

FOR UKRAINE

Г. К. Мітчелл, Марілені Малкогіанні

Fall Blast!

PLUS

English
Англійська
мова

6

STUDENT'S BOOK



ВИДАВНИЦТВО

ЛІНГВІСТ

© MM Publications та © Видавництво «Лінгвіст». Усі права захищені. Жодна частина цієї публікації не може бути відтворена, збережена в пошуковій системі або передана в будь-якій іншій формі будь-якими способами без письмового дозволу видавця. За жодних обставин ніяка частина цього матеріалу не може бути скопійована для перепродажу або для іншого використання.



Г. К. Мітчелл, Марілені Малкоґіанні

Англійська мова (6-й рік навчання)

Підручник для 6 класу закладів загальної середньої освіти
(з аудіосупроводом)



H. Q. Mitchell - Marileni Malkogianni

Видавництво «Лінгвіст»
Київ – 2023

Видано за рахунок державних коштів. Продаж заборонено

Мітчелл Г. К., Малкогіанні Марілені

М 67 Англійська мова: підручник для 6 класу закладів загальної середньої освіти (з аудіосупроводом) / Г. К. Мітчелл, Марілені Малкогіанні. – К. : Видавництво «Лінгвіст», 2023. – 144 с.
ISBN 978-617-8103-15-6

Підручник з аудіосупроводом призначений для вивчення англійської мови в 6 класі, розроблений згідно з Державним стандартом загальної середньої освіти Нової української школи. Підручник має ґрунтовну комунікативну й діяльнісну спрямованість, розвиває наскрізні уміння і компетентності через залучення учнів до всіх видів мовленнєвої діяльності й відповідає віковим особливостям та інтересам учнів середньої школи.

УДК 811.111(075.3)

Відповідає модельній навчальній програмі «Іноземна мова. 5-9 класи» для закладів загальної середньої освіти (автори Редько В. Г., Шаленко О. П., Сотникова С. І., Коваленко О. Я., Коропецька І. Б., Якоб О. М., Самойлюкевич І. В., Добра О. М., Кіор Т. М.).

Навчальне видання

Мітчелл Г. К., Малкогіанні Марілені

Англійська мова

Підручник для 6 класу закладів загальної середньої освіти (з аудіосупроводом)

Підручник відповідає Державним санітарним нормам і правилам «Гігієнічні вимоги до друкованої продукції для дітей»

Головна редакторка *Діана Головань*

Редакторки *Наталія Іншина, Ірина Каціон, Світлана Дроботенко, Вікторія Любич*

Дизайнерки *Наталія Гогунська, Ірина Магіровська*

Формат 60×90/8. Ум. друк. арк. 18. Наклад 149 755 прим. Зам. 606104.

ТОВ «Видавництво «Лінгвіст». 04208, м. Київ, просп. Василя Порика, 9-Г, к. 58.

Адреса редакції: 04071, м. Київ, вул. Нижній Вал, 17/8. Е-mail: publishing@linguist.ua. Тел. (044) 599-32-28.

Свідоцтво про внесення суб'єкта видавничої справи до Державного реєстру видавців, виготівників і розповсюджувачів видавничої продукції серія ДК № 6168 від 03.05.2018 р.

Віддруковано у ТОВ «КОНВІ ПРИНТ». 03680, м. Київ, вул. Антона Цедіка, 12. Тел. (044) 332-84-73.

Свідоцтво про внесення суб'єкта видавничої справи до Державного реєстру видавців, виготівників і розповсюджувачів видавничої продукції серія ДК № 6115 від 29.03.2018 р.

ISBN (англ.) 978-618-05-6711-3

ISBN (укр.) 978-617-8103-15-6

Усі права застережено. All rights reserved

© Full Blast Plus (Ukrainian edition),

MM Publications. Published by Publishing House Linguist, under license from MM Publications, 2023

Умовні позначення



Аудіофайл

Структура назви аудіофайлу на сайті:

CD1_014_M01_LESSON_A_ACT_1 – назва файлу, де:

CD1 – номер диска;

014 – номер трека;

M01 – номер юніта;

LESSON_A – номер уроку;

ACT_1 – номер вправи.

CONTENTS

0 HELLO!	4	6 HEALTHY LIFE	67
1 THAT'S ME!	7	6a Healthy Food	68
1a School	8	6b Ailments and illnesses	70
1b Appearance	10	6c General facts about sports	72
1c Character	12	6d Football	74
1d Free time	14	6e Get active!	76
1e My friend's profile	16	SONG 3	78
CULTURE PAGE 1	18	7 TEEN LIFE	79
2 TRAVELLING	19	7a TV programmes	80
2a Holiday activity	20	7b Music	82
2b Transport	22	7c Messages	84
2c Travel preparations	24	7d Going shopping	86
2d Travelling then and now	26	7e Teen problems	88
2e A school trip	28	CULTURE PAGE 4	90
SONG 1	30	8 FAME	91
3 ADVENTURE	31	8a In the headlines	92
3a Accident	32	8b Performing on the stage	94
3b Mysteries	34	8c The press	96
3c What happened?	36	8d The Oscars	98
3d Emotions	38	8e Films to watch	100
3e Unlucky story	40	SONG 4	102
CULTURE PAGE 2	42	ROUND UP 1	103
4 PLACES	43	ROUND UP 2	104
4a Around town	44	ROUND UP 3	105
4b How to get there	46	ROUND UP 4	106
4c City vs. countryside	48	ROUND UP 5	107
4d Outer space	50	ROUND UP 6	108
4e Where I live	52	ROUND UP 7	109
SONG 2	54	ROUND UP 8	110
5 MODERN WORLD	55	CULTURE PAGE FOR UKRAINE 1	111
5a Computer parts	56	CULTURE PAGE FOR UKRAINE 2	112
5b Gadgets	58	CLIL PAGES	113
5c Recycling	60	PAIR WORK ACTIVITIES	117
5d Animal Protections	62	GRAMMAR REFERENCE	119
5e Invitation to an environmental event	64	IRREGULAR VERBS	131
CULTURE PAGE 3	66	LEARNING TIPS	132
		PROJECT SKILLS	134
		WORDLIST	135

1 What's your name?

Listen and read. Then talk in pairs



Hello, I'm Liv and these are my friends.
We're in a band called Full Blast.



Hi, I'm Amy.
Nice to meet you.



My name's Bill and I'm a rapper. What's your name?

I'm Stu and I'm 14 years old. How old are you?



What's your name?

I'm....

I'm... Nice to meet you.

Nice to meet you too!

How old are you?

I'm... years old.

2 Where are you from?

A. Match the countries with the nationalities.

Then listen and check your answers.

Countries

Argentina	Egypt	Italy	Peru
Brazil	France	Japan	Poland
Chile	Greece	Korea	Spain
China	Hungary	Mexico	Turkey

Nationalities

Korean	Italian	French	Turkish
Chinese	Greek	Brazilian	Peruvian
Hungarian	Mexican	Polish	Spanish
Argentinian	Egyptian	Japanese	Chilean

B. Complete with the correct form of the verb *be*.

Then listen and check your answers.

- A: ____ Laura from Spain?
B: No, she _____. She _____ from the UK.
- A: Alberto and Maria ____ French, right?
B: No, they _____. They _____ from Italy.
- A: Where ____ you from?
B: I _____ from Poland.

English-speaking countries

Countries

South Africa	UK
Australia	USA
Canada	Ireland

Nationalities

American	Australian
Irish	South African
Canadian	British

3 Days, months and seasons

A. Complete the missing days, months and seasons. Then listen and check your answers. Talk in pairs.

November summer Tuesday May February Friday December
July Wednesday winter autumn Sunday August March

MONTHS

January	_____
_____	September
April	October
_____	_____
June	_____

DAYS

Monday

Thursday

Saturday

SEASONS

spring

What day is it today?

It's Monday.

What's the date today?

It's 20 May.

When's your birthday?

It's on 11 November. /

It's in November.

What's your favourite season?

Spring.

4 Family

A. Look at the picture and words below and complete the table with the words in the box. Then listen and check your answers.



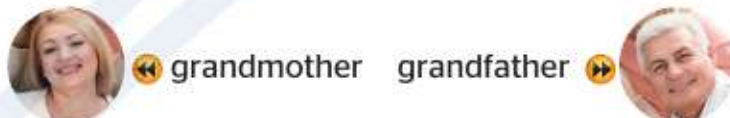
cousin	mother	grandfather	wife
aunt	brother	daughter	
male		female	
father		sister	
husband			
son		grandmother	
uncle		cousin	

B. Answer the questions. Choose a or b.

- Who's Gary? a. Isabel's dad. b. Debbie's dad.
- Who's Oscar? a. Debbie's son. b. Gary's brother.

C. Circle the correct words.

- I **have got** / **has got** a brother. **His** / **Your** name is John.
- We** are friends and we do **its** / **our** homework together.
- Jenny **have got** / **has got** lots of CDs. **Her** / **Their** favourite band is *Little Mix*.
- My** / **Her** wife and I **have got** / **has got** friends from Spain.



D. Talk in pairs.

Have you got any brothers or sisters?

Yes, I've got.../No, I haven't.

What's your brother's/sister's name?

His/Her name is...

5 What's the time?

Match. Then listen and check your answers.

- It's ten past six.
- It's 8 a.m. / It's 8 o'clock.
- It's five to nine.
- It's half past ten.
- It's a quarter to eleven.
- It's 5 p.m. / It's 5 o'clock.



6 What can you do?

Talk in pairs. Use the prompts below to ask and answer about what you can or can't do as in the example.

- speak / French?
- use / dictionary?
- write / e-mail in English?
- spell / your name?
- understand / songs in English?
- read / books in English?

Can you speak French?

Yes, I can. What about you?

No, I can't.

7 Where is it?

Talk in pairs. Look at the picture, find the things in the box and say where they are. Use the prepositions of place *on, in* or *under*.

Where's the computer?

It's on the desk.



8 What's this?

Complete with the words in the box. Then listen and check your answers.

this that these those

1. A: What's ____?

B: It's a mobile.

A: And what are ____?

B: They are pencils.



2. A: What's ____?

B: It's a mobile.

A: And what are ____?

B: They are pencils.



9 How many?

Look at the picture below and write sentences as in the examples. Use the words in the box.

goldfish magazine bag watch box
butterfly cap mobile phone ball



There is one mobile phone.
There are three caps.



1

That's me!



Discuss:

- ▶ What's your favourite school subject?
- ▶ What do you do in your free time?
- ▶ What kind of clothes do you like wearing?

Where can you find the following in this module? Go through the module and find the pictures.



A



B



C



D



E

In this module you will learn...

- ▶ to talk about school life
- ▶ to talk about your daily routines
- ▶ to describe appearance
- ▶ to give your opinion about clothes and fashion
- ▶ to talk about things that are happening now
- ▶ to talk about temporary situations
- ▶ to distinguish between habitual actions and things that are happening now
- ▶ to talk about free-time activities
- ▶ to say what you like and don't like doing
- ▶ to say what you want or would like to do
- ▶ to describe personality
- ▶ to write about yourself and your best friend





1

Vocabulary



Listen and repeat the school subjects below. Then look at the pictures and decide where you do each of the subjects.

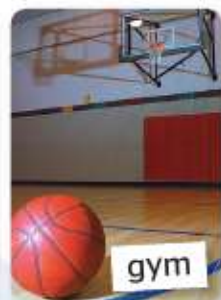
- ▶ history
- ▶ biology
- ▶ geography
- ▶ chemistry
- ▶ PE (Physical Education)
- ▶ ICT (Information and Communications Technology)
- ▶ physics
- ▶ maths
- ▶ art



art room



science lab



gym



classroom



computer room

2 Read



A. Look at the pictures and the title of the text. How do you think Mellway is different from other schools? Listen, read and check your answers.

TIP!

Before you read, try to predict what the text is about with the help of the title and the pictures.

MELLWAY

School for performing arts

The students at Mellway are 14-19 years old. They do the same subjects as other secondary schools, like maths, history, geography, etc. but they also learn music and dance.



Libby Kingsley, a fifteen-year-old student says:

Mellway is a great school. Classes start at 8:45 a.m. every day and they finish at 4 o'clock on most days. On Fridays they don't finish at 4:00. They finish at 2:30, but I stay till 5 o'clock and practise with my friends. I want to become a singer, so Mellway is perfect for me.



B. Read again and answer the questions.

1. What subjects do students do at Mellway?
2. What time do classes start?
3. What time do classes finish on Thursdays?
4. Does Libby stay at school after 2:30 on Fridays?
5. What does Theo say is great fun?
6. What do they do at the theatre at the end of school in July?

Theo Hunt, a fourteen-year-old student says:

My favourite subject is modern dance. You see, I like hip hop. It's great fun! The facilities at Mellway are excellent. My favourite place is the theatre. It's very big, and at the end of school in July, we give a dance performance there.



3 Grammar

Present Simple

AFFIRMATIVE			NEGATIVE		
I			I		
We	start	He	We	don't	He
You		She	You	start	She
They		It	They		It
				doesn't	start

QUESTIONS	
I	he
Do we start?	Does she start?
you	it
they	

A: What do you do every day after school?
B: I watch TV and then my sister and I play computer games.

Prepositions of time

at 7 a.m. / midnight / the weekend, etc.

in the morning / spring / March, etc.

on Thursday / Sunday evening / weekdays, etc.

till/until 9 p.m. / noon / Sunday, etc.

before/after lunch / school / 11 p.m., etc.

Complete with the Present Simple of the verbs in brackets.

1. William _____ (do) his homework when he _____ (get) home.

2. **A:** _____ you _____ (finish) school at 3 p.m. on Fridays?

B: No, we _____ (finish) at 1:30.

3. My mother _____ (not work) on Saturdays so she _____ (go) shopping.

4. **A:** When _____ your brother _____ (practise) the guitar?

B: Every day after school and he also _____ (play) the guitar at the weekend.

5. Fay and Julie _____ (not stay) at home on Sundays. They _____ (ride) their bikes in the park.

4 Pronunciation

A. Listen and repeat. What's the difference between a, b and c?

a. lunch b. lab c. place

B. Listen and tick (✓) the sound you hear.

	lunch /ʌ/	lab /æ/	place /eɪ/
maths			
same			
fun			
information			
subject			
practise			
study			

5 Speak & Write

A. Talk in pairs about your school. Use the ideas below.

- What's the name of your school?
- Where is it?
- How many teachers work there?
- How many students are there?

- What facilities are there at your school?
- What time do classes start and finish?
- What subjects do you do?
- What are your favourite subjects?

B. Use the ideas from activity 5A to write a paragraph about your school.

1

Vocabulary



A. Read the sentences and write the correct name next to each picture. Then listen and check your answers.



1



2



3

- ▶ Fiona is short and chubby. She's got medium-length straight fair hair.
- ▶ Emma is really good-looking. She's got short curly hair.
- ▶ Amanda is tall and slim. She's got long wavy dark hair.

2

Read



A. Read the conversation on an online game chat channel between two players. Does Marcus get the map from the NPC (Non-Player Character)?

General World Trade

Marcus Hi, guys! I've got a problem. I'm looking for an NPC. He's got the map I need. Can you help me?

Oliver Sure. Where are you? Are you still at the lake?

Marcus No, I'm in the park. He's here too.

Oliver Great, I'm in the park too. What does he look like? There are a lot of NPCs here!

Marcus I know, and I'm almost out of time!

Oliver So, what does he look like?

Marcus He's tall and slim.

Oliver OK. What else?

Marcus He's wearing glasses and he has got short brown hair.

Oliver There he is! He's standing near a tree.

Marcus No, that NPC has got black hair. Wait! There he is. Oh, no! My time's up!

Oliver Oh, that's too bad. Sorry.

Marcus No problem. Thanks anyway.

B. Read again and choose the correct NPC.



1



2



3



4

C. Read again and write T for True and F for False.

1. Marcus needs a map. ☐
2. Marcus and Oliver are at the lake. ☐
3. Marcus doesn't know what the NPC looks like. ☐
4. The NPC Marcus is looking for is standing near a tree. ☐
5. Marcus didn't find the map. ☐

3

Grammar

Present Progressive

AFFIRMATIVE	NEGATIVE	QUESTIONS
I'm drawing	I'm not drawing	Am I drawing?
He	He	he
She's drawing	She isn't drawing	Is she drawing?
It	It	it
We	We	we
You're drawing	You aren't drawing	Are you drawing?
They	They	they

TIME EXPRESSIONS

now, at the moment, these days, today, this week/year, etc.

Complete the sentences with the Present Progressive of the verbs in brackets.

- A: What _____ (Dad / do)?
B: He _____ (read) a book.
- A: Tina, are you here?
B: Yes, Mum. I _____ (study).
- Look at the girls! They _____ (play) football.
- Mum _____ (eat) dinner.
- A: Boys, where are you?
B: We _____ (watch) TV, Mum.
- A: _____ (Pete / listen) to music?
B: No, he _____ (sleep).

4 Listen

Listen to Maria talking on the phone to a friend. Label the pictures with the names.

John Laura Kelly Lee



Maria



1



2



3



4

5 Speak

Guessing Game: Who is it? Talk in pairs.

Student A: Choose one of your classmates and describe him/her to Student B without saying his / her name.

Student B: Listen to Student A's description and try to guess which of your classmates he / she has chosen.

He is... and he has got...

Is it... ?



1

Vocabulary



Listen and repeat. Which of these clothes and accessories are for boys, which are for girls and which are unisex?



2

Read



A. Look at the picture. What is Liv doing? Listen to the dialogue and check your answers. Then read it out in pairs.



Amy Hey, Liv. What's up? Why are you cutting your favourite jeans?

Liv I'm making a skirt.

Amy Really? How often do you make your own clothes?

Liv Well, I don't usually make my own clothes. But I'm really bored of my old clothes, so I'm changing them. Anyway, jean skirts are in fashion this summer.

Amy I see. What are you doing now?

Liv I'm drawing a butterfly on one of the pockets. What do you think?

Amy Well, it doesn't look like a butterfly.

Liv You're right. What a mess!

Amy Don't worry. I've got an idea.

Liv What are you looking for?

Amy Just wait...

Liv Oh, patches. Beautiful! I want two. Let's put this green patch here on my awful butterfly and the blue patch on the other pocket.

Amy Do you still want a butterfly?

