

ВИДАВНИЦТВО
РАНОК

Амелія Уолкер • Ненсі Левіс
Маргарет Робінсон • Олександр Любченко



Hi- Hi HELLO!

Англійська мова • English

5



+ АУДІОСУПРОВІД

**Амелія Уолкер
Ненсі Левіс
Маргарет Робінсон
Олександр Любченко**

**«Англійська мова (5-й рік навчання)»
підручник для 5 класу закладів загальної середньої освіти
(з аудіосупроводом)**

«English»

**ТОВ Видавництво «Ранок»
м. Харків**

Створено відповідно до модельної навчальної програми
«Іноземна мова. 5-9 класи» для закладів загальної середньої освіти
(автори: Зимомря І. М., Мойсюк В. А., Тріфан М. С.,
Унгурян І. К., Яковчук М. В.)

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Нір-Нір HELLO!

Англійська мова (1-й рік навчання)

Підручник для 5 класу
закладів загальної середньої освіти (з аудіосупроводом)

ENGLISH (Year 5)

A TEXTBOOK FOR THE FIFTH FORM OF SECONDARY SCHOOLS
(WITH AUDIO)

**Рекомендовано
Міністерством освіти і науки України**

ХАРКІВ
Видавництво «Ранок»

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Hello again!

II. A/AN; PLURALS; THIS/THESE

1. A/An

We use **a/an** before singular countable nouns.
We put **a** when the word starts with a consonant.
We put **an** when the word starts with a vowel.

1 Work in pairs. Point, ask and answer. Take turns.

Model: ☺
A: What's this?
B: It's **a** notebook. It's **an** apple.



2. The plural of nouns

Regular plural:

• We add **-s** to most nouns:

apple + **s** = apples; cousin + **s** = cousins

• We add **-es** to nouns ending in **-s, -ss, -z, -x, -ch, -sh**:

bus + **es** = buses; kiss + **es** = kisses; quiz + **es** = quizzes; box + **es** = boxes; lunch + **es** = lunches;
brush + **es** = brushes

Irregular plural:

Some nouns change in the plural:

man → **men**; **woman** → **women**; **child** → **children**; **foot** → **feet**; **tooth** → **teeth**

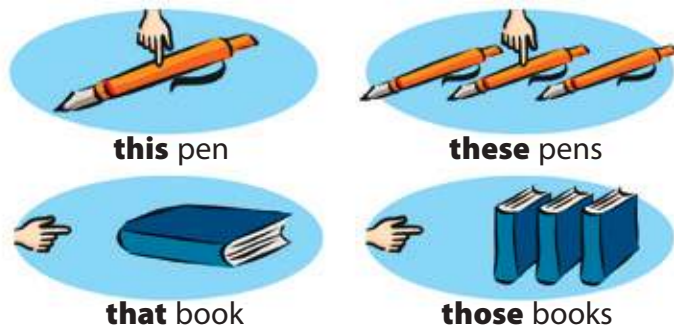
2 Copy the nouns below into your notebook and write their plural forms.

student class game watch number key place letter

3. This/These

This is a pen. → **These are** pens.

That is a book. → **Those are** books.



3 In your notebook, make the sentences plural.

Model: 🖋
Where is the child?
→ Where are the children?

1. Can you see **that man**?
2. Do you know **this woman**?
3. **This game is** funny.
4. Don't step on my **foot**.
5. **That child is** happy.

Hello again!

III. NUMBERS

1 Read the numbers.

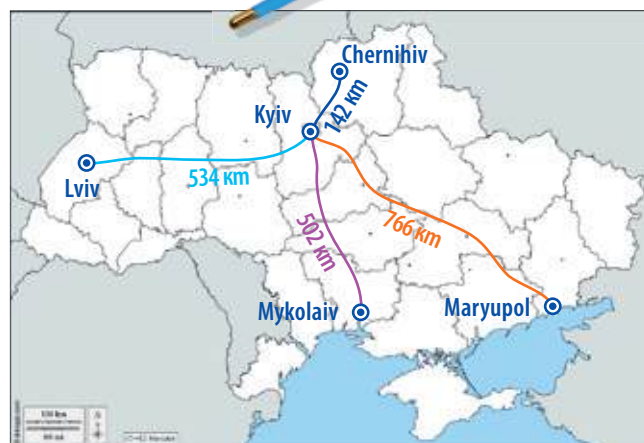
1	one	11	eleven	10	ten	21	twenty-one
2	two	12	twelve	20	twenty	22	twenty-two
3	three	13	thirteen	30	thirty	33	thirty-three
4	four	14	fourteen	40	forty	44	forty-four
5	five	15	fifteen	50	fifty	55	fifty-five
100	one/a hundred			182	one hundred and eighty-two		
200	two hundred			212	two hundred and twelve		
900	nine hundred			911	nine hundred and eleven		
1,000	one/a thousand						

2 Look at the pictures and say the numbers.



3 Work in pairs. Make similar dialogues.

Model: ☺
A: How far is it from Kyiv to Lviv?
B: It's 534 km.



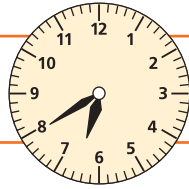
4 Play a game.

Student A says a number.
 Student B says the next number.
 Then change roles. Student B says a number. Student A says the previous number. Do it as fast as possible.



IV. TELLING THE TIME, COLOURS

A: What's the time?
What time is it?



It's twenty to seven.

6:40

It's six forty.

1 Listen and repeat.



6:00

It's six o'clock.

It's six sharp.



6:05

It's five past six.

It's six oh five.



6:10

It's ten past six.

It's six ten.



6:15

It's quarter past six.

It's six fifteen.



6:20

It's twenty past six.

It's six twenty.



6:25

It's twenty-five past six.

It's six twenty-five.



6:30

It's half past six.

It's six thirty.



6:35

It's twenty-five to seven.

It's six thirty-five.



6:40

It's twenty to seven.

It's six forty.



6:45

It's quarter to seven.

It's six forty-five.



6:50

It's ten to seven.

It's six fifty.



6:55

It's five to seven.

It's six fifty-five.

2 Ask and answer in pairs.



A: Is it quarter past three?

B: No, it isn't. It's twenty past three.



Is it quarter to four?



Is it five to ten?



Is it half past eleven?



Is it twenty to eight?

3 Work in pairs. Ask and answer about time. Use the two ways in 1



A: Look at the green clock. What's the time?

B: It's two sharp.



Hello again!

V. DAYS OF THE WEEK, MONTHS

1 Listen and repeat.

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

2 Look at the concert poster. Ask and answer in pairs.

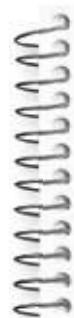
Model: ☺

A: When's the concert in Zhytomyr?

B: On Tuesday.



3 Listen and repeat.



January	July
February	August
March	September
April	October
May	November
June	December

4 Ask and answer in pairs. Then report to the class.

Model: ☺

A: When's your birthday?

B: In September.

A: Maria's birthday is in September.

5 Ask and answer in pairs.

1. How many days are there in a week?
2. How many weeks are there in a year?
3. How many days are there in January?
4. How many days are there in February?
5. How many days are there in June?
6. How many days are there in September?

6 Play a game. Student A says a month. Student B says the next month. Then change roles. Student B says a month. Student A says the previous month. Do it as fast as possible.



VI. CLASSROOM LANGUAGE

1 Listen, point and repeat.



2 Play a game. Student A gives an instruction to Student B. The rest of the class doesn't hear what Student A says. Student B mimes the action and the class makes a guess.

Unit focus

- **Grammar:** the verb *be*; personal pronouns and possessive adjectives; possessive 's and the preposition *of*; be going to
- **Functions:** greetings and introductions; talking about my family; counting to one million; talking about plans and intentions; talking about your future job; appearance
- **Vocabulary:** personal information; cardinal numbers; jobs
- **Pronunciation:** the letter *A*



LET'S GET STARTED

1 Answer the questions.

- Have you got any brothers or sisters?
- Have you got any relatives who live abroad?

WORDS IN ACTION

2 How many family words do you know?

Now look at the words below.
Explain the words you know.
Follow the model and use
the suggested definitions.

an aunt

an uncle

a cousin

a parent

a grandparent

a relative

1. my mother's or my father's brother
2. my mother or my father
3. my aunt's or my uncle's child
4. one of the parents of my mother or my father
5. my mother's or my father's sister
6. a person from my family such as a grandparent or a cousin

Model: 😊 An aunt is my father's sister.



Listen, check and repeat.

LISTENING AND READING



3 Listen and answer the questions.

1. Where is Alice?
2. What nationality is she?
3. Who are Victoria and Borys?
4. What nationality are they?



Now listen again and check your answers.



4 Read the statements. Then listen to part of a conversation. Which statement is true?

- a. It is Victoria and Borys's first time in London.
- b. It is Victoria and Borys's second time in London.

5 Read the whole conversation and answer the questions.

Alice: Mum, Dad, I can see them! Over there! Hey, Vicky! Hey, Borys!
Victoria: Hi, Alice! Hi, Justin! I'm so excited! It's our first time in London!
Justin: Hi, Vicky! Hi, Borys!
Borys: Hi, Justin! Hi, Alice!
Mrs Wilson: Hello! We're so happy to see you here!
Victoria and Borys: Hello, Aunt Anna! Hi, Uncle John!
Mr Wilson: Hi, kids. Are you tired?
Borys: A little bit.
Victoria: Not at all.
Mr Wilson: OK, let's go. Our car's in the car park.
 Your bag's huge, Vicky. Let me help you.
Victoria: Thank you, Uncle John.
Justin: Borys, I can help with your backpack.
Borys: Thanks, Justin. I'm fine.



Inside the UK

London Heathrow Airport
or Heathrow is an important
airport near London.

1. Who is excited?
2. Who are Anna and John?
3. Is Victoria tired?
4. Where is the Wilsons' car?
5. Whose bag is huge?

GRAMMAR SPOT

1. The verb **BE**

POSITIVE		
I	am	I'm
you we they	are	you're we're they're
he she it	is	he's she's it's

NEGATIVE		
I	am not	I'm not
you we they	are not	you aren't we aren't they aren't
he she it	is not	he isn't she isn't it isn't

YES/NO QUESTIONS	
Am	I ...?
Are	you ...? we ...? they ...?
Is	he ...? she ...? it ...?

SHORT ANSWERS				
Yes,	I	am.	No,	I'm not.
	you we they	are.		you aren't. we aren't. they aren't.
	he she it	is.		he isn't. she isn't. it isn't.

PRACTICE

6 In pairs, complete the questions with the correct form of the verb *be*. Then give true answers. Follow the model.

Model: 😊

A: *Is Alice from Ukraine?*

B: *No, she isn't. She's from the UK.*

A: *Are Victoria and Borys in London?*

B: *Yes, they are.*

1. ... Borys English?
2. ... Alice 12 years old?
3. ... the Wilsons at home?
4. ... Victoria excited?
5. ... the Wilsons' car in front of the airport?

7 In pairs, say the correct form of the verb *be* to complete each question. Then give true answers.

1. ... you Ukrainian?
2. ... you 14 years old?
3. ... your family big?
4. ... your backpack huge?
5. ... your best friend in the same school as you?
6. ... your classmates excited about the new school year?
7. ... English your favourite subject?

2. Personal pronouns and possessive adjectives

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

PRACTICE

8 Say the correct possessive adjective to complete each sentence.

Model: 😊

*What's **your** name?*

1. Where's Vicky? Only ... bag's here!
2. Is that your brother? What's ... name?
3. Borys and Victoria are twins. ... surname's Andonovi.
4. We're in class 5A. ... English teacher's name is Mrs Kovalchuk.
5. I'm Ukrainian but ... cousins are English.

3. Possessive 's and the preposition of

a. Read the examples and answer the questions.

Victoria's brother is called Borys.
Excuse me, what's **the name of this street**?

- When do we use possessive **'s**?
- When do we use the preposition **of**?

Now check with the rules.

- We use possessive **'s** for **people**.
- We use the preposition **of** for **things**.

b. Study the examples and match them with the rules.

1. My grandparents' house is in the country.
2. The children's bedroom is tidy.
3. Ben and Betty's class is very nice.
4. Ben's and Betty's notebooks are in their bags.

- a. regular plural noun + '
- b. irregular plural + 's
- c. 's after the last name when two or more people have got the same thing or things
- d. 's after each name when two or more people have got different things

PRACTICE

9 Complete the sentences in your notebook. Follow the model and write phrases with 's or ', or of.

1. (Vicky, mobile number) Vicky's mobile number is very easy.
2. (the children, toys) ... are under the table.
3. (Justin, bedroom) ... is downstairs.
4. (London, photo) Look at this Isn't it wonderful?
5. (my parents, room) ... is upstairs.
6. (Mrs Wilson, car) ... is in the car park.
7. (your school, name) What is the ...?
8. (my uncle and aunt, house) ... is in Brick Street.
9. (Vicky and Borys, passports) ... are in their backpacks.



VOCABULARY

1. Personal information

Remember!

Boys and men are *male*.
Girls and women are *female*.

10 Look at the word web below. Listen and repeat.



UNIT 1

Now read the application form.
Find the words and phrases from
the word web.



APPLICATION FORM

Please complete the form in BLOCK LETTERS

1. COURSES: Please tick the course for which you are applying

- English A1 ☐
English A2 ☒
Conversation ☐
English Drama ☐
Business English ☐

English Course Duration: 2 weeks ☐ 1 month ☒ 3 months ☐

2. PERSONAL DETAILS:

SURNAME: **ANDONOVA**
FIRST NAME: **VICTORIA**
COUNTRY OF BIRTH: **UKRAINE**
DATE OF BIRTH: **21/03/2008** (DD/MM/YYYY)
GENDER: Female ☒ Male ☐

3. ADDRESS:

95 LISOVA STREET, FLOOR 3, FLAT 5
KYIV 02000, UKRAINE
Email: **vicky_a21@ukr.net**
Tel. (including country and area code): **00380 88 4378 986**

V. Andonova
Signature

21/07/2021
Date

Remember!

Saying your address

95 Lisova Street, floor 3,
flat 5, Kyiv

*I live at ninety-five
Lisova Street, floor three,
flat five. The city is Kyiv,
the postcode is oh two thousand.*

Shevchenkivskiy District, Building 42,
Entrance B, floor 4, flat 19

*I live in Shevchenkivskiy District,
building forty-two,
entrance B, floor four, flat nineteen.*

Saying your mobile number

Mobile: 0038	088	769 35 40
country code	mobile code	number

*My mobile is
double oh three eight oh,
double eight,
seven six nine, three five, four oh.*

11 Read the application form again. Answer the questions.

- What is the girl's name?
- What is her surname?
- When is her birthday?
- How old is she?
- What is her address?
- What is her mobile number?

2. Cardinal numbers

1,001	one thousand and one
1,013	one thousand and thirteen
1,027	one thousand and twenty-seven
1,700	one thousand, seven hundred (seventeen hundred)
1,734	one thousand, seven hundred and thirty-four
2,000	two thousand
13,000	thirteen thousand
99,999	ninety-nine thousand, nine hundred and ninety-nine
1,000,000	one/a million

IMPORTANT!

With numbers of four or more digits, we use a comma after every third digit from right to left.

 **12** Say the numbers. Then listen and check your answers.

1,783 68,544 101,352 1,098,786

 **13** In your notebook, write down the numbers you hear. Then check your answers with a partner.

MIND THE PREPOSITIONS!

Prepositions of place: *at, in, on*

We use prepositions of place to say where someone or something is.

Now read the examples below.

I'm **at** school. (I'm there to study.)

My father is **at** the station. (He's waiting for a train.)

I'm **in** hospital. (I'm ill.)

Look. My school is **on** the left and mum's office is **on** the right.

A: Where's Peter? **B:** He's **on** the bus to school.



<i>at</i>	<i>in</i>	<i>on</i>
at the bus stop	in London	on the floor
at the airport	in France	on the table
at the station	in Europe	on the left
at home	in hospital	on the right
at school	in the street	on the bus

14 Say the correct preposition in each sentence.

Model: 😊 I'm not **at** school now, I'm **at** home.

- A:** Where are you now?
B: I'm ... the station.
- Let's meet ... the bus stop at 3:00 pm.
We can chat ... the bus.
- My grandma isn't ... home. She's ... hospital.
- Alice lives ... London but she's not there now. She's ... Kyiv.
- My school is ... Park Street. It's the red building ... the right.
- Nazar lives ... 15 Vyshneva Street.

IMPORTANT!

We use **at** to talk about addresses.

I live at 35 Lake Street.

We use **in** when we just give the name of the street.

I live in Lake Street.

COMMUNICATION

Greetings and introductions

- 🎧 **15** Read and listen to the dialogues. Decide which one is formal and which one – informal.

Remember!

You use **formal English** when you talk with teachers and other adults.
You use **informal English** when you talk with friends or family members.

- A:** Hi, I'm Andrew.
B: Hi, I'm Sue.
A: How are you?
B: I'm fine, thanks. And you?



- A:** Good morning! My name is Ben Johnson.
B: How do you do? I'm Sandy Smith.
A: Pleased to meet you.
B: Pleased to meet you, too.



HOW TO

• Greet informally

Hi!
Hello!
How are you?

• Greet formally

Good morning/afternoon/evening!

• Introduce yourself informally

I'm ...
My name's ...

• Introduce yourself formally

My name is .../I'm ...
How do you do?
Pleased to meet you.

- 16** Role play. Practise the dialogues in groups of four. Introduce yourself formally or informally to your classmates. Take turns.

WRITING

An email to a new friend

- 17** Read Patrick's email to a new email friend. Then write an email to Alice or Justin. Use your personal details in place of Patrick's.

Inside the UK

In the UK, children start school between the age of 4 and 5. Primary school is for pupils between 4 and 11 and secondary school – for pupils between 11 and 18. When children are 11, they are in Year 7.

To:

Subject: Hi :-)

Hi,
My name is Patrick Brown. I am English. I am 11 years old and my birthday is on 3 March. I am in Year 7. My school is called Whitmore High School and it is a big school. It is in the town of Harrow near London.
What about you?

Write soon,
Patrick

PRONUNCIATION

The letter A

- 18** Listen and repeat.

æ	aɪ	eɪ
man	car	name
back	bath	take
match	park	age
hand	class	male
apple	father	date
thanks	partner	favourite



Now look at these words.
In your notebook, put them into the correct group.
Then listen and check your answers.

baby
bag
are
March
cake
cat



- What is the most difficult job you know? What is the easiest job? What is the most exciting/least exciting?

VOCABULARY

JOBS

19. Make a list of the jobs you know.

20. Match the jobs with the pictures.



- | | | |
|-----------------|-----------------|------------------|
| a. lawyer | b. builder | c. accountant |
| d. vet | e. manicurist | f. game designer |
| g. journalist | h. army officer | i. hairdresser |
| j. policewoman | k. dentist | l. nurse |
| m. receptionist | n. driver | o. IT specialist |

a housewife – a woman who works inside the home and looks after her children and husband/partner

unemployed – a person without a paid job

◀ Listen, check and repeat.

21. In small groups, talk about the jobs of your family members.

My mother is a receptionist. My father is a builder. My grandfather is/was an accountant. My aunt is unemployed.

LISTENING

- Todor is from the Teen Photographers club. What do you remember about him? How old is he?

22. Look at the pictures and answer the questions.

1. What is Todor going to study at university?
2. What is he going to do in summer?

◀ Listen and check your answers.





23. Listen again and circle the correct answer.

- Todor is in
a. Grade 11. b. Grade 12.
- He is going to be
a. a fashion designer. b. a game designer.
- Todor wants to be
a. an important person. b. a successful person.
- Todor and Dimiter are going to ____
friends from the Teen Photographers club.
a. invite b. visit

GRAMMAR

BE GOING TO

We use **be going to + verb** to talk about plans and intentions.

Fill in.

Positive

I **am going to** travel with my brother.

He/She _____ **going to** study hard.

We/You/They _____ **going to** visit some friends in Europe.

Negative, questions and short answers

He **isn't** _____ **to** be a doctor.

_____ Dimiter **going to** be a vet?

Yes, he is./No, he isn't.

24. Fill in the gaps with the correct form of *be going to*: **positive and negative**.

- He likes cars. He *is going to* be a car mechanic.
- I'm good at Art. I _____ be a fashion designer.
- They _____ travel this week because they're busy.
- She _____ be a vet. She likes animals.
- He _____ be an accountant. He isn't good at Maths.

25. Complete the questions and answers. Then ask and answer in pairs.

- She likes cooking. What *is she going to be?* *A baker/A chef.*
- He likes driving. What _____?
- She loves working with her hands. What _____?
- They are good at acting. What _____?
- I am good at _____. What _____?

SPEAKING

26. Read and listen to the dialogue. Then practise in pairs.

A: What are you going to be?

B: (I'm going to be) A designer.

A: Why do you like this job?

B: It's creative. And it's well-paid. What about you?

A: I'm going to be a vet.

A: Why do you like this job?

B: I love animals.



TEEN TALK

TALKING ABOUT YOUR FUTURE JOB

A: What are you going to be?

B: (I'm going to be) a/an ...

A: Why do you like this job?

B: It's/I like ...

27. Make similar dialogues. Use the ideas in the box and your own ideas!

It's well-paid/fun/interesting.

I like
I love
I adore

animals/cars/good food.
working alone/in a team.
helping people.
doing things with my hands.

UNIT

2 Home, sweet home!

Unit focus

- **Grammar:** *there is/are*; definite and indefinite articles; possessive pronouns; prepositions of place
- **Functions:** talking about home and furniture; describing my room
- **Vocabulary:** rooms in the house; house furniture
- **Pronunciation:** the letter *E*



LET'S GET STARTED

1 In pairs, answer the questions.

- Is your home a house or a flat?
Is it big or small?
- How many bedrooms are there in your flat/house?
- What furniture is there in a bedroom?
- What furniture is there in a living room?

WORDS IN ACTION

2 Look at the words below. Do you know any of them? Point to the pictures and say the words.

upstairs

downstairs

a hall

stairs

a key

a fireplace

1



2



3



4



5



6



Listen, check and repeat.

LISTENING AND READING



3 Listen and answer the questions.



1. Where are Vicky and Borys?
2. Who are they with?



4 Listen again and answer the questions.

1. Where is Alice's room?
2. Where is Justin's room?
3. What does *downstairs* mean?
4. What does *upstairs* mean?

5 Listen to part of another conversation and answer the questions.

1. What can't Mrs Wilson find?
2. Who is it for?

6 Now read the whole conversation and the sentences below. Say true or false. Correct the false sentences.

Mrs Wilson: Alice, Justin. Where's the spare key? I want to give it to Vicky and Borys.
Alice: I think it's under the flowerpot in the hall.
Mrs Wilson: I'm afraid it isn't there, Alice.
Justin: Isn't it on the bookcase?
Mrs Wilson: No, Justin, it isn't.
Mr Wilson: Check the kitchen cupboards, dear.
Mrs Wilson: I'm sure it isn't there.
Alice: Mum, what about your handbag? There are all kinds of things in there.
Mrs Wilson: Come on, Alice, don't be cheeky. This key's somewhere in the house.
Borys: Aunt Anna, there's a key in the living room. It's on the shelf over the fireplace.
Mrs Wilson: On the mantelpiece you mean? Yes, that's the spare key! Keep it!
Mr Wilson: Hey, where are my glasses? I can't find them.
All: Oh, no ...

1. There is a flowerpot in the hall.
2. There aren't many things in Mrs Wilson's handbag.
3. There is a fireplace in the living room.
4. Mr Wilson's key is on the mantelpiece.
5. Mr Wilson can't find his mobile phone.



GRAMMAR SPOT

1. There is/There are

Forms

POSITIVE
There is a chair in the room.
There are two chairs in the room.

QUESTIONS
Is there a chair in the room?
Are there two chairs in the room?

NEGATIVE
There isn't a chair in the room.
There aren't two chairs in the room.

SHORT ANSWERS	
Yes,	there is . there are .
No,	there isn't . there aren't .

Use

Answer the questions.

- When do we use **there is**?
- When do we use **there are**?

Now check with the rules.

- We use **there is** with singular nouns.
- We use **there are** with plural nouns.

PRACTICE

7 Say *there is* or *there are* to complete each sentence. Follow the model.

Model: 😊 **There are** four chairs in the dining room.

1. ... two beds in my bedroom.
2. ... a table near the window.
3. ... two cupboards next to the door.
4. ... a key on the bookshelf.
5. ... a fireplace in the dining room.
6. ... four bedrooms in the house.
7. ... a flowerpot next to the door.



2. Articles

The indefinite articles *a/an* and the definite article *the*

Read and compare the examples. Answer the questions.

There's a bathroom downstairs. The bathroom is next to the living room.
There's an armchair in front of the fireplace. The armchair is new.

- When do we use **a/an**?
- When do we use **the**?

Now check with the rules.

- We use **a/an** when we mention something for the first time.
- We use **the** when
 - a. we mention something for the second time.
 - b. there is only one of the things we are talking about.

Remember!

Use **a** for words starting with a consonant.
Use **an** for words starting with a vowel.

PRACTICE

8 Say *a/an* or *the* to complete the sentences.

Model: 😊 There's **a** dining room next to **the** kitchen.

- Is there ... flowerpot in ... hall?
- A:** Excuse me, where is ... bathroom?
B: It's on ... first floor.
- How old is ... boy in ... photo?
- There's ... bookcase in my bedroom. It's next to ... door.
- Mr Wilson's glasses are on ... sofa.



3. Possessive pronouns

Read the examples and answer the questions.

This is **my** room.
This room is **mine**.

Your glasses are on the table.
The glasses on the table are **yours**.

It's **her** camera.
This camera is **hers**.

- When do we use **my, your**, etc?
- When do we use **mine, yours**, etc?

Now check with the rules.

- We use **my, your**, etc **before** a noun.
- We use **mine, yours**, etc **without** a noun.

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
my	mine
your	yours
his	his
her	hers
its	its
our	ours
your	yours
their	theirs

PRACTICE

- 9** Say the correct possessive pronoun to complete each sentence. Follow the model.

Model: 😊

A: Whose keys are on the mantelpiece? Are they **yours**?

B: Yes, they're **mine**.

1. Where's Alice? Isn't this bag ...?
2. My parents have got a lot of books. All these books are ...
3. **A:** Is this Justin's bedroom?
B: Yes, it's ...
4. My brother and I have got a big collection of CDs. All the CDs here are ...
5. This pink umbrella is not My umbrella is blue.

- 10** Make correct sentences. Say the right possessive adjective or pronoun.

1. Have you got **your / yours** mobile on you? I haven't got **my / mine**.
2. The Wilsons are waiting for **their / theirs** cousins at the airport.
3. **A:** This isn't **my / mine** workbook.
B: I'm sure it's **your / yours**.
4. My backpack is very old, not like **my / mine** sister's.
Her / Hers is brand new.
5. **Your / Yours** dog is very large.
Our / Ours is tiny.
6. Where's Vicky?
Her / Hers mobile is ringing.

VOCABULARY

Rooms in the house House furniture

-  **11** Listen, point and repeat.



1 a wardrobe



2 an armchair



3 a bunk bed



4 a bedside lamp



5 a bedside table



6 a curtain



7 a rug



8 a sofa



9 a coffee table



10 a chest of drawers



11 a bookcase



12 a display cabinet



13 a TV cabinet

12 Copy the table into your notebook. Write the words in **11** in the correct column. Add any other words you know. Compare with a partner.

BEDROOM	DINING ROOM	LIVING ROOM	KITCHEN

13 In pairs, ask and answer about the furniture in your flat or house. Use the information from the table in **12**

Model: ☺
A: Is there a TV cabinet in your living room?
B: Yes, there is. / No, there isn't.

MIND THE PREPOSITIONS!

Prepositions of place: *on, under, behind, in front of, next to, near*

We use prepositions of place to say where someone or something is.

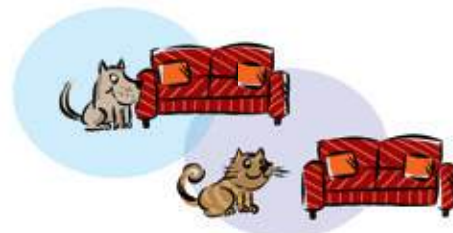
Now look at the pictures and read the examples.



The laptop is **on** the table.
 The book is **under** the table.



The bike is **in front of** the house.
 The car is **behind** the house.



The dog is **next to** the sofa.
 The cat is **near** the sofa.

14 Look at the pictures. Say the correct prepositions.



1. The rug is ... the fireplace.



2. The armchair is ... the coffee table.



Model: ☺ The dog is **under** the table.



3. The sofa is ... the armchair.



4. The picture is ... the wall.



5. The bookcase is ... the armchair.



6. The key is ... the rug.

UNIT 2

VOCABULARY

1. Personal information

15 In your workbook, match the words with the pictures.

- | | | |
|-----------------|-------------------|---------------|
| a. charger | b. gadgets | c. mouse |
| d. CD player | e. digital camera | f. DVD player |
| g. e-reader | h. MP3 player | i. smartphone |
| j. tablet | k. laptop | l. desktop |
| m. game console | n. USB port | q. joystick |
| o. keyboard | p. battery | |



Now listen and check. Listen again and repeat.

16 Find 9 more gadgets.

Which of these gadgets:

- have you got?
- don't need a desk to work on?
- can work on a desk?
- can you use for playing games?
- can you use with both hands?
- can help your other gadgets work?

gadget charger mouse smart phone tablet
battery joystick keyboard desktop

17 Complete the sentences with necessary words. There are the first letters.

I need a **c...** for my **s...**, its **b...** is low.

You can use this **U...** for a **m...** or for a **j...**

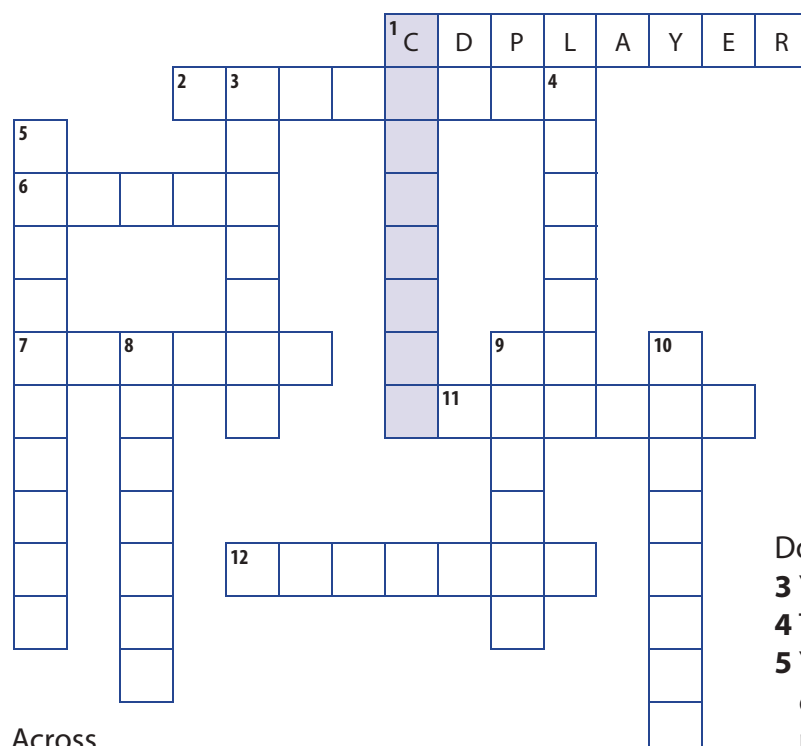
My dad has got a new **l...** at his work and an old **d...** at home.

