
jewellery (n.)	/ˈdʒuːəlri/	әшекей	украшения, драгоценности
kalpak (n.)	/ˈkɑːlpɑːk/	қалпақ	калпак
kamzol (n.)	/ˈkɑːmzɒl/	камзол	камзол

English	Transcription	Kazakh	Russian
kimeshek (n.)	/ˈkiːmɛʃɛk/	кимешек	кимешек
koylek (n.)	/ˈkɔɪlɛk/	көйлек	платье
leather (n.)	/ˈleðə/	тері, былғары	кожа
national costume	/ˈnæʃənl ˈkɒstjuːm/	ұлттық киім	национальный костюм
outfit (n.)	/ˈaʊtfɪt/	киім	одежда
pattern (n.)	/ˈpætən/	ою, сурет	узор, рисунок
range (n.)	/reɪndʒ/	ауқым	ассортимент
saukele (n.)	/ˈsɔːkɛlɛ/	сәукеле	саукеле
season (n.)	/ˈsiːzən/	маусым	сезон
shapan (n.)	/ʃɑːˈpɑːn/	шапан	шапан
sleeve (n.)	/sliːv/	жең	рукав
takiya (n.)	/ˈtɑːkɪə/	тақия	такия, тюбетейка
thread (n.)	/θred/	жіп	нить
ton (n.)	/tʌn/	тон	шуба
tymak (n.)	/ˈtɪmɑːk/	тымақ	меховая шапка
waistcoat (n.)	/ˈweɪskəʊt/	кеудеше	жилет
wear (v.)	/wɛə/	кию	носить
with no sleeves	/wɪð nəʊ sliːvz/	жеңсіз	без рукавов
zheyde (n.)	/ˈʒeɪdə/	жейде	рубашка

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Thanks and acknowledgements

The authors and publishers would like to thank all the teachers and consultants who have contributed to the development of this course, in particular:

Argentina: Fernando Armesto; Natalia Bitar; Verónica Borrás; Leonor Corradi ; Paz Moltrasio; Diana Ogando; Brazil: Dalmo Carvalho; Roberto Costa; Sônia M. B. Leites; Gloria Paz; Litany Pires Ribeiro; Christina Riego; Renata Condi de Souza; Elizabeth White; Chile: Magdalena Aldunate; M. Cristina Darraidou Diaz; Valentina Donoso; Ana María Páez Jofrré; Ricardo Contreras Marambio; Claudia Ottone; Maria Elena Ramirez; Jacqueline Rondon; Alicia Paez Ubilla; Colombia: Luz Amparo Bautista; Sonia Ruiz Hernández; Sandra Jara; Fabian Jimenez; Bibiana Andrea Piñeros Merizalde; Lucero Amparo Bernal Nieto; Olga Olarte; Bibiana Piñeros; Emelis Rambut; Sonia Ruíz; Poland: Anna Bylicka; Russia: Natalya Melchenkova; Irina Polyakova; Svetlana Suchkova; Irina Vayserberg; Turkey: Ali Bilgin; Angela Çakır; Shirley Nuttal; Cinla Sezgin; Mujgan Yesiloglu

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Discovery Communications, LLC 2015: p. 7, 10, 14, 19, 22, 26, 33, 36, 40, 45, 48, 52, 63, 66, 70, 75, 78, 82, 89, 92, 96, 108; Cambridge University Press: p. 12, 24, 38, 50, 68, 80, 94.

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Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.

The publishers are grateful to the following contributors:
Blooberry: concept design
emc design limited: text design and layouts
Hyphen S.A.: additional text design and layouts
QBS Learning: cover design and photo selection
Ian Harker and Dave Morritt at DSound: audio recordings
Integra: video production
Nick Bruckman and People's TV: voxpop video production
Hart McCleod: video voiceovers
Anna Whitcher: video management
BraveArts, S.L: additional audio recordings
Getty Images: music
Vicki Anderson: Speaking and Writing pages
Debbie Owen and Alice Martin: Starter Unit
Jose Luis Jiménez Maroto, José María Ruiz Vaca, Ani Quiñones and Alice Martin: CLIL pages
Mick Green: Grammar Reference pages
Emma Szlachta: Editor & Vocabulary Bank
Debbie Owen and Alice Martin: Project pages
Diane Nicholls: Corpus research & Get it Right features
Turan lyceum, Almaty, Kazakhstan: photo selection

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