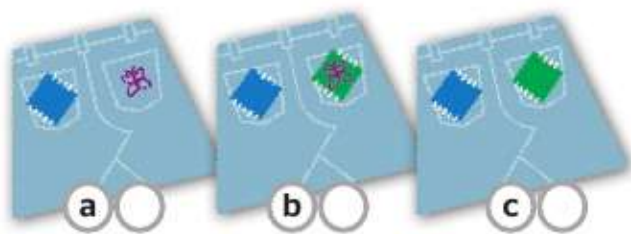
Liv Yes, please draw a butterfly for me on the green patch. You always draw beautiful butterflies.

Amy Sure. There you go.

Liv Thanks, Amy.

B. Read again and answer the questions.

1. What is Liv using to make a skirt?
2. Why is Liv making changes to her clothes?
3. What's in fashion this summer?
4. What does Amy want to put on the skirt?
5. Who's good at drawing?



3 Grammar

Present Simple vs Present Progressive

TENSE	USE	EXAMPLE
Present Simple	Everyday activities or routines	Beth usually wears trainers.
Present Progressive	Actions happening now	<i>Beth is looking for her sandals at the moment.</i>
	Temporary states	<i>Beth is wearing sandals this summer because they are in fashion.</i>

NOTE STATIVE VERBS (see, like, love, hate, want, think, need, understand, know, etc.) are usually **not** used in the Present Progressive.

I want to buy these earrings. I love them!

Complete with the Present Simple or the Present Progressive of the words in brackets.

1. Mark _____ (not watch the tennis match at the moment. He _____ (listen) to music. He _____ (hate) tennis.
2. Keith usually _____ (go) to the skatepark after school, but today he _____
3. My uncle and aunt _____ (live) in London, but they _____ (stay) with a friend in Paris these days. They _____ (want) to see the city.

Adverbs of frequency

☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
always	usually	often	sometimes	never

We place adverbs of frequency:

- **before** the main verb. *Jamie **never** wears shorts. Hilda **doesn't often** go shopping.*
- **after** the verb *be*. *Wayne **is usually** tired after work.*

How often?

A: *How often do you go to the beach?*

B: *Once / Twice / Three times a month.*

Put the words in the correct order to make sentences.

1. Arnold / never / horror films / watches / .
2. play / on weekdays / I / football / often / don't / .
3. sometimes / after / TV / Susan / school / watches / .
4. see / cousins / how / you / do / often / your / ?

4 Listen

Listen to a TV programme and find the mistakes in the fashion models' clothes.

5 Speak & Write

A. Discuss in pairs or small groups.

- What kind of clothes do you usually wear to school?
- What do you wear when you go out with your friends?
- Are your clothes in fashion?
- What's your favourite item of clothing?

B. Use the ideas from activity 5A to write a paragraph about your clothes.

TIP! Before you listen, look at the pictures carefully.





1

Vocabulary



Match. Then listen and check your answers.

Do you do any of the following in your free time?

surf
read
hang
go
chat
play
do
download

table tennis
on the Net
arts and crafts
songs / music videos from the Net
rollerblading / skateboarding / to concerts
magazines / newspapers
the Net
out with friends



Learn whole phrases
(e.g. verb+noun),
not just isolated
words.

2

Read



A. Listen and read. Which youth club are the boys talking about?

Dave Hey, Kevin. Would you like to join a youth club?

Kevin I'd love to.

Dave Well, check out this flyer.

Kevin It looks good.

Dave It's perfect for us. We love playing computer games.

Kevin I can't stand karaoke, though.

Dave Just don't do it. There are lots of other activities.

Kevin My sister would like to join too. She loves doing arts and crafts.

Dave She's a bit old.

Kevin She's only seventeen.

Dave Oh, that's OK, then. Is the club open at the weekend?

Kevin No, but it's open till ten tonight.

Dave So, it's open now. Let's go and join!

Kevin Sure, why not?

B. Read again and write T for True or F for False.

1. You can play table tennis at the Weekend Youth Club.
2. 13-year-olds can't go to the Net Youth Club.
3. The Weekend Youth Club is 30 pounds a week.
4. The Fun-tastic Youth Club is open every day.
5. Dave and Kevin enjoy playing games on a computer.
6. Kevin wants to join because he loves karaoke.
7. Today is Friday.

Do you want to have fun? Then join the

Fun-tastic YOUTH CLUB

What?

Karaoke, film nights, computer games, arts and crafts and more!

When? Every Friday

What time? From 6 p.m. to 10 p.m.

How much? £8/week

Age? 13-17

Join this month and get a T-shirt!

Weekly competitions!

THE WEEKEND YOUTH CLUB

Have you got free time on your hands at the weekend? **JOIN US!**

ACTIVITIES: Online games, arts and crafts, computer games, table tennis

Every Sat-Sun » 3 p.m. - 7 p.m. » £30/month » Ages 14+

Do you love playing computer games?

COME TO THE NET YOUTH CLUB!

Online games, karaoke nights

and free Internet access



Winner gets
£150!

Every Tuesday, 6 p.m. - 10 p.m.

Cost: £25/month

All ages welcome

Monthly computer game competitions!

3 Grammar

like / love / enjoy / hate / can't stand + **ing** or **noun**
I love going to concerts on Saturday nights.
Jack hates concerts.

would like / want + **to**
I'd like to chat on the Net.
Julie wants to watch music videos.

Complete with the correct form of the verbs in brackets.

- Karen would like _____ (go) out for dinner tonight.
- Do you enjoy _____ (hang) out with your friends?
- I don't want _____ (get) up early tomorrow morning.
- Stan hates _____ (read) newspapers but he likes _____ (read) magazines.
- A: Would you like _____ (watch) a comedy tonight?
B: Sorry, I can't stand _____ (watch) comedies.



4 Listen

A. Listen to two friends, Fran and Ian, talking. Where are they?

- a. at an Internet café b. at Ian's house

B. Listen again and answer the questions. Say Fran, Ian or both.

- Who wants to download a music video? ☐
- Who loves downloading songs from the Net? ☐
- Who doesn't buy CDs? ☐
- Who is chatting with Emma? ☐
- Who doesn't enjoy playing computer games? ☐
- Who likes reading computer magazines? ☐

5 Speak GROUP SURVEY A. Talk in groups of three. Ask and answer questions and complete the table. Use the verbs in the box.

like love enjoy hate can't stand

Do you like going to concerts?

Yes, I love going to concerts.

What about you?

I hate going to concerts.

B. Report your group's answers to the class.

*... and ... like going to concerts,
but I don't.*

Do you like...

	YOU	Student 1	Student 2
go / concerts?			
listen / hip hop music?			
play / table tennis?			
karaoke?			
chat / Net?			
read / newspapers?			

Hi! Welcome to my website.

I'm... and I'm... years old.

In my free time I love..., but I can't stand...

My friends and I...

6 Write

Imagine that you have a website.
Write a few sentences about yourself.

1 Vocabulary



Look at the pictures and match the opposite adjectives. Then listen and check your answers.

**TIP!**

When you learn new words, it's a good idea to learn any synonyms and/or opposites.

2 Speak

Play the game. Say three sentences describing one of your classmates (appearance and personality) to the class, including one sentence which is not true. Your classmates must find what is not true about this person.

Lee has got blue eyes and...
He's active and...

3 Speak & Write

A. Read the blog post. In which paragraph can you find information about the following?

- ▶ Rob's personality
- ▶ Rob's appearance
- ▶ Marco's appearance and personality

- ▶ who Marco is
- ▶ what Rob and Marco do together

Rob's Blog!

About me

Hi! My name is Rob, and I am 13 years old. I'm tall and slim and I have got curly dark hair and brown eyes. I'm very active and I love sports. My favourite sport is ice-hockey. I am also very outgoing and I've got lots of friends. I love spending time with them.



My best friend

My best friend's name is Marco. Marco is short and chubby. He's got short brown hair and blue eyes. He is friendly, and he is also very clever and helpful, so I like studying with him. He plays ice-hockey too. We both play for the local ice-hockey team.



B. Read again and complete the table below about Rob.

Name		Age	
Appearance:			
Height: tall		short	
Build: chubby			slim
Hair		Eyes	
Personality		Interests/Hobbies	
Best friend			
Best friend's appearance			
Best friend's personality			
Things we do together			

C. Copy and complete the table above with information about you and your best friend. Then talk in pairs.

What do you look like?

What are you like? Are you outgoing/shy, etc.?

What are your interests and hobbies?

Who's your best friend?

What does he/she look like?

What is he/she like?

What do you do together?

D. Read and make sentences by putting the words in the correct order.

Word order

➔ **subject + verb + object**

We read magazines.

➔ **adjective + noun**

She's a beautiful girl.

She's got beautiful eyes.

➔ **verb be + adjective**

Tina is beautiful.

1. has got / Betty / hair / straight

2. is / outgoing / brother / my

3. every day / Neil / the washing-up / does

4. a / girl / Kate / lovely / is

5. the Net / Andrew / in the evenings / surfs

E. Imagine that you are starting a blog. Write a post about yourself and your best friend. Use the information from activity C and follow the plan below.

About me

- ➔ Say what your name is and how old you are.
- ➔ Write about your appearance.
- ➔ Write about your personality and interests.

My best friend

- ➔ Say who your best friend is.
- ➔ Write about his/her appearance.
- ➔ Write about his/her personality.
- ➔ Write what you do together.

TIP! Group related pieces of information in the same paragraph.

A. Listen, read and match the pictures with the paragraphs. 

Means of transport around the world



Double-decker - London ☐

The red double-decker buses of London are world-famous and one of the most common sights in London. They have got two levels and some have got an open top so that tourists can see the sights better. Over sixty years ago, the first double-decker took passengers around London, and today they are still popular. They are a great way to get around London and they are not very expensive.

Gondola - Venice ☐

When people think of Venice, they think of the canals and the long black boats, called gondolas. Gondolas take people around the city. They were the most common means of transport in the 18th century. However, today mainly tourists ride in them. Riding in a gondola is an excellent way to see this beautiful city.

Coco taxi - Cuba ☐

A fun way to get around cities in Cuba, like Havana, is to take a coco taxi. They are funny-looking vehicles; they are black or yellow, and round like a coconut with three wheels. They look funny but coco taxis are cheap and can take you around the city very fast.

Cable cars - San Francisco ☐

An exciting way to get around San Francisco is to take a cable car; they go up and down the steep streets in the city. Andrew Hallidie invented the cable car and the first one made its journey down Clay Street in 1873. So, when you visit San Francisco, don't forget to ride one.

B. Read again and write T for True or F for False.

1. Double-decker buses are over fifty years old. ☐
2. Double-deckers are a cheap way to see London. ☐
3. People didn't use gondolas in the past. ☐
4. You can see coco taxis only in Havana. ☐
5. Coco taxis are only one colour. ☐
6. Cable cars are more than a hundred years old. ☐

Project

Make a poster!

Do some research and choose four unusual means of transport that are used in different countries of the world. Then make a poster including the information you have collected and a picture for each of the means of transport.



Discuss:

- Do you like visiting new places?
- What's the most exciting place you have visited?
- Which place in the world would you like to visit?

In this module you will learn...

- to talk about past events
- to talk about past holidays
- to discuss means of transport you use
- to express ability in the past
- to talk about making travel arrangements
- to write a paragraph about a historical figure
- to write about a trip you went on
- to express your opinion
- to link your ideas with and, but, so and because

Where can you find the following in this module? Go through the module and find the pictures.





1

Vocabulary



Match the pictures with the holiday activities. Then listen and check your answers.

sunbathe
travel abroad
go on a cruise
go sightseeing
buy souvenirs
go hiking
explore a cave
go horse riding



2

Read



A. Look at the pictures. Where did Liv travel to? Listen to the dialogue and check. Then read it out in groups.

Liv Hi, guys!

Stu Hey, you're back!

Amy How was your trip?

Liv It was a great experience.

Bill Did you visit the Pyramids?

Liv Of course. And the Sphinx. We also walked around Cairo and went on a cruise down the Nile.

Amy Did you take pictures?

Liv Yeah, but I haven't got my camera with me, so I can't show you.

Stu So, what else did you do there?

Liv I rode a camel. Well, I tried to ride a camel.

Amy No! What was it like?

Liv I was quite scared, to be honest. It's not like riding a horse. Camels are really tall.

Bill Did you fall off?

Liv Almost. But I managed to stay on.

Stu So, did you go on a trip into the desert?

Liv No, it was really hot. Oops, I almost forgot. Here you go guys, souvenirs all the way from Egypt.

Stu A pyramid! Thanks, Liv.

Bill Ermm... Liv, my souvenir is broken. It hasn't got a nose.

Amy It isn't broken, Bill. That's what the Sphinx looks like.

Bill I know, I'm only joking!

B. Read again and answer the questions.

1. Where did Liv go on a cruise?
2. Why can't Liv show them pictures of her trip?
3. What does Liv think of camel riding?
4. Did Liv fall off the camel?
5. What did Liv get Stu from Egypt?
6. Why does Bill say his souvenir is broken?



3 Grammar

Past Simple

AFFIRMATIVE	NEGATIVE	QUESTIONS
I	I	I
You	You	you
He	He	he
She visited/went	She didn't (did not) visit/go	Did she visit/go?
It	It	it
We	We	we
You	You	you
They	They	they

NOTE

The Past Simple of the verb be is was / were. My friends were at the cinema yesterday, but I was at home.

TIME EXPRESSIONS yesterday last night/week/year, etc. in 1981, etc.
two days/months ago

For a list of irregular verbs, go to p. 130.

Complete the sentences with the Past Simple of the verbs in brackets.

- A: _____ you _____ (like) the film?
B: Yes, it _____ (be) great.
- Last summer we _____ (not go) camping.
We _____ (go) on a cruise around the Mediterranean.
- Matt and Fay _____ (not buy) a bike.
They _____ (buy) a skateboard.
- Yesterday, at 5 o'clock, it _____ (start) raining,
so I _____ (stay) at home.
- A: _____ Alice _____ (take) pictures in Japan?
B: Yes, she _____ (take) lots of pictures.
She _____ (love) the place.

	liked /t/	loved /d/	visited /id/
helped			
walked			
tried			
wanted			
started			
explored			
finished			
waited			

4 Pronunciation

A. Listen and repeat. What's the difference between a, b and c?
a. liked b. loved c. visited

B. Listen and tick (✓) the sound you hear.

5 Speak

Talk in pairs. Think of your last holiday.
Then ask each other questions.

TIP!

While speaking, use vocabulary and language you've learnt.

When did you last go on holiday?

Where did you go?

Did you go sightseeing? What did you see?

Did you take pictures?

Did you buy souvenirs? What did you buy?

Did you have a good time?



1

Vocabulary



A. Look at the means of transport below. Are they land, sea or air transport? Listen and check your answers. What other means of transport do you know?



underground



motorbike



helicopter



ferry



tram



van

B. Complete the sentences with the adjectives below. Then listen and check your answers.

1. When something isn't cheap, it's _____.
2. When something isn't slow, it's _____.
3. When lots of people like something, it's _____.
4. When there are lots of people in a place, it's _____.
5. When something isn't safe, it's _____.

dangerous expensive
fast crowded popular

2 Read



A. Listen, read and put the pictures in the correct order. Write 1-5.

Exploring

Bangkok

by Adam Storm



Last month I was in Bangkok and I wanted to try Thai food. The hotel receptionist told me about a good restaurant near the Chao Phraya River. I decided to go on foot and explore the city. But I soon got tired and took the bus. There was a lot of traffic, so I got off and decided to go by underground. I found an underground station easily. I got off two stops later, but I couldn't see the river or the restaurant. I didn't

know what to do. 'Do you need help?' a man asked me. I was so happy! He could speak English very well! I asked him for directions to the restaurant and he said, 'Oh, you're on the wrong side of the river. It's on the other side.' So, I took the ferry. Then I took a tuk tuk. It's a kind of taxi and it's very popular in Bangkok. It took me to the restaurant, and guess what! It was closed.

B. Read again and write T for True or F for False.

1. Adam was in Thailand a month ago.
2. Adam wanted to go to a place near the Chao Phraya River.



3. The man spoke to Adam in Thai.



4. The man gave Adam the wrong directions.



5. Adam didn't have lunch at the restaurant.



3

Grammar

The verb could

- I **couldn't** speak Spanish when I was young, but now I **can**.
- Tony **could** run fast when he was young, but now he **can't**.

Circle the correct words.

1. I didn't take my umbrella with me because I **can't** / **couldn't** find it.
2. A: **Can** / **Could** you speak German?
B: Yes, I **can** / **could**.
A: But you **can't** / **couldn't** speak German five years ago.
B: No, but I studied in Germany for a year.
3. I **can** / **can't** buy this dress. It's very expensive.
4. My father **can** / **could** play football very well when he was young, but now he **can't** / **couldn't**.

Adverbs

ADVERBS OF MANNER

ADJECTIVES	ADVERBS
nice	nicely
careful	carefully
easy	easily
terrible	terribly

IRREGULAR ADVERBS

ADJECTIVES	ADVERBS
good	well
fast	fast
early	early
late	late
hard	hard

- Mark is a **careful** driver. He drives **carefully**.
- They are very **good** dancers. They dance **well**.

Complete the sentences with adverbs. Use the adjectives in bold to form adverbs.

1. The taxi driver was **terrible**. He drove _____.
2. James is very **polite**. He always speaks to his teachers _____.
3. Laura is **good** at languages. She speaks Italian very _____.
4. The children are very **lazy**. They just sit _____ watching TV all day.

4

Speak & Write

A. Talk in pairs. Discuss the questions below.

- Which means of transport do you usually use? Why?
- Which means of transport do you like/don't like? Why/Why not?

I usually take the underground because it goes fast. What about you?
I take the bus. It isn't very fast, but it's cheap.

B. Write a few sentences about the means of transport you use/like/don't like. Say why.

I usually take the bus because...