I would like a new **t...** or a **g...** **c...** as a birthday present.

My smartphone takes wonderful photos, so I don't need a **d...** **c...**

I like to read books on my **e...** when I'm on a train or bus.

18 Do the crossword. Can you guess the key word?



Across

- 1 You use it to listen to music.
2 You use it to type texts.
6 You use it to click on icons.
7 It is a very small computer.
11 You can take this computer with you.
12 You use it when your battery is low.

Down

- 3 You can use it for reading books.
4 This computer is on your desk.
5 You can use this gadget for calling friends, taking photos and many other things.
8 This gives power to your gadgets.
9 This is one word for smartphones, cameras, e-readers, CD players and so on.
10 This helps you play computer and video games.

COMMUNICATION

Describing my room

19 Read and listen to the conversation. Then practise in pairs.

Vicky: Wow, your bedroom is lovely!

Alice: Thanks. And what's your bedroom like?

Vicky: It's not mine, it's ours. I share the bedroom with Borys and Memory.

Alice: Who's Memory?

Vicky: She's our cat.

Alice: Oh, what a funny name for a cat!

Vicky: Yep! So in the bedroom there are two beds, two desks, two small wardrobes but three chairs – one for me, one for Borys, and one for Memory. And there are a lot of posters on the walls. There's also a laptop and a game console.

Alice: A game console? Cool!



20 Work in pairs. Choose one of the rooms below. It's your room. Talk about it with your partner. Follow the conversation above as a model.



HOW TO

• **Use exclamations**

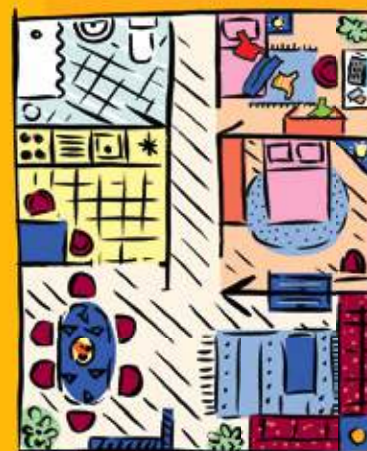
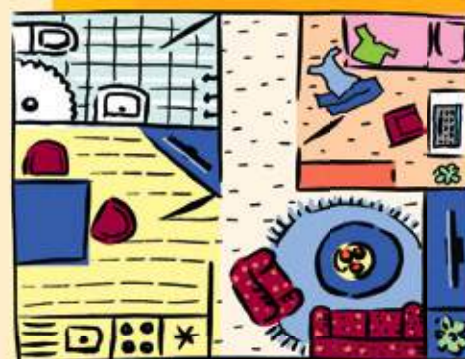
Wow!
Thanks!
Oh!
Cool!

WRITING

Describing my house or flat

21 Read the text. Which drawing matches the description?

Our flat is very modern.
 There are two bedrooms, a living room, a dining room, a kitchen, and a bathroom. My parents' bedroom is big. My room is small and sunny. There is a bed, a desk, a chair, and a wardrobe. My laptop and school things are on the desk. My clothes are everywhere.



Write a description of your home. Follow the model above.

PRONUNCIATION

The letter **E**

22 Listen and repeat.

e	i:	ə
egg	email	kitchen
desk	she	listen
best	week	modern



Now look at these words. In your notebook, put them into the correct group. Then listen and check your answers.

bedroom garden see collection children street

Unit focus

- **Grammar:** *have/has got*; comparative and superlative adjectives
- **Functions:** describing appearance; talking about personality; comparing people and objects
- **Vocabulary:** appearance and personality
- **Pronunciation:** the letter *I*



LET'S GET STARTED

1 Look at the pictures.
Answer the questions.

- Who is tall?
- Who is short?
- Who is slim?
- Who is muscular?

Now describe the pictures.



a gymnast



a weightlifter

a basketball player



WORDS IN ACTION

2 Look at the pictures. Try to guess the meaning of the phrases in the speech bubbles.



Listen and repeat.

LISTENING AND READING

 3 Listen and answer the questions.

1. Who is at home?
2. Who has got new friends?

 4 Now listen again and answer the questions.

1. Where is Alice?
2. How many girls are there in Vicky and Borys's group?
3. What is Justin interested in?

 5 Listen to part of another conversation and answer the questions.

1. How many teachers have Vicky and Borys got?
2. What are their names?

**6 Now read the whole conversation and the questions below. Choose the correct answer.**

Alice: Hello everybody, I'm back home!

Borys and Victoria: Hi, Alice! How are you?

Alice: Fine. I'm so happy it's holiday time! And how are you, school kids?

Borys: Good. Summer school is fun.

Alice: Excellent! And what's your teacher like?

Borys: In fact, we've got two teachers, Mrs Adams and Mr Daniels but we call them Kate and Alan.

Victoria: Alan is very serious. Kate is funnier than him.

Borys: But he's more patient.

Alice: What do they look like?

Victoria: Alan is tall and skinny. He's got curly red hair and blue eyes. He looks like a pop star.

Borys: Kate is shorter than Alan.

Victoria: She's got big brown eyes and dark hair.

Alice: Great! Summer school sounds fun.

1. Why is Alice happy?
 - a. Because she is back home.
 - b. Because school is over.
2. Alan is
 - a. a pop star.
 - b. an English teacher.
3. Kate has got
 - a. red hair and blue eyes.
 - b. dark hair and brown eyes.

Note the difference!

What's she like? =

Tell me something about her personality.

What does she look like? =

Tell me something about her appearance (eyes, hair, etc.).

Remember!

GRAMMAR SPOT

1. Have/Has got

POSITIVE		
I you we they	have got	I've got you've got we've got they've got
he she it	has got	he's got she's got it's got

NEGATIVE	
I you we they	haven't got
he she it	hasn't got

YES/NO QUESTIONS		
Have	I you we they	got ...?
Has	he she it	

SHORT ANSWERS					
Yes,	I you we they	have.	No,	I you we they	haven't.
	he she it	has.		he she it	hasn't.

PRACTICE

7 Say the correct forms *have got*, *has got*, *haven't got*, *hasn't got* to complete each sentence. Follow the model.

Model: 😊 I **have got** a new friend.

- Mr Daniels ... curly brown hair.
His hair is red.
- ... Justin ... a new mobile?
- ... your parents ... a car?

- A:** I'm sorry, I ... a pen today.
B: Here you are – I ... two.
- Lucy ... a cat because her mother doesn't like pets.

Remember!

In short answers, we do **NOT** use *got*!

*Yes, I have. / Yes, she has.
No, I haven't. / No, she hasn't.*

2. Comparative and superlative adjectives

Study the examples.

Kate is shorter **than** Alan.

Alan is **more** patient **than** Kate.

The girls in our class are **the** prettiest in the school.

This is **the most** beautiful house in our street.



	ADJECTIVE	COMPARATIVE	SUPERLATIVE
Short adjectives	tall thin pretty	tall er thin ner prett ier	the tallest the thin nest the pretti est
Long adjectives	patient interesting	more patient more interesting	the most patient the most interesting
Irregular adjectives	good bad far much/many little	better worse further more less	the best the worst the furthest the most the least

Answer the questions.

- When do we use **-er** and **the + -est**?
- When do we use **more** and **the most**?
- When do we use **than**?

Now check with the rules.

- We form comparative adjectives by adding **-er** to **short** adjectives and **more** to **long** adjectives. We use **than** after comparatives.
- We form superlative adjectives by adding **the + -est** to **short** adjectives and **the most** to **long** adjectives.

PRACTICE

8 In your notebook, complete the sentences. Use the comparative form of the adjectives.

Model:  **(short)** Holidays are shorter than the school year.

- (sunny)** Summer is ... than autumn.
- (difficult)** Writing is ... than speaking.
- (small)** Ukraine is ... than the UK.
- (exciting)** Summer school is ... than ordinary school.
- (large)** Your flat is ... than ours.
- (good)** Borys is ... at English than Vicky.

9 In your notebook, complete the questions. Use the superlative form of the adjectives. Then ask and answer in pairs. Give true answers.

Model:  **(big)** What's the biggest city in the UK?

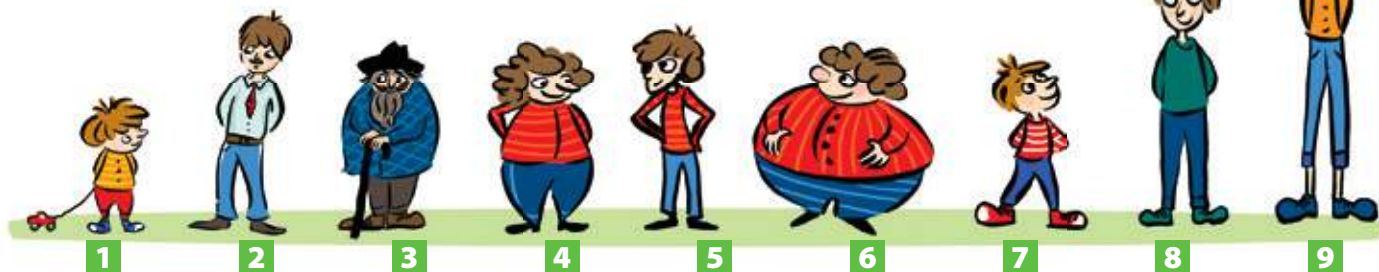
- (young)** Who's ... member of your family?
- (busy)** Who's ... person in your family?
- (good)** Who's your ... friend?
- (bad)** What's your ... nightmare?
- (difficult)** What's ... English word you know?
- (interesting)** What's ... subject at school?

VOCABULARY

1. Appearance

- | | | |
|--------------|----------|------------------|
| a. short | b. tall | c. medium height |
| d. plump | e. young | f. middle-aged |
| g. slim/thin | h. old | i. overweight |

10 In your notebook, match the words with the pictures.



Now listen and check. Listen again and repeat.

Remember!

We say: He is tall. **but** He is **of** medium height.

11 Look at the pictures of three avatars.
Then read the text. Which avatar matches the description?



This is Transporter Jack. He's got short black hair. His eyes are blue. He's got glasses. Transporter Jack is tall and slim.

In your notebook, write a description of one of the other two avatars.
Then read it to your partner. Ask him/her which avatar matches the description.

2. Personality



12 Read the words and their definitions. Try to guess their meaning. Then listen and repeat.

We use adjectives like **patient**, **shy** and **unfriendly** to describe personality. We call them **ADJECTIVES OF PERSONALITY**.

patient	someone who can wait a long time
impatient	someone who can't wait a long time
friendly	someone who is nice to other people
unfriendly	someone who isn't nice to other people
polite	someone who has got good manners
impolite	someone who hasn't got good manners
communicative	someone who likes to talk
shy	someone who is quiet and a bit nervous around other people
clever	someone who learns and understands things quickly

Do you know any other adjectives of personality?

13 Copy the table into your notebook. Write the adjectives in **12** in the correct column. Add any other adjectives of personality you know.

POSITIVE ADJECTIVES	NEGATIVE ADJECTIVES

 **14** Listen to Vicky talking about two of her new friends.
Tick the adjectives of personality you hear in the table in your notebook.

 Listen again. Now write *A* for Alexa and *B* for Bella next to the adjectives in your table.

Work in pairs. Use your notes and talk about Alexa and Bella.
What do they look like? What are they like?

COMMUNICATION

Describing a friend

 **15** Read and listen to the conversation. Then practise in pairs.

Remember!

We usually use *handsome* for boys and men.

HOW TO

• Thank somebody

Thank you very much!
Thanks a lot!
Thanks a million!

A: I know you're really good at making avatars.

B: Yes, that's right.

A: Can you make an avatar for my friend Jenny?

B: Sure. Let's start. What does she look like?

A: She's **thin** and **short**. She's very **pretty**.

plump

of medium height

handsome

cute

B: What colour is her hair?

A: It's **brown**.

blonde

black

red

B: Is it **long** or **short**?

A: It's **long**.

short

B: OK. Long brown hair. What colour are her eyes?

A: They're **blue**. And **big**.

black

green

brown

small

B: OK. Big blue eyes. Let's see. Is this Jenny?

A: Wow, you're great! That's **her**. Thank you very much!

him

Make a similar dialogue about the avatar for a friend.

Replace the words in bold with the ideas on the right. Draw the avatar.

- 16** Work in pairs. Choose a role: Student A or Student B.
Read the role cards and make a dialogue. Then change roles
and make another dialogue. You can use the dialogue in **15** as a model.

Student A:

- Choose a classmate but don't tell Student B his/her name.
- Tell Student B you've got a new friend.
- Answer student B's questions about your friend.

Student B:

- Student A has got a new friend from your class.
- Ask Student A about his/her new friend's appearance.
- Guess who Student A's new friend is.

WRITING

Describing appearance and personality

- 17** Read the description and answer the questions.

My grandma's name is Maria but everybody calls her Mimi. She's 58 years old. She's my mum's mother.

My granny isn't very tall. She's a bit plump. She's got short straight grey hair. Her eyes are brown and she's got glasses.

My granny is kind and patient. She's the best granny in the world.



1. Which paragraph introduces the person?

2. Which paragraph describes her appearance?

3. Which paragraph describes her personality?

Write a similar description of a family member or a friend. Follow the model.



WRITING TIPS

Order of adjectives

When you describe someone's hair, always use the following order of adjectives:



HAIR LENGTH
short



HAIR STYLE
straight



HAIR COLOUR
red

She's got **short straight red** hair.

When you describe someone's eyes, always use the following order of adjectives:



EYE SIZE
big



EYE SHAPE
round



EYE COLOUR
black

He's got **big round black** eyes.

PRONUNCIATION

The letter **I**

18 Listen and repeat.

I	aI	ɜɪ
big	bike	girl
thin	like	shirt
slim	night	skirt
silly	polite	circle
pity	exciting	birthday



Now look at these words.
In your notebook, put them into the correct group. Then listen and check your answers.

mobile
bird
kid
mine
thirty
holiday



LISTENING



1 Listen to the text. What is the best title?
Write the correct answer in your notebook.

- a. Classrooms in Australia
- b. Students in Australia
- c. Schools in Australia

2 Listen again and write the correct answers in your notebook.

1. The Australian school year lasts
 - a. 100 days.
 - b. 200 days.
 - c. 300 days.
2. There are ... in a school year.
 - a. two terms
 - b. three terms
 - c. four terms
3. Students have ... of holiday between terms.
 - a. two weeks
 - b. three weeks
 - c. four weeks
4. The school day is
 - a. from 8:30 am to 3:00 pm.
 - b. from 9:00 am to 3:30 pm.
 - c. from 9:30 am to 3:30 pm.

READING

3 Read the article. In your notebook, answer the question: *What is the Upside-Down House?*



A. Look at the photos. Can you guess what this is? This is one of the tourist attractions in Bukovel, Ukraine. It is called the **Upside-Down House**.

B. The house has two floors. On the ground floor you can see a utility room and a bathroom, on the second floor there is one big room with large windows.

C. The house is upside down not only outside but also inside — all the furniture is on the ceiling.

D. The unusual house is open for tourists all year round. The pictures that you can take while inside the Upside-Down House are good to share with friends on social networks.

Source: <https://ukraine-kiev-tour.com/bukovel-upside-down-house.html>

4 Read the text again. In your notebook, write *true* or *false*. Correct the false sentences.

1. The Upside-Down House doesn't have many rooms.
2. It is in one of European countries.
3. It has got only one floor.
4. It has got a lot of very small windows.
5. There is a bed on the ceiling.
6. In winter, the house is closed for tourists.

6p.

SPEAKING

5 Work in pairs. Each pair chooses a topic for conversation.

Pair A. Family, appearance and personality

Follow the instructions and make a dialogue. Take turns.

Student A:

- Ask about the people in Student B's family.
- Ask Student B to describe a family member.
- Ask about his/her personality.

Student B:

- Answer Student A's question.
- Describe the person's appearance.
- Use adjectives of personality to describe the person.

Pair B. Home and furniture

Choose a picture in 3 and describe it to your partner. Use the expressions in the box. Take turns.

- there is / there are
- on the left / on the right
- in front of / behind / next to
- red / pink / orange
- small / large

Go to page 22 in Workbook 1 to do the Grammar and Vocabulary sections.

Now	I know how to:	<ul style="list-style-type: none"> • introduce myself formally and informally. • greet people. • thank people. • talk about my family and relatives. • describe my room. • talk about my home and furniture. • describe a person's appearance and personality.
	I can:	<ul style="list-style-type: none"> • use personal pronouns and possessive adjectives. • express possession. • use the definite and indefinite articles. • compare people and things.

Unit focus

- **Grammar:** the Present Simple; prepositions of time
- **Functions:** talking about my daily routine; asking and telling the time
- **Vocabulary:** daily routine; phrases with *have*
- **Pronunciation:** the letter *O*



LET'S GET STARTED

1 Answer the questions.

- What are the days of the week?
- What are the weekdays?
- When is the weekend?
- What is your favourite part of the day?
- What do you do then?

WORDS IN ACTION

2 Look at the pictures.
Read the sentences and try to guess
the meaning of the phrases in bold.

1. They **have a rest** after lunch.



3. We **go jogging** at the weekend.



2. My dad **has a nap**
on Sunday afternoons.

LISTENING AND READING

3 Listen and choose the correct answer.

1. What part of the day is it?

- a. Morning.
- b. Noon.
- c. Afternoon.

2. What does Justin do three times
a week?

- a. He goes swimming.
- b. He goes walking.
- c. He goes running.

4 Now listen again and answer the
questions.

- 1. Where do Justin and his dad go jogging?
- 2. Who goes jogging every morning?
- 3. Do Vicky and Borys want to join?
- 4. Does Justin get up early at weekends?



Now listen and repeat.

 5 Listen to part of another conversation and answer the questions.

1. Where does Alfredo come from?
2. What do people in Alfredo's country do after lunch?



6 Now read the whole conversation and answer the questions below.

Alfredo: I'm so sleepy.
Victoria: Are you? Why?
Alfredo: I need my siesta.
Borys: Siesta? What does that mean?
Alfredo: It's a rest or a nap after lunch. I come from Spain, you know. In summer, it's very hot there. That's why we have a rest for two or three hours in the afternoon. Most shops and offices close. They open again at 4:00 or 5:00 pm.
Victoria: How interesting. It's very hot in summer in Ukraine, too, but people don't have a siesta.
Borys: And what time do people finish work in Spain?
Alfredo: My parents come home around 8:00 pm. We have dinner between 9:00 and 11:00 pm.
Victoria: Really? So late?
Alfredo: Yes. We don't go to bed before midnight or even 1:00 am.
Borys: That's so cool!



1. Why is Alfredo sleepy?
2. What does *siesta* mean?
3. Do most shops and offices close after lunch?
4. What time do they open again?
5. When do Alfredo's family have dinner? Why?
6. What time do Alfredo's family go to bed?

Remember!

What does it/that mean? or What is this/that in English?
 We ask these questions when we don't know a word.

GRAMMAR SPOT

The Present Simple

Forms

POSITIVE		
I You We They	like	music.
He She It	likes	

NEGATIVE		
I You We They	don't like (do not) like	music.
He She It	doesn't (does not) like	

YES/NO QUESTIONS			
Do	I you we they	like	music?
Does	he she it		

SHORT ANSWERS					
Yes,	I you we they	do.	No,	I you we they	don't.
	he she it	does.		he she it	doesn't.

WH-QUESTIONS			
What Where	do	I we you they	like? live?
	does	he she it	

Answer the questions.

- When do we use **verb** + **-s**?
- When do we use **do/does**?
- When do we use **don't/doesn't**?

Now check with the rules.

- We use **verb** + **-s** after **he/she/it** in positive sentences.
- We use **do/does** + base form of the verb in questions and only **do/does** in short answers.
- We use **don't/doesn't** + base form of the verb in negative sentences and only **don't/doesn't** in short answers.

base form of the verb = verb without *to*

Use

Read the examples and match them with the rules.

1. The Earth goes around the Sun.
2. I like chocolate. I don't like soft drinks.
3. Dad goes jogging every morning.

- We use the **Present Simple** to talk about
 - a. something that is always true.
 - b. likes and dislikes.
 - c. habits.

MIND THE SPELLING!

VERB + S	
sleep make + s play	sleep s make s play s
cry study + s try	cri es stud ies tr ies
go catch + es kiss	go es catch es kiss es

PRACTICE

- 7** Copy the table into your notebook.
Add **-s** or **-es** and put the verbs into the correct column.

play watch cry wash study run walk dress fly listen go make kiss try

-s	-es	-ies
plays	watches	cries

- 8** Say *do/does, don't/doesn't* to complete each sentence.

Model: 😊 Justin likes football but he **doesn't** like volleyball.

1. People in Ukraine ... have a siesta.
2. **A:** Peter, ... you like tea? **B:** No, I
3. **A:** ... your parents like your new friends? **B:** Yes, they
4. **A:** What ... Mike like more – jogging or swimming? **B:** Oh, he ... like sports at all!
5. I ... go to bed early on Saturday.

- 9** Say the opposite.

Model: 😊 I play tennis but I don't play football. I **don't play** tennis but I **play** football.

1. I have dinner after 9:00 pm and I don't go to bed early.
2. Annie doesn't do her homework in the morning, she does it in the afternoon.
3. James and Andy don't walk to school, they take the bus.
4. This shop closes at 6:30 pm. It doesn't close at 7:00 pm.
5. Grandma has a nap after lunch. She doesn't go for a walk.

VOCABULARY

My daily routine

10 In your notebook, match the pictures with the phrases.

- | | | | | |
|-------------------|-------------------|----------------|-------------------|---------------|
| a. wake up | b. go to school | c. watch TV | d. have a shower | e. go to bed |
| f. finish classes | g. have breakfast | h. get dressed | i. go home | j. have lunch |
| k. do homework | l. have dinner | m. get up | n. brush my teeth | |

Remember!

Sometimes we use **have + noun** to express an action.

I have breakfast at 7:00 am. I don't have breakfast at 6:00 am.

Lena has lunch at home. She doesn't have lunch at school.

Here are some phrases with **have**:

have fun BUT have a good/a great time

have dinner BUT have a sandwich/a snack

1

6:30 am



6

7:30 am



11

7:00 pm



2

6:32 am



7

1:00 pm



12

8:00 pm



3

6:40 am



8

1:30 pm



13

10:00 pm



4

7:00 am



9

1:40 pm



14

10:30 pm



5

7:15 am

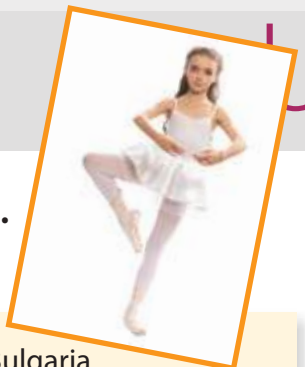


10

2:30 pm



Now listen, check and repeat.



11 Meet Lena – she’s in Vicky and Borys’s group at the summer school. Read about Lena’s daily routine. Say the phrase for each picture.

Hi there. I’m Lena. I come from Bulgaria. Here’s what I do on weekdays in Bulgaria.

I at 6:30 am. I and . I don’t – I just drink orange juice. Then I and . School starts at 8:00 am. I at 1:00 pm and I . I with my sister and my grandparents. After that I . Then I go to ballet classes. I love ballet and I practise every day. My parents come home from work at 7:00 pm. And then we all . I don’t in the evenings. I listen to music. At 10:00 pm I and .

Now listen and check.

12 Talk about Lena’s daily routine. Follow the model.

Model: *She wakes up at 6:30 am. She gets up and brushes her teeth.*

13 In pairs, talk about your daily routine. Take turns. Use the model in 11.

MIND THE PREPOSITIONS!

Prepositions of time: at, in, on

We use prepositions of time to say when something happens.

Now read the examples below.

I get up **at** 7 o’clock.
I do my homework **in** the afternoon.
I have English classes **on** Mondays and Fridays.

<i>at</i>	<i>in</i>	<i>on</i>
at 5 o’clock	in the morning	on Monday
at the weekend	in the afternoon	on Tuesday morning
at noon	in the evening	on weekdays
at night	in summer	on my birthday
at Christmas	in April	on Christmas Day

14 Say the correct preposition in each sentence.

Model: 😊 I get up early **on** weekdays.

- Dad has a nap ... Sunday afternoons.
- Classes finish ... 1:00 pm.
- I do my homework ... the afternoon.
- My baby sister often wakes up ... night.
- Justin goes jogging ... the morning.
- They visit their grandparents ... the weekend.

COMMUNICATION

1. Asking and telling the time

15 Read and listen to the dialogues. Then practise in pairs.

- A:** Excuse me, have you got the time, please?
B: It's **12:45**.
A: Thank you very much.
B: You're welcome.

- A:** What time is it?
B: It's **7:15**.
A: Hurry up, it's time for **school**.

- A:** What time does the **match** start?
B: It starts at **7:30**.
A: Oh, we've got plenty of time.
 Let's have a snack.

Now make similar dialogues.

Replace the times with your ideas and the words in bold with the words and phrases in the box.

Act out the dialogues for the class.

2. Talking about my daily routine

16 Read and listen to the dialogue. Then practise in pairs.

- A:** What do you do **in the morning**?
B: Well, I **go to school**.
A: And what do you do after school?
B: I **have lunch** and then I **do my homework**.

Now make similar dialogues. Replace the phrases in bold with your own ideas.

HOW TO

• Ask for the time

What time is it?/What's the time?
Excuse me, have you got the time, please?
Sorry, can you tell me the time, please?
What time does the film start?
When does the film start?

dinner
 the talent show
 the film
 classes
 bed
 the concert

HOW TO

• Tell the time

It's half past three.
It's three thirty.



It's five to seven.
It's six fifty-five.



It's quarter past eight.
It's eight fifteen.



It's quarter to one.
It's twelve forty-five.



17 Work in pairs. Choose a role: Student A or Student B. Read the role cards and make a dialogue. Then change roles and make another dialogue. Use the ideas in the box below.

Student A:

- You want to go to the cinema on Sunday at 4:00 pm. Find a classmate who is free on Sunday. Invite him/her to come with you.

Student B:

- Answer student A's questions. Agree to go with Student A.
OR
- Disagree because you are busy. Invite student A to go to the National History Museum with you on Saturday.

USEFUL LANGUAGE

- I want to ...
- Do you want to ...?
- What time ...?
- The film starts ...
- Let's go ...
- That's a great idea!
- I'm sorry I can't.
- I'm busy.
- Why don't we go ...

WRITING

My favourite part of the day

18 Read Paulo's homework about his favourite part of the day.
When does he do his homework?

My favourite part of the day is the afternoon. I finish school at 1:00 pm and I go home. I have lunch and then I hurry out for my football practice. After that I do my homework. In the late afternoon, I hang out with my friends or chat with them on Viber.

In your notebook, write a similar description of your favourite part of the day. Follow the model.

PRONUNCIATION

The letter O

 **19** Listen and repeat.



ɒ	ɔː	əʊ
b <u>o</u> x	sh <u>o</u> rt	<u>o</u> pen
st <u>o</u> p	sp <u>o</u> rt	h <u>o</u> me
sh <u>o</u> p	m <u>o</u> re	m <u>o</u> st
<u>o</u> ften	be <u>fo</u> re	pi <u>an</u> o
j <u>o</u> gging	m <u>o</u> rring	al <u>o</u> ne



Now look at these words. In your notebook, put them into the correct group. Then listen and check your answers.

go clock horse
whole office form

Unit focus

- **Grammar:** *like/dislike* + *-ing*; adverbs of frequency
- **Functions:** talking about likes and dislikes; talking about school subjects and leisure activities; agreeing and disagreeing
- **Vocabulary:** school subjects; leisure activities
- **Pronunciation:** the letter *U*



LET'S GET STARTED

1 Answer the questions.

- Do you like going on school trips?
- Is there a Natural History Museum in your hometown?
- Are you interested in dinosaurs?

WORDS IN ACTION

2 Look at the words and phrases below. In your notebook, match them with the pictures.

scary

do experiments

bones

touch

a skull

measure

life-sized



Now listen, check and repeat.

LISTENING AND READING



3 Listen and answer the questions.

1. What news has Mrs Adams got for her group?
2. Are Vicky and Borys interested?



4 Now listen again and choose the correct answer.

1. The trip is to
 - a. the British Museum.
 - b. the Natural History Museum.
 - c. the Science Museum.
2. There are about 80 million ... on display.
 - a. rocks
 - b. animals
 - c. objects
3. Vicky is not interested in
 - a. rocks and stones.
 - b. dinosaurs.
 - c. plants.
4. Borys's favourite subject is
 - a. History.
 - b. Science.
 - c. Geography.
5. The museum has got a collection of ... models of dinosaurs.
 - a. medium-sized
 - b. life-sized
 - c. pocket-sized

CULTURE CORNER



The Natural History Museum in London is a favourite place for people of all ages. The museum has got a huge collection of about 80 million objects on display. It has got different colour-coded zones. They cover all forms of life on Earth from prehistoric times till now.

More than 300 scientists work there. The Museum is a top UK visitor attraction. Entrance to the museum is free.

Source: <http://www.nhm.ac.uk/>

5 Listen to part of another conversation and answer the questions.

1. Do all the students like the museum?
2. Who has got a surprise?

6 Now read the whole conversation and the sentences below. Say true or false. Correct the false sentences.

Mrs Adams: How do you find the museum, kids?

Borys: It's great! I like touching the objects.

Paulo: I love doing experiments.

Alfredo: I prefer watching videos. The Velociraptor 3D video's amazing!

Mrs Adams: What about you, Vicky? Are you bored?

Victoria: Oh, no, Kate, not at all. It's absolutely fantastic! Look, we can make a dinosaur mask. I love drawing.

Mrs Adams: I'm so glad you all like it. There's something for everybody here. Now I've got a surprise for you... Come here quickly. Let me introduce you to T-Rex. It's only 70 million years old.