1

Vocabulary



Look at the pictures and complete the sentences with the words in the box. Then listen and check your answers.

currency pack called booked take off boarding pass

1. A: Can you help me _____ my suitcase?
B: OK. Where are your clothes?



4. Pete didn't drive me to the airport. I _____ for a taxi.



2. Judy went to the travel agent's yesterday and _____ plane tickets for July.



5. I downloaded my _____ onto my smartphone.

3. I went to the bank yesterday and I exchanged _____ for my trip.



6. A: What time did your plane _____?
B: At 6 a.m.



2

Read



A. Look at the picture. What do you think the two girls are talking about? Listen, read and find out.

- Fay** Did you book our flight to Paris?
Sue Yes, my mum and I went to the travel agent's yesterday.
Fay Great! Let's make a list of what we need.
Sue Good idea! First, passports. Last year, my cousin Fran left her passport at home and missed her flight.
Fay OK, passports. How many bags do we need?
Sue Let's take the big red suitcase and your small blue bag.
Fay Did you check the weather on the Internet? Do we need warm clothes?

- Sue** I did. It's cold in Paris. Pack some jackets and jumpers.
Fay OK. Did you exchange money too?
Sue Yes, my dad went to the bank this morning and exchanged some money.
Fay Great. When can we check in?
Sue Tomorrow. We can do it online. And we can print our boarding passes too.
Fay We can also download them onto our smartphones.
Sue Good idea. Oh, by the way, can your parents drive us to the airport?
Fay Sure. I can't wait for our holiday!

B. Read again and answer the questions.

- What happened to Sue's cousin last year?
- When did Sue and her mum book the tickets for Paris?
- What did Sue check on the Internet?
- What did Sue's dad do this morning?
- When can Sue and Fay check in?

3

Grammar

Personal Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

A: Jack doesn't have a car.

B: Yes, I know. I drove **him** to the airport yesterday. **He** didn't want to take a taxi.

Complete using personal pronouns.

1. **A:** Give _____ my mobile phone, Adam.

I know you've got _____.

B: No, I haven't. I gave _____ to your brother.

Ask _____.

2. Tell _____ about your trip. We want to know all about _____.

3. **A:** Those shoes are nice! I want to buy _____.

B: Aren't _____ a bit expensive?

4. **A:** Where's Mr Smith?

B: _____ is over there. Do _____ want to talk to him?

4

Listen



Look at the pictures below and tick (✓) what Tina is taking on her trip.

a ☐c ☐f ☐b ☐d ☐e ☐g ☐

5

Speak

Talk in pairs. Imagine that you are preparing for a trip. Ask and answer questions about the things you did or didn't do before your trip. You can use the ideas in the box.

book / flight check / weather
pack / clothes check in
download / boarding passes
exchange currency

Did you book our flight?

Yes, I booked it last week.

Did you pack your clothes?



1

Read



A. Do the quiz and test your knowledge.
Then listen and check your answers.

Quiz:

Travelling Then and Now...



- 1** Nowadays, lots of people drive electric cars. They are good for long journeys because it is cheap to charge them, and they are environmentally friendly. But electric cars weren't always popular. When did the first electric cars appear on the roads?

a. in the 1890s b. in the 1920s c. in the 1950s



- 2** Today, travelling by ship is fast, cheap and safe. But travelling by ship used to be difficult. In the past, famous explorers went on long voyages around the world. These voyages were dangerous, and it sometimes took months for the ships to see land. How long did it take explorer Ferdinand Magellan to cross the Pacific Ocean in 1521?

a. a month b. about two months
c. about three months



- 3** Nowadays, travelling by plane is easy and fast. A flight from London to New York takes about 7 hours. But travelling by plane didn't use to be that easy. In 1919, John Alcock and Arthur Brown made the first non-stop flight across the Atlantic. How long did this flight take?

a. 27 hours b. 20 hours c. 16 hours



- 4** People started using trains for travelling in the 19th century. In 1830, trains could run at about 30 km/h. Today, there are new kinds of trains that are very fast, like the maglev train. How fast can the Shanghai maglev train complete its 30 km journey?

a. in about 4 minutes b. in about 7 minutes
c. in about 10 minutes



B. Read again and answer the questions.

- | | |
|---|---|
| 1. Why do people use electric cars for long journeys? | 3. How did explorers travel around the world? |
| 2. Did travelling by ship use to be fast? | 4. What happened in 1919? |
| | 5. What is the maglev train? |

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

voyage explorers takes land world

- On its first _____, the ship travelled to Australia.
- It _____ about 30 minutes to walk to the beach.
- I'm reading a book about famous _____, like Columbus and Magellan.
- When he was twenty years old, he spent a year travelling around the _____.
- After two months at sea, we saw _____.

3 Grammar Used to

*I used to have a pet dog when I was a child.
(= I don't have a dog any more.)*

*My parents **didn't use to** go to the theatre.
(= Now they go to the theatre.)*

*Did Henry **use to** play football?*

Complete the sentences below. Use the correct form of **used to** and the words in brackets.

- Paul _____ (not go) to the youth club, but now he goes every day.
- A: _____ (you / live) in London when you were young?
B: No, I _____ (live) in Bristol.
- Alison _____ (drive) to work, but now she takes the bus.
- Jane and I _____ (hang out) after school, but now we only hang out on Saturdays.
- A: _____ (Julie / have) long hair?
B: Yes, she did.

4 Listen



A. How much do you know about the explorer Christopher Columbus? Answer the questions below. Then listen to the first half of a radio programme and check your answers.

- Where was he from?
a. Italy b. Spain
- When was he born?
a. in 1451 b. in 1541
- Where did he travel to?
a. the Americas b. Australia
- How many voyages did he go on?
a. 3 b. 4



Christopher Columbus



B. Now listen to the rest of the radio programme and write T for True or F for False.

- Columbus took three ships on his first voyage.
- After three months they found land.
- Near the end of the voyage, the sailors didn't have food or drink.
- The first place Columbus went to was San Salvador.
- Columbus also travelled to India.
- Columbus found out he was in America on his third voyage.



5 Write

Use the answers to the questions in activity 4A to write a short paragraph about Christopher Columbus.

Christopher Columbus was an explorer from...



1

Vocabulary



Look at the adjectives in the box. Which of them have a positive and which a negative meaning? Listen and check your answers.

interesting	awful	amazing	cool	fantastic	weird	exciting
frightening	brilliant	horrible	wonderful			

2

Listen



A. Listen to Tim talking to his friend Elisa on the phone about a school trip to a cave and answer the questions.

1. Did Tim enjoy the journey there and back?

2. Did he enjoy the visit to the cave?

B. Listen again and choose the correct pictures a or b.

1. What time did Tim's class leave for the school trip?



2. How did the students explore the cave?



3. What happened in the cave?



4. What time did the students get home?



3

Speak & Write

A. Read the e-mail and answer the questions on page 29.

Dear Olivia,

How are things? I hope you are well.

I went on a school trip last Friday and I had a fantastic time. We went by coach to the city and visited the Science Museum. We arrived there at about 10:30. It took us two hours to get there because of the traffic, but we didn't mind. We had fun on the coach too. We spent all day at the museum and we saw old and new inventions and fossils of dinosaurs. We even watched a brilliant 3D film. My favourite place, though, was the experiment room. It was so cool! We could do our own experiments! What a day! It was the best school trip ever!

Speak to you soon,

Carol

1. Who is writing the e-mail and to whom?
2. When did Carol go on a school trip?
3. Where did they go?
4. How did they get there?

5. How long did it take them to get there?
6. What time did they arrive?
7. What did they do there?
8. Did Carol have a good time?

B. Think about a school trip. Look at the questions in the speech bubble and make some notes. Then talk in pairs.



When did you go on the trip?

I went yesterday / last week / two days ago, etc.

Where did you go?

I went to...

How did you get there?

What time did you arrive?

How long did you stay there?

What did you do there?

What time did you leave / get home?

Did you have a good time?



C. Read and complete with *and*, *but*, *so* or *because*.

Linking words

and

We went to the city and visited the museum.

but

All my friends had a good time but I didn't.

so

We were tired, so we went home.

because

I ate a sandwich because I was really hungry.

1. We didn't visit the museum _____ it was closed.
2. My friends wanted to buy some souvenirs, _____ we went to the souvenir shop.
3. Tina went to Egypt, _____ she didn't buy souvenirs.
4. The journey took two hours _____ the weather was terrible.
5. We spent the day on the beach _____ then had lunch at a local restaurant.
6. The place was horrible, _____ we left.

D. Write an e-mail to a friend telling him/her about a school trip. Use your notes from activity B.



- When writing a letter or an e-mail to a friend, don't forget:
 - to start with *Dear/Hello/Hi* + your friend's first name
 - to use a set phrase
How are you? I hope you're well./How are things?/I'm writing to tell you about...
 - to end with a set word/phrase and your first name under it.
Yours,/Bye for now,/Love,/Speak to you soon,/Best wishes,
- Do not write very short sentences. Join your sentences with *and*, *but*, *so* or *because*.

SONG 1

Complete the song with the words in the box.
Then listen and check your answers. 

trainers like early evening
skatepark explore games take home

Me and my board!

I wake up so (1) _____, outside it's still dark
I take my board n' head for the (2) _____

My friends are there, they're all looking good
Super cool (3) _____, and tops with hoods

Me and my board
Jump on! Let's go!
I never get bored
Jump on! Let's go!

After school ends, I skateboard some more
I just go around, it's a great way to (4) _____

I never (5) _____ the bus, walk or ride a bike
I've got my board, and that's what I (6) _____

Me and my board
Jump on! Let's go!
I never get bored
Jump on! Let's go!

The (7) _____ comes and it's time to go
I jump on my board and skateboard (8) _____

No skateboarding at home and that's a shame
So on my computer, I play skateboard (9) _____ !

Discuss:

- ▶ Are you an adventurous person?
- ▶ What's the most exciting thing you have ever done?
- ▶ Do you know any mystery stories?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will learn...

- ▶ to use the Past Progressive
- ▶ to narrate past events
- ▶ to distinguish between the Past Simple and the Past Progressive
- ▶ to describe your feelings
- ▶ to discuss what you can do at a funfair
- ▶ to write a story



1

Vocabulary



Look at the pictures and complete the sentences with the words in the box. Then listen and check your answers.

tree banana bike arm broke wall

1



Brian jumped off a _____, fell down and hurt his _____ and his back, and broke his finger.

2



Tina fell off her _____ and hurt her knee.

3



Nigel crashed into a _____, hit his head and _____ his wrist.

4



Jessica slipped on a _____ skin, fell down and sprained her ankle.

2

Read



A. The people and the cat shown below were involved in a car accident. Can you guess what happened?

TIP!

Before you read the text, look at the pictures. They will help you understand the text.



B. A police officer is interviewing three eyewitnesses to the accident. Listen, read and check your answers. Then read the dialogues out in groups.

Officer Excuse me, what exactly happened here?

Man I'm not sure. I live in that house over there. I just saw the boy. He was lying on the pavement and his knee was bleeding, so I called for an ambulance.

Officer Did the car hit the boy?

Man I really don't know. Is he OK now?

Officer The boy? Yes, he just hurt his back and his knee.

Officer Excuse me, did you see the accident?

Girl Yes. The boy was skateboarding on the pavement. Suddenly, I saw the car.

Officer Where were you?

Girl I was walking on the other side of the street.

Officer Was the driver going fast?

Girl Yes! But suddenly, the car swerved,

changed direction and almost hit the boy!

Officer So, the car didn't hit the boy.

Girl No, he just fell down and the car crashed into a tree.

Officer That's strange.

Officer Excuse me, can you explain what happened?

Woman Well, there was a cat, you see.

Officer Ah! A cat.

Woman Yes. It was in the middle of the street. I think the driver didn't want to hit it, so she...

Officer Now, I understand. The driver swerved because of the cat and almost hit the boy.

Woman What boy?

Officer Never mind.

C. Read again and complete the paragraph below.



A boy was skateboarding on the (1) _____. A young woman was (2) _____ her car but she was going fast. Suddenly, she saw a (3) _____ in the middle of the (4) _____. She tried not to hit the cat so she swerved and (5) _____ into a tree. She didn't (6) _____ the boy but he fell off his (7) _____ and hurt his back and his (8) _____.

3

Grammar

Past Progressive

AFFIRMATIVE	NEGATIVE	QUESTIONS
I He She was sleeping It	I He She wasn't (was not) sleeping It	I he Was she sleeping? it
We You were sleeping They	We You weren't (were not) sleeping They	we Were you sleeping? they

• *I was studying at ten o'clock last night. I **wasn't** watching TV.*

• *It was raining yesterday and the children **were** playing in the rain.*

Complete with the Past Progressive of the verbs in brackets.

- Yesterday afternoon Jill and Greg _____ (cook). Suddenly, Jill cut her finger. It _____ (bleed) a lot and she couldn't stop it so Greg took her to hospital.
- Susan _____ (watch) DVDs all day yesterday. At seven, a friend came to see her.
- A: What _____ you _____ (do) all afternoon? _____ you _____ (play) the guitar?
B: No, I _____ (not play) the guitar. I _____ (surf) the Net.
- A: How did Sophia break her leg?
B: Well, she _____ (run) near the swimming pool and she slipped and fell.

4

Speak & Write

ROLE PLAY

A. Imagine that there was a car accident in your neighbourhood yesterday. Talk in groups of four.

Student A: You are a police officer. Ask the eyewitnesses (Students B, C, D) questions.

- What time did the accident happen yesterday?
- Where were you?
- What were you doing?
- What exactly did you see?
- Did you call for an ambulance?

Students B, C, D: You are eyewitnesses to the accident. Think about the questions above and discuss what happened. Then answer Student A's questions.

1

Vocabulary



Match the pictures with the words. Then listen and check your answers.



ghost
scream
shadow
footprints



alien
appear / disappear
dark
monster



When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.

2

Read



A. Look at the pictures, read the titles of the texts and guess what the mysteries are about. Then listen, read and check your answers.

Real-life Mysteries



Green Children in Woolpit

Last year, I was on holiday in Suffolk with a friend. One evening, we were walking in a forest near the village of Woolpit when we heard some strange voices. They were coming from behind some bushes. When we went closer, we saw two children. The strange thing was that these children were green! Their skin, their clothes, everything! They were like aliens. When my friend saw them, she started screaming. She was frightened! I was calm and tried to follow them, but the children disappeared into the forest. Were they playing a joke on us or not? I really don't know.

Matilda Harrison



Huge Himalayan Footprints

My mountain climbing group organised a trip to the Himalayas last year. On the last morning, a friend and I were exploring the area when suddenly we saw some huge footprints in the snow! They looked like human footprints but they were twice the size of my footprints. We were frightened! We ran back to the campsite and told the others. Who made those footprints? The others said it was probably a wild animal or a monster, but I don't think so.

Jim Moor

B. Read again and write M for Matilda, J for Jim or B for both.

1. I was with a friend when it happened.
2. It was getting dark when it happened.

3. I can't explain what I saw.

4. I was scared.

5. I heard and saw something strange.

3

Grammar

Past Simple -

Past Progressive

Time clauses (when, while)

- While we **were sitting** in the garden, we **heard** a strange noise.
- I **was walking** on the beach when it **started** raining.
- While George **was driving**, he **was listening** to music.

Complete the sentences with the Past Simple or the Past Progressive of the verbs in brackets.

1. I _____ (lie) on the sofa when I _____ (see) a shadow on the wall. I was frightened!
2. While Samantha _____ (do) her homework, Pam _____ (write) e-mails.
3. While you _____ (play) tennis, Rob _____ (call) you.
4. The teacher _____ (read) something to her students when Mr Barnes _____ (come) into the room.
5. Gary _____ (fall) and _____ (break) his leg while he _____ (run).

4

Listen

A. You will hear a radio programme called Mystery Hour. Before you listen, guess the answers to the questions below. Then listen and check your answers.

1. Were there ever any green children in Woolpit?
2. Why were they green?

B. Listen again and write T for True or F for False.

1. The green children first appeared in Woolpit nine years ago.
2. The green children ate only green vegetables.
3. The girl died after a year.
4. The green children spoke the same language as the people in Woolpit.

5

Speak

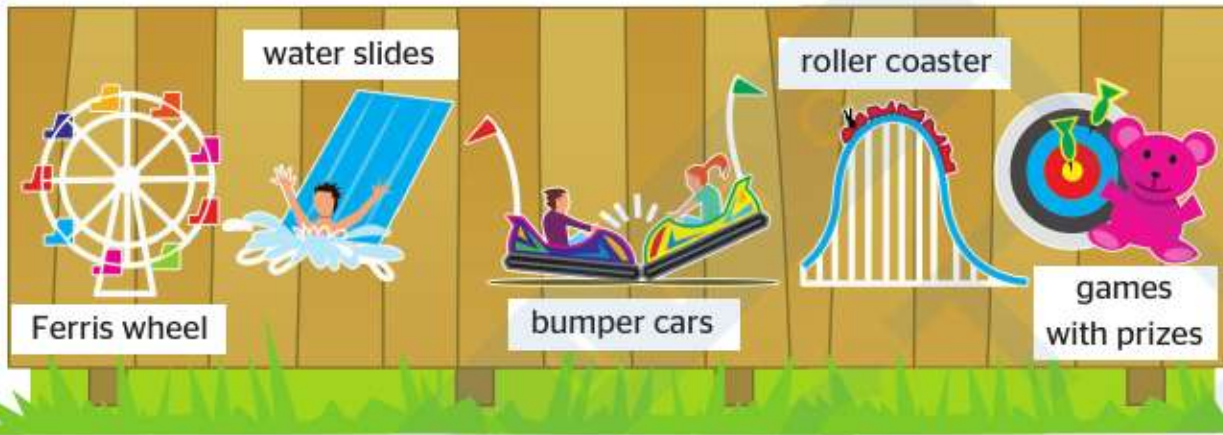
Talk in pairs. Go to the Pair work activities section.

1

Vocabulary



Listen and repeat.



2

Read



A. Look at the pictures. What happened to Bill? Listen to the dialogue and find out. Then read it out in groups.

Amy Hey, Liv, let's get some lemonade and go to Dreamland.

Liv OK. Wait, there's Bill and Stu.

Amy So, what's it like in Adventureland?

Bill There are no roller coasters but there are some great rides.

Liv Hang on a minute. You're all wet.

Stu Yeah, we went on the log flume.

Amy What's that?

Stu It's like a big water slide.

Bill And you're in a boat.

Liv Bill, you've got some blood on your T-shirt. Are you OK?

Bill Don't worry, that's just ketchup. I ate a sandwich.

Stu Well, you didn't actually eat it all. Ha, ha...

Amy What do you mean?

Bill We each got a sandwich before we got on, but I didn't manage to finish it. So, I took it with me.

Amy You took food on the ride?

Stu Yeah, bad idea.