Borys: Are you kidding us?

Mrs Adams: No, Borys. I'm serious. You can touch its skull. And you can measure its teeth and bones.

Victoria: Brrr, that's scary. I'm so happy these monsters don't exist anymore!



1. Borys likes the museum.
2. Paulo doesn't like doing experiments.
3. Vicky likes drawing.
4. Alfredo likes watching videos.
5. Mrs Adams shows a Velociraptor to the students.
6. The students can't touch the dinosaur bones.
7. Vicky is sorry she can't see a living dinosaur.

GRAMMAR SPOT

1. Like/don't like/hate + -ing

Read the examples. What form of the verb do we use after *like*, *love*, and *hate*?

I	love like don't mind don't like hate	studying. sleeping. watching TV.
---	--	--

Now check with the rule.

- We use **verb + -ing** after *love*, *like*, *don't mind*, *don't like*, and *hate*.

PRACTICE

7 Work in pairs. Take turns to ask and answer the questions below. Use the phrases in the box as well as your own ideas.

Model: 😊 I **love** playing football.

- What do you **love** doing?
- What do you **like** doing?

- What don't you **mind** doing?
- What don't you **like** doing?
- What do you **hate** doing?

go to school	do homework	play football	watch TV
go on school trips	visit museums	sleep	do experiments
go to the cinema	tidy my room	help my parents	walk the dog

2. Adverbs of frequency

Remember!

always	////////////////////	100%
usually	//////////	
often	////////	
sometimes	////	
never		0 %

IMPORTANT!

Once (one time) a day/a week/a month
Twice (two times) a day/a week/a month
Three times a day/a week/a month

Read the examples and answer the question below.

I **am sometimes** late for school.

They **are never** bored.

Alfredo **usually watches** videos in the evening.

I don't **often watch** sport on TV.

Do you **often play** sports?

Does Vicky **usually go** to school by bus?

- Where do we put adverbs of frequency in the sentence?

Now check with the rules.

- Adverbs of frequency go **after am/are/is**.
- Adverbs of frequency go **before other verbs**.

PRACTICE

8 Make sentences true for you. Use *always, usually, often, sometimes, never*.

Model: 😊 I **never** go to school by car.

1. I ... go to school by car.
2. I am ... late for school.
3. I am ... happy.
4. I am ... hungry at 10:00 pm.
5. I ... listen to music in the evening.
6. I ... go to the cinema.
7. I ... go to school by bus.
8. I ... speak English outside school/at home.
9. I ... go to museums.



9 In your notebook, put the words in the correct order to make sentences. Then check with your partner.

1. I / my / on / the / bus / always / on / mobile / text .

Model: 🖋️ I **always** text on my mobile on the bus.

2. usually / watches / the / TV / evening / in / Maria .
3. my / music / are / loud / play / angry / when / always / I / parents .
4. grandma / in / nap / the / my / afternoon / has / never / a .
5. your / homework / you / do / usually / do / when ?
6. they / often / come / me / with / to / cinema / the / don't .

VOCABULARY

1. School subjects

10 Read the school subjects. In your notebook, match the school subjects with the pictures. Which are the new subjects this year?

- a. Ukrainian Language
- b. Geography and Economics
- c. Maths
- d. Science
- e. Literature
- f. History and Civilisations
- g. IT (Information Technology)
- h. Music
- i. Art
- j. Technology and Enterprise
- k. PE (Physical Education)
- l. English
- m. German
- n. French



Now listen, check and repeat.

Then go to page 32 in Workbook 1 to do exercise 7. Read the school timetable and answer the questions.

11 In pairs, talk about your school subjects. Use the words in the box and follow the models below.

A: I think English is easy.

B: Yes, I agree.

A: I think Maths is difficult.

B: I don't think so. I think Maths is easy.

- | | |
|----------------------------|---------|
| • interesting/a bit boring | • great |
| • fun/a waste of time | • hard |
| • useful | • easy |

2. Leisure activities

12 In your notebook, match the activities with the pictures.

HOW TO

• Agree and disagree

I think so, too.

That's right.

Absolutely.

Yes, I agree.

I don't think so.

That's not right.

Absolutely not.

I don't agree.

I'm not sure about that.



a. play video games

d. ride a bike

g. have a party

b. surf the Internet

e. hang out with friends

h. go camping

c. go for a walk

f. play sports

i. go hiking



Now listen, check and repeat.

In your notebook, make a list of other leisure activities you know.

13 Work in pairs. Choose an activity and mime it for your partner. Your partner guesses the activity. Take turns.

COMMUNICATION

Talking about likes and dislikes

 **14** Read and listen to the dialogues. Then practise in pairs.

NEW TEEN

Leisure time

Today's interviews



Vicky: What do you like doing in your free time?
Alfredo: I love **sleeping** and I like **playing video games**.
Vicky: Really? What about sports? Do you like playing sports?
Alfredo: Yes, I do. I love **swimming**.
Vicky: How often do you go **swimming**?
Alfredo: Four times a week. And I also **do karate**.
Vicky: How often do you **do karate**?
Alfredo: **Twice a week**.
Vicky: Wow, you're sports mad!

Borys: What do you like doing in your free time?
Martha: I like **hanging out** with friends. I'm very **communicative**, you know.
Borys: Yes, you really are. What about sports? Do you like playing sports?
Martha: I **don't mind** playing sports. I **sometimes ride my bike**.
Borys: **Sometimes?** What do you mean?
Martha: **Four or five times a month**.
Borys: I see. You're not mad about sports.



HOW TO

• Ask and answer about leisure activities

What do you like doing in your free time?
I like/love ... /I don't mind ...
Do you like sports/reading?
How often do you ...?

Now make similar dialogues.
Replace the phrases in bold with your own ideas.

15 Work in pairs. Choose a classmate you don't know very well and interview him/her about his/her free time activities. Write down your classmate's answers and tell the class about him/her. Change roles.

WRITING

Describing likes and dislikes

- 16** Read Alfredo's email to Patrick, his email friend.
What doesn't Alfredo mind doing?

To: patrick_the_great@gmail.com

Subject: Hi again :-)

Hi Patrick,

How are you? What do you like doing in your free time?

In my free time I like listening to music and playing sports. My favourite singer is Drake. My favourite sports are swimming and karate. I also love sleeping and playing video games.

I don't mind walking the dog.

Write soon,
Alfredo

Write a similar email to a friend. Follow the model.

PRONUNCIATION

The letter **U**

-  **17** Listen and repeat.

ʌ	juː	ʊ
c <u>u</u> t	st <u>u</u> dent	pu <u>t</u>
j <u>u</u> st	<u>u</u> sually	fu <u>ll</u>
st <u>u</u> dy	introdu <u>ce</u>	pu <u>ll</u>
l <u>u</u> rch	compu <u>t</u> er	pu <u>sh</u>
<u>u</u> mbrella	commu <u>n</u> ication	pu <u>dding</u>



Now look at these words. In your notebook, put them into the correct group. Then listen and check your answers.

summer
music
sugar
instrument
during
plump



Unit focus

- **Grammar:** countable and uncountable nouns; *some* and *any*; *much*, *many* and *a lot of/lots of*
- **Functions:** wishing a good holiday; talking about my eating habits; describing traditions and celebrations; buying food
- **Vocabulary:** food; ordinal numbers; celebrations
- **Pronunciation:** unstressed vowels: the sound *SCHWA*

LET'S GET STARTED

1 In pairs, answer the questions. Then report to the class.

- What is your favourite food?
- What is your favourite drink?
- What is your favourite dessert?
- Is there any food you only have on special days?

WORDS IN ACTION

2 Look at the words and phrases below. Do you know any of them? Match them with the pictures.

stuffing grilled meat a bowl of cereal

a sausage bacon a roast turkey

Brussels sprouts cranberries



Now listen, check and repeat.

LISTENING AND READING



3 Listen and match the pictures with the people.



4 Listen again and say *true* or *false*. Correct the false sentences.

1. Alice has a bowl of cereal and some fruit for breakfast.
2. Alice has lunch at home.
3. Alice has vegetables, pasta, or pizza for dinner.
4. Borys has two sandwiches and some fruit juice for breakfast.
5. Borys has lunch at school.
6. For dinner Borys has grilled meat and mashed potatoes.

 5 Listen to part of a text and answer the questions.

1. Which meal is an important part of the Christmas celebration?
2. When do people have Christmas dinner?

6 Now read the whole text and the questions below.
Choose the correct answer.



Project
TRADITIONS
and FOOD

by Justin Wilson

My favourite holiday is Christmas. In my family, the most important meal is Christmas dinner. It consists of lots of delicious dishes: roast turkey, Brussels sprouts, roast potatoes, and cranberry sauce. There is also stuffing, tiny sausages in bacon, and hot gravy.

The dessert is a Christmas pudding. Nowadays, not many families make it at home but we still do. We prepare it long before Christmas.

It has a lot of different ingredients. According to tradition, every member of the family stirs the pudding and makes a secret wish. My mum hides a silver coin in the pudding. It brings good luck to the person who finds it.

1. Christmas dinner consists of
 - a. turkey, vegetables, sausages, and dessert.
 - b. turkey, vegetables, and dessert.
2. The dessert on Christmas is
 - a. a fruity pudding.
 - b. a chocolate pudding.
3. People make Christmas pudding
 - a. on Christmas day.
 - b. some time before Christmas.
4. When the family prepares Christmas pudding, its members
 - a. make a secret wish.
 - b. hide a silver coin.

GRAMMAR SPOT

1. Countable and uncountable nouns

Read the examples and match them with the rules.

I usually have **a sandwich** and **two apples** for breakfast.
My Granny always has **tea** with **milk** in the afternoon.

- We can count some nouns: *a banana – three bananas*. They are *countable nouns*.
- There are some nouns that we can't count: *water, meat, sugar*. They are *uncountable nouns*.

Remember!

Some nouns are both *countable* and *uncountable*.
I like ice cream.
*Three ice cream**s**, please.*

PRACTICE

7 Look at the words below. Copy the table into your notebook and write the words in the correct column. Add two more words to each column.

banana	water	apple	sugar	potato	sausage
bacon	butter	sandwich	cranberry	vegetable	chocolate

Countable	Uncountable

2. Some and any

Read the examples and answer the questions.

There is	some	butter	in the fridge.
There are		eggs	

There isn't	any	juice	in the fridge.
There aren't		oranges	

Is there	any	juice?
Are there		oranges?

- When do we use *some*?
- When do we use *any*?

Now check with the rules.

- We use *some* in positive sentences with *uncountable* and *plural countable nouns*.
- We use *any* in questions and *negative sentences* with *uncountable* and *plural countable nouns*.

Remember!

We use *some* in questions when we ask for or offer something.

Can I have	some	chocolate, please?
Do you need		

PRACTICE

8 Say *some* or *any* to complete each sentence.

Model: 😊 When you feel hungry, have **some** vegetables or **some** fruit between meals.

- There is ... cheese but there isn't ... tomato sauce.
- Is there ... mineral water in the fridge?
- My mother is on a diet. She doesn't eat ... sweets.
- My brother can't eat ... fried food.
- A:** Can I have ... biscuits, please?
B: Sorry, there aren't ... biscuits, but there are ... nuts.
- Let's go to the supermarket. We need ... meat and ... carrots.

3. *Much, many and a lot of/lots of*

Read and compare the examples.
Then answer the questions.

She eats **a lot of** vegetables and she drinks **a lot of** water.
Do you eat **much** chocolate?
Are there **many** vegetarians in your class?
There isn't **much** tea in my cup!
I don't eat **many** vegetables.

- When do we use **a lot of**?
- When do we use **many**?
- When do we use **much**?

Now check with the rules.

- In informal English, we normally use **a lot of/lots of** in positive sentences with both uncountable and plural countable nouns.
- We use **many** with plural countable nouns in questions and negatives.
- We use **much** with uncountable nouns in questions and negatives.

a lot of = lots of

PRACTICE

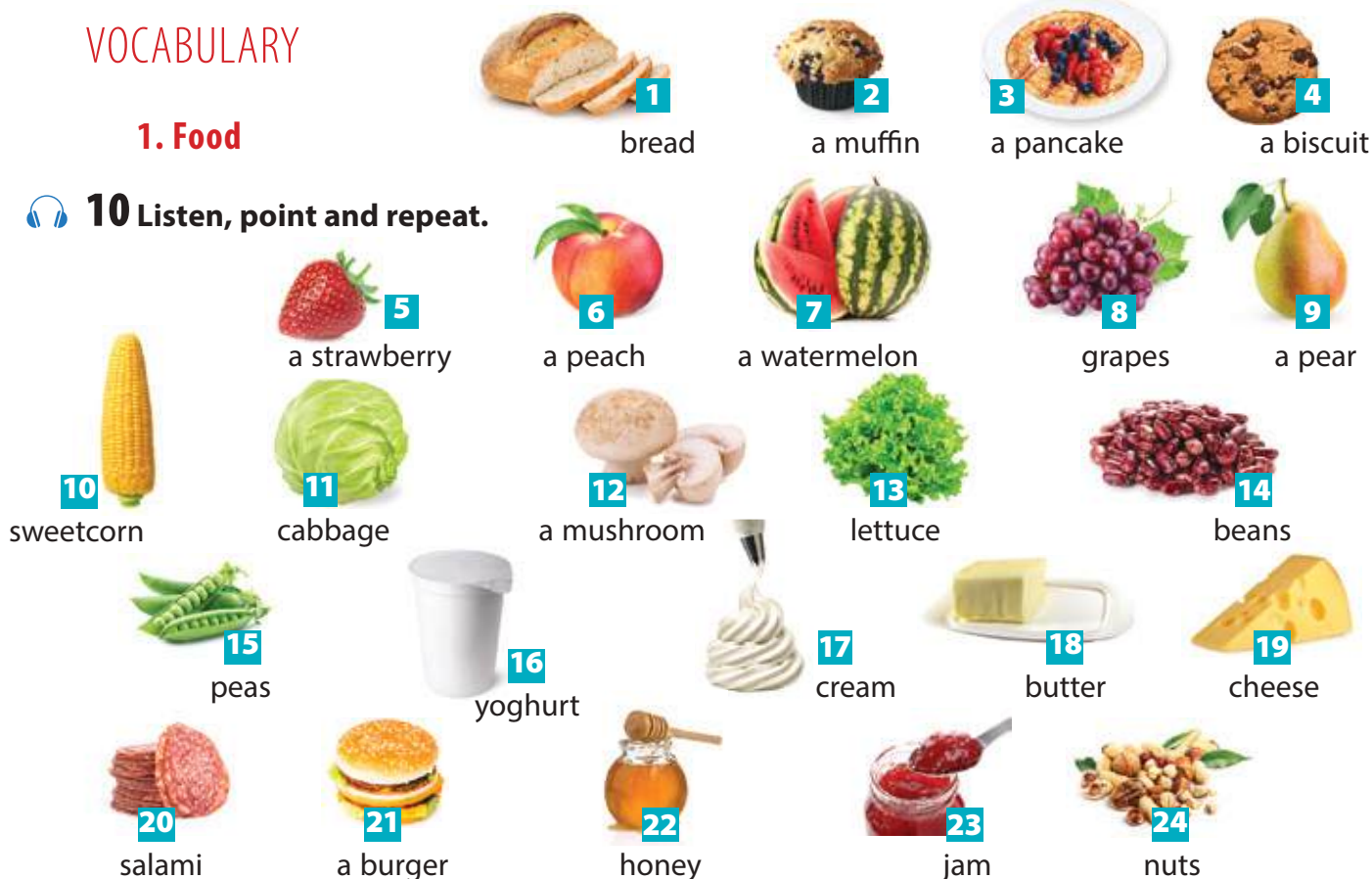
9 In your notebook, match the two parts of the sentences.

- | | |
|--------------------------|---|
| 1. <i>Ukrainians eat</i> | a. much food in the fridge. |
| 2. Do you drink | b. a lot of water every day. |
| 3. There isn't | c. <i>a lot of meat.</i> |
| 4. Do you eat | d. much orange juice? |
| 5. Do you send | e. much junk food when you go out with friends? |
| 6. My sister drinks | f. many healthy drinks in the school café. |
| 7. They don't serve | g. many Christmas cards? |

VOCABULARY

1. Food

10 Listen, point and repeat.



11 Look at the pictures and answer the questions.



1. What do the Wilsons usually have for breakfast at weekends?
2. What is there in Alfredo's sandwich?
3. What does Lena sometimes have for dessert?

Now work in pairs. Ask and answer. Take turns.

Model: *For breakfast I usually have a bowl of cereal.*

1. What do you usually have for breakfast?
2. What do you usually have for lunch?
3. What do you usually have for dinner?

2. Shops and money

 **12** Listen, point and repeat.



1 a baker's



2 a chemist's



3 a supermarket



4 a butcher's



5 a greengrocer's



6 a shopping mall



7 a newsagent's



8 a dairy shop



9 a bookstore



10 a department store



11 cash



12 a credit card



12 a pound



13 a dollar



14 a hryvnia

13 Say the dates and the years.

We can buy	milk	in/at	a supermarket
	meat		a bookstore
	Brussels sprouts		a shopping mall
	bread		the chemist's
	medicines		the baker's
	cheese		a department store
	books		the butcher's
	clothes		the newsagent's
	shoes		the greengrocer's
	newspapers		a dairy shop

14 Look at the pictures of Exercise 11 again and answer the questions.

1. Where do the Wilsons buy their food for breakfast?
2. Where does Alfredo buy the food for his sandwich?
3. Where does Lena buy the food for her dessert?

Now work in pairs. Ask and answer in turns.

Model: 😊

I usually buy milk in a supermarket.

Where do you usually buy:

milk?

yoghurt?

watermelons?

bread?

sausage?

jeans?

3. Ordinal numbers **15** Listen and repeat.

1st first

2nd second

3rd third

4th fourth

5th fifth

...

8th eighth

9th ninth

10th tenth

11th eleventh

12th twelfth

13th thirteenth

14th fourteenth

...

19th nineteenth

20th twentieth

21st twenty-first

22nd twenty-second

23rd twenty-third

24th twenty-fourth

...

30th thirtieth

40th fortieth

31st thirty-first

32nd thirty-second

...

16 Say the dates and the years.

Model: 😊

*1 April – the first of April /
April the first*

Model: 😊

*1996 – nineteen ninety-six
2003 – two thousand and three*

12 August

22 October

5 May

2001

1963

1912

1876

14.09

16.08

23.11

05.04

8.06

1396

1996

2011

2020



Now listen, check and repeat.

You can write **12 August** or **12th August**.

17 In pairs, ask and answer the questions below.

- When do we celebrate Christmas?
- When do we celebrate St Valentine's Day?
- When do we celebrate Liberation Day?
- When is your birthday?

COMMUNICATION

1. At the supermarket

 **18** Read and listen to the dialogues.
Practise in pairs.

USEFUL LANGUAGE

- Can I help you?
- What would you like to get / buy / see?
- I'd like / I would like ...
- How much is it?
- How much does it cost?
- You're welcome!
- Have a nice day!



Shop assistant: Good morning.
Can I help you?
Customer: I'd like a **box of 6 muffins**, please.
Shop assistant: Here you are.
Customer: How much **are they**?
Shop assistant: That's **2 pounds**, please.



Customer: Hello. Where can I find **Cheddar cheese**, please?
Shop assistant: In the **dairy section**.
Customer: Where is it?
Shop assistant: It's at the **back of the shop on the right**.
Customer: Thank you very much.
Shop assistant: You're welcome.

Shop assistant: Can I help you?
Customer: Yes, please.
Shop assistant: What would you like to **buy**?
Customer: I'd like **new jeans**.
Shop assistant: Blue or black?
Customer: Blue, please.
Shop assistant: Here you are.
Customer: I like them. **How much are they**?
Shop assistant: 100 pounds. How would you like to pay?
Customer: Cash, please.
Shop assistant: Here you are.
Customer: OK. Thank you very much!
Shop assistant: You're welcome.

Shop assistant: Good morning! Can I help you?
Customer: Yes, please. I'd like a new **mobile**.
Shop assistant: What brand would you like?
Customer: Samsung, I think.
Shop assistant: Here you are.
Customer: Yes, I like it. How much does it cost?
Shop assistant: It's 53 dollars.
Customer: I'd like to pay **with a** credit card, is it OK?
Shop assistant: Yes, of course.
Customer: Thank you!
Shop assistant: You're welcome! Have a nice day!

Now make similar dialogues. Replace the phrases in bold with your own ideas.

2. Wishing a good holiday

19 Look at the photos. In your notebook, match the celebrations with the photos.

Birthday
Easter
New Year's Eve
Christmas
Valentine's Day

1



2



3



4



5



20 Read and listen to five dialogues. Match them with the celebrations in 19. Practise the dialogues in pairs.

- | | |
|---|--|
| <p>1. A: Many happy returns!
B: Happy Birthday!
C: Thank you all!</p> <p>2. A: Happy New Year!
B: Happy New Year to you too!</p> <p>3. A: Happy Valentine's Day!
B: Happy Valentine's Day to you, thank you!</p> | <p>4. A: Happy Easter!
B: Same to you!</p> <p>5. A: Merry Christmas, everyone!
B: Merry Christmas!</p> |
|---|--|

21 Work in pairs. Interview your partner about his/her birthday celebration and write down his/her answers. Change roles.

My Birthday Celebration Class Survey



Now report to the class.

USEFUL LANGUAGE

- When's your birthday?
- Where do you usually celebrate your birthday? (at home/at a party club/at a restaurant ...)
- Who do you invite? (friends, relatives)
- Do you get any presents? If so, what presents do you usually receive?
- What do you do on your birthday?
- What food and drinks do you have?

WRITING

Family celebrations

-  **22** Look at the picture. Listen, point and repeat. Then read the project about a Christmas Eve dinner in Ukraine.

This is a typical Christmas Eve dinner in Ukraine. The festivities start with the first star in the sky. The table has 12 meatless dishes. The main dish of the evening is **Kutia** (boiled wheat mixed with poppy seeds, honey, and nuts).
Source: <https://ukraine.ua>



Kutia

Dumplings (varenyky)

Beans

Borscht

Holubtsi

Mushrooms

Fish

Write about a celebration dinner in your family. Follow the model.

PRONUNCIATION

Unstressed vowels: the sound SCHWA

-  **23** Listen and notice the stress of the words below.

'teacher /'ti:tʃə/
'Christmas /'krɪsməs/
'parent /'peərənt/
'answer /'ɑːnsə/
trə'dɪʃ(ə)n(ə)l/
'sugar /'ʃʊɡə/
'water /'wɔːtə/

Schwa is the name for the most common sound in English. It is a weak, unstressed sound. The phonemic symbol for this sound is /ə/.

IMPORTANT!

The correct pronunciation of the *schwa* sound makes your English more accurate and natural.

-  Listen again and repeat.

Find three words in **6** that have the *schwa* sound. Write them in your notebook.

4C YOUR FOOD IS YOUR MEDICINE

- How old is the man in the picture?



READING

24. Read the text and write the headings over the paragraphs.

Healthy habits

Daily routine

This is Pierre's grandfather. He's 75, but he looks about 65. He shares his secrets of a healthy life.

I usually get up at 6 o'clock. I always drink a glass of water. Then I do yoga, drink a cup of tea and work in the garden. At 9:00 I have a snack of fruit or nuts. At lunch I have soup and salad. In the afternoon, I have a nap. In the evening, I have vegetables and yoghurt with bread.

I eat a lot of vegetarian food. I eat meat once a week. I drink a lot of water every day. I never drink coffee. I go to bed early and sleep for 8 hours. I often say to my grandson: *Your food is your medicine.*

25. Read the text again and answer the questions.

1. What time does Pierre's grandfather get up?
2. What does he do in the morning?
3. What does he eat at 9:00?
4. What does he do in the afternoon?
5. What does he drink in the evening?
6. What does he say to his grandson?

GRAMMAR

PREPOSITIONS OF TIME

in the morning/afternoon/evening

in (the) summer

at 9:00/at noon

at the weekend/at weekends

on Sunday/weekdays

SPEAKING

26. In pairs, talk about your daily routine.

Use *never, sometimes, often, usually, always* and the ideas in the box.

A: How often do you get up early?

B: I sometimes get up early. What about you?

A: Oh, I always get up early, even at weekends.

get up early	walk in the park	eat meat
eat fish	eat vegetables	eat fruit
do a sport	go to bed late	tidy your room

! IMPORTANT!

Lifestyle = Your habits and the things you usually do.

JUNK FOOD



27. Complete the questionnaire.

Have you got a healthy lifestyle?



HEALTHY LIFESTYLE

- | | |
|--|--------|
| 1. I watch TV for one hour or more every day. | Yes No |
| 2. I play computer games for one hour or more a day. | Yes No |
| 3. I often eat fast food. | Yes No |
| 4. I usually eat sweets and junk food. | Yes No |
| 5. I eat fruit and vegetables every day. | Yes No |
| 6. I usually eat healthy food. | Yes No |
| 7. I go to bed early on weekdays. | Yes No |
| 8. I drink a lot of water (2 litres a day). | Yes No |
| 9. I usually walk to school. | Yes No |
| 10. I often play a sport. | Yes No |

Yes 1, 2, 3, 4 – 0 points, 5, 6, 7, 8, 9, 10 – 1 point
No 1, 2, 3, 4 – 1 point, 5, 6, 7, 8, 9, 10 – 0 points

- | | |
|-------------|--|
| 7–10 points | You have got a healthy lifestyle. |
| 4–6 points | You need to change some habits. |
| 1–3 points | You need to change your habits urgently. |

Compare your score with a partner. Share your healthy habits with the class.

I never eat fast food.
I eat fruit every day.

WRITING

DESCRIBING A HEALTHY LIFESTYLE

28. Write about the healthy lifestyle of a person you know. How does he/she live? Use the Writing File on p. 124 as a model.

LISTENING

1 Listen to the interview. What is the best title? Write the correct answer in your notebook.

- a. Food and Tennis
- b. Food and Cooking
- c. Tennis and Cooking



2 Listen again and write the correct answers in your notebook.

1. The Williams' favourite dish is
 - a. Mom's chicken with rice and gravy.
 - b. Mom's chicken with potatoes and gravy.
 - c. Mom's chicken with stuffing.
2. Serena ... cooking.
 - a. likes
 - b. doesn't mind
 - c. doesn't like
3. Serena's roast chicken recipe is with
 - a. garlic and rice.
 - b. butter and gravy.
 - c. garlic and butter.
4. Serena adds
 - a. some salt and pepper.
 - b. some water.
 - c. some tomatoes.

5p.

READING

3 Read the article. In your notebook, answer the question:
What holiday is the text about?



A. In the United States, people celebrate Thanksgiving Day on the fourth Thursday of November. We can trace this historic American tradition back to the year 1863.

B. Thanksgiving Day is traditionally a day for families and friends. People get together for a special meal. The meal often includes a turkey, stuffing, potatoes, cranberry sauce, gravy, pumpkin pie, and vegetables. Thanksgiving Day is a time for lots of people to give thanks for what they have.

C. In some cities and towns, there are Thanksgiving Day parades. People gather in the streets to watch the festive floats, marching bands and giant balloons. At the end of the Parade, Santa Claus appears and this is the start of the Christmas season.

Source: <http://www.timeanddate.com>

4 Read the text again. In your notebook, write *true* or *false*. Correct the false sentences.

1. American people celebrate Thanksgiving on the fourth Tuesday of November.
2. It's a modern American tradition.
3. People have a special meal.
4. The meal includes chicken, gravy and pumpkin pie.
5. On Thanksgiving Day, lots of people give thanks for what they have.
6. Santa Claus appears at the beginning of the Thanksgiving Day Parade.

6p.

SPEAKING

5 Work in pairs. Interview your partner about a family member or a friend. Use the questions below. Copy the chart into your notebook. Take notes.

- *What is his/her name?*
- *How old is he/she?*
- *What does he/she look like?*
- *What does he/she like?*
- *What doesn't he/she like?*

Name	
Age	
Appearance	
Likes	
Dislikes	

Go to page 42 in Workbook 1 to do the Grammar and Vocabulary sections.

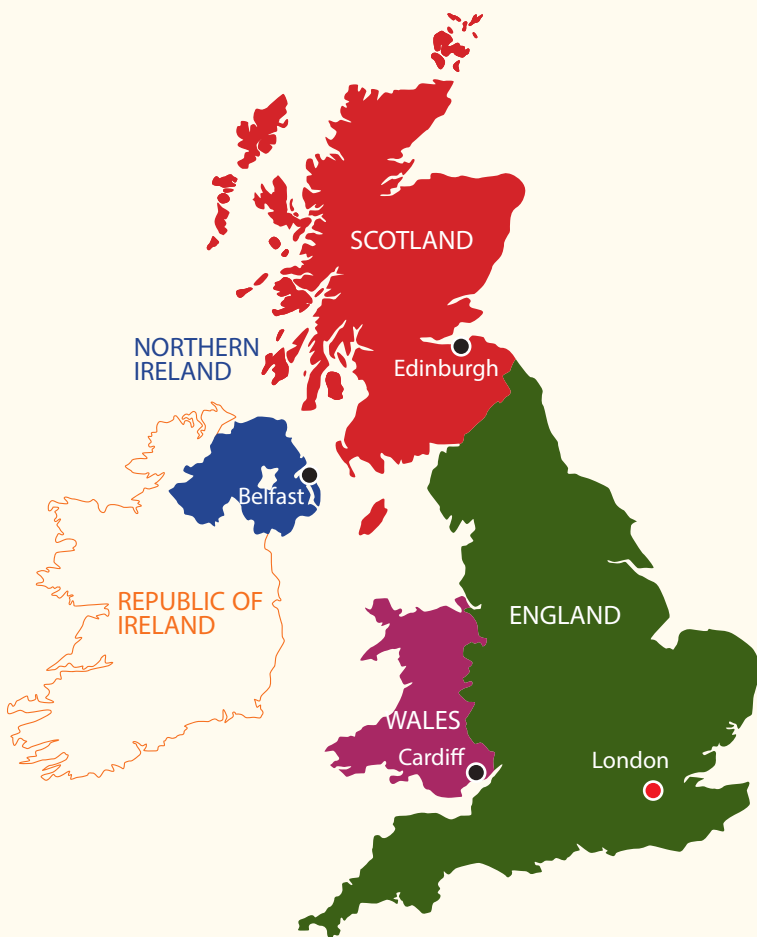
Now	I know how to:	<ul style="list-style-type: none"> • describe my daily routine. • ask and tell the time. • express agreement and disagreement. • talk about likes and dislikes. • talk about my school subjects. • wish a good holiday. • talk about my eating habits. • describe traditions and celebrations.
	I can:	<ul style="list-style-type: none"> • use the Present Simple. • use phrases with <i>have</i>. • express an amount of something.

CULTURE TRIP

What do you know about the UK?

-  **1** Listen and find the countries on the map.

THE UNITED KINGDOM



- 2** Work in groups of four: A, B, C and D. Each group reads its paragraph. Then it answers the questions and reports to the class.



England

Group A

England is the largest country in the United Kingdom. Its capital is London. People sometimes wrongly use it as a synonym of the whole United Kingdom. This is not only incorrect but can cause offence to people from other parts of the UK. England is famous for lots of things – its castles and historic houses, football stars, pop stars, universities, food, pubs and so on. 23rd April, St George's Day, is the national day of England. Some people wear a red rose on St George's Day. The rose is the national emblem of England. England's national animal is the Lion.



Wales

Group B

Wales (Cymru /'kʌmri/ in Welsh) is a mountainous country on the western side of the UK. Its capital is Cardiff. Wales is known for its rich culture and male voice choirs. The national game of Wales is rugby. 1st March, St David's Day, is the national day of Wales. On this day, Welsh people wear daffodils or leeks. These plants are the national emblems of Wales. The national animal of Wales is the Red Dragon. It is on the Welsh flag.



Scotland

Group C

Scotland is a mountainous country in the north of the UK. It also has lots of islands all around its coast. Its capital is Edinburgh /'edɪn'b(ə)rə/.

Scotland is famous for its fresh water lochs /lɒks/ (lakes). The most famous is Loch Ness where, people say, the mysterious monster Nessy lives. Scotland is also famous for its kilts, medieval castles, as well as for the poetry and songs of Robert Burns.

30th November, St Andrew's Day, is the national day of Scotland. On this day, people wear a thistle – the national flower of Scotland. The national animal is the Unicorn.



Northern Ireland

Group D

Northern Ireland is situated in the northeast of the island of Ireland. Its capital is Belfast. Northern Ireland is famous for its musical and artistic traditions. A lot of famous actors, musicians and writers such as C.S. Lewis, the author of 'Chronicles of Narnia', were born in Northern Ireland. Northern Ireland is also known for its sports, especially golf and fishing.

17th March, St Patrick's Day, is the national day of Northern Ireland and the Republic of Ireland. On this day, Irish people wear shamrocks. The shamrock is the national emblem of both Northern Ireland and the Republic of Ireland.

1. What is the country's capital?
2. What is the country famous for?
3. When is its national holiday?
4. What is the country's national emblem?
5. What is the country's national animal?

SONG

3 Listen to the song.

Verse 1:

London's the capital everyone knows,
London's so famous that everyone goes
To ride boats on the Thames, the Eye in the sky,
And watch as all the Queen's soldiers march by.

Verse 2:

But London's not England; there's lots more to do:
See stone circles at Stonehenge and Avebury, too.
There's Salisbury Cathedral, the Minster at York.
The Lake District's pretty – a great place for a walk.

Chorus:

On a trip to the UK you can see many sights,
Check on the Internet and book your flights.
Visit Ireland, Scotland, England and Wales:
The journey will leave you with many fine tales.

Verse 3:

Wales is a country of castles and sheep,
Its big mountain Snowdon is really quite steep!
You can sit on the beaches and surf in the sea
Or watch a good game of exciting rugby.

Chorus:

On a trip to the UK you can see many sights,
Check on the Internet and book your flights.
Visit Ireland, Scotland, England and Wales:
The journey will leave you with many fine tales.

Verse 4:

Up in the north Scotland's mountains are high,
And if you want luck, there's heather to buy.
Its islands are many, its sea's rough and cold.
But Scotsmen wear kilts like their fathers of old.

Verse 5:

Northern Ireland lies over the cold Irish Sea,
There's dancing and singing and fine poetry.
There are villages and farms, green fields and rain;
For the warmth of the people you'll go back again.

Chorus:

On a trip to the UK you can see many sights,
Check on the Internet and book your flights.
Visit Ireland, Scotland, England and Wales:
The journey will leave you with many fine tales.

Unit focus

- **Grammar:** the Present Continuous; the Present Simple and the Present Continuous; adverbs of manner; prepositions of movement
- **Functions:** talking about buildings and places in town; asking for and giving directions; accept someone's thanks
- **Vocabulary:** buildings and places in town
- **Pronunciation:** the letter C



LET'S GET STARTED

1 Answer the questions.

- Where do you live – in a city, a town or a village?
- What interesting sights are there in or near the place where you live?
- Do any tourists visit these sights/your village, town or city?

LISTENING AND READING

3 Vicky, Borys, and their classmates are taking the London City Tour. Listen to their tour guide. Choose the correct answer.

- Vicky, Borys, and their classmates are
- a. on a boat.
 - b. on a train.
 - c. on a bus.

WORDS IN ACTION

2 Look at the words below.
Do you know any of them?
Match them with the pictures.

a wheel

a tower

a bridge

a palace

a guard

1



2



3



4



5



Now listen, check and repeat.

CULTURE CORNER



The Elizabeth Tower stands at the north end of the Houses of Parliament. The tower is a famous tourist attraction and it is popularly known as Big Ben. In fact, Big Ben is the nickname of the big bell inside the Elizabeth Tower. Big Ben's official name is the Great Bell.

-  **4 Listen again. Point and name the sights in the order Vicky and Borys see them.**



-  **5 Listen to part of a conversation and answer the questions.**

1. What are Vicky, Borys and Justin doing?
2. Who joins them?

- 6 Now read the whole conversation and the sentences below. Say true or false. Correct the false sentences.**

Mrs Wilson: Good evening, everybody. What are you doing?

Justin: Hi, mum. Vicky and Borys are showing me their photos of London.

Mrs Wilson: That's interesting. Can I have a look?

Borys: Sure, Aunt Anna.

Mrs Wilson: Oh, this is the lake in Hyde Park.

Vicky: Yes, that's right. We're feeding the ducks.

Mrs Wilson: And where's that?

Borys: Let me see. Aha. We're relaxing and eating ice cream in front of the British Museum.

Vicky: Look at this photo, Aunt Anna. Can you guess the place?

Mrs Wilson: Hm, aren't you standing in front of Buckingham Palace?

Borys: Yes, we're watching the Changing the Guard ceremony.

Vicky: Does the Queen live there all the time?

Mrs Wilson: No, she doesn't. Look, the Queen's flag's flying above Buckingham Palace. That means the Queen's there.



1. Aunt Anna isn't looking at the photos of London.
2. There is a lake in Hyde Park.
3. Vicky and Borys are playing with the ducks in Hyde Park.
4. Vicky and Borys are eating sandwiches in front of the British Museum.
5. Vicky and Borys are watching Changing the Guard at Buckingham Palace.
6. When the Queen's flag is flying above Buckingham Palace, the Queen is in the building.

GRAMMAR SPOT

1. The Present Continuous

Forms

POSITIVE		
I	'm (am)	reading.
You We They	're (are)	
He She It	's (is)	

NEGATIVE		
I	'm not (am not)	sleeping.
You We They	aren't (are not)	
He She It	isn't (is not)	

YES/NO QUESTIONS		
Am	I	playing?
Are	you we they	
Is	he she it	

SHORT ANSWERS					
Yes,	I	am.	No,	I	'm not.
	you we they	are.		you we they	aren't.
	he she it	is.		he she it	isn't.

WH-QUESTIONS			
What Where	am	I	reading? playing?
	are	you we they	
	is	he she it	

MIND THE SPELLING!

VERB + ING	
sleep play + ing go	sleep ing play ing go ing
make e change e + ing take e	make ing chang ing tak ing
stop + p + ing run + n + ing cut + t + ing	stop ping run ning cut ting

Use

Read the examples and answer the question.

Quiet! I'm **listening** to the tour guide.
Look! They're **waiting** for the bus.

- When do we use the Present Continuous?

Now check with the rule.

- We use the **Present Continuous** to talk about activities happening at the moment.

PRACTICE

7 Copy the table into your notebook. Add *-ing* and put the verbs into the correct column.

~~read~~ ~~run~~ ~~make~~ play go get shop take write jump have sit

just add <i>-ing</i>	remove <i>e</i>	double the last consonant
<i>reading</i>	<i>making</i>	<i>running</i>

8 In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the Present Continuous.

My brother Borys and I **1. *are standing* (stand)** in the queue now. We **2. ... (wait)** patiently because we want to ride on the London Eye. We **3. ... (enter)** the capsule now. **4.** The wheel ... **(turn)** very slowly. We **5. ... (go)** up now. Wow! It's amazing. My brother **6. ... (take)** lots of photos. I **7. ... (not take)** any photos. I **8. ... (enjoy)** the view.



2. The Present Simple and the Present Continuous

Look and compare the examples.

Uncle John always **watches** the news at 8:00 pm.

He **doesn't watch** any films at this time.

It's 8:10 now. He's **watching** the news. He **isn't watching** a film.

We **study** English at school.

I'm busy now. I'm **studying** for the English test.

Answer the questions.

- When do we use the Present Simple?
- When do we use the Present Continuous?

Now check with the rules.

- We use the **Present Simple** to talk about habits.
- We use the **Present Continuous** to talk about activities happening at the moment.

PRACTICE

9 Work in pairs. In the sentences below, say the correct tense, the Present Simple or the Present Continuous, of the verbs in bold.

1. make

Model: 😊 Vicky's mum usually **makes** a cake for her birthday.
She **is making** a birthday cake now.

2. change

The guards always ... at 11:30 am.
Look! The guards ...

3. give

Anna never ... her mobile phone number to strangers.
In this photo. Tom ... Anna a present.

4. meet

I usually ... my friends on Friday afternoon.
The Wilsons are at the airport.
They ... their guests.

5. run

We never ... along the school corridors.
Why ... you ...? We aren't late.

6. go

We always ... on holiday in August.
Hi, Borys! Where ... you ...?

3. Adverbs of manner

Adjectives and adverbs

Read the examples and compare the words in bold. Then answer the questions.

Vicky is **patient**.

Vicky and Borys are waiting **patiently**.

- What do adjectives describe?
- What do adverbs describe?

Now check with the rules.

- **Adjectives** describe a noun (a person or a thing).
- **Adverbs** describe a verb.

ADJECTIVE	ADVERB		ADJECTIVE	ADVERB
slow	slowly	BUT!	good	well
bad	badly		fast	fast
careful	carefully		hard	hard
angry	angrily		late	late
gentle	gently			

MIND THE SPELLING!

- For adjectives that end in **-l**, we add **-ly**.
- For adjectives that end in **-y**, we remove the **-y** and add **-ily**.
- For adjectives that end in a **consonant + le**, we remove the **-e** and add **-y**.

PRACTICE

10 In your notebook, form adverbs from the adjectives below.

Model: 😊 happy → happily

gentle	hard
late	quiet
good	beautiful
quick	fast

11 Complete the sentences with some of the adverbs in 10.

Model: 😊 *Slow down, please. You're speaking very fast.*

1. Listen! Someone is speaking ... outside.
2. It's Christmas Eve and people are singing ... in the streets.
3. Aunt Anna loves beautiful clothes and she dresses
4. John studies ... at school.
5. Please, come I need your help.
6. I'm not feeling very ... at the moment.

VOCABULARY

Buildings and places in town

12 In your notebook, match the words with the pictures.

1 	2 	3 	4 	5 	6 	7 
8 	9 	10 	11 	12 	13 	14 
a. a library	b. a hospital	c. a museum	d. a theatre	e. a bank	f. a stadium	g. a post office
k. a cinema	l. a hotel	m. a palace	n. a fortress	i. a train station	j. a coach station	



Now listen, check and repeat.

13 Look at the pictures. Ask and answer in pairs. Follow the model. Use words in 12 and the phrases in the box.

Model: 😊

A: Where are Vicky and Borys?
B: They're at the Natural History Museum.
A: What are they doing?
B: They're looking at the dinosaurs.

- look at the dinosaurs
- attend a concert
- wait for the train
- buy a postcard
- watch the Changing the Guard ceremony
- read a book



MIND THE PREPOSITIONS!

Prepositions of movement

Look at the examples. Match them with the pictures.

Look **to** the left/right.

Go **up** the street.

Move **along** the path.

Go **past** the museum.



14 Say the correct preposition in each sentence.

1. The tourists are walking ... the street.
2. On my way to school, I go ... the post office.
3. Look ... the left. Isn't that Sara?
4. Don't turn right, go ... the street.

COMMUNICATION

Asking for and giving directions

15 Read and listen to the dialogues. Then practise in pairs.

A: Excuse me, **do you know how to get to the theatre?**

B: Sorry, I don't know.

A: Thanks anyway.

B: You're welcome.

A: **Can you tell me the way to the museum, please?**

B: Go straight ahead. The museum is **on the left**.

A: Thank you very much.

B: Not at all.

A: Excuse me, is this the way to the stadium?

B: Yes. **Turn right** at the traffic lights. It's **just around the corner**.

A: Thanks a lot.

B: No problem.

A: Excuse me, **I'm looking for the post office**.

B: You're going the wrong way. **Go back to the square** and then ask again.

A: Thank you.

B: It's OK.



HOW TO

• Ask for directions

Do you know how to get to ...?

I'm looking for ...

Is this the way to ...?

Can you tell me the way to ...?

• Give directions

Take this street.

It's this way.

Go straight ahead.

Go back and then ask again.

Turn right/left.

It's on the left/right.

It's on/around the corner.

• Accept someone's thanks

You're welcome.

Not at all.

No problem.

It's OK/all right.

16 Now make similar dialogues. Replace the phrases in bold with the phrases on the right. Act out the dialogues for the class.

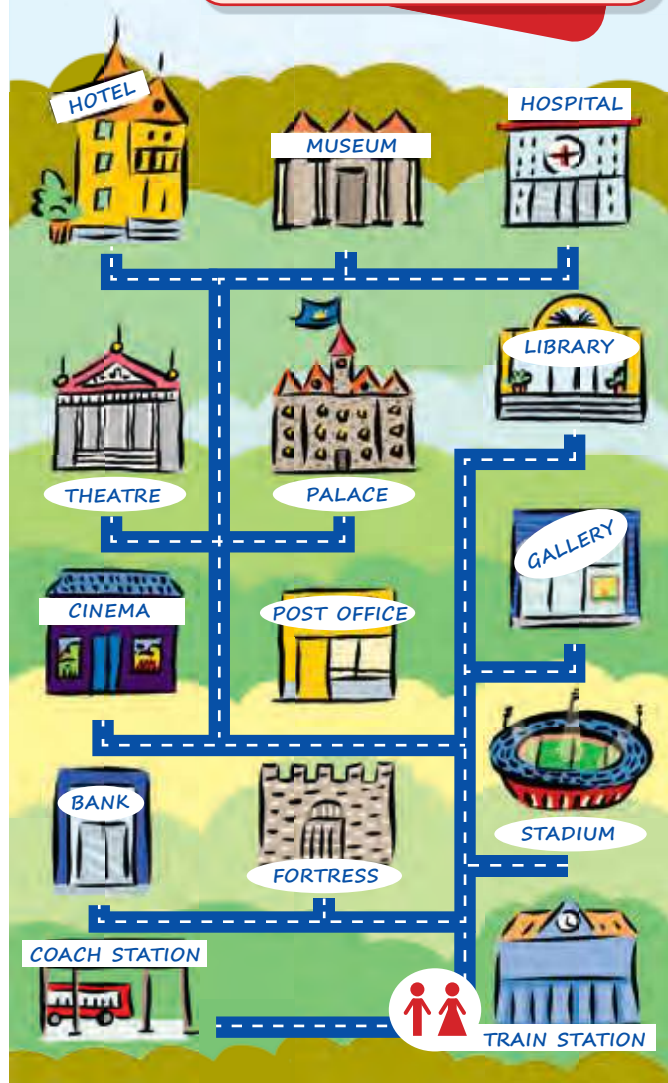
- 17** Work in pairs. Choose a role: Student A or Student B. Read the role cards and make a dialogue. Then change roles and make another dialogue.

Student A:

- Imagine you are a tourist in this city. Look at the map. You are standing in front of the train station. Find a place where you want to go. Ask Student B (a person in the street) how to get there.

Student B:

- Imagine you live in this city.
- Give directions to Student A (a tourist). Use the map.



WRITING

Describing my hometown

- 18** Read Martha's homework about her hometown. Why is August the best time to visit Santander?

I live in Santander. It is an old city in Spain. The best way to see Santander is on foot. You can start at the big square in the centre and visit the old cathedral and the palace. The best time to come to Santander is summer. There is a music and dance festival in August.

In your notebook, write a similar description of your hometown. Follow the model. The phrases in the boxes will help you. Add your own ideas.

Type of place

the capital of Ukraine
a small/pretty town
a peaceful/small village
a mountain/seaside resort

Events

a folk dance festival
a light show
a town/village fair

Sights

an old/a small square
a town/history museum
an ancient fortress
mineral springs

PRONUNCIATION

The letter C

- 19** Listen and repeat.

s	k
c <u>i</u> ty	c <u>l</u> ock
c <u>e</u> ntre	c <u>o</u> ach
c <u>i</u> inema	c <u>u</u> pboard
c <u>e</u> ntimetre	c <u>r</u> ossing
c <u>e</u> lebration	c <u>a</u> thedral

- Now look at these words. In your notebook, put them into the correct group. Then listen and check your answers.

corner celebrate come
century car cereal

Unit focus

- **Grammar:** the Past Simple: the verb **be**; past time expressions; the Past Simple: regular verbs; indefinite pronouns; prepositions of means or instrument
- **Functions:** talking about my birthday and my birthplace; talking about past events
- **Vocabulary:** geographical features
- **Pronunciation:** Past Simple ending **-ed**



WORDS IN ACTION

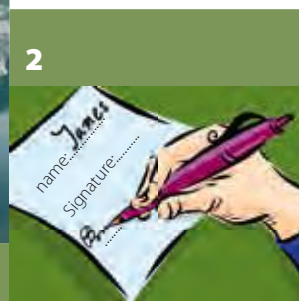
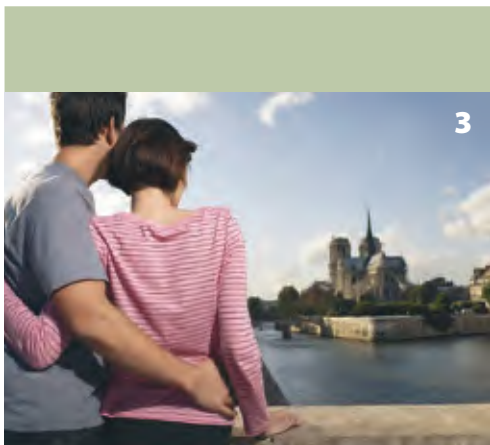
2 Read the sentences and match them with the pictures. Try to guess the meaning of the words in **bold**.

- Sam travels a lot to exotic places. He loves **adventures**.
- Jonathan is a sea captain. His ship **sails** across the Atlantic.
- Can you write your name and **sign** here, please?
- A:** The view is wonderful.
B: Really **impressive**!
- Arthur isn't afraid of anything. He's very **brave**.

LET'S GET STARTED

1 Answer the questions.

- Is there an exciting activity you want to do?
- Where can you do it?
- Can you do it alone or you need somebody to help you?



Now listen and repeat.

LISTENING AND READING

3 Listen and choose the correct answer.

- What is Vicky so happy about?
 - a. A new bag. b. A meeting at school. c. An adventure.

**4 Listen again and answer the questions.**

1. What is the book about?
2. What is Jessica like?
3. Who signed Vicky's book?

5 Listen to part of a text and answer the questions.

1. Where does Jessica come from?
2. How old was Jessica when she started sailing?
3. When did Jessica decide to sail around the world?

6 Now read the whole text and answer the questions below.**STAR OF THE WEEK****Jessica Watson**

Jessica Watson is Australian. She was born on 18 May 1993. When she was sixteen, Jessica sailed around the world solo, non-stop and unassisted. This means that she was alone on her boat, she didn't stop anywhere and nobody helped her.

Jessica started sailing when she was eight. Her family lived on a boat for five years. Jessica's mum loved reading adventure books to her children. One of these books inspired Jessica. When she was only twelve, she decided to sail around the world.

Jessica departed from Sydney on 18 October, 2009. She sailed her pink ten-metre boat called Ella's Pink Lady. Jessica returned to Sydney 210 days later, three days before her seventeenth birthday. It was an amazing journey!



Jessica

Come and meet Jessica
at 1:00 pm
on Tuesday
in Room 4!



Jessica's boat

1. Where did Jessica's family live for five years?
2. What did Jessica's mum love doing?
3. When did Jessica start her journey?
4. What was Jessica's boat called?
5. When did she return to Sydney?
6. How many days was she alone on her boat?

GRAMMAR SPOT

1. The Past Simple: the verb *BE*

POSITIVE		
I He She	was	at school yesterday .
We You They	were	

NEGATIVE		
I He She	wasn't (was not)	at school yesterday .
We You They	weren't (were not)	

YES/NO QUESTIONS		
Was	I he she	at school yesterday ?
Were	we you they	

SHORT ANSWERS					
Yes,	I he she	was.	No,	I he she	wasn't.
	we you they	were.		we you they	weren't.

WH-QUESTIONS			
Where	was	I he she	yesterday?
	were	we you they	

Answer the questions.

- When do we use **was**?
- When do we use **were**?

Now check with the rules.

- We use **was** with **I/she/he/it**.
- We use **were** with **you/we/they**.

PRACTICE

7 Make sentences with *was* or *were*.

Model: 😊 Maria's story **was** interesting.

1. You ... ten last year.
2. ... you alone on the boat?
3. Jessica ... really tired after the end of her journey.
4. **A:** ... you at home yesterday evening? **B:** Yes, I ...
5. Bob and Ben ... at the sailing club at the weekend.
6. All my classmates ... at school yesterday.



2. Past time expressions

Remember!

last week/month/summer/year
yesterday morning/afternoon/evening *but*
last night!
 ten minutes/five days/two months/one year *ago*

Do you remember?

in 2011 *at* 10 o'clock *on* Friday

PRACTICE

8 Complete the sentences with past time expressions. Make them true for you.

Model: 😊 *I was really tired **yesterday evening/last week/two weeks ago.***

1. My English books were in my bag ...
2. I was in bed ...
3. I was at a birthday party ...
4. I was on holiday ...
5. I was in grade 1 ...
6. I wasn't at school ...

3. The Past Simple: regular verbs

Verbs that add **-ed** in the Past Simple are *regular*.

POSITIVE		
I You He She We They	played	football yesterday .

NEGATIVE		
I You He She We They	didn't (did not) play	football yesterday .

YES/NO QUESTIONS			
Did	I you he she we they	play	football?

SHORT ANSWERS		
Yes,	I you he she we they	did.
No,		didn't.

WH-QUESTIONS				
When Where	did	I you he she we they	play	football?

IMPORTANT!

There are three different ways to pronounce the **-ed** ending of regular verbs in the Past Simple: /ɪd/, /t/ or /d/. Go to p. 83 in the Student's Book and read about the correct pronunciation of **-ed**.

Answer the questions.

- How do we form negative sentences?
- How do we form questions?

Now check with the rules.

- We use **didn't** + the base form of the verb in negative sentences.
- We use **did** + the base form of the verb in questions.

base form of the verb = verb without *to*

MIND THE SPELLING!

VERB + ED	
ask + ed	ask ed
like + ed	lik ed
study + ed BUT! play + ed	stud ied play ed
jog + ed	jog ged

PRACTICE

9 In your notebook, complete the sentences with the correct form of the verbs in bold. Use the Past Simple.

- open** It was very hot in the room so I *opened* the window.
- move** They ... to Australia last year.
- not listen** We ... to the story carefully.
- enjoy** My friends ... the adventure film.
- wash, not brush** My little brother ... his face but he ... his teeth.
- wait** Jessica's parents ... for her in Sydney.

10 Read about two teenagers who did some extraordinary things. Say the correct form of the verbs in brackets. Use the Past Simple.

Jordan Romero



Jordan Romero loves climbing mountains. He **1. ... (reach)** the top of Mount Everest when he **2. ... (be)** only thirteen. To prepare for this, he **3. ... (climb)** six mountains on different continents. Not bad for a 13-year old!

Fraser Doherty



Fraser Doherty loves his grandmother's jam. He **4. ... (ask)** his grandma how to make it. Fraser **5. ... (start)** his jam business when he **6. ... (be)** fourteen. At sixteen, he already **7. ... (work)** on his jam empire full time.

4. Indefinite pronouns

somebody	someone	something
anybody	anyone	anything
nobody	no one	nothing

Read the examples and answer the questions.

There's **somebody/someone** at the door.
 Speak louder! I can't hear **anything**!
 Did **anybody/anyone** help her?
Nobody helped her.

- What pronouns do we use for people?
- What pronouns do we use for things?
- What kind of verb do we use with **nobody/nothing** – a positive or a negative one?

Now check with the rules.

- We use **somebody/anybody/nobody** for people.
- We use **something/anything/nothing** for things.
- We use **a positive verb** with **nobody, no one** and **nothing**.

Remember!

We use **something/somebody/someone** in questions to ask for things or to make a request.

Can I have	something	to eat?
Can	somebody someone	help me?

PRACTICE

11 Say the correct indefinite pronoun to complete each sentence.

Model: ☺ *The fridge is empty. We need to buy **something** for dinner.*

1. Hello, is ... there?

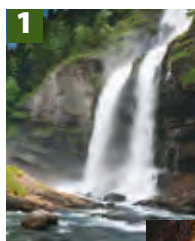
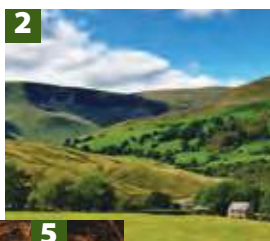
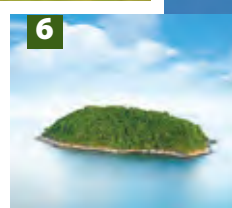
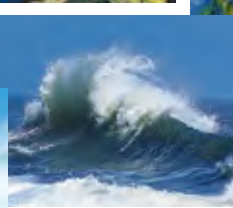
- The room is empty. There's ... inside.
- There is ... under the bed. Can you take it out, please?
- A:** Does here speak French?
B: Sorry, speaks French.
- It's dark here. I can't see
- This is a boring place. There's to do.
- Why are you so sad? Please, say
- I'm sorry, there is ... I can do to help you.

VOCABULARY

Geographical features

12 In your notebook, match the words with the pictures.

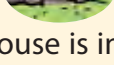
- | | |
|----------------|----------------|
| a. a hill | g. a desert |
| b. a coast | h. a beach |
| c. a valley | i. a cave |
| d. an island | j. a lake |
| e. an ocean | k. a waterfall |
| f. a continent | l. a peninsula |



Now listen, check and repeat.



13 Read the text. Say the correct word for each picture.
Remember – some of the words are plural!

Jack Highway is a famous traveller. When he was sixteen, he decided to visit all the  of the world. Jack started from North America. He crossed it from  to  on a bike. On his way he saw lots of green , high , beautiful  and amazing . At twenty-five, Jack was a teacher on a small  in the Pacific . The school was in a big tent on the . At thirty, Jack crossed the Sahara  on a camel. When he was in Asia, he lived in a . Now Jack is in Europe. He lives in a big country in the centre of Europe. His house is in the  of daffodils. Can you guess the name of the country?



Now listen and check.

MIND THE PREPOSITIONS!

Prepositions of means or instrument

My parents go to work **by** car.
I go to school **on** foot.
Jack crossed the island **on** a bike.
She draws her paintings **with** a pencil.
I saw the tiger **with** my own eyes.

<i>by</i> (+ vehicle)	<i>on</i> (+ an animal or feet)	<i>with</i> (+ means or an instrument)
by bus	on a horse	with a pen
by train	on a camel	with a pencil
by plane	on a bike	with a key
by underground	on foot	with my own ears

14 Say the correct preposition in each sentence.

Model: 😊 I like travelling **by** car.

- Maria writes ... a pen.
- We went on holiday ... plane.
- In India, people usually travel ... train, ... bike or ... foot.
- I can't open the door ... this key.
- A lot of people in the capital travel ... underground.
- In the past, people often travelled ... ship.
- I crossed the whole town ... foot.

COMMUNICATION

1. Talking about my birthday and my birthplace



15 Read and listen to the dialogue.
Practise in pairs.

- A:** When were you born?
B: I was born on **23 September, 2003**.
A: Where were you born?
B: I was born in **Varna**.

Make similar dialogues.
Give true answers.

2. Talking about past events

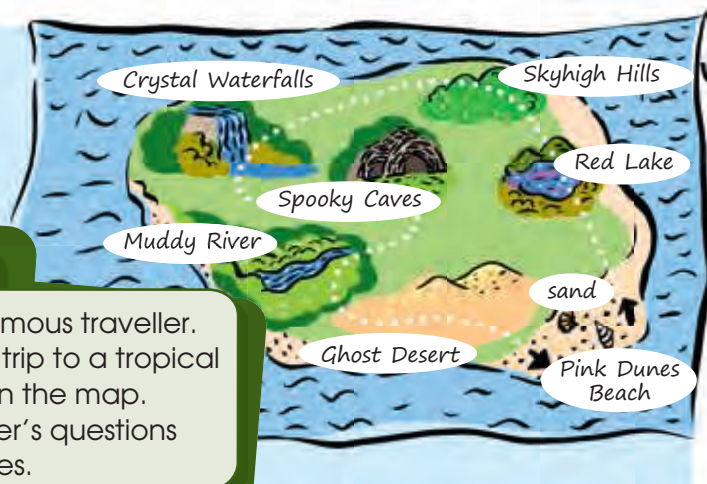
16 Work in pairs. Choose a role: Student A or Student B. Read the role cards and make a dialogue. Then change roles and make another dialogue. Use the ideas in the box below.

Student A:

- You are a journalist. Interview the famous traveller Student B about his/her journey. Find the traveller's route on the map. Prepare your questions in advance. The questions in the box can help you.

Student B:

- Imagine you are a famous traveller. You are back from a trip to a tropical island. Your route is on the map. Answer the interviewer's questions about your adventures.



USEFUL LANGUAGE

- How did you go to ...?
- Where did you start your journey (from)?
- What did you decide to do when ...?
- Were there any people/animals?
- What did they look like? What were they like? (friendly/unfriendly, shy)
- How did you cross the desert/the river/ the lake? (on foot, on a camel, by boat)
- What colour was/were ...?
- Was it hot/cold ...?
- Were you afraid of ...?

WRITING

Describing a school trip

17 Read Borys's homework about a school trip. What did the students do?

Last month, my class went on a day trip to Bukovel. It is a big ski resort in the Ukrainian Carpathian. The trip started at 7:00 am. We travelled by coach. We visited «Hutsul Land Park». We fed wild animals and swung on the biggest swing in Ukraine. It was cool. We had a great time.