Bill I was eating my sandwich when suddenly, we went down a hill. I got ketchup all over my T-shirt.

Stu Luckily, we splashed into some water and it washed it off a bit.

Bill Anyway, it was great fun! Right, what's next?

Amy Was there a long queue at the log flume?

Stu Why?

Liv We want to go on it too!



B. Read again and complete the sentences.

1. The girls were going to _____ when they saw the boys.
2. There aren't any _____ in Adventureland.
3. There's _____ on Bill's T-shirt.
4. Bill _____ while he was on the log flume.
5. _____ want to go to Adventureland.

C. Read again and put the summary of the story in the correct order.

Write 1-7. Which words are used to link the sentences?

- ☐ While Bill was eating his sandwich, the log flume went down a hill and he got ketchup all over his T-shirt.
- ☐ When they got there, they each got a sandwich.
- ☐ Then, they decided to get on the log flume.
- ☐ Yesterday, Bill, Stu, Amy and Liv went to the funfair.
- ☐ First, Bill and Stu went to Adventureland.
- ☐ Later, they found Amy and Liv and told them about Bill's accident.
- ☐ After that, they splashed into some water and the ketchup washed off.

3 Grammar

some - any - no

- There are **some** nice souvenirs over there. Let's check them out.
- Would you like **some** orange juice?
- We haven't got **any** DVDs.
- Is there **any** coffee left?
- There were **no** bumper cars at the funfair.
- There was **no** food left so we went out for dinner.

1. Are there _____ good restaurants in the area?
2. I'm sorry. There is _____ lemonade. Would you like _____ orange juice?
3. We wanted to go on the roller coaster and luckily there were _____ people in the queue.
4. When we went to Costa Rica, we bought _____ beautiful paintings by local artists.
5. They didn't have _____ ice cream, so I got us _____ cake.

4 Pronunciation

A. Listen and repeat. What's the difference between a, b and c?

a. sandwich b. wheel c. ride

B. Listen and tick (✓) the sound you hear.

	sandwich /i/	wheel /i:/	ride /ai/
slide			
cream			
prize			
each			
hill			
Ferris			
why			

5 Listen & Write

A. Listen to Sue talking to her friend Frank on the phone about an experience she had yesterday, and answer the questions.

Choose picture a or b.

1. What was Sue doing when she lost her hat?



a



b

2. How did Sue get hurt?



a



b

3. What happened to Sue?



a



b

B. Write a short paragraph about what happened. Use some of the words in the box to link your sentences.

when while then after that later



Write down new words in your notebook. Together with the English word write the translation in your language and an example sentence.

1

Vocabulary

A. How do they feel? Listen and repeat.

B. Listen and repeat.



worried



lonely



shocked



embarrassed



angry



surprised

2

Read



A. Look at the book cover and the picture from Chapter 1 and guess the answers to the questions below. Then listen, read and check your answers.

1. Where does the story take place?
2. Who are the main characters?
3. Are the animals friendly or unfriendly?
4. What will happen?

CHAPTER 1

It was cold and icy in the far north of America and there was snow everywhere. Henry and Bill were on a long and difficult journey. In the beginning, they had six dogs, but every night, they lost another to the wolves. Now, with only three dogs, they were travelling slowly.

'Everyone knows that sharks follow ships. Well, those wolves are land sharks!' said Bill. He was very angry because they couldn't scare the wolves away.

Suddenly, a brave she-wolf appeared. There was something different about her. She was half dog, half wolf and wasn't scared of the humans.

4 White Fang | Jack London

Henry and Bill were surprised. Even their dogs were friendly to her and one of them ran towards her. Then about twelve wolves jumped out of the bushes, attacked the dog and started biting its neck and legs. The two men were shocked!

'It's a trap! These wolves are clever! We need to stop them, now!' said Bill and started chasing the wolves.

'You're crazy!' shouted Henry. 'You've only got three bullets!'

A few minutes later, Henry heard cries and three gunshots. Then he heard nothing. Bill didn't return. He knew he couldn't do anything to save him. It was just him and two dogs now. He was alone and afraid.



When you don't know the meaning of a word, try to guess its meaning.

B. Read again and answer the questions.

1. What was the weather like?
2. How many dogs did Henry and Bill have when they started on their journey?
3. Why was the she-wolf different?
4. What happened when one of the dogs ran towards the she-wolf?
5. Why did Henry think Bill was crazy to chase the wolves?
6. What happened to Bill?
7. How did Henry feel?

3 Grammar

Compounds of some, any, no, every

	SOME	ANY	NO	EVERY
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- I'm bored. Let's do **something**!
- I'm hungry. Is there **anything** to eat?
- I asked the class, but **nobody** knows where Bill is.
- **Everyone** always has a good time at Jill's parties.

Circle the correct words.

1. A: Would you like **something** / **nothing** to drink?
B: No thanks. I don't want **anything** / **nothing**.
2. A: Who's that?
B: She's new at school but **everyone** / **no one** likes her.
A: Why not?
B: Because she thinks she knows **something** / **everything**.
3. A: Does **everybody** / **anybody** know Kevin?
B: I do.
A: I've got **something** / **anything** for him.
Can you give it to him?
B: Sure.
4. A: I can't find my MP4 player **somewhere** / **anywhere**!
B: It's probably **somewhere** / **everywhere** in your room. Look again.

4 Listen



A. Listen to a teacher talking to his students about White Fang and put the pictures in order. Write 1-4.



B. Listen again and write T for True or F for False.

1. Some men saved Henry from the wolves. ☐
2. The she-wolf is White Fang's mother. ☐
3. A man called Grey Beaver gave White Fang his name. ☐
4. The she-wolf tried to attack the Indians. ☐
5. White Fang used to live with men in the past. ☐

5 Speak

Discuss the following:

- Did you like the extract from White Fang?
- How do you think the story continues?
- Would you like to read the book White Fang?
- Do you like dogs or are you afraid of them?
- Have you got or did you use to have a dog? What is/was it like?

1

Vocabulary



Match the pictures with the phrases.
Then listen and check your answers.

- | | |
|---------------------------|-----------------------|
| a. I lost my keys. | d. I got lost. |
| b. I got stuck in a lift. | e. I got a flat tyre. |
| c. I missed the bus. | f. I got locked out. |

1



2



3



4



5



6



2 Speak & Write

A. Read the story and answer the questions. When it is possible, underline words/phrases in the story to justify your answers.

Lucky or unlucky?



It all happened two months ago. It was Monday afternoon and I was walking back home from school. Suddenly, I saw a black cat. 'That's bad luck,' I thought.

When I got home, I saw the cat again in our garden. I quickly ran outside but it was very windy and the door closed behind me. I got locked out! I had no keys, phone or money. My parents were away for a few days, so nobody could help me. Luckily, my bedroom window was open, so I took a ladder and started climbing up. Unfortunately, while I was climbing, a police officer saw me. 'Come down immediately!' he shouted. I was shocked!

I tried to explain the situation but he didn't want to listen. Fortunately, after a while, our next-door neighbour heard us, came out and said to the police officer, 'I don't think Chris is a burglar! That's his house!' Well, maybe I was lucky in the end.



1. Does the writer say when and where the story happened?
2. Does the writer mention the events of the story in the order in which they happened?
3. Does the writer use present tenses to describe what happened?
4. Does the writer use adjectives and adverbs?
5. Does the writer use linking words?
6. Does the writer say what finally happened?

B. Read and complete the sentences with the words in the box.

when while suddenly luckily unfortunately

When you write a story:

- use the words *when* and *while* to link two past actions.

When I saw the bus, I started running.

When Pete arrived home, his parents were having lunch.

While I was walking home, I met my teacher.

Kate was listening to music while she was drawing.

- use adjectives like *surprised*, *shocked*, *scared*, etc. to describe how you felt and adverbs like *suddenly*, *(un)luckily* and *(un)fortunately*.

1. Raymond was in the lift all alone. _____, it stopped. He was frightened!
2. _____ Susan left the room, they started talking about her.
3. We were walking on the beach when it started raining. _____, it stopped after a while.
4. Tracy had a very nice book about Spain. _____, she lost it.
5. _____ we were studying, Brian was playing the guitar.

C. Talk in pairs. Below are the first and last paragraph of a story. Look at the pictures and use the prompts to tell the main part of the story.

Last weekend, Kelly and her cousin Carla decided to go camping in the forest. It was the beginning of summer and it was quite warm and sunny.



- When / they / arrive / they / put up / tent / near / river
- Then / they / decide / to explore / area



- After a while / they / get tired / and / stop
- They / want / go back / tent / but / they / not can
- They / be lost!

- They / walk / in / forest / when / suddenly / they / hear / strange noise
- They / think / it / be / bear!
- They / be / frightened / so / they / start / running



- Kelly and Carla / walk / for hours / and / finally / find / road
- Luckily / there / be / car / with / flat tyre
- The driver / try / fix / it



Fortunately, when the driver fixed the flat tyre, he took the girls home safely. They were so happy to be back. After their adventure, they didn't want to go camping alone again!

D. Write the main part of the story shown above.

TIP!

Use the prompts given. Don't forget to make any necessary changes.

Listen, read and complete the sentences. 🎧

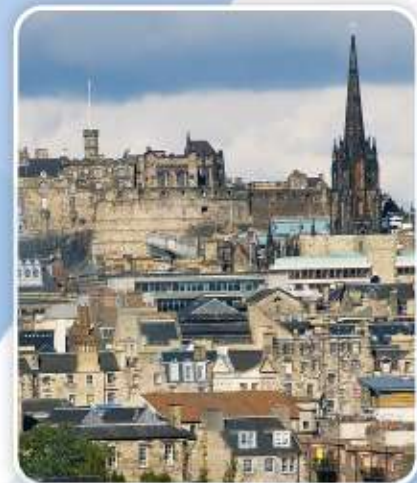
SCOTLAND

With its incredible beauty, castles and stories full of mystery, Scotland is one of the most amazing places in the world.



The Highlands are in the north of Scotland and they are one of the most popular places to visit. They're home to Britain's highest mountain, Ben Nevis. The green hills, blue rivers and lakes of the Highlands make them the perfect place for visitors.

There are lots of lochs (lakes) in Scotland. Loch Ness is probably the most famous. Many people believe that Nessie, the Loch Ness Monster, lives there and lots of tourists visit the lake every year hoping to take a picture of her! Some parts of the lake are more than 200m deep, so it's the perfect place for a monster!



Edinburgh became the Scottish capital at the beginning of the 15th century. Today it is a popular tourist centre.

The bagpipes are the traditional musical instrument of Scotland. Scottish men play the bagpipes wearing a traditional kind of skirt, a kilt.



Many years ago, Scottish people spoke Gaelic. Today, they speak English too. However, the pronunciation of Scottish English is different. So, 'What's your name?' sounds like 'Whit's yer name?'.

Gaelic
fàilte (fall-che) = welcome
Alba (ah-luh-buh) = Scotland

Project

Make a flyer!

What is special about your country? Think of some of its beauties, historical places, buildings and traditions. Is there a legend related to a specific place? Choose the information you are going to use and make a flyer similar to the one above.

1. The _____ of Scotland is Edinburgh.
2. Ben Nevis is in the _____.
3. Loch Ness is famous for _____.
4. Tourists visit Loch Ness and try to _____.
5. A _____ is a traditional Scottish skirt for men.
6. Scottish people speak English and _____.



4

Places



Discuss:

- ▶ Do you live in a small town or a big city?
- ▶ What's it like where you live?
- ▶ Would you like to change anything about where you live?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will learn...

- ▶ to make an offer, ask for permission and make polite requests
- ▶ to express possibility
- ▶ to ask for and give directions
- ▶ to refer to the location of places in a town/city
- ▶ to read a map
- ▶ to make comparisons
- ▶ to discuss life in the city and in the country
- ▶ to talk about space and our solar system
- ▶ to write about your town/city





1

Vocabulary



Complete the sentences with the places in the box.
Then listen and check your answers.

- You can buy magazines and newspapers at the _____.
- You can post a letter or buy stamps at the _____.
- You can borrow books from the _____.
- You can get a haircut at the _____.
- You can book a holiday at the _____.
- You can get medicine from the _____.
- You can buy fruit and vegetables at the _____.
- You can buy flowers at the _____.



hairdresser's newsagent's
florist's library travel agent's
chemist's post office market



Find key words in the text. They help you understand the main ideas.

2

Read



A. Listen and read. Where would you hear these dialogues? Choose from the names of the places in activity 1 and write them in the boxes.

- Girl** Hello. 1
- Man** Good afternoon, can I help you?
- Girl** Yes, please. Have you got today's Daily News?
- Man** Yes, of course. Here you are.
- Girl** Thanks.
- Man** Would you like anything else?
- Girl** Yes. Have you got the magazine Popular Teens?
- Man** Hmm, there may be one on that shelf over there. Let me check.

- Woman** Good morning, how can I help you? 2
- Man** I'd like to go to San Juan in July.
- Woman** San Juan, Puerto Rico?
- Man** That's right. Are there any cheap flights?
- Woman** Umm, I'm afraid not. Tickets are around 1100 euros. But I might find some cheap tickets for June.

- Man** June? Oh, no. I want to go to a dance festival in July.

Woman I haven't got anything, sorry.

Man Thank you anyway.

- Boy** Hello, could I ask you something? 3

Woman Yes, of course.

Boy I left my card at home. Can I still borrow this book?

Woman No, I'm afraid you can't.

Boy But I really need this book. I can bring my card tomorrow.

Woman I'm sorry. You know, there is something you can do.

Boy What's that?

Woman Ask one of your friends to borrow it for you.

Boy That's a good idea. Thank you!

Woman You're welcome.

B. Read again and write T for True or F for False.

Dialogue 1

- The girl wants to buy two newspapers. ☐
- The man is sure he's got Popular Teens. ☐

Dialogue 2

- There are cheap flights to San Juan in July. ☐

- The man wants to go to Puerto Rico in July. ☐

Dialogue 3

- The boy hasn't got his card with him. ☐
- The woman decides to give the boy the book anyway. ☐

3 Grammar

Can / Could / May / Might

We use

- **Can I...?, Could I...?, May I...?** to make an offer.
Could I get you something to drink?
- **Can I...?, Could I...?, May I...?** to ask for permission.
May I use the phone?
- **Can I/you...?, Could I/you...?** to make polite requests and ask for a favour. **Could** is more polite.
Could you drive me to the city centre?
Can I have some coffee, please?
- **may, might and could** to express possibility in the present or future. **Might** expresses slight possibility.
We might go to the party, but I'm not sure.

Match.

1. It's hot in here.
 2. You look tired.
 3. I need to call my sister.
 4. I'm a bit hungry.
 5. It's very cloudy.
 6. I really want to buy this skirt.
- a. Can I borrow €50?
 - b. May I use your phone?
 - c. Could you open the window, please?
 - d. It might rain.
 - e. Can I help you with the housework?
 - f. I may get a sandwich.

4 Pronunciation

A. Listen and repeat. What's the difference between a and b?

- a. café b. cinema

B. Listen and tick (✓) the sound you hear.

	café /k/	cinema /s/
medicine		
welcome		
card		
centre		
facilities		
haircut		
perfect		
voice		

5 **Speak** Talk in pairs. Imagine you are the people shown in the pictures below. Ask and answer questions.



Can I go to the concert, Mum?

Yes, of course. / Sorry, you can't.



1

Vocabulary



traffic lights

pedestrian
crossing

footbridge



bus stop



tunnel



stop sign

2

Read



A. Listen to the dialogue. Then read it out in pairs.

Does Stu manage to get to level eight?

Bill Hi, Stu, my brother's got that game. What level are you on?

Stu Seven.

Bill That's quite difficult. Need some help?

Stu Yes, please. How do I get to the bank?

Bill Right, get into the police car. Go straight on and turn right at the traffic lights.

Stu Oh, there's the bank, on the left.

Bill And the bank robbers are outside the bank! They're getting into their car. Catch them!

Stu Here we go! They're going very fast. Oh no! Where did they go? I lost them.

Bill Quick, go past the bus stop and turn left.

Stu What? Do I drive into the park?

Bill No, sorry. Turn left at the end of the park.

Stu OK. Now what?

Bill Turn right at the petrol station. Hmm. What street is this?

Stu I think we're on Station Road.

Bill OK, go down Station Road and turn left into Bell Street.

Stu Do I go through the tunnel?

Bill No, stop the car in front of the supermarket. The bank robbers are in a house behind it.

Stu How do you know?

Bill I play this game all the time. Get out of the car, go catch them and you win.

Stu Thanks. Level eight, here I come!

B. Read again and put the pictures in the correct order. Write 1-5.



a



b



c



d



e

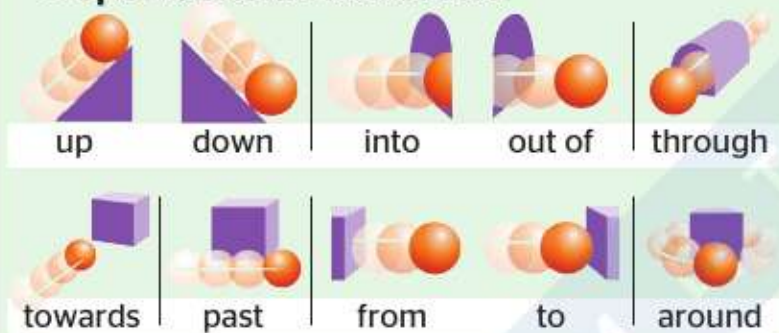


3 Grammar

Prepositions of place



Prepositions of movement



Look at the map in activity 4 and circle the correct words.

1. A: Excuse me, is there a florist's near here?

B: Yes, there's one on Sunset Road. It's **opposite / next** to a market.

A: How do I get there?

B: Well, we're on Green Street now. Go straight on and **on / at** the traffic lights turn right. Go **past / through** Mint Road and turn left at the chemist's. That's Sunset Road. Go **up / around** this road and the florist's is on your left.

A: Thank you very much.

2. A: How do I get **from / at** the train station to the police station?

B: Well, go **down / into** Green Street and turn right **to / into** George Street. The police station is on your right, **behind / between** the library and the post office.

4 Listen & Speak

A. Listen to two people talking and draw the route on the map.



B. Talk in pairs.

STUDENT A: Look at the map above and imagine you live in one of the blue houses. Student B wants to come to your house but doesn't know the way. Give him/her directions from the station to your house.

Use the phrases in the box.

STUDENT B: You want to go to Student A's house but don't know the way. Follow Student A's directions to find his/her house.

Go down...	Turn right/left at the...
Walk towards...	Turn right/left into... Street/Road.
Go past...	It's on your right/left.
Go straight on.	

So, how do I get from the station to your house?

Go straight on and then...



1

Vocabulary



Match. Then listen and check.



1



2



3



4



5



6



7

houseboat

cottage

bungalow

block of flats

tree house

farm

caravan

2

Read

Do you like life in the city or in the country? Do the quiz and find out!

QUIZ:

Are you a **city** or a **country** person?

1. What do you usually do on a sunny day?

- a. hang out at the shopping centre
- b. go for a long walk and enjoy nature
- c. do gardening or have a barbecue

2. What is your ideal pet, a goldfish, a horse or a cat?

- a. A goldfish, because it isn't as big as the others.
- b. A horse, because you can ride it around.
- c. A cat, because it's more useful than the others. It can kill mice.

3. Where is your favourite place to have a meal?

- a. At an expensive restaurant, of course!
- b. At home. Home-cooked food is better and healthier than food in restaurants.
- c. At a friend's house. It's free and I don't need to cook.

4. Which is your ideal house?

- a. a big flat in the city centre
- b. a cottage near a lake
- c. a bungalow in a quiet area

5. Everyone in your neighbourhood knows each other. How do you feel about it?

- a. It's a big problem. I don't want everyone to know everything about my life.
- b. It's perfect. You make lots of friends this way.
- c. It's useful when you need some help but sometimes it's a bit annoying.

6. What is your general opinion about life in the country and life in the city?

- a. Life in the country isn't as exciting as life in the city.
- b. Life in the country is more peaceful than life in the city.
- c. Life in the country isn't very different from life in the city.

Check your score:

More as: You are a city person and you prefer a busy lifestyle. You enjoy the excitement and you don't mind noisy places. You love shopping and all the things a city has to offer. Living in the country is boring for you.

More bs: You are a country person and you prefer a relaxed lifestyle. You love nature and animals, and

you like living without noise and pollution. You love walking, exploring places and meeting people.

More cs: You are not exactly a city or a country person. You like the fun of the city but you also enjoy some peace and quiet. For you, an easy and comfortable lifestyle is more important than the place you live.

3 Grammar

Comparative forms

POSITIVE	COMPARATIVE
fast	faster
nice	nicer
big	bigger
busy	busier
peaceful	more peaceful
good	better
bad	worse
far	farther/further
many/much	more

Life in the country is **more peaceful than** life in the city.

NOTE (not) **as + adjective + as**

Life in the city **isn't as peaceful as** life in the country.

Complete the sentences with the correct form of the adjectives in brackets.

- We are _____ (tired) today than we were yesterday.
- The houseboat is _____ (cheap) than the caravan.
- Sam isn't as _____ (annoying) as his sister Beth.
- Today, it isn't as _____ (cold) as it was yesterday.
- Phil is _____ (good) than Neil at tennis.
- Life on a farm is _____ (difficult) than life in the city.
- Our new sofa is as _____ (comfortable) as my bed.

4 Listen

A. Listen to four people talking and match them with their new homes.

Lionel ☐ Polly ☐ Eric ☐ Stacey ☐



B. Listen again and match the people with the statements.

- Lionel My new home is nice but noisier than my old home.
 Polly I think life in the country is healthier than life in the city.
 Eric I liked my old neighbourhood more than my new one.
 Stacey I like living in the country and in the city.

5 Speak & Write

A. Talk in small groups. Look at the pictures below. Compare the two places using the adjectives in the box.

boring interesting busy crowded
 healthy ugly safe dangerous modern
 noisy peaceful exciting quiet



Life in the city is more dangerous than life in the country.

Yes, but life in the city is more exciting.

**B. Write a few sentences answering the following questions:
 Which place do you prefer, the city or the country? Why?**

1

Vocabulary

Listen and number the pictures
Write 1-6.

planet

galaxy

moon

star

solar system

Earth

2

Read



A. What do you know about our solar system?
Listen, read and check your answers.

Our solar system

There are billions of galaxies in the universe. Each galaxy has got billions of solar systems! Everybody knows that, right? Well, there's more!

Our galaxy, the Milky Way, has got up to 400 billion stars, and one of them is the sun. The sun is in the centre of our solar system and all the planets move around it. It is important for life on Earth because it gives us light and heat.

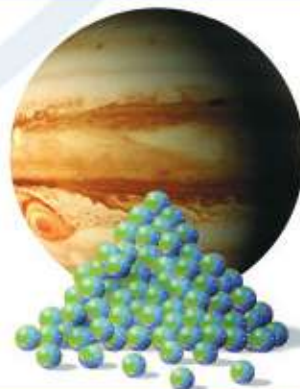
Our solar system has got eight planets, not nine like we used to think: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Scientists don't consider Pluto a planet any more, but a dwarf planet, because it's very small. So, the smallest planet in our solar system is Mercury and the biggest is Jupiter. Also, the closest planet to the sun is Mercury, but it isn't the hottest. The hottest planet of all is Venus, but don't think you can sunbathe there: it has temperatures of about 460 °C! Neptune is the farthest planet from the sun, and it is one of the coldest planets of the solar system along with Saturn and Uranus. Temperatures on Neptune can reach -220 °C!



It takes one second for a human to freeze on Uranus!



You can fit around 1320 Earths inside Jupiter!
That's big!
Also, Jupiter is as heavy as 317 Earths!



Sunlight travels at about 300,000 km/sec. It takes about 8 minutes to reach the Earth and /about four hours to reach Neptune.



B. Read again and write T for True or F for False.

- Every galaxy has got lots of universes. ☐
- The sun is in a solar system but not in the Milky Way. ☐
- The Earth is bigger than Mercury. ☐

- The Earth is 1320 times smaller than Jupiter. ☐
- Venus is hotter than Mercury. ☐
- Uranus isn't colder than Venus. ☐

3

Vocabulary



Look at the box and read the numbers a-e aloud.
Then listen and check.

4056 four thousand and fifty-six

25,377 twenty-five thousand, three hundred and seventy-seven

33,000,000 thirty-three million

2,850,146,500 two billion, eight hundred and fifty million,
one hundred and forty-six thousand, five hundred

a. 372

b. 3,400,000,000

c. 59,213

d. 4,200,000

e. 7690

4

Grammar

Superlative forms

POSITIVE	COMPARATIVE	SUPERLATIVE
tall	taller	the tallest
large	larger	the largest
hot	hotter	the hottest
easy	easier	the easiest
popular	more popular	the most popular
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest
many/much	more	the most

Venus is **the hottest planet of all.**

The smallest planet in our solar system
is Mercury.

Complete the sentences with the correct form of the adjectives in brackets.

- Adam is _____ (tall) than Mike, but Fran is the _____ (tall) of the three.
- I didn't have a lot of money on me so I bought the _____ (cheap) T-shirt in the shop.
- The National Museum is as _____ (popular) as the History Museum.
- Today, it isn't as _____ (warm) as it was yesterday. I think today is the _____ (cold) day of the week.
- My uncle's car is _____ (new) and _____ (modern) than my dad's.
- Who's the _____ (famous) scientist of our century?
- In Malta, July is the _____ (hot) month of the year. The temperature can reach over 38 °C!

5

Speak

GUESSING GAME. Talk in pairs.

	average temperature	size (diameter)	distance from sun
Mercury	167 °C	4900 km	58,000,000 km
Venus	464 °C	12,100 km	108,000,000 km
Earth	15 °C	12,800 km	150,000,000 km
Mars	-63 °C	6800 km	228,000,000 km
Jupiter	-145 °C	143,000 km	778,000,000 km
Saturn	-184 °C	120,000 km	1,400,000,000 km
Uranus	-214 °C	50,000 km	2,900,000,000 km
Neptune	-210 °C	49,500 km	4,500,000,000 km

Student A: Choose four planets from the table above, but don't tell Student B. Then describe the planets to Student B, as in the example. You have two minutes. How many planets did he/she guess correctly?

Student B: Listen to Student A's descriptions and try to guess the planets. How many planets did you guess correctly in two minutes?

It's bigger than Mars but it isn't the biggest planet in our solar system.

Is it ...?

No. It's the hottest planet.

I know. It's ...

Correct! Next one. It's...



Before you speak, make sure you understand the task and how you should use the prompts.



1

Vocabulary



Match the pictures with the words and the signs. Then listen and check your answers.



1



2



3



4



5



a. train station



b. airport



c. stadium



d. car park



e. bridge



f. castle



g. port

2

Listen



A. Before you listen, look at the pictures below.
Do you know anything about these places?


☐ Golden Gate Park

☐ Chinatown

☐ Golden Gate Bridge

☐ Cable cars

☐ San Francisco Bay

B. Listen to a radio advertisement and tick the places above that are mentioned.

C. Listen again and complete the sentences.

1. San Francisco is the _____ largest city in California.
2. _____ tourists visit San Francisco every year.
3. The Golden Gate Bridge is _____ metres long.

4. At AT&T Park you can watch a _____ game.
5. _____ is a good place for shopping at street markets.
6. You can go on a bike ride over the _____.

3

Speak & Write

A. Read the description and answer the questions below.

1. What place is the writer describing?
2. Where is that place?
3. How many sights does the writer talk about in the second paragraph?
4. What does the writer think of Paris?
5. What does the writer enjoy doing with his friends?
6. What adjectives does the writer use to describe the place?



I live in Paris, the capital of France. Paris is on the River Seine in northern France. People call Paris 'The city of light' and **it** is one of the most famous cities in the world.

There are many interesting sights in Paris and tourists never get bored with visiting **them**. There's the Eiffel Tower, for example. It is 324 m tall and millions of people visit **it** every year. The view from the top is amazing! There are also lots of museums and art galleries in Paris. The biggest and the most popular

is the Louvre. **Here** you can see famous sculptures and paintings like Leonardo da Vinci's *Mona Lisa*.

Paris is a beautiful city and I like it very much. There are lots of parks and my friends and I often go cycling in **them**. **We** also love sports and watch our football team Paris Saint-Germain at the Parc des Princes Stadium. Many tourists visit my city, and this gives me the chance to meet people from all over the world.

B. Think about your town/city. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What's the name of your town/city? Where is it?

What are some important features of this place (size, population, mountains, etc.)?

What are some of the most interesting sights?

What can people do there?

What do you think of the town/city?

What do you enjoy doing there with your friends?



C. Read and find what the highlighted words (1-6) from the text refer to.

Avoiding repetition

When writing, try not to repeat the same words all the time.

Use words like:

- he / she / it / we / they
- him / her / it / us / them
- here / there
- this / that

• There's a beautiful forest near here. I go

there

hiking ~~in the forest~~ every weekend.

• Lots of tourists visit my town and I always

them

try to show ~~the tourists~~ around.

1. it: _____
2. them: _____
3. it: _____
4. Here: _____
5. them: _____
6. We: _____

D. Write a description of your town/city. Use your notes from activity 3B and follow the plan below.

Introduction:

- What's the name of your town/city?
- Where is it?
- Is it big?
- Are there any mountains, hills, rivers, etc.?

Main Part:

- What are some of the most interesting sights?
- What can people do there?
- Do lots of people visit them every year?

Conclusion:

- What do you think of the town/city?
- Is there anything you like/dislike about it?
- What do you enjoy doing there with your friends?



Use a variety of adjectives when you write to make your description more interesting.

Discuss:

- ▶ Do you use computers? What for?
- ▶ How important is it to protect the environment?
- ▶ What do you think your life will be like in the future?

Where can you find the following in this module? Go through the module and find the pictures.



A



B



C



D



E

In this module you will learn...

- ▶ to talk about your future plans
- ▶ to express your opinion and make predictions about the future
- ▶ to make promises, on-the-spot decisions, offers and requests
- ▶ to say what you must/have to, mustn't or don't have to do
- ▶ to talk about environmental problems
- ▶ to make suggestions
- ▶ to invite and to accept or refuse an invitation
- ▶ to write an e-mail of invitation





1

Vocabulary



Match. Then listen and check your answers.



printer
screen
keyboard
monitor
mouse pad
laptop
speakers
cursor
USB flash drive
mouse



2

Read



A. Listen and read. Do the boys enjoy the computer fair?



Alan Hey Greg, are you going to the computer fair on Saturday?

Greg Computer fair? Where?

Alan At McHill School. It's brilliant! You can see all the latest technology and find some real bargains there.

Greg Sounds good.

Alan I'm going to get a new laptop.

Greg Actually, I need a wireless mouse.

Alan Great! Let's go together.

Greg Hold on! I can't. I'm playing football on Saturday morning.

Alan That's OK, it's open till late. We can go in the afternoon.

Greg Nice one. How are you going to get there?

Alan By bus. So, are you coming?

Greg Why not?

At the computer fair...

Greg You were right about this fair. It's out of this world! This mouse was a real bargain.

Alan Yeah, I love my new laptop. It was so cheap! Are you going to buy anything else?

Greg Yeah, I definitely want a printer. I'm going to check out those printers over there.

Alan OK, I'm going to get something to drink. Do you fancy anything?

Greg No, thanks. Meet you at the exit in a while, OK?

B. Read again and answer the questions.

1. Who can you listen to at the computer fair?

2. What time does it close?

3. Where does it take place?

4. What is Greg doing on Saturday morning?

5. How do Alan and Greg get to the computer fair?

6. What do they buy at the fair?

7. Where are Alan and Greg going to meet in the end?

3

Grammar

Future be going to

AFFIRMATIVE	NEGATIVE	QUESTIONS
I 'm going to play	I 'm not going to play	Am I going to play?
He	He	he
She 's going to play	She isn't going to play	Is she going to play?
It	It	it
We	We	we
You 're going to play	You aren't going to play	Are you going to play?
They	They	they

We use the **Future be going** to for something we intend to do in the future.

TIME EXPRESSIONS

tomorrow/tonight/soon
next month/year, etc.
this week/month, etc.
in an hour/year, etc.

NOTE • We use the **Present Simple** for future actions related to official timetables and programmes.

The plane arrives at seven.

• We use the **Present Progressive** for actions we have arranged to do in the near future.

I'm definitely buying a printer at the fair on Saturday.

Complete the sentences. Use the Future *be going* to of the verbs in the box.

stay have help watch get not come

- A: Hey, guess what! My dad _____ me a new computer!
B: _____ it _____ a wireless keyboard and mouse?
A: Of course!
- A: Are these tickets for the tennis match?
B: Yes, my brother and I _____ the match together tonight. What about you?

- A: No, I _____ at home. I might watch it on TV.
- A: Jane _____ camping with us.
B: Why not?
A: Her parents are painting their house and she _____ them.

4

Pronunciation



A. Listen and repeat. What's the difference between a and b?

a. check b. cheap

B. Listen and tick (✓) the sound you hear.

	check /e/	cheap /i:/
screen		
exit		
technology		
keyboard		
fee		
speaker		
entrance		

5

Speak & Write

A. In pairs, discuss your plans for the weekend.

B. Write a few sentences about your plans for the weekend.

What are you going to do on Saturday morning?

I'm going to...

Sounds great. What about in the afternoon?



1

Vocabulary



Listen and repeat. Which of these gadgets have you got?



smartphone



wireless headphones



e-reader



smartwatch



game console

2

Read



A. Look at the posts below from an online forum. What does the boy want to buy? What do the other posters recommend?

TECHNO TEAM

for all your online questions

HOME

FORUM

GROUPS

Charlie_07



Location: UK

Posts: 15

Hi everyone. I need some advice. I have a new smartphone and I want to buy new headphones for it. But I'm not sure what kind of headphones I want to buy. I like wireless headphones, but they are usually expensive. Any ideas?

05-10-2022, 11:52 A.M.

Mr Cat



Location: France

Posts: 190

Hi! Welcome to Techno Team. I've got the TH250 headphones. They are wireless and they're not very expensive. You can get them in lots of different colours too. I think that you will really like them.

05-10-2022, 12:05 P.M.

Chocolate_cake



Location: Spain

Posts: 90

I've also got the TH250 headphones, but I don't really like them. They work OK when I connect them to my phone, but sometimes they don't work when I connect them to my computer. I have to turn my computer off and then turn it on again. I can't buy new headphones at the moment but, in the future, I think I'll buy the new wireless SD500 headphones. My best friend's got them and he likes them a lot.

05-10-2022, 12:15 P.M.

Silvia



Location: Italy

Posts: 75

I've got the SD500 headphones too. They're great! They are a bit expensive, but the sound is so good. Check them out! I promise you will love them.

05-10-2022, 02:03 P.M.

Charlie_07



Location: UK

Posts: 16

Thanks for your advice, guys! I'll go to the electronics shop tomorrow and I'll check them out.

06-10-2022, 11:32 A.M.

B. Read the posts again and answer the questions below.

1. What advice does Charlie_07 need?
2. What does Mr Cat say about the TH250 headphones?
3. What does Chocolate_cake say about the TH250 headphones?
4. Which headphones does Chocolate_cake want to buy?
5. Which headphones does Silvia like?
6. What does Charlie_07 decide to do?

3 Grammar

Future will

AFFIRMATIVE	NEGATIVE	QUESTIONS
I	I	I
You	You	you
He	He	he
She 'll (= will) go	She won't (=will not) go	Will she go?
It	It	it
We	We	we
You	You	you
They	They	they

We use the Future **will** for predictions, on-the-spot decisions, promises, offers and requests.

- *I think she **will** be a great player one day.*
- *This jacket is very expensive. I **won't** buy it.*
- *I promise I **won't** be late again.*
- *Don't worry, I'll help you do your project.*
- ***Will** you do something for me?*

NOTE • We use **will be able to** to express ability in the future.

He'll be able to play football on Saturday.

• We use the **Future Progressive** to talk about planned actions.

We will be leaving at 8 a.m.

Complete the sentences with the Future will of the verbs in the box.

not buy drive win not watch bring help

- A: How am I going to get to the airport?
B: I _____ you there, don't worry.
- Mario and Nancy _____ a new car.
They haven't got the money!
- A: _____ you _____ me
find information on the Internet, please?
B: Sure.
- I think Manchester United _____
the match tonight.
- Can I borrow your jacket? I _____ it
back tomorrow, I promise.
- This film is very scary. We _____ it.