In your notebook, write about a school trip. Follow the model.

PRONUNCIATION

Past Simple ending -ed

18 Listen and repeat.

t	d	id
washed	travelled	repeated
crossed	sailed	departed
watched	signed	waited
asked	answered	decided
checked	inspired	started



Now look at these verbs. In your notebook, put them into the correct group. Then listen and check your answers.

laughed looked needed
arrived planned wanted

Unit focus

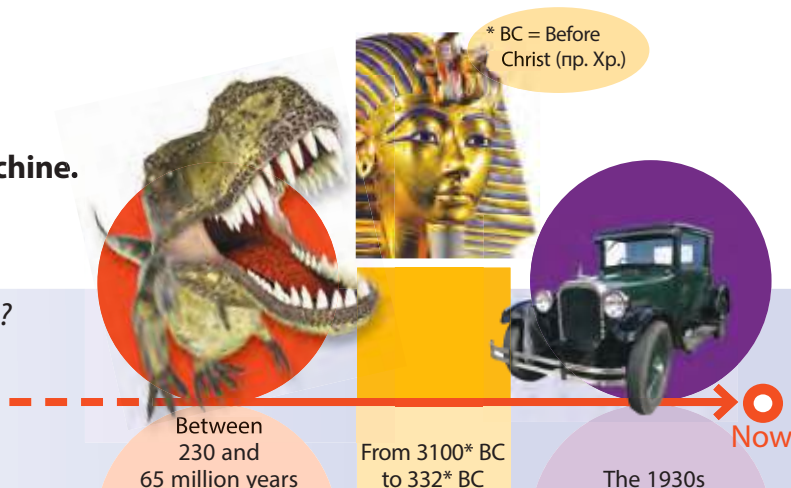
- **Grammar:** the Past Simple: irregular verbs
- **Functions:** making and accepting apologies; talking about past events
- **Vocabulary:** plants and animals on the farm
- **Pronunciation:** the sounds θ and $\eth$



LET'S GET STARTED

- 1** Work in groups of three.
Imagine that you've got a time machine.
It can take you back in time.
Answer the questions below.

- How many years back do you want to go?
• 100 years • 1,000 years • 1,000,000 years
- Where do you want to go?
- What do you want to do?



WORDS IN ACTION

- 2** Read the sentences and match them with the pictures. Try to guess the meaning of the words and phrases in bold.

- I love getting up early and watching the sea at **dawn**.
- There are a lot of **lambs** on the farm in spring.
- My parents were born in the 20th **century**.
- Lemon **tart** is my favourite dessert.
- I play the **fiddle** in a folk band.
- A:** Wow, you've got a great **suntan**! Were you at the beach last weekend?
B: No, I wasn't. I **caught the sun** when I went for a walk in the mountains.



Now listen and repeat.

LISTENING AND READING

- 3** Listen and choose the correct answer. **4** Now listen again and say *true* or *false*. Correct the false sentences.

- Last year, Alice and Justin went to
 - a. a beach.
 - b. a zoo.
 - c. a farm.

1. Only Alice had a suntan.
2. Alice and Justin relaxed on the farm.
3. They woke up at 10:00 am.
4. Alice enjoyed her stay on the farm.
5. Justin fed the horses on the farm.

- 5** Read the statements below. Then listen to part of a text. Which statements are true?

1. a. Alice and Justin spent seven weeks on the farm.
b. Alice and Justin spent seven days on the farm.
2. a. The people on the farm did everything by hand.
b. The people on the farm made only bread by hand.

- 6** Now read the whole text and answer the questions below.

The School Times

A JOURNEY BACK IN TIME

by Alice Wilson



My brother Justin and I spent a week on a 19th-century farm together with eight other boys and girls. For seven days, we lived and worked with the Jones family on their farm. We wore traditional 19th-century clothes and did everything by hand. Mr Jones and the boys looked after the animals. The girls helped Mrs Jones in the kitchen. She taught us how to make bread.

In the evening, Mr Jones played the fiddle and Mrs Jones sang traditional songs. We learned some traditional folk dances.

On Sunday, we went to the market. We sold all the eggs and homemade cheese and we bought some strawberries. In the evening, Mrs Jones made strawberry tart. We ate it with cream! Delicious!

1. Who did the children stay with?
2. What kind of clothes did everybody wear?
3. What did the boys do?
4. What did the girls do?
5. What did the Jones do in the evenings?
6. Where did everybody go on Sunday?
7. What did they sell?
8. What did they buy?

GRAMMAR SPOT

The Past Simple: irregular verbs

Verbs that have special forms in the Past Simple are *irregular*.

POSITIVE			NEGATIVE		
I			I		
You			You		
He			He		
She	got up	early yesterday .	She	didn't (did not) get up	early yesterday .
We			We		
They			They		

YES/NO QUESTIONS				SHORT ANSWERS		
Did	I			Yes,	I	did.
	you				you	
	he				he	
	she	get up	early yesterday?		she	
	we				we	
	they			No,	they	didn't.

WH-QUESTIONS				
When		I		
Where	did	you		
		he	meet	Vicky?
		she	have	breakfast?
		we		
		they		

Answer the questions.

- How do we form negative sentences?
- How do we form questions?

Now check with the rules.

- To form negative sentences, we use *didn't* + the base form of the verb.
- To form questions, we use *did* + the base form of the verb.

PRACTICE

- 7** Copy the verbs below into your notebook.
Go to p. 156 in your Student's Book. Find the Past Simple forms and write them next to the base forms.

go say make take come see give know eat think



Now listen, check and repeat.

- 8** In your notebook, complete the sentences with the correct form of the verbs in bold. Use the Past Simple.

- | | |
|--------------------------|--|
| 1. spend | They <i>spent</i> a week in the mountains. |
| 2. come | All my friends ... to my birthday party. |
| 3. give | Alice ... me her address in London. |
| 4. know, not know | I ... the address but I ... how to get there. |
| 5. take | It ... me half an hour to come to school today. |
| 6. sell | My grandparents ... their country cottage last year. |
| 7. think | A long time ago, people ... that the Earth was flat. |
| 8. make, eat | We ... pancakes and ... them with chocolate. |

- 9** In your notebook, finish the sentences. Make them true for you.

- | | |
|--|-------------------------|
| 1. I <i>went to the dentist</i> two weeks ago. | 5. I ... two weeks ago. |
| 2. I ... half an hour ago. | 6. I ... last month. |
| 3. I ... yesterday evening. | 7. I ... last year. |
| 4. I ... last week. | |

- 10** Read Martha's 'to do' list. In your notebook, write what she did or didn't do yesterday.

Model: 

Martha didn't feed her fish. She bought a present for Alice.



- | | |
|--------------------------------------|--------------------------------------|
| • feed my fish | • read my new book |
| • buy a present for Alice | • make pizza |
| • do my homework | • teach my brother some English |
| • meet my friends | • see a new film |
| • go to the park | • spend time with Grandpa |

VOCABULARY

Plants and animals on the farm

11 In your notebook, match the words with the pictures.

- a. maize
- b. wheat
- c. a sunflower
- d. oats
- e. a cow
- f. a pig
- g. a sheep
- h. a goat
- i. a hen



Now listen, check and repeat.

12 Read the text. Say the correct word for each picture.
Be careful – the words for all animals and one plant are in the plural!

When I was a little boy, I spent the summers on my grandparents' farm.

My grandma looked after the animals and my grandpa worked the land.

Every morning my grandma got up at 5:00 am. She milked the  by hand

because there weren't any milking machines then. Then she fed the  and

the . We usually had fresh cow's milk, butter, and homemade jam for

breakfast. After breakfast grandma took me to see the  and the .

My grandpa grew ,  and . He didn't grow any .

Now my grandparents live in the city. They miss their farm a lot.



Now listen and check.

COMMUNICATION

1. Making apologies

 **13** Read and listen to the dialogues.
Then practise in pairs.

- A:** Hi! I'm very sorry I'm late.
B: That's OK. What happened?
A: **I overslept. I didn't hear the alarm clock.**
- A:** Good morning! I'm terribly sorry I'm late.
I missed the bus.
B: Don't worry. We only started a minute ago.

Make similar dialogues. Replace the phrases in bold with the phrases in the box. Put the verbs in the Past Simple. Act out the dialogues for the class.

- | | | |
|------------------|------------------------------|-----------------------------------|
| • go to bed late | • do a lot of homework | • go to the doctor/to the dentist |
| • miss the train | • get stuck in a traffic jam | • lose my keys |

HOW TO

• Make apologies

I'm so/very/extremely/terribly sorry.

• Accept apologies

No worries.

That's OK.

Don't worry.

2. Talking about past events

 **14** Now read and listen to three dialogues. Practise in pairs.

- A:** Did you watch **the talent show** last night?
B: No, I didn't. I **did my homework** and went to bed.
- A:** Did you go anywhere last summer?
B: Yes, we went **to the seaside**.
A: Where did you go?
B: We went to **Odesa**.
A: Who did you go with?
B: **Mum, dad, my brother and another family.**
- A:** What did you do at the weekend?
B: Oh, nothing special.
A: Didn't you go anywhere?
B: No, I stayed at home and **watched TV**. What did you do?
A: I had a fantastic time! I **played football with my friends**.

Make similar dialogues. Replace the phrases in bold with your ideas. Use the Past Simple. Act out the dialogues for the class.

HOW TO

• Ask about past events

What did you do ...?

Where did you go ...?

Who did you go with?



15 Work in pairs. Interview your partner about his/her last winter/summer holiday and write down his/her answers. Then report to the class. Change roles.

USEFUL LANGUAGE

- What did you do?
- Did you go anywhere?
- Where did you go?
- We went ...
- Who did you go with?/Who were you with?
- How did you feel?
- Nothing special.
- I had a good/great/wonderful time!
- Do you want to go there again?

WRITING

Describing a past event

16 Read the story. In your notebook, put the pictures in the correct order.

Justin woke up early and went jogging in the park. Suddenly, he saw smoke coming from under a tree. 'A fire!' Justin thought. He took out his mobile and called the fire brigade. They arrived very quickly and put out the fire. The firemen told Justin: "Well done, young man! You saved the park!"

Now cover the text, look at the pictures and tell the story.

1



2



3

A fire!



6

Well done, young man!



4



5



17 Look at the pictures below. What did Vicky and Borys do last weekend?
Use the ideas in the box and write a story. Use the story in **16** as a model.

- go to a party • take home • not want to eat • be happy
- find • be sad/unhappy • take to the vet



PRONUNCIATION

The sounds θ and $\eth$

18 Listen and repeat.

θ	$\eth$
<u>th</u> ink	<u>th</u> ey
<u>th</u> ank	<u>th</u> ere
birth <u>th</u> day	<u>th</u> ese
bath <u>th</u> room	moth <u>th</u> er
some <u>th</u> ing	anoth <u>th</u> er



Now look at these words.
In your notebook, put them into
the correct group. Then listen
and check your answers.

teeth
three
clothes
together
brother
everything

LISTENING

1 In your notebook, take the quiz about Scotland.



1. The largest city in Scotland is
 - a. Edinburgh.
 - b. Glasgow.
2. Ben Nevis is
 - a. the highest mountain peak.
 - b. a famous poet.
3. ... islands of Scotland are inhabited.
 - a. All
 - b. Some
4. The festivals and celebrations are
 - a. in spring and summer.
 - b. all year round.
5. The most popular sports are
 - a. football and golf.
 - b. football and curling.



2 Now listen and check your answers.

5p.

READING

3 Read the article. In your notebook, answer the question: *What is Edinburgh famous for?*

EDINBURGH



Edinburgh Castle



The Scottish Parliament



Edinburgh Zoo



Arthur's Seat



Holyrood Palace

Edinburgh, the capital of Scotland, is situated on the country's east coast. It is famous for its beauty, historic sites, festivals and friendly people.

Edinburgh Castle is the most popular historic site. Visitors also love climbing a hill called Arthur's Seat. From there you can see the whole city and take a selfie that will make your friends jealous. Other popular sites are Holyrood Palace, the Scottish Parliament and Edinburgh Zoo.

August is a great time to visit Edinburgh. For three weeks there are festivals of music, theatre, opera and literature. Another good time is around Hogmanay (New Year's Eve). You can party, watch the fireworks, listen to Scotland's famous bagpipes and eat haggis.

Source: <https://www.tes.com>
<http://www.whatuni.com>

4 Read the article again and answer the questions in your notebook.

1. Where is Edinburgh situated?
2. What is the most popular historic site?
3. What is Arthur's Seat?
4. What else can you see in Edinburgh?
5. When is a good time to visit Edinburgh?
6. What is Hogmanay?

6p.

CULTURE CORNER

Bagpipe a musical instrument with pipes and a bag made of sheep's skin



Look at the instruments. Which one is the Ukrainian bagpipe (koza)? Which one is the Scottish bagpipe?

Haggis a traditional Scottish dish



SPEAKING

**5 Work in pairs.
Follow the instructions below.**

Student A:

- Imagine that you are a foreign visitor to Ukraine.
- Interview student B to find out more about Ukraine.
- *What is the capital of Ukraine?*
- *Which is the largest city?*
- *Which is the highest mountain?*
- *Which is the longest river?*
- *What can you do in winter? Where?*
- *What can you do in summer? Where?*
- *Can you recommend a special place in Ukraine?*
- *When is the best time to visit it?*

Student B:

- Imagine a foreign visitor is interviewing you about Ukraine.
- Answer Student A's questions.

Go to page 22 in Workbook 2 to do the Grammar and Vocabulary sections.

Now	I know how to:	<ul style="list-style-type: none"> • describe what I am doing now. • talk about buildings and places in town. • ask for and give directions. • describe past events. • talk about my birthday and birthplace. • make and accept apologies.
	I can:	<ul style="list-style-type: none"> • use the Present Continuous. • use the Past Simple. • use adverbs of manner. • use past time expressions.

UNIT 10 Ouch! It hurts!

Unit focus

- Grammar: *can* and *could*; *must*; *have to* and *had to*
- Functions: talking about parts of the body and health; seeing the doctor/the dentist
- Vocabulary: parts of the body; health problems and symptoms
- Pronunciation: the letter *S*



LET'S GET STARTED

1 Answer the questions.

- When did you last go to the doctor?
- When did you last go to the dentist?

WORDS IN ACTION

2 Read the sentences and match them with the pictures. Try to guess the meaning of the words in bold.

- I've got **toothache**.
- I've got a **headache**.
- It's **urgent**!
- I've got an **appointment** at 9:15 am.
- Ouch! It **hurts**!



LISTENING AND READING

3 Listen to the dialogue and choose the correct answer.

- Who has got toothache?
- a. Justin b. Borys c. Mrs Wilson



4 Listen again and try to remember who says the sentences below.

1. What's wrong with you?
2. It's urgent!
3. I couldn't sleep at all.
4. What's the matter?
5. Does it hurt?
6. I hate going to the dentist!



Now listen and repeat.

5 In your notebook, match the phrases with the pictures.

- a. to slip down the stairs
- b. a broken leg
- c. a swollen ankle

1



2



3



Now listen, check and repeat.



6 Listen to part of another conversation and answer the questions.

- 1. Who has got a problem?
- 2. What does Alice want?

**7 Now read the whole conversation and the sentences below.
Say true or false. Correct the false sentences.**

- Mrs Wilson:** Hello, Alice. What's the matter? You and Vicky went out just half an hour ago.
- Alice:** Hi, Mum. Can you come and pick us up? We're in front of the Aquarium.
- Mrs Wilson:** Alice, what's wrong?
- Alice:** Don't worry, Mum. We're fine. I just can't walk very well.
- Mrs Wilson:** What happened?
- Alice:** Well, I slipped down the stairs and now my ankle's awfully painful.
- Mrs Wilson:** Oh dear! I hope it's not broken. Now, Alice, can you move it?
- Alice:** Let me try. Ouch! It hurts!
- Mrs Wilson:** Can you stand on your foot?
- Alice:** Yes, I can but it hurts a lot.
- Mrs Wilson:** Phew! Maybe it's just sprained. Stay where you are. I'm coming.
- Alice:** Oh, Mum, come quickly! My ankle's getting swollen.



- 1. Alice is calling Mrs Wilson.
- 2. Alice and Vicky went out an hour ago.
- 3. They are in front of the British Museum.
- 4. Alice slipped down the stairs.
- 5. Vicky can't walk very well.
- 6. Alice can't stand on her foot.
- 7. Mrs Wilson thinks the ankle is broken.
- 8. Alice's ankle is getting swollen.

GRAMMAR SPOT

1. Can and could



Forms

POSITIVE	I can swim.	I could swim when I was 7.
NEGATIVE	She can't drive.	She couldn't drive when she was 16.
QUESTIONS	Can you ride a bike?	Could you ride a bike when you were 7?
SHORT ANSWERS	Yes, I can . No, I can't .	Yes, I could . No, I couldn't .

Use

Read the two groups of examples.

- A.** I **can** speak English but I **can't** speak German.
When I was five, I **could** ride a bike but I **couldn't** read.
- B.** I **can** come to your party but my sister **can't** because she's ill.
In the past, the flu **could** be a very dangerous illness.
Alice **couldn't** come to the party because she had a fever.

Answer the questions.

- When do we use **can/can't**?
- When do we use **could/couldn't**?

Now check with the rules.

- We use **can/can't** to say that we *know/don't know* how to do things.
- We use **could/couldn't** to say that we *knew/didn't know* how to do things.

- We use **can/can't** to say that something *is/isn't* possible.
- We use **could/couldn't** to say that something *was/wasn't* possible.

IMPORTANT!

We use **can** and **could** for polite requests.

Can I have a biscuit, please?

Can you come quickly, please?

Could you help me, please?

PRACTICE

8 In your notebook, complete the sentences with *can, can't, could* and *couldn't*.

1. I *can* use a computer but my grandmother *can't*.
2. Jessica ... sail a boat when she was only eight.
3. Sorry, I ... do my homework yesterday because I had a headache.
4. I'm sorry, I ... walk. My ankle is swollen.
5. ... you swim when you were five?
6. My sister ... play tennis very well but I ...
7. Maria ... speak three languages.
8. There was a concert last night. I ... hear the music until midnight.
9. People ... use computers 100 years ago.

9 Work in groups of four.
Take turns and say two things you

- can do.
- can't do.
- could do when you were five.
- couldn't do when you started school.
- couldn't do yesterday because you didn't have time.

10 Complete the dialogues with the polite requests in the box. Then practise in pairs.

Can you help me with my homework?
Mum, can you turn on the TV, please?
Could you open the window, please?

A: ...

B: Sure. It's very hot in here.

A: ...

B: Sorry, I can't, Tom. Your Dad is having a nap.

A: ...

B: Sure. Just give me a minute to finish mine.

2. *Must; have to* and *had to*

Do you remember?

I **must** arrive at school at 7:00 am.

I **mustn't** be late for my classes.

- We use **must** when we feel that something is important or necessary.
- We use **mustn't** when it is **FORBIDDEN** to do something.

Read the examples and match them with the rules.

- a. We **have to** keep our classroom clean.
- b. The doctor says I **have to** stay in bed.
- c. I **don't have to** get up early on Sunday.

- We use **have to** when something is a rule.
- We use **have to** when another person says something is necessary.
- We use **don't have to** when it is **NOT** necessary to do something.

Forms

POSITIVE		
I You We They	have to	get up early on Monday.
He She	has to	

NEGATIVE			
I You We They	don't	have to	get up early on Sunday.
He She	doesn't		

YES/NO QUESTIONS			
Do	I you we they	have to	get up early on Monday?
Does	he she		

SHORT ANSWERS		
Yes,	I you we they	do.
No,	he she	doesn't.

WH-QUESTIONS					
When Where	do	I you we they	have to	get up meet	early? Vicky?
	does	he she			

IMPORTANT!

The past tense of both **have to** and **must** is **had to**.

I **had to** stay in bed last week because I was ill.

I **didn't have to** do my homework.

A: Did you **have to** go to the doctor? **B:** Yes, I **did**.

PRACTICE

11 In your notebook, complete the sentences with **have to**/**don't have to**, **has to**/**doesn't have to**, **had to**/**didn't have to**.

- My mother has to get up early because she starts work at 6 o'clock.
But she ... get up so early at the weekends.
- My doctor says that I ... rest because I've got a sprained ankle.
- Lena ... **get** up early yesterday because it was Sunday.
- We ... be polite when we talk with strangers.
- You ... go to the dentist **and** check your teeth at least twice a year.
- My parents **are** actors. They often ... work at the weekends.
- Last week, I ... go on a diet because I had a stomach ache.

12 Say the correct form.

1. I **don't have to / mustn't** do any homework this weekend.
2. Lilly **doesn't have to / mustn't** see the doctor. She feels better.
3. You **don't have to / mustn't** throw papers on the floor.
4. These are schoolbooks. We **mustn't / don't have to** write in them.
5. This museum is free on Monday. They **mustn't / don't have to** pay to get in.
6. His ankle is swollen. He **doesn't have to / mustn't** stand on his foot.

VOCABULARY

1. Parts of the body

13 In pairs, make a list of the parts of the body you know.

14 In your notebook, match the words with the pictures.

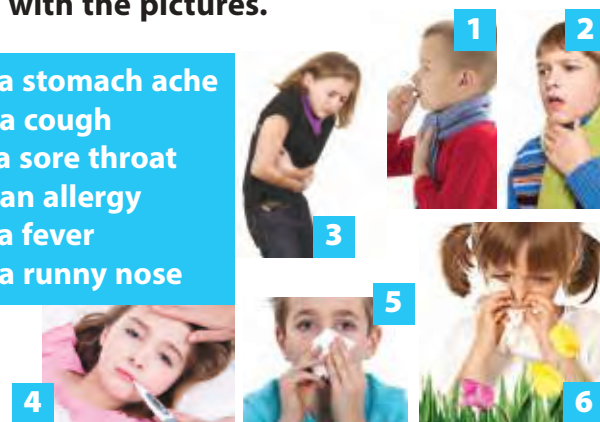
- a. a shoulder
- b. a finger
- c. a toe
- d. a wrist
- e. an elbow
- f. a stomach
- g. a knee
- h. a neck



2. Health problems and symptoms

16 In your notebook, match the words with the pictures.

- a. a stomach ache
- b. a cough
- c. a sore throat
- d. an allergy
- e. a fever
- f. a runny nose



Now listen, check and repeat.

17 Read and listen to the dialogues. Then practise in pairs.

Now listen, check and repeat.

15 Say the correct parts of the body to complete the sentences.

1. I can see with my ...
2. I wear a watch on my ...
3. I stand on my ...
4. I smell with my ...
5. I write with my ...
6. I put my hat on my ...
7. I wear gloves on my ...
8. I wear a scarf around my ...
9. My ... hurts when I eat too much.
10. I can touch my ...

A: Why weren't you at school yesterday?

B: I felt sick. I had **a headache**.

a stomach ache, toothache

A: How are you now?

B: I'm getting better. Thanks.

A: Why aren't you at school today?

B: I've got a cold. I have to stay in bed.

A: Have you got **a fever**?

a runny nose

B: Yes, and **a sore throat**.

a cough

A: Oh, that's a pity. Get better soon!

Make similar dialogues. Replace the words and phrases in bold with the words on the right.

COMMUNICATION

 **18** Read and listen to the dialogues. Then practise in pairs.

1. At the doctor's

- Doctor:** Good morning. How can I help you today?
Patient: Good morning. I feel very tired and weak.
Doctor: Have you got a sore throat?
Patient: Yes, I have. And I've got a runny nose, too.
Doctor: I see. Any headache?
Patient: Yes, and a terrible stomach ache.
Doctor: When did it start?
Patient: Two days ago.
Doctor: Show me your tongue and say 'Ahhh'. I think you're coming down with flu. You must stay in bed and drink a lot of hot tea. Are you allergic to any medicines?
Patient: I don't think so.



Flu = Influenza is a common illness that gives you a headache, a fever, a sore throat, etc.

2. At the dentist's

- Dentist:** Good afternoon.
What seems to be the problem?
Patient: Good afternoon. I've got toothache.
I think it's in this tooth.
Dentist: Can you open your mouth wide, please? Does it hurt when I touch it?
Patient: Ow! Yes, it's very painful.
Dentist: Yes, you've got a cavity in there.
You need a filling.
Patient: Will that be painful?
Dentist: Just a little bit. Don't worry.



HOW TO

• Say you need a doctor

*I'm ill.
I don't feel well.
I need a doctor.
I must see a doctor.*

19 Work in pairs. Choose a role: Student A or Student B. Read the role cards and make Dialogue 1. Then change roles and make Dialogue 2.

Dialogue 1

Student A:

- You are sick. You've got the flu. Go to the doctor's (Student B). Answer the doctor's questions about your problem.

Student B:

- You are a doctor. A patient comes to your practice. Interview the patient (Student A). Find out what is wrong with the patient. Tell the patient what to do.

Dialogue 2

Student A:

- You are a doctor. A patient comes to your practice. Interview the patient (Student B). Find out what is wrong with the patient. Tell the patient what to do.

Student B:

- You are sick. You've got a stomach ache. Go to the doctor's (Student A). Answer the doctor's questions about your problem.

WRITING

Describing my health

20 Read Lilly's story about the last time she was ill. What symptoms did the girl have?

Last week, I wasn't at school because I had the flu. I felt very weak and tired. I had a runny nose and a sore throat. I also had a headache. I felt terrible. I had to stay in bed and drink hot tea with lemon. I had to take some medicine.

In your notebook, write about the last time you were ill. Or, write about Jack. Look at the picture. Start like this: *Jack wasn't at school yesterday.* Follow the model.



PRONUNCIATION

The letter S

21 Listen and repeat.

S	Z
wrist	easy
space	no <u>se</u>
s <u>o</u> p	bu <u>s</u> y
s <u>a</u> lad	plea <u>s</u> e



Now look at these words. In your notebook, put them into the correct group. Then listen and check your answers.

sick
because
student
phrase



UNIT 11 What are you doing this weekend?

Unit focus

- **Grammar:** *will*; the Present Continuous for arrangements and plans
- **Functions:** talking about arrangements and plans; describing the weather and seasons
- **Vocabulary:** the weather and seasons
- **Pronunciation:** the letter *G*

LET'S GET STARTED

1 Answer the questions.

- Does your family like going for picnics?
- What do you need when you go for a picnic?
- What kind of food do people have on picnics?



WORDS IN ACTION

2 In your notebook, match the words with the pictures.

the Underground a rainforest a glasshouse

plants

treetops

a walkway



Listen, check and repeat.

LISTENING AND READING



3 Listen and choose the correct answer.

- The Wilsons, Vicky and Borys are going to
 - Green Park.
 - Kew Gardens.
 - Kensington Gardens.



4 Listen again and say *true* or *false*. Correct the false sentences.

- It'll be rainy at the weekend.
- They'll have a picnic by the lake.
- Mrs Wilson won't come to the picnic.
- They'll take the Underground.
- Alice will tell Vicky and Borys about the picnic.

CULTURE CORNER

Kew Gardens



Kew Gardens are the Royal Botanic Gardens in London. They are full of different trees and plants from around the world. Some of the trees are very old. The plants grow in gardens and glasshouses.

Source: <http://www.kew.org/>

The Tube



The Tube is another name for the underground railway system in London.

5 Listen to part of another conversation and answer the questions.

1. Where do Vicky and Borys usually go for picnics?
2. Why don't the Wilsons go for picnics in the mountains?

6 Now read the whole conversation and answer the questions below.

Justin: Vicky, Borys, guess where we're taking you this weekend!

Vicky: The shopping mall?

Borys: The London Dungeon?

Justin: No, dear, we're going for a picnic.

Borys: Where to? We usually go for picnics in the mountains.

Justin: There aren't any mountains near here. But there are lots of beautiful parks and gardens.

Vicky: So where are we going?

Alice: We're going to Kew Gardens. It's a great place.

Justin: You'll see a lot of exotic plants in the glasshouses. And there's a new attraction – the Treetop Walkway. We'll climb up if you want.

Borys: It'll be cool.

Vicky: Are you sure climbing up trees is cool?

Justin: Come on, Vicky. Don't be a chicken! I bet you'll like it.

Alice: I think I'll stay on the ground. My ankle still hurts a bit.



1. What will Borys and Vicky see in the glasshouses?
2. What is the new attraction?
3. Does Vicky like the idea of climbing up trees?
4. What will Alice do? Why?

7 Read the conversation again and find five places you can go to at the weekend. Write them down in your notebook. Add as many other places as you can.

Mind the idiom!

Don't be a chicken!



GRAMMAR SPOT

1. Will

Read the examples and answer the question.

I'll **be** 13 next month.

People **will drive** flying cars in the future.

I'm hungry. I'll **have** an apple.



- When do we use **will**?

Now check with the rules.

- We use **will** to talk about future facts and predictions.
- We use **will** when we decide to do something at the moment of speaking.

POSITIVE		
I You He She It We They	'll be (will be)	12 next month.

NEGATIVE		
I You He She It We They	won't be (will not be)	12 next month.

YES/NO QUESTIONS			
Will	I you he she it we they	be	12 next month?

SHORT ANSWERS		
Yes,	I you he she it we they	will.
No,		won't.

WH-QUESTIONS				
When Where	will	I you he she it we they	be live	12? in 2030?

2. The Present Continuous for arrangements and plans

Read and compare the meaning of the verb forms in the examples.

The Wilsons **are having** a picnic now.

The Wilsons **are having** a picnic at the weekend.

Now check with the rules.

- We use the *Present Continuous* to talk about
 - something which is happening at the moment.
 - personal arrangements and plans for the future.

PRACTICE

- 8** In your notebook, match the pictures with the sentences.
Which sentences describe actions happening now?
Which sentences are about arrangements and plans?

1

2

3

4

5

6

a. I'm sorry, Alice can't talk right now. She's sleeping.
b. They're having a snack.
c. They're going hiking this weekend.
d. I'm meeting my friends tomorrow after classes.
e. I'm seeing the dentist later today.
f. We're waiting for the train.



- 9** Listen to an announcement and two messages.
In your notebook, match them with the pictures.



a.

b.

c.



Listen again and say the correct sentences.

- | | |
|---|--|
| <p>1. • Justin is phoning Vicky.
• Justin is phoning Alice.</p> | <p>• Justin is going for a walk with Vicky.
• Justin is going for a walk with Alice.</p> |
| <p>2. • The dolphins will play and swim.
• The dolphins will dance and sing.</p> | <p>• The next show will start in 15 minutes.
• The next show will start in 50 minutes.</p> |
| <p>3. • Alice's mum is coming home straight after work.
• Alice's mum is not coming home straight after work.</p> | <p>• Alice's mum is going to the cinema.
• Alice's mum is going to a restaurant.</p> |

10 In your notebook, write sentences about the pictures.
Use the Present Continuous. The phrases in the box will help you.



IMPORTANT!

We use **in** + time to talk about the future.

We're leaving **in** 10 minutes. (~~not after ten minutes~~)

- go on holiday/tomorrow
- go shopping/this weekend
- play tennis/this afternoon
- leave/in an hour and a half

11 Say the correct form of the verbs in brackets: the Present Continuous or *will*.

Model: 😊 (do) A: What **are you doing** at the weekend?
(go) B: I'm **going** to the cinema.

- | | |
|---|---|
| <p>1. (do) A: What ... the Wilsons ... at the weekend?
(go) B: They ... for a picnic.</p> | <p>4. (see) A: ... you ... the dentist next week?
B: Yes, I am. At 3 o'clock on Friday.</p> |
| <p>2. (open) A: It's very stuffy in here.
B: I ... the window.</p> | <p>5. (get) A: I'm so thirsty!
B: I ... you a drink.</p> |
| <p>3. (have) I'm hungry. I ... something to eat.</p> | |

VOCABULARY

The weather and seasons

12 Work in pairs. In your notebook, write down all the words you know about the weather and seasons.

13 In your notebook, match the words with the pictures.

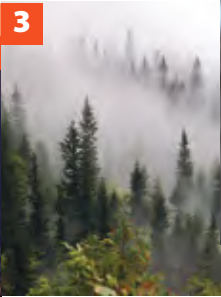
a. fog
b. a shower
c. a thunderstorm
d. a hailstorm



1



2



3



4



Now listen, check and repeat.

14 Read the text. Copy the table into your notebook. Complete it with the adjectives describing the seasons. Add as many other adjectives as you can!

There are four seasons in Ukraine – spring, summer, autumn and winter. Springs are generally warm and pleasant. There are often showers. Summers are hot and sunny. Sometimes, but not very often, there are thunderstorms or hailstorms. Autumns are usually cloudy, rainy and foggy. There is often a period of warm and dry weather in the months of October and November. It is called an 'Indian summer'. Winters in Western Ukraine are snowy, windy and cold. In Southern Ukraine, winters are milder, warmer and drier.

SEASON	WEATHER
Spring	warm
Summer	
Autumn	
Winter	



15 Read and listen to the dialogue. Then practise in pairs. Use the words from the table in 14.

A: What's the weather like in **Ukraine** in **summer**?

B: It's **hot** and **sunny**.

A: How often does it **rain**?

B: **From time to time**.



Mind the idiom!

It's bucketing down.

MIND THE PREPOSITIONS!

Prepositions of time: *in* (future)

Time phrases without a preposition: *next, this, last*

We use *in* + time period to talk about the future.

We're leaving ***in 10 minutes***. (**not** after ten minutes)

We use NO preposition before the words *next, this, last*.

We're going on holiday ***next*** Monday.

I haven't got classes ***this*** week.

Last winter, my family went skiing in Bukovel.

16 Say *next/this/last/in* to complete the sentences.
Sometimes two words are possible.

Model: 😊 *I got up early **last** weekend.*

1. They're flying to the USA ... Friday.
2. We went hiking ... weekend.
3. They're coming back ... two hours.
4. I didn't visit my grandparents ... summer.
5. I'll be ready to go ... five minutes.



COMMUNICATION

Talking about arrangements and plans

17 Read and listen to the dialogues. Then practise in pairs.

1. **A:** Let's **play football** after classes.

B: Sorry, I can't.

I'm **visiting my grandparents**.

A: What about **tomorrow**? What are you doing?

B: I'm **not sure**. I'll call you **later**.

ride a bike, go for a walk, go window-shopping

go shopping with mum, have a Maths lesson, go to a dancing class

I don't know. Tomorrow's fine.

2. **A:** What will the weather be like at the weekend?

B: There'll be **a thunderstorm**. Why are you asking?

A: What bad luck! We're going **to the mountains** on Saturday.

B: Why don't you go on Sunday then?

showers

for a picnic

Make similar dialogues. Replace the words and phrases in bold with the ideas on the right or add your own ideas.
Act out the dialogues for the class.

18 Work in pairs. Choose a role: Student A or Student B. Read the role cards and make a dialogue. Then change roles and make another dialogue. Use the ideas in the box.

Student A:

- It's Friday and you're in the park with your parents. You meet a friend (Student B). Ask Student B about his/her plans for Saturday and Sunday. Invite Student B to do something together.

Student B:

- It's Friday and you're in the park with your parents. You meet a friend (Student A). Answer Student A's questions. Tell Student A you're busy on Saturday. Agree to do something together on Sunday.

• ride a bike

• go hiking

• go for a walk

• go to the cinema

WRITING

Describing my favourite season

19 Read Vicky's homework about her favourite season. What does she celebrate in summer?



My favourite season is summer. I love summer because we don't have school and the weather is nice. My family always go to the seaside for a week. I love sitting on the beach and swimming in the sea. My favourite celebration in summer is my birthday. Summer is great!

In your notebook, write about your favourite season. Follow the model.

PRONUNCIATION

The letter G

20 Listen and repeat.

g	dʒ
<u>g</u> m	<u>g</u> ym
<u>g</u> ood	ma <u>g</u> ic
<u>g</u> reat	<u>g</u> entle
<u>g</u> arden	<u>g</u> iraffe
<u>g</u> oodbye	<u>g</u> enerous



Now look at these words. In your notebook, put them into the correct group. Then listen and check your answers.

gap German

greeting large

game vegetarian

UNIT 12 What are you wearing to the party?

Unit focus

- **Grammar:** *shall* for suggestions; word order (statements and questions)
- **Functions:** talking about clothes and footwear; describing someone's clothes and footwear; making suggestions; saying goodbye
- **Vocabulary:** clothes and footwear
- **Pronunciation:** the sounds ɪ and ʊk



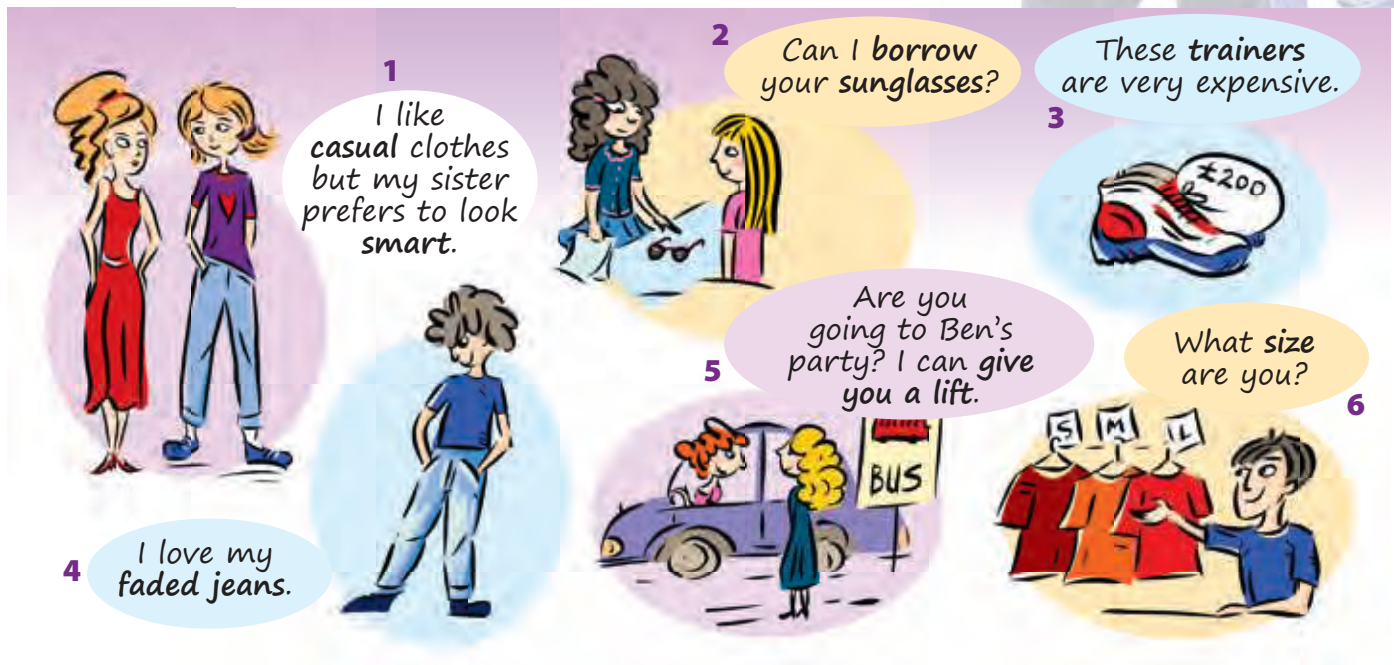
LET'S GET STARTED

1 Answer the questions.

- What are you wearing now?
- What are your favourite clothes?
- What clothes do you wear to school?
- What clothes do you wear to a party?

WORDS IN ACTION

2 Look at the pictures. Read the sentences and try to guess the meaning of the words and phrases in bold.



Listen and repeat.

LISTENING AND READING



3 Listen and choose the correct answer.

- Vicky is going
a. to school.
b. shopping.
c. to a party.



4 Listen again and say *true* or *false*. Correct the false sentences.

1. Vicky is a bit sad.
2. The party is at 4:00 pm.
3. Vicky wants to wear her blue dress.
4. Vicky and Alice are the same size.
5. Vicky is pretty in Alice's pink dress.

5 Listen to part of another conversation and answer the questions.

1. What is Borys wearing to the party?
2. Who says the following expressions?
 - a. Typical.
 - b. It's not trendy.
 - c. I'm all ears.



6 Now read the whole conversation and answer the questions.

Vicky: Borys, I know it's a silly question but ...
Borys: I'm all ears.
Vicky: What are you wearing to the party?
Borys: Can't you guess? My faded jeans and my white trainers.
Vicky: Typical. Why don't you put on something special?
Borys: Let me think. Oh, yes! I'll put on my new London T-shirt.
Vicky: Where did you get it from?
Borys: Aunt Anna gave it to me earlier today. She's got the same T-shirt for you. Why don't you put it on, too?
Vicky: It's silly! I never wear T-shirts to parties!
Mr Wilson: Guys, are you going already? Shall I give you a lift?
Borys: Thanks, Uncle John.
Vicky: You're so kind! I'll miss you all.
Mrs Wilson: You can come again next year.



1. Who gave Borys the T-shirt?
2. What is special about Borys's T-shirt?
3. Has Alice got the same T-shirt?
4. Why doesn't Alice wear T-shirts to parties?
5. Who can give Vicky and Borys a lift?

7 Read the conversation again and find two pieces of clothing. Write them down in your notebook. Add as many other examples as you can.



Mind the idiom!

I'm all ears.



CULTURE CORNER

'Mind the gap' is a phrase used on the London Underground and on trains in the UK. Passengers hear and see it at stations where there is a gap between the train door and the station platform.

GRAMMAR SPOT

1. Making suggestions: *shall*

We use *shall* to make suggestions.

Shall we see a film?

Shall I help you with your homework?

PRACTICE

8 Make suggestions for these situations. Use *Shall I/Shall we* and the ideas below.

1. Your friend is bored.
2. Your friend is hungry.
3. You've got a new computer game.
4. Your friend is cold.

close the window
have something to eat

see a film
play the game

9 Read the ad and the announcement below. Then answer the questions.



A COMING BIRDWATCHING TRIP

Participants: all students

Place: Lake Synevyr

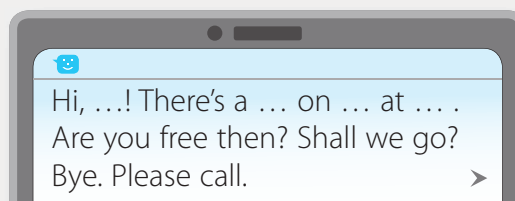
Date/time: Saturday, 8 May,
from 8:00 am to 5:00 pm

Don't miss out!

For more information, contact Mr Kovtunenکو, Science Teacher, Room 201.

1. What is the ad/announcement about?
2. When will the event take place?
3. Where will the event take place?
4. Who will take part in the event?

Now choose one event and invite a friend. In your notebook, write a short message about the event, the place, and the time. Follow the model.



2. Word order (statements and questions)

Read the sentences and then match them with the patterns.

1.		She	wears	casual clothes	every day.
2.	Does	she	wear	casual clothes	every day?
3. What	does	she	wear		

1.		My parents	bought	a new car	two days ago.
2.	Did	my parents	buy	a new car	two days ago?
3. What	did	my parents	buy		

1.		Borys	is buying	a T-shirt	now.
2.	Is	Borys	buying	a T-shirt	now?
3. What	is	Borys	buying		

a. Statements: Subject + Verb + Object + (Adverb)

b. Yes/No Questions: Auxiliary Verb + Subject + Verb + Object + (Adverb)

c. Wh-questions: Wh-word + Auxiliary Verb + Subject + Verb + (Adverb)

PRACTICE

10 In your notebook, put the words in the correct order.

- going / after classes / home / I / am .
- Borys / speak / German / can ?
- was / last week / she / in hospital ?
- in Greece / spend / they / will / their holiday .
- what time / did / start / the film ?
- yesterday / saw / I / the doctor .
- your mum / get up / have to / tomorrow / does / early ?
- tonight / to the cinema / are / going / we .

VOCABULARY

Clothes and footwear

11 In your notebook, match the words with the pictures.

- a. a hooded top
- b. pyjamas
- c. cropped jeans
- d. a miniskirt
- e. a raincoat
- f. flip-flops
- g. a sweatshirt with a print
- h. hiking boots
- i. a hooded jacket
- j. leggings
- k. cargo pants
- l. a long-sleeved T-shirt



Now listen, check and repeat.

12 Look at the pictures and complete the descriptions.



A. Hi. I'm Daisy. I'm wearing a white ... with a blue ... on the front. I'm in ... jeans and orange It's warm and sunny so I'm going to the beach.



B. Hi, guys. I'm Rob. It's Sunday today so I'm hiking with my parents. I'm wearing a green ... and grey I've got brown It's good to have strong shoes.

13 Work in pairs. Describe a classmate, but don't say the name. Describe his/her appearance and clothes. Use the ideas in the box below. Your partner makes a guess. Take turns.

Body	He's She's	tall. of medium height. short. slim. plump.			
Hair and face	He's got She's got	long short	dark fair blonde	curly wavy straight	hair.
			big small round	dark blue green	eyes.
Clothes	She's wearing He's wearing	a	bright dark light	yellow red blue green	shirt. skirt. dress. blouse. T-shirt
		—			jeans. trousers. shoes. trainers.



COMMUNICATION

Saying goodbye

 **14** Read and listen to the dialogues.
Then practise in pairs.

- A:** It's time to say goodbye.
B: Really? When are you leaving?
A: I'm flying home **tomorrow at 3:00 pm.**
B: Goodbye then! Have a **safe** journey home!
A: Thanks. I hope we'll stay in touch.

- A:** I'd like to say goodbye to you all.
B: It was **so nice** having you with us.
A: Thanks a lot. I'll miss you all!
B: We'll miss you, too. **Come again** next year.

on Sunday afternoon

good

great

I hope you'll visit us again



15 Make similar dialogues. Replace the words and phrases in bold with the words and phrases on the right. Act out the dialogues for the class.

16 Work in pairs. Choose a role: Student A or Student B. Read the role cards and make a dialogue. Then change roles and make another dialogue.

HOW TO

• Say goodbye

OK, everyone, it's time for me to leave/go.

See you later/tomorrow/soon.

It was great to see you.

*Have a lovely/nice/great weekend/
evening/afternoon!*

*Thank you very much for inviting me/
having me.*

Talk to you later.

Have a good day.

Student A:

- You are the host. Student B stayed over. He/She is leaving now. Thank Student B for being your guest and say goodbye.

Student B:

- You are the guest. Student A invited you to stay over. Say it's time to leave. Thank Student A for being your host and say goodbye.

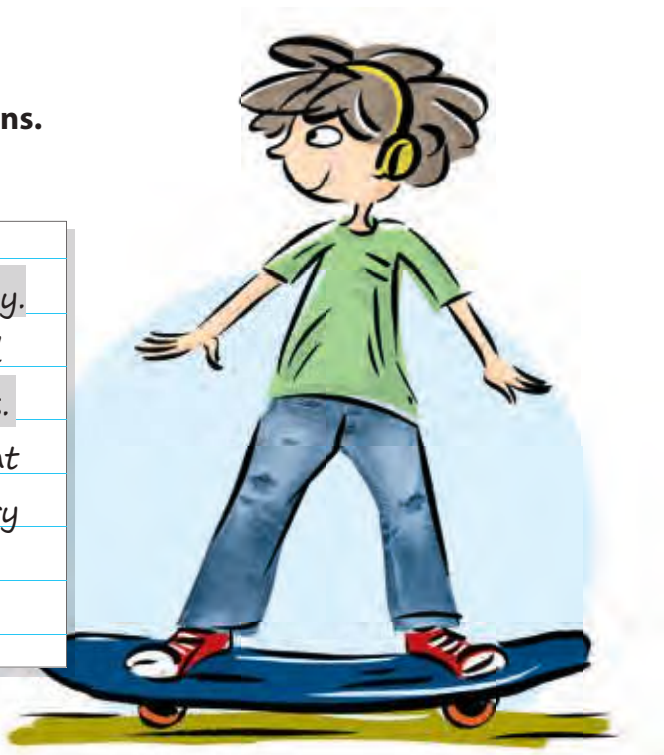
WRITING

My favourite clothes

- 17** Read Borys's homework about his favourite jeans. Which pair of jeans does he like best?

I like wearing jeans. I wear them every day. Jeans are very comfortable. They are good for all seasons. I've got three pairs of jeans. I like my faded jeans best. My mum bought them for me last Christmas. They look very trendy.

In your notebook, write about your favourite things to wear. Follow the model.



PRONUNCIATION

The sounds ɪ and ɪk

- 18** Listen and repeat.

ɪ	ɪk
th <u>ing</u>	th <u>ink</u>
s <u>ing</u>	s <u>ink</u>
ba <u>ng</u>	ba <u>nk</u>
ri <u>ng</u>	ri <u>nk</u>
lo <u>ng</u>	li <u>nk</u>



Now look at these words. In your notebook, put them into the correct group. Then listen and check your answers.

clothing ankle
shopping drink
wearing pink

UNIT 13 *Discovering Ukraine*

Unit focus

- **Grammar:** *the* with geographical names
- **Functions:** talking about past events; talking about a home country
- **Vocabulary:** geographical names; kinds of transport; prepositions of place and direction
- **Pronunciation:** geographical names

LET'S GET STARTED

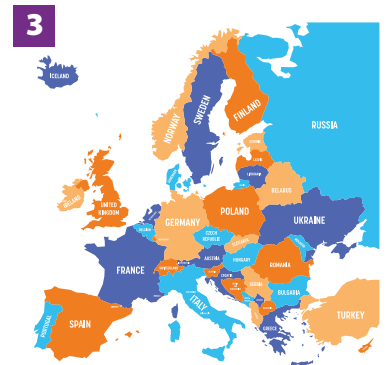
1 Answer the questions.

- *Is there a place you would like to go to?*
- *How can you get there?*
- *Would you like to go there alone or with a friend? Why?*

WORDS IN ACTION

2 Read the sentences and match them with the pictures. Try to guess the meaning of the words in bold.

- Ukraine is the second biggest country **in Europe**.
- It is in the centre of Europe and it **borders on** seven countries.
- Most of the country is **a plain**.
- The Carpathians** are very low mountains.
- There are a lot of rivers and lakes in Ukraine. There are also **the Black Sea** and **the Sea of Azov** in the south.



Now listen and repeat.

3 The letters in these names were jumbled. Can you guess the places?

grunhay –	lodpan –
nikruae –	avlomod –
proeue –	bruseal –
namoria –	arisus –

LISTENING AND READING

4 Listen and choose the correct answer.

What did John want to do in Ukraine?

- He wanted to have fun.
- He wanted to learn to cook national dishes.
- He wanted to play sports.

5 Listen again and answer the questions.

1. How many people were there in the car?
2. Where did they cross the border?
3. Who had friends in Ukraine?

6 Listen to part of a text and answer the questions.

Where did John and his family come from?
 How old was John's mum when she started cooking?
 When did she decide to cook a large pancake?

7 Now read the whole text and answer the questions below.

"I was in my kitchen when I heard wonderful news on the radio", said John's mother, Erica. "I won the national cooking contest and won a trip to Ukraine for the whole family. It was fantastic!"

This is what Erica said on a TV show yesterday. She and her family came to Ukraine last week. They decided to go by car from London to Kyiv and they crossed a lot of borders in Europe.

"I started cooking when I started going to school. I was 5 then", said the woman. "I always loved making pancakes and one day I decided to take part in a cooking contest. It was two months ago. So, I bought everything I needed and made a huge pancake for lunch at my son's school. The pancake was so big that the students couldn't eat it up and so I became the national winner."

- | | |
|---|--|
| 1. Where did John's mother hear the news? | 4. What did Erica always love cooking? |
| 2. What did Erica win? | 5. Whom did she make the pancake for? |
| 3. When did Erica and her family come to Ukraine? | 6. How big was the pancake? |

GRAMMAR SPOT

Articles: *the* with geographical names

We use *the* with:

OCEANS, SEAS, RIVERS

The Indian Ocean
The Black Sea
The Dnipro

MOUNTAIN CHAINS

The Alps
The Caucasus
The Carpathians *but* (Mount) Hoverla

ISLANDS

Greenland *but*: the Isle of.../ the island of...
the Bahamas / *the* Bahama Islands,
the British Isles — *plural*

DESERTS, VALLEYS

the Sahara / *the* Sahara Desert
the Valley of the Kings *but*: Death Valley,
Silicon Valley

COUNTRIES, STATES

America, Australia, Great Britain, Britain, England, Canada, Ireland
But: the United States (the U.S.), the United Kingdom (the UK),
the Russian Federation – *federations*
the Netherlands, the Philippines – *plural*
the Republic of...

PRACTICE

8 Fill in the blanks with *the* where necessary.

1. We went to ... United Kingdom last year.
2. He comes from ... America.
3. When I travelled, I loved ... Africa and ... Sahara Desert.
4. My friend's granny lives in ... Carpathian mountains.
5. My parents lived not far from ... Black Sea.
6. She didn't want to go to ... Great Britain.

VOCABULARY

How can we travel? Match the pictures with the transport.

By land

by car
by train
by coach
by bike

but

on foot

By air

by plane
by helicopter

By water

by ship
by boat

1



2



3



4



5



6



7



8



9



9 Read the text. Say the correct word or word combination for each picture. Remember – some of the words can be plural!

Rose is a girl but she likes to  a lot. She likes to travel by  , by  , and by  . She travelled to the  and  . She saw many beautiful  and  . When she travelled from country to country, she crossed a lot of borders. A year ago she came to a country in the centre of  . She went from England by  . Then, she travelled by  and by  . Last week she went by  down the Dnipro because she wanted to travel by  across the Black Sea. What country did Rose come to? Can you guess?

Now listen and check.

10 Say the correct preposition.

Mary doesn't like travelling ... foot. She likes going ... car better. Her friend Andrew is lucky because two years ago he travelled across Europe. He started from London ... by plane, then he went ... train and ... coach. But most of all he liked it when he could travel ... bike or ... foot.

COMMUNICATION

1. Talking about a home country

11 Read and listen to the dialogue. Practise in pairs.

A: Where do you come from?

B: I'm from Ukraine.

A: Where's that?

B: It's in the centre of Europe.

A: Where do you come from?

B: I'm from Kyiv.

A: Is it a big city?

B: Yes, it's the biggest city in Ukraine.

A: Oh, I see.

Make similar dialogues.

Give true answers.

2. Talking about past events

12 Work in pairs. Choose a role: Student A or Student B.

Read the role cards and make a dialogue. Then change roles and make another dialogue. Use the ideas in the box below.

Student A:

You are a TV journalist. Interview the famous traveller Student B about his/her home country. Find the places on the map. Prepare your questions in advance. The questions in the box can help you.

Student B:

You live in Ukraine. Now you are on a TV show in England. Answer the interviewer's questions.

USEFUL LANGUAGE

- Where is Ukraine?
- Where do you live in Ukraine?
- Is it far from rivers, lakes or seas?
- Are there many people?
- Is it a big or a small city / town / village?
- Is it hot/cold in summer / in winter?
- What do the people in Ukraine look like? What are they like? (friendly/unfriendly, shy)
- How did you travel from Ukraine to England?
- What do you like best of all in your home country?

WRITING

13 Read John's homework about their trip. What did John and his mum do when they were in a different country?

Last year my family and I went to Ukraine because my mum won a cooking contest. Ukraine is a big and modern country in the centre of Europe. It has got plains and mountains, rivers and lakes, and two seas – the Black Sea and the Sea of Azov.

We went to Ukraine by car and it was wonderful because we saw a lot of interesting things. We visited many historical places and I even studied in a Ukrainian school and my mum cooked some traditional Ukrainian dishes! The Ukrainian kids were great, and the food was delicious! We had a great time!

In your notebook, write about a trip. Follow the model.

PRONUNCIATION**Geographical names**

 **14** Listen and repeat.

Europe	Romania
Ukraine	Hungary
Poland	Belarus
Slovakia	The Carpathians
Russia	the Black Sea
Moldova	the Sea of Azov

LISTENING

 **1 Listen to the text. What is the best title? Write the correct answer in your notebook.**

- a. The Oldest Woman in the World
- b. The Oldest Student in the World
- c. The Most Famous Kenyan in the World



 **2 Listen again. In your notebook, write *true* or *false*. Correct the false sentences.**

- 1. Priscilla Sitienei is 80 years old.
- 2. She didn't want to go to school when she was younger.
- 3. The headmaster isn't very happy that Gogo's at his school now.
- 4. Priscilla motivates the other students.

5p.

READING

3 Read the article and answer the questions in your notebook.

FOR AND AGAINST SCHOOL UNIFORMS

Most British students who go to a state secondary school have to wear a uniform. In the past, a school uniform was quite formal, almost like an adult suit. Now uniforms are more casual. They generally consist of a T-shirt or polo shirt, a sweatshirt or pullover, trousers for boys and a skirt for girls and shoes or trainers. Some schools prefer uniforms because students look the same and it is difficult to see who is rich and who is poor. But some students say that they want to wear different styles and colours.

Here's what some British teenagers say: ►

Anna:
'I think wearing a uniform makes me look smart and grown up.'

Mike:
'Uniforms don't show your personality.'

Steven:
'Sometimes uniforms are really expensive.'

Source:

<http://www.theguardian.com/education>

1. Who has to wear uniforms?
2. What were uniforms like in the past?
3. What do uniforms consist of now?
4. Why do some schools prefer uniforms?
5. Why don't some students like uniforms?
6. Who thinks that uniforms are sometimes not cheap at all?

6p.



SPEAKING

4 Work in groups of three. Each group chooses to be Group A or Group B.

Group A:

- You are **for** school uniforms. Think of three reasons why uniforms are good. Write them down.

Group B:

- You are **against** school uniforms. Think of three reasons why uniforms are bad. Write them down.

Then discuss your opinions in groups. Choose a group speaker and share your opinions with the rest of the class. Write your ideas on the board.

Go to page 42 in Workbook 2 to do the Grammar and Vocabulary sections.

Now	I know how to:	<ul style="list-style-type: none"> describe my body. talk about my health. describe arrangements and plans. describe the weather and seasons. say I need a doctor. talk about clothes. make suggestions.
	I can:	<ul style="list-style-type: none"> express ability and possibility. make predictions. talk about future facts. express necessity and obligation. use the Present Continuous for arrangements and plans.

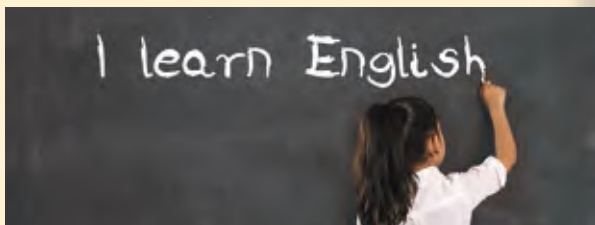
CULTURE TRIP

Why is it important to learn English?

1 Answer the questions.

1. Do you think it is good that Ukrainian students have to study a foreign language at school?
2. In your opinion, which is the most popular foreign language in Ukraine?
3. Why do you think it is important to learn English?

Discuss Question 3 in pairs or groups. Make a list on the board.



2 Listen to four children answering the question:

Why do you study English?

Compare with the list on the board. In your notebook, note down the different reasons. Add them to the list on the board.



3 Read the text. In your notebook, match the sentences below with the parts (A–E) of the essay.

1. English is one of the easiest languages.
2. Travelling is easier when you speak English.
3. English is the language of the Internet.
4. English is an international language.
5. You can have fun with English.

Borys Andonov

Why is it important to learn English?

A. Millions of people around the world speak or learn English as a foreign language. English is the international language of business, sport, diplomacy, science, etc. Speaking English will help you communicate with people from all over the world.

B. Some people think that English is very difficult to learn. In fact, it is one of the easiest languages. There are lots of resources you can use to practise your English.



C. Most of the websites on the Internet are in English and you can find information about nearly everything.

D. You can watch thousands of films and television shows in English, sing along to your favourite songs or play video games.

E. English makes travelling easier. You can ask for help in English in every part of the world.

SONG

4 Listen to the song.

Chorus:

Isn't it great
to communicate!

Verse 1:

Know how to write down the date
Correctly say your body weight
Count right up to eighty-eight
Tell people who you love and hate.

Verse 2:

To speak English all day long
Understand a new pop song
Say things mostly right, not wrong
Feel linguistically strong.

Chorus:

Isn't it great
to communicate!

Verse 3:

Let English take you everywhere
By bus, by train, up in the air
An English speaker's always there
To answer you, to care and share.

Verse 4:

If you study, you're not a nerd
You understand what you just heard
You speak with many an English word
And let your speech fly like a bird.

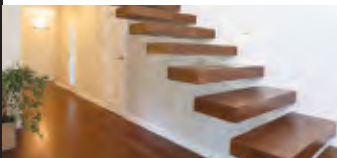
Chorus:

Isn't it great
to communicate!