4 Listen

Listen to a brother and sister and write T for True or F for False.

- The event lasts for one day. ☐
- They will see new game consoles at the event. ☐
- The event starts at two o'clock. ☐
- They are going to ride their bikes. ☐
- Billy turned off the TV. ☐

5 Speak & Write

A. Read the phrases. Which of these words/phrases do we use when we are 100% certain, almost certain, and not so certain about something?

- I'm sure that...
- I (don't) think that...
- It will definitely be...
- It will probably...
- It will certainly be...
- Maybe...

B. Talk in pairs. Make predictions about what gadgets will be like in 20 years' time. Use the phrases from activity A.

C. Write your predictions about gadgets in 20 years.

Will people still have smartphones 20 years from now?

I think that people will still have smartphones 20 years from now, but they will be very different from the smartphones we have today.

1

Vocabulary

A. Complete with the words in the box. Then listen and check your answers. Which of these do you do?

lights trees save street don't bags

7 TO HELP PROTECT THE ENVIRONMENT

4

Save energy.
Turn off the _____.



1

Don't throw
rubbish in the _____.



2

Reuse
and recycle.



3

Plant _____.
_____ cut down
trees.



5

_____ water. Turn off the tap.



6

Walk, cycle
or use public transport.



7

Use paper
_____.



B. Match the items 1-5 with the recycling bins below.
Then listen and check your answers.



1



2



3



4



5

2 Read

A. Look at the picture. What are Amy and Stu talking about?
Listen to the dialogue and check. Then read it out in pairs.

Amy What are you doing, Stu?

Stu I'm recycling! I'm trying to save our planet.

Amy Yes, but what exactly are you recycling?

Stu An orange juice bottle.

Amy Well, you aren't doing it right.

Stu What do you mean? I'm going to throw it in this recycling bin for bottles.

Amy But that's a plastic bottle. You must put it in the special bin for plastic. This bin is only for glass.

Stu Oh, I didn't see that.

Amy Anyway, this bottle is dirty. You have to wash it first.

Stu There's only a drop of juice in it.

Amy It doesn't matter. Listen, you don't have to wash it with soap before you put it in the recycling bin. Just rinse it with water.

Stu OK, OK! I'll do it at home later. Can I recycle this pizza box from last night?

Amy No, because it isn't clean. You see, you can't recycle everything. You mustn't recycle anything with food in it.

Stu So, what can I recycle?

Amy Here, take a leaflet. It has got information about recycling.

Stu Where did you get this?

Amy Well, you left school early today and missed out. Someone came and talked to us about recycling during the science lesson.

Stu Oh, I see. Thanks, Amy.

B. Read again and write T for True or F for False.

1. Stu wanted to put his bottle in the recycling bin for plastic.
2. Stu washed the bottle before he went to put it in the recycling bin.
3. Stu had pizza for dinner last night.
4. Amy gives Stu a leaflet about recycling.
5. Stu didn't go to school today.
6. Stu didn't recycle anything in the end.



3 Grammar
must - have to

*I **must** / **have to** go to school every day.* = It's necessary.

*We **don't have to** cook tonight. We have soup in the fridge.* = It isn't necessary.

*You **mustn't** / **can't** use your mobile phone in the hospital.* = It isn't allowed.

NOTE The past tense of **must** / **have to** is **had to**.

Circle the correct words.

1. We **must** / **have** all do something to protect the environment.
2. You **don't have to** / **mustn't** cycle in the park. Look at the sign!
3. We haven't got any milk. I **have** / **must** to go to the supermarket.
4. You don't **have to** / **mustn't** take out the rubbish. I can do it.
5. You **have to** / **had to** brush your teeth after every meal. Don't you remember what the dentist said?
6. Jason **has to** / **had to** stay in bed last weekend. He was ill.
7. We **can't** / **don't have to** wash the car. It looks clean.

4 Speak Talk in pairs about what you must, have to, mustn't or don't have to do at home. You can use the ideas in the box.

- | | |
|-------------------------------|------------------------------|
| • help with housework | • wash my clothes |
| • eat in my room | • recycle rubbish |
| • tidy my room | • throw rubbish on the floor |
| • talk on the phone for hours | • take out the rubbish |
| • watch TV after 11 p.m. | • cook |

Do you have to help your parents with housework?

Yeah, I often have to do the washing-up, but I don't have to cook. What about you?

... What mustn't you do at home?

I mustn't ...

5 Write Write a few sentences about what you **must**, **have to**, **mustn't** and **don't have to** do at school.

- | | | |
|-------------------------------|--------------------------------|-------------------------|
| • be in class at... | • go to school at weekends | • speak only in English |
| • keep classroom clean | • write with a pencil | • write on the desks |
| • throw rubbish on the floor | • make noise during the lesson | • use mobile phones |
| • eat or drink in class | | |
| • stay at school after 3 p.m. | | |

We have to be in class at 8:30. We mustn't eat...

1

Vocabulary



Look at the pictures and match the animals with their habitats. Then listen and check your answers.



1 deer



2 bat



3 tiger



4 camel



5 polar bear



6 killer whale

- ☐ ocean
- ☐ cave
- ☐ desert
- ☐ polar region
- ☐ jungle
- ☐ forest

TIP!

Read the text quickly to understand the main idea.

2

Read



A. Read the website quickly and match the headings a-d with the paragraphs 1-4. Then listen and check your answers.

Help save Hector's dolphins!

Name: Hector's dolphin

Country: New Zealand

Population: around 7000

Status: endangered



- a. How many are there left?
- b. What can we do to help?
- c. What do they look like?
- d. What can harm them?

Hector's dolphins live around the coast of New Zealand. They are one of the world's rarest and most endangered species.

- ① ☐ They are grey with areas of black and white, and are the smallest dolphins in the world. Adults grow between 1.2 and 1.4 m long and weigh up to 50 kg. They are rounder than other dolphins and have got a round, black fin.
- ② ☐ Fifty years ago, 26,000-30,000 Hector's dolphins used to live in the waters of New Zealand, but today there are only about 7000. If things don't change, this kind of dolphin will soon become extinct.

- ③ ☐ • **Net fishing.** Fishermen use nets to catch fish, but sometimes a dolphin may swim into a net. If the dolphin can't get out, it will die because dolphins need air to breathe.
- **Boat users.** If boat users aren't careful around these waters, they can harm or kill a dolphin.
- **Water pollution.** This can make Hector's dolphins ill. Also, they may eat rubbish, like plastic bags, and die.

- 4 ☐ • Join an organisation that helps dolphins and other sea creatures.
- Keep the environment clean. If you see any rubbish, pick it up. If we continue to pollute, problems will get worse.



- Don't try to touch or feed dolphins.
- If you see a dolphin in danger, call for help.



TIP! Read the text carefully to understand specific details.

B. Read again and answer the questions.

1. How are Hector's dolphins different from other dolphins?
2. How many Hector's dolphins live in the waters of New Zealand today?
3. Why do dolphins die when they can't get out of a fishing net?
4. Why are plastic bags a danger?
5. What mustn't we do if we see a dolphin?

3 Grammar

Conditional Sentences Type 1

If + Present Simple

- Future will
- *can, may, might, must*
- Imperative

*If I am hungry, I **will** eat a burger.*
*If Betty **wants** to help, she **can** join us.*
*If you **don't feel** well, **go** to bed.*

Match the two halves of the sentences.

- | | |
|---|---|
| 1. If you're afraid of bats, | a. if you need information about killer whales. |
| 2. We will have a picnic in the park | b. there won't be any left in a few years. |
| 3. If people don't protect the forests on our planet, | c. don't go into that cave. |
| 4. If you need anything, | d. if we go to the zoo. |
| 5. Surf the Net | e. if the weather is nice tomorrow. |
| 6. We may feed the dolphins | f. call me, OK? |

4 Listen

A. Listen to two people talking. Where are they?

- a. at home watching TV b. at the zoo c. at the library reading a book

B. Listen again and write T for Tigers or BC for Bactrian Camels.

- | | | | |
|---|-----------------------|-------------------------------------|-----------------------|
| 1. There are more than 1000 of them in the wild. | ☐ | 4. You can hear them from far away. | ☐ |
| 2. They are different from other species of their kind. | ☐ | 5. They live to be 20 years old. | ☐ |
| 3. They can drink salt water. | ☐ | 6. People kill them for their meat. | ☐ |

5 Speak

Talk in small groups. Look at the pictures and the ideas in the boxes and talk about what will happen if we don't do something about these problems.



What will happen if we continue to pollute rivers, lakes and seas?

I think that sea creatures will disappear.

I believe we won't have water to drink.

PROBLEMS

continue to pollute rivers, lakes and seas; cut down more trees; don't plant any more trees; don't protect animal life; don't save water; don't recycle

CONSEQUENCES

humans and animals / die; forests / disappear; air pollution / get worse; animals / become extinct; not have / water to drink; there / be / rubbish everywhere

1 Speak

Talk in pairs. Imagine you want to take part in an environmental event. Discuss the three ideas below and choose which event you want to take part in. Use the expressions in the box.

- clean up local beach
- collect rubbish
- plant trees in the park/forest
- learn which things you can recycle
- learn how to use rubbish to make new things

Shall we go to...? / Let's go to...

I'm not sure. That sounds boring.

Why don't we go to...?

Great idea! We can... But we can also go to...



beach clean-up



recycling event



tree-planting event

2 Listen

A. Listen to a podcast about a famous artist called Brandon Jones and his new project. Which picture shows his project? Choose a, b or c.



B. Listen to two friends talking about the podcast and write T for True or F for False.

1. The boy learnt something new from the podcast.
2. The girl knows how to make a lamp from a metal can.
3. The boy is sure that he is going to take part in the beach clean-up.
4. The girl is going to make art by using only plastic bottles from the beach.
5. The boy and the girl are going to make a piece of art together.

3 Speak & Write

A. Read the e-mail below and complete the poster.



Dear Freddie,
How's life? I'm writing to invite you to a tree-planting event the youth club is organising on Sunday 12th June. Isn't it a brilliant way to have fun and help the environment too?

We're going to meet at Springston Youth Club and walk to Forest Park. We're going to plant trees all morning, so hopefully the weather will be OK. At midday, we're going to go back to

the youth club and have a barbeque. We'll eat burgers and drink soft drinks. Harry and Rick are going to be there too, so we can all hang out together. It's going to be great fun!

Anyway, the event starts at 8 a.m. I really hope you can make it. If you decide to come, write back and tell me.

Bye for now,
Ziggy

B. Look at the poster below. Then ask and answer questions about the event.

- What kind of event is it?*
Where is it going to take place?
What time does it start?
What are you going to do there?



C. Read the phrases below. Then match the messages (1-4) on the right with their replies (a-d).

Set phrases to invite and accept or refuse an invitation

Inviting

At the beginning:

- *Would you like to come to...?*
- *How about coming to...?*
- *I'm writing to invite you to...*
- *I'd like to invite you to...*
- *Shall we go to...?*

At the end:

- *I hope you can make it.*
- *I really want you to come.*
- *Waiting for your reply.*
- *If you decide to come, write back and tell me.*
- *I'm looking forward to seeing you, so please come.*

Accepting

- *Sounds great/brilliant/perfect! Sure!*
- *Thanks for inviting me...*
- *I'd love to come to...*
- *I'm writing to thank you for the invitation.*
- *How could I say no?*
- *I'm really looking forward to it.*

Refusing

- *I'm sorry but I have to...*
- *I'm afraid I can't make it because...*
- *I'd like to come but... Maybe some other time.*
- *It was nice of you to invite me but...*

D. Imagine you are going to go to the event from activity 3B. Write an e-mail inviting a friend to the event. Use the information on the poster.

I'd like to invite you to the beach clean-up my school is organising on Saturday. Be there at 9 a.m.

1

I'm afraid I can't because I feel a bit ill and I don't think I'll come to school tomorrow.

a

How about going to the recycling event after school tomorrow?

2

I'm sorry but my aunt and uncle are visiting us on Saturday.

b

I hope you can come to the arts and crafts event tomorrow. We will learn how to make new things with old plastic bottles.

3

How could I say no? I really want to learn how to reuse rubbish.

c

Would you like to come to the tree-planting event on Wednesday?

4

Sounds great! My dad can drive us to Greenwood Forest.

d



Make a first draft of your e-mail and check:

- punctuation
- word order
- capital letters
- grammar
- spelling
- vocabulary / set phrases

Then write your final draft.

Central Park, New York City



New York City has got lots of parks. Central Park, in the middle of Manhattan Island, isn't the biggest, but it's probably the most famous. It opened in 1859 and today it's a beautiful area of about 3.4 km² with 25 million visitors every year. The park is called the Lungs of the City because it's got over 26,000 trees. There's also a zoo with 130 different species of animals and 275 species of birds.

In 1536, King Henry VIII started using Hyde Park for hunting deer. Today, you can't hunt deer but the park is open to everyone. Covering an area of 1.4 km², the park is one of the largest in London. With 4000 trees and a lake, it is a beautiful place for visitors. Lots of birds and animals live in the park and visitors can see them while walking around.

Hyde Park is open from 5 a.m. to midnight and people can do lots of things there. There's a sports area for football, cricket, softball, etc.

Central Park is open from 6 a.m. to 1 a.m. People can enjoy the environment but also do many activities throughout the year. At the park, you can play baseball, tennis, or go swimming, ice skating, cycling or running. Other activities include yoga or fishing. You can also learn about how to protect nature.

Hyde Park, London



People can also cycle, run, walk, go swimming or horse riding. Throughout the year there are concerts, art events and much more at the park.

B. Read again and write C for Central Park, H for Hyde Park or B for Both.

1. People started using this park about 500 years ago.
2. This park isn't the biggest in the city.
3. You can't stay there after 12 a.m.
4. You can see animals in this park.
5. This park is on an island.
6. You can do sports at this park.



Project

Make a travel guide!

Choose one of the two cities, New York City or London, and make a travel guide including four of the most popular tourist attractions, apart from the parks above. Do some research on the Internet and collect all the information you need.



Discuss:

- Is your diet healthy?
- What do you do to keep fit?
- Do you prefer to do team sports or individual sports?

In this module you will learn...

- to talk about ailments
- to ask and answer about quantity
- to use question tags
- to talk about sports
- to write about your favourite team
- to talk about your eating habits
- to ask for and give advice
- to write an e-mail to a friend giving news

Where can you find the following in this module?
Go through the module and find the pictures.





1

Read



A. Listen and read. What do the two experts believe about fast food? Write P for Peter Swain and R for Rosalind Mack next to the correct opinion. There are two extra opinions which you will not need to use.

1. Some fast food is OK if you eat healthy food too.
2. Fast food is OK if you exercise.
3. Nowadays, fast food is 100% healthy.
4. Fast food is totally unhealthy.

Fast food

How healthy is it?

It's fast, it's cheap, it's tasty. Everybody loves it! But how good is it for us? Here's what two experts, Peter Swain and Rosalind Mack have to say.

Do you feel like a juicy burger? Well, it's OK. Fast food isn't that bad for you. Remember we need protein in our diet to be strong and healthy, and our body needs a little fat too. Also, eating a few chips every now and then doesn't make you unhealthy. Potatoes are rich in carbohydrates and they give you energy.

Just don't overdo it with fried food. For some vitamins, choose a fresh salad with olive oil. Nowadays, most fast-food places have salad bars. So, don't avoid fast food completely. However, eating a lot of it is unhealthy.

Peter Swain

B. Read again and answer the questions.

1. Why is protein good for us?
2. According to Peter Swain, why aren't chips totally unhealthy?
3. What does he say about fast-food places?
4. According to Rosalind Mack, what does fast food contain?
5. According to Rosalind Mack, why will teenagers probably have problems with their health?
6. What do teenagers need to do to change their diet?



2 Grammar

How much...? / How many...? / Much /

Many / A lot of / Lots of / A few / A little

How much / Much / A little + uncountable nouns

- *How much money have you got?*
- *I don't drink much milk.*
- *We've got a little time. Why don't we go for a walk?*

How many / Many / A few + plural countable nouns

- *How many books did you read in the summer?*
- *I don't want many chips. I don't like them very much.*
- *I invited a few friends for my birthday.*

A lot of / Lots of + uncountable and plural countable nouns

- *Soft drinks contain a lot of sugar.*
- *There are lots of shops in the city centre.*

Circle the correct words.

1. How much / How many sugar do you put in your coffee?
2. I haven't got many / much money with me. Can you give me €20?
3. Fran can't talk to you right now; she's got a lot / lots of work.
4. This book has got lots of / many information about Thai food.
5. Much / Many people prefer going on holiday in July.
6. With a few / a little help from my friends, I can do it.

3 Listen



Listen to a man interviewing a girl for a survey about teenagers' eating habits and write T for True or F for False.

1. The girl doesn't drink much water during the day. ☐
2. According to the man, the girl needs to drink half a litre of water every fifteen minutes when exercising. ☐
3. The girl doesn't eat dairy products. ☐
4. The man says that 40% of a teenager's daily food must be fruit and vegetables. ☐
5. According to the man, people have to eat more carbohydrates if they exercise a lot. ☐
6. The man tells the girl to avoid eating sweets completely. ☐

4 Speak & Write

A. Which of the following meals are healthy/unhealthy? Why?



fish,
potatoes,
peas,
carrots,
lemon



pasta with
meatballs,
sauce



club sandwich:
chicken,
cheese,
lettuce,
chips,
ketchup



fried egg,
chicken
sausages,
fried tomato,
beans,
mushrooms



salad with
chicken,
lettuce,
tomato,
cucumber,
mayonnaise



yoghurt with
strawberries
and chocolate

B. Talk in pairs about your eating habits. Use the ideas below.

- Do you follow a healthy diet?
- Which do you prefer, fast food or home-cooked food?
- What healthy food do you like/hate?
- What food do you avoid eating to stay healthy?
- How often do you eat fast food?

C. Use the ideas from activity 4B to write a paragraph about your eating habits.

1

Vocabulary



Match. Then listen and check your answers.

I've got earache.



I've got toothache.



I've got a sore throat.



I've got stomach ache.

I've got a headache.

I've got a cough.



I've got a fever.



1



2



3



4



5



6



7

2

Read



A. Listen to the dialogue. Then read it out in groups.

Why didn't Bill go to the cinema?

Amy Where's Bill? It's almost nine o'clock.

The film starts in fifteen minutes.

Liv I think we should call him. You know Bill.

He's never on time.

Amy He's not answering his mobile.

Liv Maybe he's still at home. Try him there.

Bill Hello?

Amy Bill! What are you doing at home? Aren't you coming to the cinema?

Bill Sorry, Amy, but I'm ill... I've got the flu. I've got a fever and a headache. I've got a bad cough too.

Amy You poor thing! You should take a painkiller and stay in bed then.

Liv What's wrong with him, Amy?

Amy Bill's got the flu.

Liv Oh dear! He shouldn't go out.

Amy And you should drink some warm tea with honey and lemon.

Bill OK, OK, I will.

Amy Are you at home alone?

Bill Erm, yes, I am. I have to hang up, Amy.

Amy Maybe we should cancel the cinema and come and see you.

Bill No! Ermm... You'll get ill too... OK, bye now!

Stu No, that was never a foul!

Amy Are you really alone?

Bill That's just Stu. He's... um... looking after me. I'm really quite ill.

Amy Stop lying Bill. You're watching football with Stu, aren't you?

Stu Goal!!! Get in there!

Bill Yes, I am. Sorry, Amy. I promise I won't lie to you again.

B. Read again and find sentences in the dialogue to prove the following.

1. The film starts at around 9:15 p.m.
2. Bill is usually late.
3. Amy and Liv think Bill should stay at home.
4. Amy thinks that she and Liv should visit Bill.
5. Bill is not at home alone.
6. Bill feels bad about lying.



3 Grammar

The verb should

AFFIRMATIVE	NEGATIVE	QUESTIONS
I	I	I
You	You	you
He	He	he
She should eat	She shouldn't eat	Should she eat?
It	It (should not)	it
We	We	we
You	You	you
They	They	they

- You **should** stay in bed today.
- You **shouldn't** go to school.

Look at the prompts and write sentences. Use **should** or **shouldn't**.

1. Julie has got a headache. (take / painkiller)

2. I've got stomach ache. (eat / any more sweets)

3. It's really hot in my bedroom. (open / window)

4. I don't know what this word means. (ask / teacher) _____
5. Stephen has got a sore throat. (drink / cold water)

4 Listen

Listen to Laura talking to her brother. What's wrong with her? Tick (☐).

fever ☐
stomach ache ☐

the flu ☐
sore throat ☐

cough ☐
headache ☐

5 Speak

Talk in pairs.

Student A: Imagine you've got one of the problems in activity 1. Tell Student B what's wrong with you and ask him/her for advice.

Student B: Listen to Student A and give him/her advice. Use **should/shouldn't** and some of the ideas in the box.

- | | |
|-----------------------------------|------------------------------|
| • take / medicine or a painkiller | • go / school or out |
| • drink / water | • stay / bed |
| • drink / warm tea or milk | • sleep or relax for a while |
| • have / warm soup | • listen / loud music |
| • eat / fruit and vegetables | • watch TV |
| • eat / sweets | • exercise |
| | • have / shower |

I've got a terrible headache. What should I do?

I think you should take a painkiller and go to bed.



1

Vocabulary



Label the pictures with the words in the box.
Then listen and check your answers.

go jogging do karate lift weights do aerobics



1. _____



2. _____



3. _____



4. _____

2

Read



A. Listen to the dialogue. Then read it out in groups.
Which class does Phil want to join? Why?

Phil Ready to go, Julie?

Julie No, I'm waiting for Nat to finish her aerobics class.

Phil I don't know how you can spend so many hours at the gym. It's boring.

Julie I disagree. It's great here. You should join too.

Phil I'm quite fit, thanks. I ride my bike to school and I sometimes go jogging at the weekend. I don't need to work out at the gym.

Julie But at the gym you can make new friends!

Phil You're right about that. But aerobics is just boring, isn't it?

Julie No, it isn't. Anyway, you can use the machines or lift weights.

Phil That's boring too.

Julie I agree. I like aerobics better. Wait a minute, you like karate, don't you?

Phil Karate? It's brilliant fun and good exercise. I'll definitely join.

Julie Great.

Nat Hi, you two. I wasn't long, was I?

Julie Hey, Nat, Phil is joining the gym.

Nat Nice one. We can do aerobics together. The new instructor is great.

Phil No, no. Aerobics is... you know...

Nat No, I don't.

Phil Well, it's boring. And it's so easy it's ridiculous. But karate?

Nat Do you really think aerobics is easy? Ha, ha!

Phil What's so funny?

Nat Well, you should come and try it one day. You'll be surprised! There are more people in the aerobics class than in the karate class.

Phil What!?



B. Read again and complete the sentences.

1. _____ is having an aerobics class.
2. Phil goes _____ at the weekend.
3. _____ and _____ don't like using the machines or lifting weights.
4. Phil wants to join the _____ class.
5. A lot of people choose to join the _____ class.

3 Vocabulary Complete with the words in the box.

machines fit work exercising instructor

1. A: How often do you _____ out at the gym?
B: Three times a week.
2. A: My back hurts. What should I do?
B: Ask the gym _____. He'll give you some advice.
3. A: I want to be _____ and healthy.
B: Well, then you should start _____. Join an aerobics class or use the _____ at the gym.

4 Grammar Question tags

- Fred **is** really funny, **isn't he**?
- Paula **can** help you, **can't she**?
- Wayne **likes** pizza, **doesn't he**?
- Oliver **isn't** a taxi driver, **is he**?
- Dora **can't** play the piano, **can she**?
- Your dad **doesn't speak** English, **does he**?

Complete the sentences with the correct question tag.

1. Doctors save people's lives every day, _____?
2. Roger hasn't got a new smartphone, _____?
3. We're going to stop for lunch, _____?
4. She's your new maths teacher, _____?
5. Elsa wore her new trainers to school, _____?
6. I don't need to call for an ambulance, _____?

5 Speak Talk in pairs. Discuss the statements below.

- Working out at the gym is boring.
- You should work out every day.
- If you're slim, you don't have to exercise.

Working out at the gym is boring, isn't it?

I disagree. I think...





1

Vocabulary



Match. Then listen and check your answers.

A match

A spectator

A league

A trophy

A champion

The national team

- is a prize, like a cup, for the winner.
- is a group of teams that play matches against each other to win points.
- is the team of a particular country.
- watches a sports event.
- is an organised game or sports event.
- is the best player or team in a sport or competition.

2

Read



A. What do you know about FC Barcelona? Listen, read and check your answers.



FC BARCELONA

Més que un club (More than a club)

FC Barcelona is a sports club for men and women and has got basketball, football, handball, roller hockey and futsal teams. But it is most famous for its football team. They are a top European team and their nickname is Barça.

On 22 October 1899, Joan Gamper placed an advertisement in the local newspaper wanting to start a football club. Lots of people replied and Barça was born. In 1902, Barça won their first trophy, the Copa Macaya. Gamper became the club president and Barça turned into a very successful team.

In 1988, ex-player and Barça hero, Johan Cruyff returned to the club as manager and he brought together the so-called Barça Dream Team. They won four championships in a row with players like Ronald Koeman and Pep Guardiola.

In 2009, Pep Guardiola's first season as manager, they achieved something amazing! They won the treble of La Liga, Copa del Ray and the UEFA Champions League. What is more amazing is that in 2015 they became the first European team to win the treble twice.

In 1957, the Camp Nou Stadium became the home of Barça. Today, the stadium can hold 99,354 spectators and it is usually full, especially for El Clásico matches with Barça's main rival, Real Madrid.



B. Read again and answer the questions.

1. What is FC Barcelona most famous for?
2. When did Joan Gamper have the idea of starting a football club?
3. When did Barça win their first trophy?
4. Who was Barça's manager in 1988?
5. What did Barça achieve in 2015?
6. Where do Barça play their home matches?
7. How many people fit in the Camp Nou Stadium?

3 Listen Listen to two radio presenters talking about the best sports team ever and complete the sentences.

1. The Dream Team played at the _____ Olympics.
2. The Dream Team were the national team of _____.
3. Greg became a sports reporter _____ years ago.
4. There were _____ superstars in the Dream Team.
5. The Dream Team won _____ games at the Olympics.
6. Some Angolan players asked for _____ with the Dream Team.



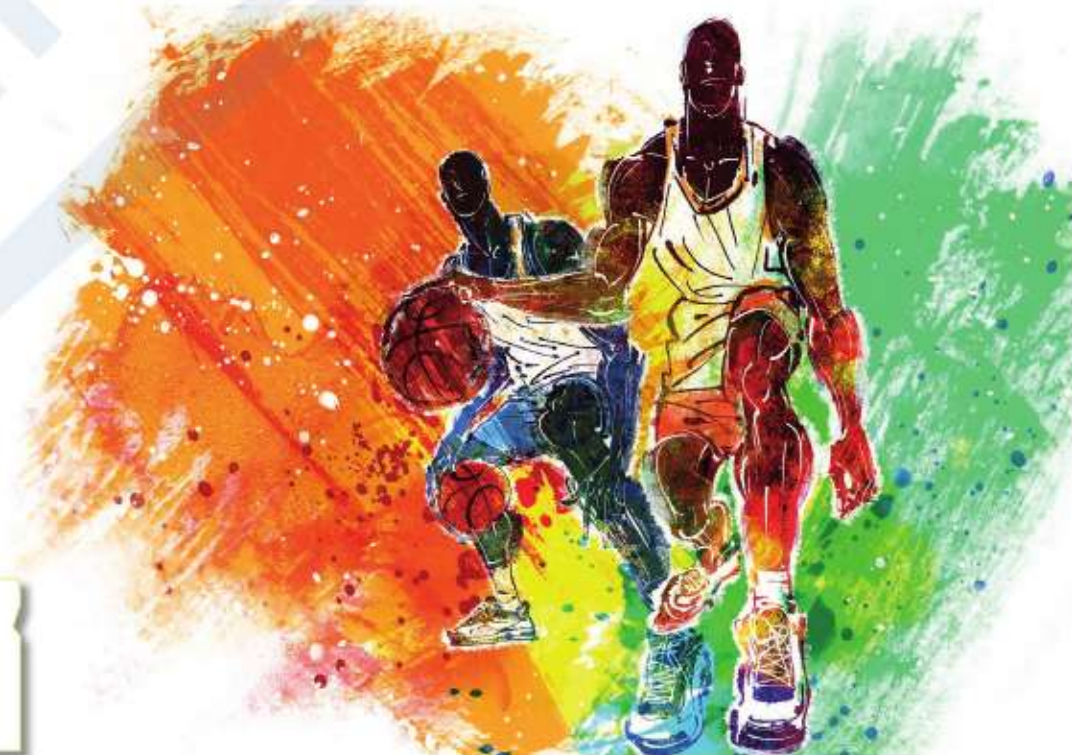
4 Speak & Write A. Talk in pairs about your favourite team. Use the ideas below.

- What sport do they play?
- Where do they play?
- What league are they in?
- Which championships/trophies, etc. did they win in the past? When exactly?
- Are they successful this season?
- Who are some of the most successful players?
- Why do you like this team?



B. Use the ideas from activity 4A to write a paragraph about your favourite team.

*My favourite team is...
They are a football/basketball team...*





1

Vocabulary



A. Complete the table using the words in the box.
Then listen and check your answers.

water polo football volleyball hockey tennis

SPORT	PLACE	EQUIPMENT
	court	ball, net, racket
	pool	ball, goal, swimwear, goggles
	pitch	ball, goal, boots, shin pads
	pitch	ball, goal, stick, shin pads
	court	ball, net, knee pads

B. Listen and read. Can you guess what the phrases in bold mean?

- Every morning I exercise before I go to school. I want to **keep fit**.
- Last year I **went on a diet** and **lost six kilos**.
- Ted wants to **take up** a team sport. He's really **interested in** volleyball.
- You have to be **in good shape** if you want to take part in the race.
- I **put on weight** during the summer holidays. My clothes don't fit me.

2 Listen



A. Listen to three people talking about three different sports.
Which sports are they talking about? Match.

Linda Owen Carlos
volleyball football hockey



Listen for key words to help
you understand the main ideas.

B. Listen again and write L for Linda, C for Carlos or O for Owen.

- | | |
|---|---|
| 1. My friends and I play the same sport. ☐ | 4. I don't like this sport, but I'm doing it to keep fit. ☐ |
| 2. This sport is more difficult than I thought. ☐ | 5. I didn't use to like this sport, but now I love it. ☐ |
| 3. I used to enjoy playing a similar sport. ☐ | 6. We practise every day. ☐ |

3 Speak & Write

A. Read the e-mail and answer the questions on the next page.

Hi Alison!
How are you? I've got some exciting news to tell you!
I followed your advice and joined the tennis club. It's fantastic! I practise three times a week at the local court with my friend Miranda. She became a member of the club two years ago and she's great at tennis. She gives me lots of tips on how to get better. I always thought tennis was very difficult, but it isn't. It's fun, and it's good exercise too!
Actually, I lost weight after only a few months

of practice and I feel very healthy! The coach says I'm really good, but I need to work hard. I just hope one day I can be as good as Miranda. Guess what! Last Sunday, I won my first official match and, in two weeks, I'm going to take part in a tournament in a nearby town. Can you believe it? Well, that's all for now. What about you? Are you thinking of taking up any new activities? Write back and let me know.
Take care,
Christine

1. Why is Christine writing to Alison?
2. What activity did she take up?
3. How often does she practise?
4. Who does she practise with?
5. How does she feel about this activity?
6. What does the coach think about her?
7. What did she win last Sunday?
8. What's Christine going to do in the near future?



B. Think about an activity you took up in the recent past.

Look at the questions in the speech bubbles and make some notes.

Then talk in pairs.

What activity did you take up? When?

How often do you do it?

Who do you practise with? Are you in a team?

How do you feel about this activity?

What did you / your team win? When?

Are you going to take part in a competition / championship, etc. in the near future?

C. Read and use the prompts 1-4 to make sentences.

Using tenses

When you write, make sure you use the appropriate tense to refer to past, present and future actions or events.

PRESENT SIMPLE

*We **play** basketball every afternoon.*

PAST SIMPLE

*Two weeks ago we **played** against Middleton and **won** the trophy!*

FUTURE BE GOING TO

*We're **going to continue** practising because we want to get better.*

1. Adam / buy / tennis racket / tomorrow
2. I / take up / swimming / last year
3. coach / usually / give / us / good advice
4. we / become / members / of the sports club / last month

D. Write an e-mail to Christine telling her about an activity you took up in the recent past.

Use your notes from activity B.

TIP!

Start and finish your e-mail in an appropriate way. Don't forget to use greetings and set phrases.

SONGS

Complete the song with the words in the box.
Then listen and check your answers. 

fire mind question planet
extinct wake something

Where did it all go wrong?

If you think nothing's wrong, change your (1) _____
There are (2) _____ animals, of every kind

It's too late for them, we can't rewind
We must do (3) _____, and now's the time

What are we doing to our planet?

Where did it all go wrong?

We have to think now about the future

That's why we're singing this song

People not recycling, what's that about?

There are some things we can't live without

If you see a forest (4) _____, you have to shout

Put it out! Put it out! Put it out! Put it out!

What are we doing to our planet?

Where did it all go wrong?

We have to think now about the future

That's why we're singing this song

The (5) _____ is: Where did it all go wrong?

Our (6) _____ is beautiful, but it won't be for long

If we go on like this, it will soon be gone

(7) _____ up people! And listen to this song!



Discuss:

- What's a typical teenager like in your country?
- Do teenagers watch TV? What kind of TV programmes do they enjoy watching?
- How do teenagers communicate with each other?
- What do teenagers usually like buying when they go shopping?

In this module you will learn...

- to talk about your favourite TV programmes
- to talk about experiences you have had
- to write a note and a text message
- different expressions/phrases used when shopping
- to talk about bands
- to ask for and give advice
- to write a letter asking for advice

Where can you find the following in this module? Go through the module and find the pictures.



1

Vocabulary



Match the pictures with the TV programmes.
Then listen and check your answers.

soap opera
game show
talent show
weather forecast
the news
wildlife documentary
cartoon
sitcom



2

Read



A. Look at the picture and guess what is happening. Listen to the dialogue and check. Then read it out in groups.

Host Welcome to *How well do you know your friends?*. Our two contestants tonight are Bill and Stu. Boys, you've got 40 seconds to answer questions about Liv and Amy. If you answer five questions correctly, you will win 500 euros!

Stu No problem, we know everything about them.

Host Your time starts... now! When is Amy's birthday?

Stu It's on 21st July!

Host Right! Next question: Has Liv ever had very short hair?

Stu Of course not!

Host Wrong!

Bill Stu, I knew the answer to that question!

Host Next: Which film have the girls watched 15 times?

Stu The Lord of the Rings! No, wait! Can I change my mind?

Host Sorry, it's Notting Hill. Has Amy ever had a pet?

Bill Stu, let me answer! Erm... yes! She used to have a fish years ago.

Host Right! What's Liv's favourite food?



Stu Chicken salad! I think.

Bill No, wait!

Host Wrong again!

Bill Oh no! We're going to lose.

Host Next: What's Liv's favourite school subject?

Stu-Bill Music!

Host Right! What's Amy's brother's name?

Stu That's easy! Kenneth!

Bill No!

Host Wrong! It's Keith! Time's up! I'm sorry, boys. You only got three questions right! You lose, I'm afraid.

Bill But I knew the answers to all those questions.

Host Sorry Bill, but Stu answered first.

Bill Stu... you're in big trouble!

B. Read again and write T for True or F for False.

1. Bill and Stu must answer 5 questions correctly in 40 seconds to win.
2. Liv has never had very short hair.

3. The girls have seen Notting Hill 15 times.
4. Amy had a fish in the past.
5. Amy's brother is Keith.
6. The boys lost because they couldn't answer any of the questions.

3

Grammar

Present Perfect Simple

AFFIRMATIVE	NEGATIVE	QUESTIONS
I We 've (= have) watched/seen You They	I We haven't watched/seen You They	I Have we watched/seen? you they
He She 's (= has) watched/seen It	He She hasn't watched/seen It	he Has she watched/seen? It

BASE FORM PAST SIMPLE PAST PARTICIPLE

watch	watched	watched
BUT		
see	saw	seen

For a list of irregular verbs go to p. 130.

TIME EXPRESSIONS A: *Have you ever won a competition?*
ever, never, before, B: *Yes, I have. I've won a dance competition.*
always, just, so far, A: *Really? I've never won anything.*
once, twice, etc.