Play and revise 1

1 Answer the question.	2 Complete the sentence.	3 Answer the question.	4 Say the word.
What nationality are you?	Men and boys are	Who are Anna and John?	
5 Complete the sentence.	6 Complete the sentence.	7 Answer the question.	8 Answer the question.
Vicky's ... is Andonova.	I'm pleased to ... you.	What is your surname?	What is your mobile phone number?
9 Answer the question.	10 Complete the sentence.	11 Complete the sentence.	12 Answer the question.
What nationality is Alice?	Vicky's bag is	You are your aunt's	Where is Heathrow Airport?
13 Go to the board and write your name in block letters.	14 Answer the question.	15 Complete the sentence.	16 Answer the question.
	What is your address?	Your mother's sister is your	What's your best friend's surname?
17 Complete the sentence.	18 Say five family words.	19 Complete the question.	20 Complete the sentence.
Girls and women are		How old ... your best friend?	Your father's father is your
21 Which is different?	22 Say the word.	23 Complete the dialogue.	24 Say the word.
a. surname b. date of birth c. course d. nationality		A: Pleased to meet you. B: ...	
25 Say the number: 35, 682, 2368.	26 Complete the question.	27 Answer the question.	28 Which is different?
	... they excited?	Who is Justin?	a. floor b. age c. flat d. street

Play and revise 2

1 Which is different? a. dining room b. living room c. sofa d. kitchen	2 Say the word. 	3 Complete the dialogue. A: Is this your dad's car? B: Yes, it's	4 Say the word. 
5 Complete the dialogue. A: Is there a TV in your bedroom? B: No,	6 Complete the sentence. The Wilsons' living room is on the ... floor.	7 Say the word. 	8 Which is correct? a. London picture b. London's picture c. a picture of London
9 Say the word. 	10 Which is different? a. wardrobe b. armchair c. bathroom d. sofa	11 Say the word. 	12 Complete the dialogue. A: Is this pen yours? B: No, it isn't It's John's.
13 Which is correct? a. my school name b. my school's name c. the name of my school	14 Say the word. 	15 Complete the sentence. ... is a wardrobe in the bedroom.	16 Which is correct? a. Mrs Boston book b. Mrs Boston's book c. the book of Mrs Boston
17 Say the word. 	18 Complete the sentence. There ... two bedrooms in our flat.	19 Complete the question. ... a fireplace in your living room?	20 Complete the sentence. Alice's bedroom is on the ... floor.
21 Say the word. 	22 Which is different? a. mine b. her c. yours d. theirs	23 Which is different? a. my b. your c. hers d. our	24 Say the word. 
25 Complete the question. ... four chairs in your dining room?	26 Say the word. 	27 Complete the question. ... two armchairs in the living room?	28 Complete the dialogue. A: Are there any curtains in your room? B: No,

Play and revise 3

1 Which is different? a. friendly b. impolite c. polite d. patient	2 Complete the sentence with your ideas. My friend is ... than me.	3 Answer the question. Who is Mrs Adams?	4 Complete the sentence. Summer school is
5 Answer the question. What colour are Mrs Adams's eyes?	6 Complete the sentence. He short hair.	7 Say the word. 	8 Describe the hair. 
9 Which is different? a. pretty b. tall c. short d. of medium height	10 Finish the phrase. Calm ...!	11 Complete the question. Which sport is ... exciting? Football or basketball?	12 Go to the board and write a comparative adjective.
13 Complete the sentence. Someone who hasn't got good manners is	14 Complete the sentence. Mrs Adams has got ... clothes.	15 Which is correct? a. That's pity! b. That's great! c. That's nightmare!	16 Describe the hair. 
17 Go to the board and write a superlative adjective.	18 Complete the question. ... he ... brown eyes?	19 Complete the sentence. They are twins. They blue eyes.	20 Answer the question. What colour is your hair?
21 Complete the sentence. Someone who is nice to other people is	22 Answer the question. Who is the tallest student in your class?	23 Complete the sentence. An impatient person is someone who	24 Answer the question. Are you communicative?
25 Complete the sentence. We so much to tell you.	26 Answer the question. Are you patient?	27 Complete the sentence. Vicky a lot of new friends.	28 What is the opposite of polite?

Play and revise 4

1 Answer the question. What do you do in the evening?	2 Say the phrase. 	3 Complete the sentence with the correct preposition. I get up ... 7 o'clock.	4 Say the phrase. 
5 Complete the question. ... Martha watch TV every day?	6 Complete the question and then answer it. ... you walk to school?	7 Say the phrase. 	8 Complete the question and then answer it. ... you have a nap in the afternoon?
9 Complete the sentence with the correct preposition. I do my homework ... the afternoon.	10 Complete the question and then answer it. What time ... you have dinner?	11 Answer the question. What time do you wake up?	12 Say the phrase. 
13 Say the opposite. Maria speaks two foreign languages.	14 Answer the question. What do you do in the afternoon?	15 Complete the sentence. Justin and his father go ... in the park.	16 Complete the sentence. A ... is a short nap in the afternoon.
17 Complete the question and then answer it. ... you like sports?	18 Complete the sentence with the correct preposition. I clean my room ... the weekend.	19 Answer the question. Do you go to the cinema?	20 Complete the question. ... do you start school?
21 Answer the question. What time do you go to bed?	22 Complete the question. What time ... Alan get up?	23 Answer the question. What do you do in the morning?	24 Complete the question and then answer it. Where ... Alfredo come from?
25 Complete the sentence with the correct preposition. I've got an English class ... Wednesday morning.	26 Answer the question. What time is it?	27 Complete the question and then answer it. ... people in Ukraine have a siesta?	28 Answer the question. When do Alfredo's family have dinner?

Play and revise 5

1 Which is different? a. always b. usually c. week d. never	2 Say the word. 	3 Answer the question. What can you see in the Natural History Museum?	4 Answer the question. Do you like going to school?
5 Complete the sentence. She ... mind listening to loud music.	6 Say the word. 	7 Answer the question. How often do you have Maths tests?	8 Say the word. 
9 Finish the sentence. I go to the cinema once a ...	10 Say the word. 	11 Go to the board and write down your favourite school subject.	12 Complete the sentence. When you are afraid of something you say that it is ...
13 Complete the sentence. Paulo loves ... experiments.	14 Which is correct? a. He is always on time. b. He always is on time. c. He is on time always.	15 Say the word. 	16 Complete the sentence. I never ... on Sunday.
17 Complete the sentence. The Natural History Museum has got a large collection of ...	18 Answer the question. What can you see in the dinosaur hall?	19 Answer the question. What do you say when you don't know a word?	20 Which is different? a. serious b. great c. amazing d. fantastic
21 Complete the sentence. The students can measure the dinosaur's	22 Answer the question. Do you like reading magazines?	23 Agree with the statement. Museums are interesting.	24 Complete the sentence. The students can ... the objects in the Natural History Museum.
25 Answer the question. What is Borys's favourite subject?	26 Complete the question and then answer it. Do you like ... out with friends?	27 Complete the sentence. I don't mind going to ...	28 Disagree with the statement. This test is difficult.

Play and revise 6

1 Answer the question. What does Christmas dinner consist of in the UK?	2 Say the word. 	3 Can you count it? I have ... hamburger for lunch.	4 Complete the question. Do you know ... vegetarians?
5 Can you count it? My mum doesn't eat ... bread.	6 Complete the sentence. Borys has ... for lunch.	7 Say the word. 	8 Answer the question. What do you usually have for lunch?
9 Say the word. 	10 Complete the question. Is there ... milk in the fridge?	11 Can you count it? I eat ... banana every day.	12 Complete the sentence. I don't want ... dessert. I'm full.
13 Choose the correct word. I don't eat <i>much/many</i> meat.	14 Complete the sentence. Alice has ... for dinner.	15 Say the word. 	16 Can you count it? I don't drink ... tea.
17 Answer the question. What do you usually have for breakfast?	18 Say the word. 	19 Complete the sentence. Christmas pudding is	20 Complete the question. Have we got ... ice cream?
21 Complete the sentence. There isn't ... butter.	22 Complete the sentence. Tomatoes, cabbage and lettuce are	23 Say the word. 	24 Complete the question. Would you like ... orange juice?
25 Choose the correct word. I drink <i>many/a lot of</i> water.	26 Say the word. 	27 Answer the question. What do you never have for dinner?	28 Say the word. 

Play and revise 7

1 Which is different? a. bridge b. palace c. guard d. tower	2 Complete the sentence. The London Eye is a ...	3 Answer the question. What is the opposite of <i>well</i> ?	4 Complete the question. Can I ... a look?
5 Answer the question. What is the adverb? <i>quiet</i> →	6 Finish the phrase. → Go ...	7 Say the word. 	8 Answer the question. What are Vicky and Borys doing in front of the British Museum?
9 Say the word. 	10 Which is different? a. watching b. interesting c. reading d. sleeping	11 Answer the question. What is your teacher doing now?	12 Complete the sentence. Big Ben is the name of ...
13 Go to the board and write the name of a museum in London.	14 Complete the sentence. The hotel is ... the corner.	15 Ask the way to the nearest supermarket.	16 Answer the question. What aren't you doing now?
17 Which is correct? a. Let me see! b. Let I see! c. Let's me see!	18 Say the word. 	19 Go to the board and write the opposite of <i>patiently</i>.	20 Complete the question. ... , can you tell me the way to the post office?
21 Complete the sentence. The London Eye is turning ...	22 Answer the question. What are Vicky and Borys watching in front of Buckingham Palace?	23 Complete the sentence with the correct preposition. The gallery is ... the left.	24 Complete the dialogue. A: Thank you very much. B: ...
25 Complete the sentence. <i>Quickly</i> is a synonym of ...	26 Complete the dialogue. A: Sorry, I don't know. B: ...	27 Complete the sentence. This isn't the right way. Go back to the station and ...	28 Answer the question. When is the best time to visit the city/town/village/place where you live?

Play and revise 8

1 Complete the sentence.	2 Say the word.	3 Answer the question.	4 Complete the question.
Jessica Watson wrote a book about her ...		Were you at school yesterday?	What did you do ... night?
5 Complete the question and then answer it.	6 Complete the sentence.	7 Say the word.	8 Which is different?
Did ... help you with your homework?	I talked to my mum last ...		a. impressive b. gorgeous c. amazing d. unassisted
9 Say the word.	10 Say the opposite.	11 Answer the question.	12 Complete the sentence.
	We didn't play football yesterday.	When were you born?	Jessica Watson ... around the world.
13 Complete the sentence.	14 Answer the question.	15 Which is different?	16 Say the opposite.
... answered the teacher's questions.	Was it Sunday yesterday?	a. sea b. lake c. hill d. ocean	It wasn't sunny yesterday afternoon so I didn't play football.
17 Say the opposite.	18 Say the word.	19 Complete the sentence.	20 Complete the question and then answer it.
She enjoyed the film.		Jessica is very ... She did her journey alone.	... you ... visit your grandparents at the weekend?
21 Complete the question and then answer it.	22 Answer the question.	23 Complete the sentence.	24 Say the word.
How old ... your Mum in 2015?	Where were you born?	My uncle crossed the mountain ... a horse.	
25 Which is different?	26 Say the word.	27 Complete the question.	28 Say the opposite.
a. coast b. journey c. beach d. valley		Can I have ... to eat?	Jessica travelled on foot. She didn't sail.

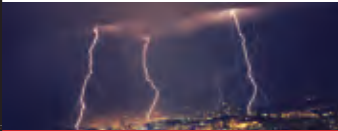
Play and revise 9

1 Which is different? a. century b. dawn c. month d. year	2 Complete the sentence. I love getting up early and watching the sun at ...	3 Answer the question. What is a fiddle?	4 Complete the sentence. The only thing Justin liked on the farm was ...
5 Answer the question. Where did the Joneses live?	6 Complete the sentence. My grandparents were born in the ... century.	7 Say the word. 	8 Answer the question. What was the Jones farm like – a traditional one or a modern one?
9 Say the word. 	10 Which is different? a. cake b. muffin c. tart d. wheat	11 Answer the question. Who looked after the animals on the farm?	12 Complete the sentence. The baby of a sheep is called a ...
13 Go to the board and write the Past Simple form of think.	14 Answer the question. What do people make from milk?	15 Apologise for being late.	16 Complete the sentence. They did everything ... hand.
17 Which word has the /θ/ sound? a. mother b. they c. everything d. together	18 Say the word. 	19 Go to the board and write the Past Simple form of wear.	20 Complete the question. ... you go anywhere last summer?
21 Complete the sentence. Vicky and Justin spent a week on a ...	22 Answer the question. Who helped Mrs Jones in the kitchen?	23 Complete the sentence. I ... the sun at the beach.	24 Answer the question. How many years are there in a <i>century</i> ?
25 Complete the sentence. He got ... in a traffic jam.	26 Which is different? a. oats b. lettuce c. maize d. wheat	27 Say the opposite. My grandpa fed the pigs and milked the cows.	28 Answer the question. What did the girls learn from Mrs Jones?

Play and revise 10

1 Which is different? a. broken leg b. headache c. appointment d. sprained ankle	2 Complete the sentence. Ouch! It ...!	3 Answer the question. What's wrong with Borys?	4 Complete the sentence. I ... read when I was 6 years old.
5 Answer the question. What couldn't you do yesterday because you didn't have time?	6 Complete the sentence. I ... speak English but I ... speak Japanese.	7 Say the word. 	8 Complete the sentence. Alice slipped down the stairs and ... her ankle.
9 Say the word. 	10 Which is different? a. foot b. ankle c. toe d. hand	11 When your tooth hurts, you've got ... Go and write the word on the board.	12 Complete the request. ... you answer the door, please?
13 Go to the board and write the Past Tense of can.	14 Complete the question and then answer it. ... your father have to work late?	15 Imagine that you don't feel well and explain why.	16 Complete the question. ... are you now?
17 Which is different? a. elbow b. shoulder c. headache d. knee	18 Say the word. 	19 Complete the sentence. I ... study hard for the test tomorrow. I musn't fail.	20 Complete the request. Could you close the window, ...?
21 Complete the sentence. The doctor says I ... stay in bed and drink hot tea.	22 Which is different? a. cut b. play c. hurt d. sprain	23 Complete the request. ... I have an apple, please?	24 Answer the question. What do you do when you've got toothache?
25 Complete the sentence. I ... have to clean the house on Sunday. My sister did all the housework.	26 Answer the question. What could you do when you were 5?	27 Complete the sentence. You look ...! What's wrong with you?	28 Answer the question. What time do you have to get up on weekdays?

Play and revise 11

1 Which is different? a. rainy b. sunny c. funny d. cloudy	2 Complete the sentence with your ideas. We'll have a picnic ...	3 Answer the question. Where are Kew Gardens?	4 Complete the sentence. There aren't ... mountains near London.
5 Answer the question. What are you doing this weekend?	6 Complete the sentence. The Tube is another name for ...	7 Say the word. 	8 Answer the question. How old will you be in 2035?
9 Say the word. 	10 Finish the phrase. Sounds ...	11 Complete the sentence. What a ... idea!	12 Which word has the /dʒ/ sound? a. greeting b. gap c. giraffe d. game
13 Complete the sentence. Winters in Ukraine are ... and ...	14 Complete the sentence. We can see a lot of ... plants in the glasshouse.	15 Complete the sentence. There are ... parks and gardens in London.	16 Which is correct? They are coming ... a. in an hour. b. after an hour.
17 Say the word. 	18 Go to the board and write your favourite month.	19 Complete the sentence. Autumns in Ukraine are ... and ...	20 Complete the sentence. I'm tired. I ... go to bed early tonight.
21 Answer the question. What does Borys think about climbing up trees?	22 Answer the question. Why will Alice stay on the ground?	23 Complete the sentence. The Treetop Walkway is a new ...	24 Complete the question. Where can you go ... a picnic?
25 Answer the question. What's the weather like today?	26 Complete the question. What are you ... after classes tomorrow?	27 Complete the sentence. I'm ... the doctor tomorrow.	28 What is the opposite of climb up?

Play and revise 12

1 Which is different? a. smart b. casual c. difficult d. comfortable	2 Complete the sentence. My dad can give you a ... in our car.	3 Complete the question. What ... is this T-shirt? Small or medium?	4 Answer the question. Where are Vicky and Borys going at 5:00 pm?
5 Put the words in the correct order. late / my friend / arrived / at the party .	6 Describe what your partner is wearing today.	7 Say the word. 	8 Answer the question. What's the print on Borys's new T-shirt?
9 Say the word. 	10 Which is different? a. hiking boots b. pyjamas c. trainers d. flip-flops	11 Put the words in the correct order. do / live / your grandparents / where ?	12 Complete the request. Can I ... your pen? I left mine at home.
13 Answer the question. What are your favourite clothes?	14 Complete the sentence. I hope we'll ... in touch.	15 Put the words in the correct order. do / you / like wearing / to parties / what ?	16 Say the word. 
17 Which is different? a. hooded jacket b. sweatshirt c. flip-flops d. long-sleeved T-shirt	18 Put the words in the correct order. leaving / when / are / Borys and Vicky / London ?	19 Where can you see the phrase "Mind the gap"?	20 Answer the question. Who offers to give Vicky and Borys a lift?
21 Complete the sentence. I'm listening to you carefully. I'm all ...	22 Say the word. 	23 Put the words in the correct order. does / many clothes / your sister / buy ?	24 Answer the question. What is Vicky wearing to the party?
25 Put the words in the correct order. did / dentist / to / yesterday / the you / go ?	26 Say the word. 	27 Which word has the /ŋk/ sound? a. thing b. long c. ankle d. clothing	28 Complete the sentence. I'll miss ... all!

Projects

PROJECT 1

MY IDEAL ROOM

**Describe the room you want to have.
The questions below will help you.
Add some pictures or drawings.**

1. How big is your ideal room?
2. What colour are the walls?
3. What is there on the floor?
4. Are there any pictures/drawings/posters on the walls?
5. What pieces of furniture are there in your room?
6. Where are they? (near, next to, behind, on)
7. Have you got a computer/laptop? If so, where is it?
8. Is there a balcony?
9. What can you see from the balcony/window?



PROJECT 2

MY BEST FRIEND

**Describe your best friend.
The questions below will help you.
Add some pictures or drawings.**

1. What is your friend's name?
2. How old is he/she?
3. What does he/she look like? (tall, short, slim, etc.)
4. What's he/she like? (kind, generous, friendly, etc.)
5. How often do you see each other?
6. What do you do together?

PROJECT 3

GREETING CARDS

Make greeting cards. Write greetings. You can look for ideas on the Internet.



Dear Justin,

I wish you a
Merry Christmas
and a
Happy New Year!

Love,
Maria



Dear Alice,

Happy Birthday!
May all your
dreams and wishes
come true!

Love,
James

PROJECT 4

MY BEAUTIFUL COUNTRY

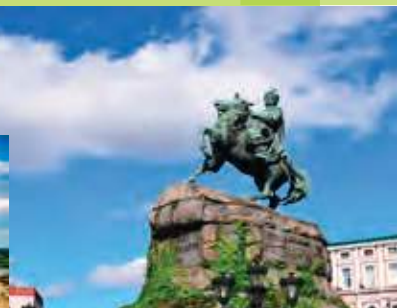
Work in groups. Make a tourist brochure about Ukraine. Do some research on the Internet. The questions below will help you. Organise the information under the headings. Add some pictures or drawings.

Nature

- How large is Ukraine?
- How many mountains are there?
- How long is the coast?
- What are the most famous seaside and ski resorts?
- What nature reserves and national parks do you know?

History

- When was Ukraine founded?
- What was the first Ukrainian capital?



Famous visitor attractions

- Name three famous visitor attractions. Where are they?
- Which is your favourite visitor attraction in Ukraine?
- What other famous sights can you recommend?

Projects

PROJECT 5

MY FAVOURITE CELEBRATION

Describe your favourite celebration. The questions below will help you. Add some pictures or drawings.

1. What is your favourite celebration?
2. When is it?
3. Is it a family celebration?
4. Do you invite guests? Who do you usually invite?
5. What food do you eat?
6. Do you give presents? Who do you give them to?
7. Do you receive presents? Who gives them to you?
8. Do you dance or sing?
9. Do you play any games?



PROJECT 6

INVITATIONS AND THANK YOU CARDS

1 Make a birthday invitation.



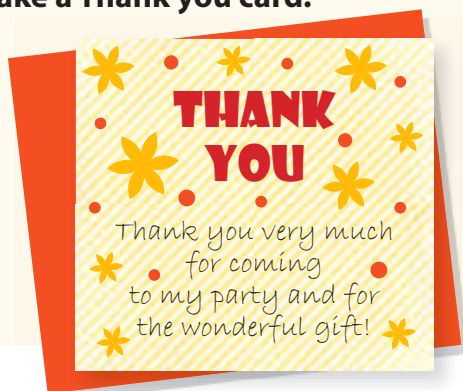
IMPORTANT!

R.S.V.P. comes from French and means 'Please, reply.' The person sending the invitation wants to know if you accept or decline the invitation.

**Exchange your invitations with a partner.
Answer your partner's invitation.
Accept or decline.**



2 Make a Thank you card.



Wordlist

UNIT 1

a little bit /ə 'lɪt(ə)l bɪt/ трохи
abroad, adv /ə'brɔ:d/ за кордоном
address, n /ə'dres/ адреса
adult, n /'ædʌlt/ дорослий
age, n /eɪdʒ/ вік
airport, n /'eə(r)pɔ:t(r)t/ аеропорт
application form, n /,æplɪ'keɪf(ə)n 'fɔ:(r)m/
анкета, заява
area code, n /'eəriə ,kəʊd/ код зони
aunt, n /ɑ:nt/ тітка
backpack, n /'bækpræk/ рюкзак
between, prep /brɪ'twi:n/ між, поміж
birth, n /bɜ:(r)θ/ народження
block letters, n (pl) /,blɒk 'letə(r)z/ друковані літери
building, n /'bɪldɪŋ/ будинок
cardinal number, n /'kɑ:(r)dɪn(ə)l ,nʌmbə(r)/
кількісний числівник
car park, n /'kɑ:(r) ,pɑ:(r)k/ парковка
classmate, n /'kla:smeɪt/ однокласник
country code, n /'kʌntri ,kəʊd/ міжнародний код країни
cousin, n /'kʌz(ə)n/ двоюрідний брат, двоюрідна сестра
date, n /deɪt/ дата
date of birth дата народження
digit, n /'dɪdʒɪt/ цифра
entrance, n /'entrəns/ вхід
excited, adj /ɪk'saɪtɪd/ вихід
favourite, adj /'feɪv(ə)rət/ улюблений
female, n/adj /'fi:meɪl/ особа жіночої статі/жіночий
first, adj /fɜ:(r)st/ перший
first name ім'я
flat, n /flæt/ квартира
floor, n /flɔ:(r)/ підлога; поверх
formal, adj /'fɔ:(r)m(ə)l/ офіційний, формальний
gender, n /'dʒendə(r)/ стать
hospital, n /'hɒspɪt(ə)l/ лікарня
huge, adj /hju:dʒ/ величезний
important, adj /ɪm'pɔ:(r)t(ə)nt/ важливий
informal, adj /ɪn'fɔ:(r)m(ə)l/ неофіційний, неформальний
kid, n /kɪd/ дитина
Let me help you. Дозвольте (мені) допомогти вам.
Let's go. Ходімо.
male, n/adj /meɪl/ особа чоловічої статі/чоловічий
member, n /'membə(r)/ член, членкиня
My school is called ... /kɔ:ld/ Моя школа називається...
nationality, n /,næʃə'næləti/ національність
nephew, n /'nefju:/ племінник
niece, n /ni:s/ племінниця
not at all /'nɒt ət 'ɔ:l/ зовсім ні

over there /'əʊvə(r) ðeə(r)/ деє там
personal details, n (pl) /'pɜ:(r)s(ə)nəl 'dɪ:teɪlz/
особисті дані
postcode, n /'pəʊs(t)kəʊd/ поштовий індекс
pupil, n /'pju:p(ə)l/ учень, учениця
relative, n /'relətɪv/ родич, родичка
second, adj /'sekənd/ другий
station, n /'steɪʃ(ə)n/ станція; вокзал
street, n /stri:t/ вулиця
surname, n /'sɜ:neɪm/ прізвище
talk, v /tɔ:k/ говорити
tidy, adj /'taɪdi/ охайний
tired, adj /'taɪə(r)d/ втомлений
uncle, n /'ʌŋk(ə)l/ дядько
village, n /'vɪlɪdʒ/ село

UNIT 2

armchair, n /'ɑ:(r)mtʃeə(r)/ крісло
bedside lamp, n /,bedsaɪd 'læmp/ приліжкова лампа
bedside table, n /,bedsaɪd 'teɪb(ə)l/ приліжкова шафа
bookcase, n /'bʊkkeɪs/ книжкова шафа
brand new, adj /,brænd 'nju:/ абсолютно новий
bunk bed, n /'bʌŋk ,bed/ двоярусне ліжко
check, v /tʃek/ перевіряти
cheeky, adj /tʃi:ki/ зухвалий, нахабний
Don't be cheeky! Не будь нахабним!
chest of drawers, n /,tʃest əv 'drɔ:ə(r)z/ комод
coffee table, n /'kɒfi ,teɪb(ə)l/ журнальний столик
cool, adj /ku:l/ крутий (розм.)
Cool! Супер!/Круто!
cupboard, n /'kʌbə(r)d/ буфет; сервант
curtain, n /'kɜ:(r)t(ə)n/ занавіска; завіса
display cabinet, n /dɪ'spleɪ 'kæbɪnət/ шафа зі скляними дверцятами
downstairs, adv /,daʊn'steə(r)z/ вниз; на нижньому поверсі
everywhere, adv /'evriweə(r)/ всюди
find, v /faɪnd/ знаходити
fireplace, n /'faɪə(r)pleɪs/ камін
flowerpot, n /'flaʊə(r)pɒt/ квітковий горщик
funny, adj /'fʌni/ смішний; кумедний
furniture, n (uncountable) /'fɜ:(r)nɪtʃə(r)/ меблі
give, v /ɡɪv/ давати
glasses, n (pl) /'glɑ:sɪz/ окуляри
ground floor, n /,graʊnd 'flɔ:(r)/ перший поверх
hall, n /hɔ:l/ зал; передпокій
handbag, n /'hæn(d)bæg/ дамська сумочка
keep, v /ki:p/ берегти; тримати
key, n /ki:/ ключ
kind, n /kaɪnd/ вид; різновид
all kinds of things всілякі речі

lose, v /lu:z/ втрачати; програвати
 lovely, adj /'lʌvli/ чудовий
 mantelpiece, n /'mænt(ə)lpi:s/ полиця над каміном
 mean, v /mi:n/ означати
 over, prep /'əʊvə(r)/ над; через; по; за; понад; більш як
 poster, n /'pəʊstə(r)/ плакат
 rug, n /rʌg/ килимок
 share, v /ʃeə(r)/ поділитися
 shelf, n /ʃelf/ полиця
 sofa, n /'səʊfə/ диван; софа
 somewhere, adv /'sɒmweə(r)/ десь; куди-небудь
 spare, adj /speə(r)/ запасний; вільний
 spare key запасний ключ
 stairs, n (pl) /steə(r)z/ сходи
 tiny, adj /'taɪni/ крихітний
 TV cabinet, n /,ti:vi: 'kæbɪnət/ тумба під телевізор
 upstairs, adv /ʌp'steə(r)z/ нагорі, нагору сходами
 wardrobe, n /'wɔ:(r)dru:b/ шафа для одягу

UNIT 3

appearance, n /ə'piərəns/ поява; зовнішність
 autumn, n /'ɔ:təm/ осінь
 blonde, adj /blɒnd/ білявий
 clever, adj /'kleɪvə(r)/ розумний
 communicative, adj /kə'mju:nɪkətɪv/ товариський, балакучий
 curly, adj /'kɜ:(r)li/ кучерявий
 cute, adj /kju:t/ милий
 everybody, pron /'evri,bɒdi/ кожний; усі
 friendly, adj /'fren(d)li/ дружній
 gymnast, n /'dʒɪmnæst/ гімнастка
 handsome, adj /'hæns(ə)m/ вродливий (про чоловіка)
 impatient, adj /ɪm'peɪf(ə)nt/ нетерплячий
 impolite, adj /,ɪmpə'laɪt/ неввічливий
 interested (in), adj /'ɪntrəstɪd/ зацікавлений (у)
 look, v /lʊk/ дивитися
 What does she/he look like? Як вона/він виглядає?
 Lucky you! Щасливчик!/Щасливиця!
 medium height, n /'mi:diəm ,haɪt/ середній зріст
 of medium height середнього зросту
 middle aged, adj /,mɪd(ə)l 'eɪdʒd/ середнього віку
 nightmare, n /'naɪtmə(r)/ кошмар
 What a nightmare! Який кошмар!
 old, adj /əʊld/ старий
 ordinary, adj /'ɔ:(r)d(ə)n(ə)ri/ звичайний
 overweight, adj /,əʊvə(r)'weɪt/ надмірна вага
 patient, adj /'peɪf(ə)nt/ терплячий
 personality, n /,pɜ:(r)sə'næləti/ особистість
 plump, adj /plʌmp/ повненький, огрядний

polite, adj /pə'laɪt/ ввічливий
 short, adj /ʃɔ:(r)t/ короткий; низький
 shy, adj /ʃaɪ/ сором'язливий
 silly, adj /'sɪli/ дурний
 skinny, adj /'skɪni/ худий
 slim, adj /slɪm/ стрункий
 sound, v /saʊnd/ звучати
 spring, n /sprɪŋ/ весна
 straight, adj /streɪt/ прямий; прямо
 subject, n /'sʌbdʒɪkt/ предмет
 summer, n /'sʌmə(r)/ літо
 tall, adj /tɔ:l/ високий
 thin, adj /θɪn/ тонкий; худий
 trendy, adj /'trendi/ модний
 unfriendly, adj /ʌn'fren(d)li/ недружній
 weightlifter, n /'weɪt,lɪftə(r)/ штангіст
 Well done! /'wel 'dʌn/ Молодець! Добре!
 What a pity! /'wʌt ə'pɪti/ Шкода! Який жаль!
 What's she/he like? Яка вона?/Який він?
 young, adj /jʌŋ/ молодий

UP TO NOW 1

architect, n /'ɑ:(r)kɪ,tekt/ архітектор
 call, v /kɔ:l/ кликати; викликати
 designer, n /dɪ'zaɪnə(r)/ дизайнер
 guess, v /ges/ здогадуватися; вгадувати
 inside, adv /'ɪn,sʔd/ всередині
 light, n /laɪt/ світло
 living area, n /'lɪvɪŋ ,eəriə/ житлова зона
 natural, adj /'nætʃ(ə)rəl/ природний
 outdoor, adj /'aʊt,dɔ:(r)/ відкритий; зовнішній
 owner, n /'əʊnə(r)/ власник
 wheel, n /wi:l/ колесо
 whole, adj /həʊl/ цілий
 wood, n /wʊd/ ліс; деревина

UNIT 4

Are you off to school? Ти йдеш до школи?
 brush, v /brʌʃ/ зубна щітка
 brush my teeth чистити зуби
 daily, adj /'deɪli/ повсякденний; денний
 even, adv /'i:v(ə)n/ навіть
 jogging, n (uncountable) /'dʒɒgɪŋ/ біг підтюпцем
 go jogging бігати
 get dressed одягатися
 midnight n (uncountable) /'mɪdnaɪt/ опівночі
 nap, v /næp/ дрімати
 have a nap подрімати
 need, v /ni:d/ потребувати
 rest, n /rest/ відпочинок
 have a rest відпочити
 routine, n /ru:'ti:n/ рутина, заведений порядок
 shower, n /'ʃaʊə(r)/ душ

have a shower приймати душ
siesta, n /si'estə/ сієста
sleepy, adj /'sli:pi/ сонний
That's so cool! Це так круто! (розм.)
wake up, v /weɪk ʌp/ прокидатися

UNIT 5

absolutely, adv /'æbsəlu:tli/ абсолютно
agree, v /ə'gri:/ погоджуватися
alive, adj /ə'laɪv/ живий
always, adv /'ɔ:lweɪz/ завжди
amazing, adj /ə'meɪzɪŋ/ вражаючий, дивовижний
anymore, adv /,eni'mɔ:(r)/ більше
Are you kidding? Ти жартуєш?
Art /ɑ:(r)t/ мистецтво
attraction, n /ə'trækʃ(ə)n/ атракціон
bone, n /bəʊn/ кістка
colour-coded, adj /'klʌlə(r) 'kəʊdɪd/ кольорове кодування
cover, v /'klʌvə(r)/ вкривати
dinosaur, n /'daɪnəsɔ:(r)/ динозавр
disagree, v /,dɪsə'gri:/ не погоджуватися
do experiments /du: ɪk'sperɪmənts/ проводити експерименти
don't mind /'dəʊnt maɪnd/ не заперечувати
enormous, adj /ɪ'nɔ:(r)məs/ величезний
exist, v /ɪg'zɪst/ існувати
free, adj /fri:/ безкоштовний
French /frentʃ/ французька мова
Geography and Economics /dʒi:'bʌɡrəfi ənd ɪ:kə'nɒmɪks/ географія й економіка
German /'dʒɜ:(r)mən/ німецька мова
go hiking /'gəʊ 'haɪkɪŋ/ відправитися в похід
hang out, v /'hæŋ aʊt/ вивішувати; тусуватися
hate, v /heɪt/ ненавидіти
How do you find? Як ти знаходиш?
IT (Information Technology) /,ɪnfə(r)'meɪʃ(ə)n tek'nɒlədʒi/ інформаційні технології
History and Civilisations /'hɪst(ə)ri ənd ,sɪvəl'aɪ'zeɪʃ(ə)nz/ історія й цивілізація
life-sized, adj /'laɪf ,saɪzd/ у натуральну величину
Literature /'lɪtrətʃə(r)/ література
Maths /mæθs/ математика
measure, v /'meʒə(r)/ вимірювати
medium-sized, adj /'mi:diəm ,saɪzd/ середнього розміру
monster, n /'mɒnstə(r)/ чудовисько
never, adv /'nevə(r)/ ніколи
object, n /'ɒbdʒɪkt/ предмет
often, adv /'ɒf(ə)n/ часто
on display /ɒn dɪ'spleɪ/ демонстрований
once, adv /wʌns/ одного разу
Physical Education /'fɪzɪk(ə)l ,edʒu'keɪʃ(ə)n/ фізичне виховання

plant, n /plɑ:nt/ рослина
pocket-sized, adj /'pɒkɪt ,saɪzd/ кишенькового розміру
prehistoric, adj /,pri:hi'stɒrɪk/ доісторичний
rock, n /rɒk/ скеля; камінь
scary, adj /'skeəri/ жахливий
Science /'saɪəns/ природничі науки
scientist, n /'saɪəntɪst/ вчений, вчена
skull, n /skʌl/ череп
sometimes, adv /'sʌmtaɪmz/ іноді
stone, n /stəʊn/ камінь
Technology and Enterprise /tek'nɒlədʒi ənd 'entə(r),praɪz/ технології та підприємництво
till, prep /tɪl/ до; доти, поки
top, adj /tɒp/ найвищий
touch, v /tʌtʃ/ торкатися
trip, n /trɪp/ поїздка
twice, adv /twɑɪs/ двічі
useful, adj /'ju:sf(ə)l/ корисний
usually, adv /'ju:ʒʊəli/ зазвичай
visitor, n /'vɪzɪtə(r)/ відвідувач, відвідувачка
waste, n /weɪst/ відходи
a waste of time марна трата часу

UNIT 6

according to, prep /ə'kɔ:(r)dɪŋ ,tu:/ згідно з; за
according to tradition за традиціями
also, adv /'ɔ:lsoʊ/ також
bacon, n (uncountable) /'beɪkən/ бекон
bean, n /bi:n/ квасоля; квасолина
biscuit, n /'bɪskɪt/ (сухе) печиво
bowl, n /bəʊl/ миска
bread, n (uncountable) /bred/ хліб
bring, v /brɪŋ/ приносити
Brussels sprout, n /'brʌsəlz 'spraut/ брюссельська капуста
butter, n (uncountable) /'bʌtə(r)/ масло
cabbage, n /'kæbɪdʒ/ капуста
celebrate, v /'seləbreɪt/ святкувати
celebration, n /,selə'breɪʃ(ə)n/ свято
cereal, n /'siəriəl/ крупа; (звич. з pl) хлібні злаки
Christmas, n /'krɪsməs/ Різдво
Christmas Eve, n /,krɪsməs 'i:v/ Святвечір
Christmas pudding, n /,krɪsməs 'pu:dɪŋ/ різдвяний пудинг
coin, n /kɔɪn/ монета
consist of, v /kən'sɪst əf/ складатися з
cranberry, n /'krænb(ə)ri/ журавлина
cream, n (uncountable) /kri:m/ вершки
dairy section, n /,deəri 'seks(ə)n/ відділ з молочними продуктами
delicious, adj /dɪ'liʃəs/ смачний
dessert, n /dɪ'zɜ:(r)t/ десерт

different, adj /'dɪfrənt/ різний
dried, adj /draɪd/ висушений
food, n /fuːd/ їжа
fruity, adj /'fruːti/ фруктовий
grapes, n /greɪps/ виноград
gravy, n (uncountable) /'greɪvi/ підлива
greeting, n /'griːtɪŋ/ привітання
grilled meat, n /,grɪld 'mi:t/ м'ясо на грилі
habit, n /'hæbɪt/ звичка
hide, v /haɪd/ приховувати
honey, n (uncountable) /'hʌni/ мед
ingredient, n /ɪn'griːdiənt/ інгредієнт; складова частина
invite, v /ɪn'vaɪt/ запрошувати
jam, n /dʒæm/ варення; джем
lettuce, n /'letɪs/ листя салату, салат (рослина)
loaf, n /ləʊf/ буханець
luck, n (uncountable) /lʌk/ удача; успіх
Many happy returns! Усього найкращого!
meal, n /miːl/ прийом їжі
meat, n (uncountable) /mi:t/ м'ясо
nowadays, adv /'naʊədeɪz/ у наші дні
nut, n /nʌt/ горіх
ordinal number, n /'ɔː(r)dɪn(ə)l ,nʌmbə(r)/
 порядковий числівник
odd, adj /ɒd/ непарний
odd number непарне число
pancake, n /'pæŋkeɪk/ млинець
part, n /pɑː(r)t/ частина
pastry, n /'peɪstri/ тістечко
peach, n /piːtʃ/ персик
pear, n /peə(r)/ груша
peas, n /piːz/ горох
pickle, n /'pɪk(ə)l/ солоні огірки, соління
prepare, v /prɪ'peə(r)/ готувати
pudding, n /'pʊdɪŋ/ пудинг
pumpkin, n /'pʌmpkɪn/ гарбуз
receive, v /rɪ'siːv/ отримувати
rice, n /raɪs/ рис
roast turkey, n /,rəʊst 'tʃɜː(r)ki/ печена індичка
salami, n /sə'lɑːmi/ салямі
sauce, n /sɔːs/ соус
sausage, n /'sɒsɪdʒ/ ковбаса
silver, adj /'sɪlvə(r)/ срібний
stir, v /stɜː(r)/ перемішувати
strawberry, n /'strɔːb(ə)ri/ полуниця
stuff, v /stʌf/ фарширувати, начиняти
stuffed pepper фарширований перець
stuffing, n (uncountable) /'stʌfɪŋ/ начинка
sunset, n /'sʌn, set/ захід сонця
sweetcorn, n (uncountable) /'swiːtkɔː(r)n/ солодка кукурудза
tradition, n /trə'dɪʃ(ə)n/ традиція
traditional, adj /trə'dɪʃ(ə)nəl/ традиційний

use, v /juːz/ використовувати
vegetarian, n/adj /,vedʒɪ'teəriən/ вегетаріанець, вегетаріанка; вегетаріанський
vine, n /vaɪn/ лоза
vine leaf, n /'vaɪn ,liːf/ виноградний лист
watermelon, n /'wɔːtə(r), melən/ диня
wish, n /wɪʃ/ бажання
make a wish загадувати бажання
yoghurt, n (uncountable) /'jɒgə(r)t/ йогурт
You're welcome. Ласкаво просимо!/Нема за що!

UP TO NOW 2

appear, v /ə'pɪə(r)/ з'являтися
band, n /bænd/ група
express, v /ɪk'spres/ висловлювати
festive, adj /'festɪv/ святковий
float, n /fləʊt/ надувний круг; буй
gather, v /'gæðə(r)/ збирати
giant, adj /'dʒaɪənt/ велетенський
march, v /mɑː(r)tʃ/ марширувати
parade, n /pə'reɪd/ парад
Thanksgiving Day /,θæŋks'gɪvɪŋ ,deɪ/ День подяки
together, adv /tə'geðə(r)/ разом
get together збиратися разом
trace, v /treɪs/ слідувати

FUN TIME 1

actor, n /æktə(r)/ актор
artistic, adj /ɑː(r)'tɪstɪk/ художній
bluebell, n /'bluː, bel/ дзвіночок (рослина)
capital, n /'kæpɪt(ə)l/ столиця
castle, n /'kɑːs(ə)l/ замок
cause, v /kɔːz/ спричиняти
choir, n /kwaɪə(r)/ хор
male voice choir чоловічий хор
coast, n /kəʊst/ узбережжя
daffodil, n /'dæfədɪl/ нарцис
emblem, n /'embləm/ символ, емблема
especially, adv /ɪ'speʃ(ə)li/ особливо
fishing, n /'fɪʃɪŋ/ риболовля
geographical, adj /,dʒiːə'græfɪk(ə)l/
 географічний
include, v /ɪn'kluːd/ містити в собі; включати
incorrect, adj /,ɪŋkə'rekt/ неправильний
be made up, v складатися з
island, n /'aɪlənd/ острів
kilt, n /kɪlt/ кілт (традиційний чоловічий шотландський одяг)
leek, n /liːk/ цибуля-порей
medieval, adj /,medi'iːv(ə)l/ середньовічний
mountainous, adj /'maʊntɪnəs/ гірський
musician, n /mjuː'zɪʃ(ə)n/ музикант
mysterious, adj /mi'stɪəriəs/ таємничий

north, n /nɔː(r)θ/ північ
northern, adj /'nɔː(r)ðə(r)n/ північний
offence, n /ə'fens/ правопорушення; образа
cause offence вчиняти протиправні дії;
 образати
official, adj /ə'fɪʃ(ə)l/ офіційний
poetry, n /'pəʊtri/ поезія
political, adj /pə'litik(ə)l/ політичний
pub, n /pʌb/ паб
rugby, n /'rʌɡbi/ регбі
shamrock, n /'ʃæmrɒk/ трилисник
short, adj /ʃɔː(r)t/ короткий
situated, adj /'sitʃueɪtɪd/ розташований
and so on тощо, і так далі
star, n /stɑː(r)/ зірка
synonym, n /'sɪnənɪm/ синонім
term, n /tɜː(r)m/ термін
thistle, n /'θɪs(ə)l/ будяк
unicorn, n /'juːnɪ,kɔː(r)n/ єдиноріг
university, n /juːnɪ'vɜː(r)səti/ університет
voice, n /vɔɪs/ голос
western, adj /'westə(r)n/ західний
writer, n /'raɪtə(r)/ письменник
wrongly, adv /'rɒŋli/ неправильно

UNIT 7

above, prep /ə'bvʌ/ вище; більш як
along, prep /ə'lɒŋ/ уздовж
ancient, adj /'eɪnʃ(ə)nt/ стародавній
angrily, adv /'æŋɡrɪli/ сердито
bank, n /bæŋk/ банк
boat, n /bəʊt/ човен
bridge, n /brɪdʒ/ міст
capsule, n /'kæpsjuːl/ капсула
carefully, adv /'keə(r)f(ə)li/ уважно
cathedral, n /kə'θiːdrəl/ собор
coach station, n /'kəʊtʃ ,steɪʃ(ə)n/ автовокзал
coach, n /kəʊtʃ/ міжміський автобус
corner, n /'kɔː(r)nə(r)/ кут
Do you know how to get to ...? Ви знаєте, як
 дістатися до ...?
duck, n /dʌk/ качка
enjoy, v /ɪn'dʒɔɪ/ насолоджуватися
excuse, v/n /ɪk'skjuːz/ вибачатися/вибачення
fair, n /feə(r)/ ярмарок
feed, n /fiːd/ харчування
flag, n /flæg/ прапор
fortress, n /'fɔː(r)trəs/ фортеця
gallery, n /'ɡæləri/ галерея
gently, adv /'dʒentli/ ніжно
give directions давати вказівки
Go back and then ask again. Поверніться, а потім
 запитайте знову.
Go straight ahead. Ідіть прямо.

guard, n /ɡɑː(r)d/ варта
guess, v /ges/ здогадуватися; вгадувати
heart, n /hɑː(r)t/ серце
library, n /'laɪbrəri/ бібліотека
light show, n /'laɪt ʃəʊ/ світлове шоу
mineral spring, n /'mɪn(ə)rəl ,sprɪŋ/ мінеральне
 джерело
mountain resort, n /'maʊntɪn rɪ'zɔː(r)t/ гірський
 курорт
nickname, n /'nɪk,neɪm/ нік, прізвисько
palace, n /'pæləs/ палац
past, prep /pɑːst/ повз; понад; після
patiently, adv /'peɪʃ(ə)ntli/ терпляче
peaceful, adj /'piːsf(ə)l/ тихий, спокійний
post office, n /'pəʊst ,ɒfɪs/ пошта
queue, n /kjuː/ черга
relax, v /rɪ'læks/ розслаблятися
seaside resort, n /'siːsaɪd rɪ'zɔː(r)t/ морський
 курорт
sights, n (pl) /saɪts/ пам'ятки; визначні місця
slowly, adv /'sləʊli/ повільно
square, n /skweə(r)/ майдан
stadium, n /'steɪdɪəm/ стадіон
stranger, n /'streɪndʒə(r)/ незнайомець
Take this road. Іди цією дорогою.
tour guide, n /'tuə(r) ,ɡaɪd/ туристичний
 путівник
tower, n /'taʊə(r)/ вежа
traffic lights, n (pl) /'træfɪk ,laɪts/ світлофор

UNIT 8

across, prep /ə'krɒs/ через; уперек
adventure, n /əd'ventʃə(r)/ пригода
alone, adv /ə'ləʊn/ на самоті
around, prep, adv /ə'raʊnd/ навколо
beach, n /biːtʃ/ пляж
be afraid of /biː ə'freɪd əv/ боятися
brave, adj /breɪv/ сміливий
cave, n /keɪv/ печера
continent, n /'kɒntɪnənt/ континент
decide, v /dɪ'saɪd/ вирішувати
depart, v /dɪ'pɑː(r)t/ вирушати; від'їжджати
desert, n /'dezə(r)t/ пустеля
discover, v /dɪ'skʌvə(r)/ відкривати; виявляти
exciting, adj /ɪk'saɪtɪŋ/ хвилюючий
extraordinary, adj /ɪk'strɔː(r)d(ə)n(ə)ri/
 надзвичайний
gorgeous, adj /'ɡɔː(r)dʒəs/ чудовий
hill, n /hɪl/ пагорб
historic, adj /hɪ'stɒrɪk/ історичний
inspire, v /ɪn'spaɪə(r)/ надихати
impressive, adj /ɪm'presɪv/ вражаючий
journey, n /'dʒɜː(r)ni/ подорож
lake, n /leɪk/ озеро

mount, n /maʊnt/ височина; гора
 Mount Everest /,maʊnt 'ev(ə)rɪst/ гора Еверест
 ocean, n /'əʊʃ(ə)n/ океан
 peninsula, n /pə'nɪnsjələ/ півострів
 return, v /rɪ'tʌ:(r)n/ повертати; повертатися
 sail, v /seɪl/ ходити під вітрилами
 sign, v /saɪn/ підписувати
 solo, adv /'səʊləʊ/ один, без партнера
 tent, n /tent/ палатка
 unassisted, adj /,ʌnə'sɪstɪd/ без допомоги
 valley, n /'væli/ долина
 waterfall, n /'wɔ:tə(r),fɔ:l/ водоспад
 world, n /wɜ:(r)ld/ світ

UNIT 9

alarm clock, n /ə'la:(r)m ,klɒk/ будильник
 another, pron /ə'nʌðə(r)/ інший, ще один
 by hand /baɪ 'hænd/ від руки
 catch, v /kætʃ/ ловити, спіймати
 catch the sun засмагати
 century, n /'sentʃəri/ століття
 cottage, n /'kɒtɪdʒ/ котедж; заміський будинок
 cow, n /kaʊ/ корова
 dawn, n /dɔ:n/ світанок
 farm, n /fɑ:(r)m/ ферма
 fiddle, n /'fɪd(ə)l/ скрипка
 fire, n /'faɪə(r)/ вогонь; пожежа
 fire brigade, n /'faɪə(r) brɪ'geɪd/ пожежна команда
 goat, n /gəʊt/ коза
 happen, v /'hæpən/ траплятися
 hear, v /hɪə(r)/ чути
 hen, n /hen/ курка
 homemade, adj /,həʊm'meɪd/ саморобний
 lamb, n /læm/ ягня
 look after, v /lʊk 'ɑ:ftə(r)/ наглядати; піклуватися
 maize, n (uncountable) /meɪz/ кукурудза (бр. англ.)
 milk, v /mɪlk/ молоко
 miss, v /mɪs/ сумувати; не досягати мети
 oats, n (pl) /əʊts/ овес
 oversleep, v /,əʊvə(r)'sli:p/ проспати
 pig, n /pɪg/ поросля
 put out, v /put aʊt/ погасити
 put out a fire погасити пожежу
 save, v /seɪv/ зберігати
 sea, n /si:/ море
 sell, v /sel/ продавати
 sheep, n /ʃi:p/ вівця (множ. sheep)
 sunflower, n /'sʌn,flaʊə(r)/ соняшник
 suntan, n /'sʌntæn/ засмага
 take a seat /'teɪk ə 'si:t/ присідати
 tart, n /tɑ:(r)t/ домашній пиріг
 teach, v /ti:tʃ/ навчати, викладати

terribly, adv /'terəbli/ жахливо, страшно
 vet, n /vet/ ветеринар
 wear, v /weə(r)/ носити (одяг), бути одягненим
 wheat, n (uncountable) /wi:t/ пшениця
 zoo, n /zu:/ зоопарк

UP TO NOW 3

bagpipes, n (pl) /'bæg,paɪps/ волинка
 haggis, n /'hæɡɪs/ шотландська національна страва
 firework, n /'faɪə(r),wɜ:(r)k/ феєрверк
 site, n /saɪt/ об'єкт, місце

UNIT 10

allergy, n /'ælə(r)dʒi/ алергія
 ankle, n /'æŋk(ə)l/ щиколотка
 appointment, n /ə'pɔɪntmənt/ прийом (у лікаря)
 broken, adj /'brəʊkən/ зламаний
 cavity, n /'kævəti/ порожнина
 cough, n /kɒf/ кашель
 dentist, n /'dentɪst/ стоматолог
 elbow, n /'elbəʊ/ лікоть
 fever, n /'fi:və(r)/ лихоманка, висока температура
 filling, n /'fɪlɪŋ/ пломба
 finger, n /'fɪŋɡə(r)/ палець на руці
 flu, n (uncountable) /flu:/ грип
 I'm coming down with flu. Я захворів на грип.
 headache, n /'hedɪk/ головний біль
 hurt, v /hɜ:(r)t/ боліти, завдавати біль
 It hurts. Мені боляче.
 knee, n /ni:/ коліно
 neck, n /nek/ шия
 painful, adj /'peɪnfl(ə)l/ болісно
 pick up, v /'pɪk ,ʌp/ піднімати
 practice, n /'præktɪs/ лікарська практика
 runny nose, n /,rʌni 'nəʊz/ нежить
 shoulder, n /'ʃəʊldə(r)/ плече
 sick, adj /sɪk/ хворий
 I feel sick. Мені погано.
 slip, v /slɪp/ послизнутися
 sore throat, n /,sɔ:(r) 'θrəʊt/ хворе горло
 sprained, adj /spreɪnd/ вивихнений
 stomach, n /'stʌmək/ живіт; шлунок
 stomach ache, n /'stʌmək ,eɪk/ біль у животі
 swollen, adj /'swəʊlən/ набряклий
 toe, n /təʊ/ палець на нозі
 toothache, n /'tu:θeɪk/ зубний біль
 tongue, n /tʌŋ/ язик
 urgent, adj /'ɜ:(r)dʒ(ə)nt/ нагальний, невідкладний
 weak, adj /wi:k/ слабкий
 I feel weak. Я відчуваю слабкість.
 Will that be painful? Це буде боляче?

wrist, n /rist/ зап'ясток
wrong, adj /rɒŋ/ неправильний
What's wrong with you? Що з тобою?

UNIT 11

announcement, n /ə'naʊnsmənt/ оголошення
arrange, v /ə'reɪndʒ/ домовлятися
bet, v /bet/ закладати
climb, v /klaɪm/ підійматися
Come on. /'kʌm ɒn/ Ходімо!
chicken, n /'tʃɪkɪn/ курча; боягуз (розм.)
Don't be a chicken! Не будь боягузом!
drizzle, n /'drɪz(ə)l/ дощ, мряка
dungeon, n /'dʌndʒ(ə)n/ підземелля
far, adj /fɑ:(r)/ далекий, віддалений
fog, n /fɒɡ/ імла, туман
gap, n /ɡæp/ пробіл; дірка
glasshouse, n /'glɑ:shaʊs/ оранжерея
gum, n /ɡʌm/ гумка; жуйка
gym, n /dʒɪm/ спортивний зал
hailstorm, n /'heɪl,stɔ:(r)m/ град
hot, adj /hɒt/ спекотний
hungry, adj /'hʌŋɡri/ голодний
Indian summer, n /,ɪndiən 'sʌmə(r)/ бабине літо
indoor, adj /'ɪndɔ:(r)/ закритий; хатній
It's bucketing down. Ллє як з відра.
mild, adj /maɪld/ помірний
news, n (uncountable) /nju:z/ новина
rainforest, n /'reɪn,fɒrɪst/ тропічний ліс
rainy, adj /'reɪni/ дощовий
shower, n /'ʃaʊə(r)/ злива
stuffy, adj /'stʌfi/ задушливий
sunny, adj /'sʌni/ сонячний
then, adv /ðen/ потім; тоді
thirsty, adj /'θɜ:(r)sti/ спраглий
thunderstorm, n /'θʌndə(r)stɔ:(r)m/ гроза
treetops, n (pl) /'tri:tɒps/ крони дерев
underground, n /,ʌndə(r)'ɡraʊnd/ метро (бр. англ.)
walkway, n /'wɔ:kweɪ/ пішохідна доріжка
window-shopping, n розглядання вітрин
go window-shopping розглядати вітрини, не купуючи нічого

UNIT 12

annual, adj /'ænjʊəl/ щорічний
birdwatching, n (uncountable) /'bɜ:(r)d,wɒtʃɪŋ/ спостереження за птахами
borrow, v /'bɒrəʊ/ позичати
cargo pants, n (pl) /'kɑ:(r)ɡəʊ ,pænts/ камуфляжні штани
casual, adj /'kæʒuəl/ буденний
clothes, n (pl) /kləʊðz/ одяг

cropped jeans, n /,krɒpt 'dʒi:nz/ укорочені джинси
event, n /ɪ'vent/ подія
faded jeans, n /,feɪdɪd 'dʒi:nz/ вицвілі джинси
flip-flops, n /flɪpflɒps/ капці
give someone a lift підвезти когось
hooded, adj /'hʊdɪd/ з капюшоном
I'm all ears. Я дуже уважно тебе слухаю.
leggings, n (pl) /'legɪŋz/ легінси
long-sleeved T-shirt футболка з довгими рукавами
mind, v /maɪnd/ звертати увагу
Mind the gap. Зверніть увагу на відстань до платформи!
participant, n /pɑ:(r)'tɪsɪpənt/ учасник
platform, n /'plætfɔ:(r)m/ платформа
pyjamas, n (pl) /pə'dʒɑ:məz/ піжама
raincoat, n /'reɪnkəʊt/ плащ
rink, n /rɪŋk/ каток
sink, v/n /sɪŋk/ затонути; раковина
size, n /saɪz/ розмір
What size are you? Який розмір ви носите?
sleeve, n /sli:v/ рукав
smart, adj /smɑ:(r)t/ розумний, дотепний
stay in touch залишатися на зв'язку
suggest, v /sə'dʒest/ пропонувати
suggestion, n /sə'dʒestʃ(ə)n/ пропозиція
sweatshirt, n /'swetʃɜ:(r)t/ світшот
sweatshirt with a print світшот с надписом чи малюнком
tournament, n /'tuə(r)nəmənt/ турнір
trainer, n /'treɪnə(r)/ тренер
Typical. Типово.

UP TO NOW 4

grown-up, adj /'grəʊnʌp/ дорослий
headmaster, n /,hed'mɑ:stə(r)/ директор
suit, n /su:t/ костюм

FUN TIME 2

nerd, n inf. /nɜ:(r)d/ «ботанік»; комп'ютерний маніяк (розм.)
resource, n /rɪ'sɔ:(r)s/ джерело; матеріали для читання (слухання, перегляду)
speech, n /spi:tʃ/ промова
weight, n /weɪt/ вага

List of irregular verbs

be /bi/	was /wɒz/, were /wɜː/	бути	make /meɪk/	made /meɪd/	робити
become /bɪ'kʌm/	became /bɪ'keɪm/	ставати;	mean /miːn/	meant /ment/	означати
begin /bɪ'ɡɪn/	began /bɪ'ɡæn/	зробити(ся)	meet /miːt/	met /met/	зустрічати
break /breɪk/	broke /brəʊk/	починати(ся)	pay /peɪ/	paid /peɪd/	платити
build /bɪld/	built /bɪlt/	ламати	put /pʊt/	put /pʊt/	класти
buy /baɪ/	bought /bɔːt/	будувати	read /riːd/	read /red/	читати
catch /kætʃ/	caught /kɔːt/	купувати	ride /raɪd/	rode /rəʊd/	їздити (на велосипеді)
		ловити;	ring /rɪŋ/	rang /ræŋ/	дзвеніти
choose /tʃuːz/	chose /tʃəʊz/	спіймати	run /rʌn/	ran /ræn/	бігати
come /kʌm/	came /keɪm/	обирати	say /seɪ/	said /sed/	казати
cost /kɒst/	cost /kɒst/	приходити	see /siː/	saw /sɔː/	бачити
do /du/	did /dɪd/	коштувати	sell /sel/	sold /səʊld/	продавати
draw /drɔː/	drew /druː/	робити	send /send/	sent /sent/	відправляти
drink /drɪŋk/	drank /dræŋk/	малювати	shut /ʃʌt/	shut /ʃʌt/	закривати
drive /draɪv/	drove /drəʊv/	пити	sing /sɪŋ/	sang /sæŋ/	співати
eat /iːt/	ate /et/	керувати	sit /sɪt/	sat /sæt/	сидіти
fall /fɔːl/	fell /fel/	їсти	sleep /siːp/	slept /slept/	спати
feed /fiːd/	fed /fed/	падати	speak /spiːk/	spoke /spəʊk/	говорити
feel /fiːl/	felt /felt/	годувати	spend /spend/	spent /spent/	витрачати,
fight /faɪt/	fought /fɔːt/	відчувати			проводити (час)
		битися;	stand /stænd/	stood /stʊd/	стояти
find /faɪnd/	found /faʊnd/	змагатися	swim /swɪm/	swam /swæm/	плавати
fly /flaɪ/	flew /fluː/	знаходити	take /teɪk/	took /tʊk/	брати
get /get/	got /ɡɒt/	літати	teach /tiːtʃ/	taught /tɔːt/	навчати
give /ɡɪv/	gave /geɪv/	отримувати	tell /tel/	told /təʊld/	розповідати;
go /ɡəʊ/	went /went/	давати	think /θɪŋk/	thought /θɔːt/	сказати
grow /ɡrəʊ/	grew /ɡruː/	йти; їхати	throw /θrəʊ/	threw /θruː/	думати
have /hæv/	had /hæd/	рости	understand	understood	кидати
hear /hɪə/	heard /hɜː(r)d/	мати	/,ʌndə(r)'stænd/	/,ʌndə(r)'stʊd/	розуміти
hurt /hɜː(r)t/	hurt /hɜː(r)t/	чути	wake /weɪk/	woke /wəʊk/	прокидатися;
		боліти,			будити
keep /kiːp/	kept /kept/	завдавати біль	wear /weə/	wore /wɔː/	носити (одяг)
		берегти;	win /wɪn/	won /wʌn/	здобувати
know /nəʊ/	knew /njuː/	тримати	write /raɪt/	wrote /rəʊt/	перемогу
leave /liːv/	left /left/	знати			писати
lose /luːz/	lost /lɒst/	залишати			
		втрачати			

«Англійська мова»

підручник для 5 класу закладів загальної середньої освіти (з аудіосупроводом)

Підручник сприятиме:

- розвитку навичок XXI століття (креативності, критичного мислення, комунікативних навичок і вміння співпрацювати в команді);
- формуванню правильної вимови завдяки аудіосупроводу у виконанні носіїв мови;
- закріпленню вивченого за допомогою уроків повторення з підсумковими іграми й проектними роботами;
- розкриттю творчого потенціалу кожної дитини засобами іншомовного спілкування.

ВИДАВНИЦТВО
РАНОК



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