Complete the sentences with the Present Perfect Simple of the verbs in brackets.

1. A: _____ you _____ (meet) my cousin Greg?
B: No, I haven't. But I _____ (hear) he's very friendly and funny.
2. Samantha _____ (travel) to Italy twice, but she _____ never _____ (visit) Venice.

3. A: _____ Charlie ever _____ (have) a pet?

B: No, but he _____ always _____ (want) a dog.

4. Everything is ready for the camping trip; our bags, our tents, everything. The only thing we _____ (not do) is check the weather forecast.

4

Speak

Talk in groups of three. Think of different TV programmes and discuss as in the example.

Have you ever watched 'Do you want to be a star'?

Of course, I have. It's my favourite talent show. / No, I haven't. What channel is it on?

5

Write & Speak

A. Look at the prompts and write what you think your partner has/hasn't done.

- travel abroad
- eat something strange
- appear on TV
- see a dolphin
- meet a famous actor/actress

Rob has never travelled abroad. He's lived here all his life. He has eaten lots of strange things, like frogs' legs, and has once met a famous actor...

Have you ever travelled abroad?

Yes, I've visited London and Madrid.

B. Talk in pairs and check.



1

Vocabulary



Match the words/phrases with the pictures. Then listen and check your answers.



4

band
audience



5

stage
autograph



1

go on tour
music award



2

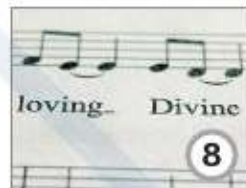
fans
lyrics



6



7



8

JULY
17th: LONDON
23rd: PARIS
AUGUST
4th: ATHENS
12th: ROME

3

2

Read



A. Listen, read and choose the best title (a, b or c) for the magazine article.

a. Accidents on stage

b. A performance I'll never forget

c. It happens to the best of us



I am a huge fan of U2 and I've been to most of their concerts in Europe. A long time ago, in 1997, U2 went on the PopMart tour. I had the chance to see them in Oslo. At some point towards the end of their gig, U2 went off stage and the concert

crew brought a giant lemon on the stage. I don't think I have ever seen anything like it! We all waited for the lemon to open, but it didn't. Something was wrong with it and the band got stuck inside! Some people in the crowd started laughing but it wasn't an enjoyable moment for the band. Poor U2!

Martin, 42



When I heard Coldplay were coming to Sydney for a concert, I was thrilled! During the song Fix you, Chris Martin jumped off the stage and started running through the crowd! Everybody went wild!

Suddenly, I saw him coming towards

me. I shouted: 'You're cute!' That was all I could think of! He said: 'Thanks' and smiled! I've never had a more exciting day in my life! I've decided to go to one of their concerts next summer even if it's on the other side of the world. I haven't booked tickets yet, but I will! It will be great if I have a similar experience to the one I had then!

Penny, 25



Muse is my favourite band - its members are so talented! You can't imagine how excited I was when my aunt bought tickets for us to go to Portugal to see them live. That was on 2 May 2016 - a date I'll never forget. The concert in Lisbon was a part of their world tour, so I felt really lucky to be there. It was dark when it started so it was a bit



scary because we couldn't see a thing! Then the lights came on and the drummer, Dominic Howard, started playing, and soon Matt Bellamy and Chris Wolstenholme were on the stage playing their guitars and singing one of their most popular songs! It was amazing!

Sabrina, 20



B. Read again and write U for U2, M for Muse or C for Coldplay.

1. The writer talked to a star.
2. The writer's aunt bought the tickets for the concert.
3. Something went wrong because something didn't work.



4. The writer felt scared at the beginning of the concert.
5. The band did not enjoy the experience.
6. The writer is going to travel to see the band again.
7. A member of the band went into the audience.



3 Grammar

Present Perfect Simple vs Past Simple

TENSE	EXAMPLE	TIME EXPRESSIONS
Present Perfect Simple	<i>I've seen this film before.</i>	ever, never, before, once, twice, so far, yet, already, etc.
Past Simple	<i>I saw this film last night.</i>	yesterday, in 1999, last night/week/year, two days/months ago, etc.

NOTE *have been* or *have gone*?

- Steve **has been** to the new café. (He has visited it but now he's back.)
- Steve **has gone** to the new café. (He's still there.)

Circle the correct words.

1. **A:** Have you gone / Did you go to the gig last night?
B: Yes, but I left / have left early.
2. **A:** Your brother's in a band, right?
B: Yes, but they aren't in town. They **have been** / **have gone** on a tour around the country. They **haven't been** / **haven't gone** on many tours, so my brother's really excited.
3. **A:** Did Lucy book / Has Lucy booked tickets for the concert yet?
B: Yes. She **booked** / **has booked** them yesterday.
4. **A:** Did Sam ever eat / Has Sam ever eaten Mexican food?
B: Yes, last Saturday he **went** / **has been** to a Mexican restaurant and he **has liked** / **liked** it a lot.

4 Listen

Listen to an interview with a girl band called Tidal Rap and write T for True or F for False.

1. The girls found the name for the band.
2. Fay wrote the music for the songs.
3. Tidal Rap have made two albums.
4. You can't buy Tidal Rap's album until next week.
5. Both the girls are scared of performing on stage.
6. Tidal Rap have given more than five concerts.
7. Tidal Rap have got their own website.



5 Speak

Talk in pairs. Have you ever done any of the following? Discuss the details.

- Have you ever been to a concert?*
- Who did you see?*
- When was it?*



- been to a concert?
- seen a live band?
- asked someone for an autograph?
- met a star?

- Who?
- When?
- Where?
- How / feel?



1

Read

A. Read the dialogue below.

Can you understand any of it?



K-girl > How was the film last night?
 YOYO > :-(
 K-girl > Y ?
 YOYO > (-_-)zzZ
 K-girl > LOL. R U coming 2 Jay's L8R?
 YOYO > No :-(
 K-girl > PLS!
 YOYO > OK :-)
 K-girl > THX
 YOYO > C U @ 9?
 K-girl > OK. Don't B L8!



B. Listen and read. Does the text help you understand the dialogue above better?

Chatspeak

A beginner's guide

Chatspeak is also called Internet slang or netspeak because Internet users have used it in chat rooms or e-mails for years. Another name for it is SMS language because lots of people use it when they write text messages on mobile phones.

People have wanted a short and easier way to write messages since 1993, when the first SMS messages appeared. That's because on mobiles the keyboard is small and this makes writing difficult, and also, text messages used to be expensive. It may be faster to write in chatspeak, but sometimes, it can be slower to read than normal writing. In chatspeak, you can type one letter and it can mean a whole word. For example, B means 'be' or Y means 'why'. You can also shorten words and use symbols and numbers. For example, PLS means 'please' and L8R means 'later'. Another thing you can

do is shorten phrases to letters, like BRB, which means 'be right back'. Or when something is funny, you can type LOL, 'laugh out loud'. There are no set rules to chatspeak. You can shorten any word. Just make sure the receiver of the message understands it.

You can also add smileys to your chatspeak, just to make it more interesting. Smileys show people how you're feeling, without using words. So, when you're happy, you can type :-)) but when you're sad, you can type :-(. You can even type (-_-)zzZZ to show you are bored or feeling sleepy. So, can you understand chatspeak now?

Chatspeak and smiley dictionary on page 118.

C. Read again and answer the questions.

1. What are three names for chatspeak?
2. Where can you use chatspeak?
3. Why did people start using chatspeak?
4. Why can chatspeak be a problem for readers?
5. What is important to remember when writing chatspeak?
6. What do smileys show?

2

Vocabulary

Complete the sentences with the words in the box.

type chat room text messages text receive note

1. Can you _____ David about tomorrow's trip? He doesn't know what time we're leaving.
2. Brian sent an e-mail to his cousin in Australia but she didn't _____ it.
3. I left a _____ on the door. Didn't you see it?
4. How fast can you _____ on your computer?
5. I was in a _____ with some people from Spain when an old friend joined in.
6. I sometimes send my mum _____ and she can't understand one word!

3 Grammar

Present Perfect Simple: How long?, for, since

	EXAMPLE
for + a period of time	How long has Robbie been in the team?
since + a point in time	Robbie has been in the team for 4 years.
	Robbie has been in the team since 2005.

Complete the blanks with the Present Perfect Simple of the verbs in brackets and the boxes with *for* or *since*.

- A: How long _____ you _____ (be) here?
B: I _____ (be) here _____ 3 o'clock this afternoon.
- I _____ (not speak) to my cousin Barbara _____ months.
- Gary and Alan _____ (not play) tennis _____ last Sunday.
- _____ you _____ (see) Ruth _____ the party?
- The school basketball team _____ (not win) the championship _____ five years.

4 Pronunciation

A. Listen and repeat. What's the difference between a and b?

a. good b. group

B. Listen and tick (✓) the sound you hear.

	good /ʊ/	group /u:/
rule		
put		
wolf		
soon		
lose		
pollution		
bush		
football		

5 Listen

A. Look at the texts below. What are they?

B. Listen to two short telephone calls and complete the missing information.

Ray
Meet me at _____
Be there before _____
Don't be late!



6 Write

Read the situations below and write a note and a text message.

- You need something from the shops. Write a note telling your sister that you've borrowed her bike and tell her when you'll be back.
- Football practice is going to finish late. Write a text message to your friend saying you can't go to the cinema with him/her.

When you're writing a note:

- greet and sign off just by writing names.
- keep the text short and give only the important information.
- remember that you don't have to write full sentences.

When you're writing a text message:

- you don't need to write a greeting or to sign off.
- you only give the important information and often shorten words and use SMS language/chatspeak.



1

Vocabulary



A. Complete the sentences with the names of the shops in the box. Then listen and check your answers.

supermarket shoe shop bookshop electronics shop clothes shop pet shop



1. You can buy what you are going to read next at the _____.



3. You can buy food and toys for your cat at the _____.



5. You can buy trainers at the _____.



2. You can buy vegetables and dairy products at the _____.



4. You can buy T-shirts and jeans at the _____.



6. You can buy a new laptop at the _____.

B. Listen and repeat.

Prices / Money

£9.75 = nine pounds and seventy-five pence

€28.99 = twenty-eight euros and ninety-nine cents

\$142.50 = one hundred and forty-two dollars and fifty cents

Sizes



Extra small
XS



Small
S



Medium
M



Large
L



Extra Large
XL

2

Read



A. Look at the pictures. What do you think the teenagers are going to buy? Listen to the dialogues and find out. Read them out in groups.

At the clothes shop...

Katie Hey, Mum! What do you think of this dress?

Mrs Huber Is that a dress? It looks like a shirt!

Katie Mum, it's the latest fashion!

Mrs Huber Hey, Katie! Look at this beautiful pink dress!

Katie Yuck! Pink is for babies! That blue one isn't bad.

Shop assistant We have a 30% discount on that dress.

Katie It's too big for me. I'm a small, not a medium.

Shop assistant Here, this is a small.

Katie Where can I try it on?

Shop assistant The fitting room is next to the cash desk.

...

Mrs Huber So, are you getting it?

Katie Yeah, it's nice.

Shop assistant OK, then. £35.50 minus the 30% is £24.85.

Mrs Huber Can I pay by credit card?

Shop assistant Of course.

At the shoe shop...

Shop assistant Hi, can I help you?

Nathan Yes, I'd like to try on these brown shoes, please.

Shop assistant What size are you?

Nathan I'm an 8½.

Shop assistant OK, here you go... Do they fit?

Nathan Umm... No, they aren't big enough. They're too tight. Have you got them in a 9?

Shop assistant Sorry, no. But we've got these white ones in a 9. Do you like them?

Nathan Yes, I do. They're great. I'll try them on.

...

Nathan How much are they?

B. Read the dialogues again and complete the receipts.

allShops
F A S H I O N

CUSTOMER: Martha Huber

PRODUCT ① TOTAL £24.85

COLOUR Blue PAYMENT METHOD ④

SIZE ② AMOUNT £0.00

PRICE ③ £ CHANGE £0.00

DISCOUNT 30% (-£10.65) THANK YOU

allShops
F A S H I O N

CUSTOMER: Nathan Thompson

PRODUCT shoes TOTAL ⑦ £

COLOUR ⑤ PAYMENT METHOD Cash

SIZE ⑥ AMOUNT £60.00

PRICE £55.50 CHANGE £4.50

DISCOUNT 0% THANK YOU

3 Grammar Too/Enough

- These jeans are **too** big for me. I need a smaller size.
- These jeans aren't big **enough** for me. I need a bigger size.

Complete the sentences with *too* or *enough* and the adjectives in brackets.

1. My mobile phone is _____ (old). I need to buy a new one.
2. This laptop isn't _____ (cheap). I can't buy it.
3. It's _____ (noisy) in here and I can't study!
4. Is this chair _____ (comfortable) for the baby? Maybe you should put her on the bed.

One/Ones

- This red jacket is Maria's and that green **one** is Andy's.
- I've got lots of trainers, but these **ones** are my favourite.

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

1. **A:** Why don't you try on those pink sandals?
B: I don't like them. I like the _____ next to the black boots.
2. When you get to Kings Street, you'll see two supermarkets. I work at the _____ on the right.
3. All songs on this album are great, but the last _____ is fantastic!
4. Sue always wears big sunglasses like these _____.

4 Vocabulary

Complete the sentences with the words/phrases in the box.

in cash discount cost receipt cash desk products

1. You can pay for this _____ or by credit card. Which do you prefer?
2. All the _____ in this shop are from Italy.
3. Don't buy those boots now. In July, you can get a 40% _____.
4. **A:** How much was the T-shirt?
B: Erm... I don't remember. Where's the _____?
5. This is a great smartwatch and it didn't _____ much, only €59.
6. I can't stand waiting in a queue at the _____ to pay.

5 Speak ROLE PLAY

Students A & B: Go to the Pair work activities.



1

Vocabulary



A. The teenagers on the left have got problems and are asking for advice. Read the problems and match them with the friends' advice on the right. Listen and check.



I feel down. My sister has got lots of really nice, trendy clothes, but she won't let me borrow them any more.

I think you should calm down and listen to your parents' advice. Your friends' idea might be dangerous.



We've moved to a new house and, of course, my older sister got the big bedroom. Mine is very small. It's not fair!

Cheer up! Your things are fine. You don't have to borrow hers all the time.



My two best friends have invited me on a trip, but my parents won't let me go. I don't get it! Should I just go?

At least you don't have to share a room with her. I always fight with mine!



- | | |
|--------------------|---------------------------|
| 1. I feel down. | a. I don't understand it. |
| 2. I don't get it. | b. I argue a lot. |
| 3. Calm down. | c. I'm sad. |
| 4. Cheer up. | d. Become happier. |
| 5. I always fight. | e. Relax. |

2

Grammar

Possessive Pronouns

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

A: Is this **your** bag?

B: My bag is green, so it's not mine. Steve's got a blue bag so maybe it's **his**.

Possessive Case - Whose...?

SINGULAR NOUNS	The boy's name is Edward.
REGULAR PLURAL NOUNS	The boys' names are Roy and Buddy.
IRREGULAR PLURAL NOUNS	The children's names are Sam and Polly.



A: Whose car is this?

B: It's **Ray's** car. / It's **Ray's**.



Circle the correct words.

- My **grandparent's** / **grandparents'** house is on Lumley Road. They have lived there for years.
- A: **My** / **Mine** trainers are old. I need new ones. What about these here?
B: These trainers are for women. The men's / mens' trainers are over there.
- A: **Whose** / **Who's** bikes are these? Can we borrow them for a while?
B: They're not **our** / **ours**. Ask those girls. I think the bikes are **their** / **theirs**.

Having probs? We all have problems but I want to know about yours. So write to me.

I've got a problem and I'm not sure what to do. Last week, my friend Kevin needed a bike to go to the shops. I couldn't give him mine because it had a flat tyre. My father has got a new bike, so I gave him his. However, now I'm in big trouble because my friend had

an accident and crashed it. What should I do? I'm so upset! My dad really likes his bike! Do I lie and say I crashed it?



Ron Roberts

If I tell my father I did it, he will be really angry. But if I tell him I lent it to Kevin, he'll be even angrier. I'd like to fix it so my dad won't notice, but I need a lot of money to do that and I'm only 14. Can you please help me?

Boy in trouble, Reading

1. What is the boy's problem?
2. What phrases does he use to ask for advice?
3. What advice would you give him?

B. Read the advice Ron Roberts gave to Boy in trouble and answer the questions.

First of all, I honestly don't think you should lie to your father. It's always important to tell your parents the truth. Perhaps you shouldn't try to fix the bike because you might make it worse.

Explain that your friend needed your help and you were trying to do a good thing. Tell him that you made a mistake and that you have learnt your lesson. Hopefully, everything will be OK.

1. Was the advice similar to yours?
2. What phrases does the writer use to give advice?

C. Talk in pairs. Go to the Pair work activities section.**D. Read the table. Complete the texts with the phrases a-f.****When you ask for advice:****state your problem.**

- The problem is that...
- I've got a problem with...

describe how you feel.

- I feel down/terrible, etc.
- I'm upset/scared, etc.
- I'm in trouble.
- I don't know what to do.
- I need your advice.
- What should I do?
- Can you please help me?

When you write to give advice.

- I (personally) think you should/shouldn't...
- I honestly don't think...
- Perhaps you should/shouldn't...
- First of all,...
- / Calm down. / Cheer up!
- Everything will be just fine.
- It's going to be all right.
- Hopefully, everything will be OK.

- | | |
|----------------------------|---------------------------------|
| a. What should I do | d. don't worry |
| b. I've got a problem with | e. everything will be just fine |
| c. First of all | f. I feel terrible |

E. Write a letter to an advice column describing a problem you've got and asking for advice.

- (1) _____ my brother. I used to help him with his homework, but I've stopped because I've got exams soon. Now, he gets really bad marks and
- (2) _____. He's not talking to me at the moment. I know his homework is important but mine is too.
- (3) _____ to help him? Worried sister, Bath
- (4) _____, you should try to explain to your brother that you can't help him all the time. Also, try to help him by showing him how to study. If it's difficult for him in the beginning,
- (5) _____. He will learn how to do it in the end. Make sure you do well in your exams and (6) _____.



Remember to use set phrases to state your problem, to describe how you feel and to ask for advice.

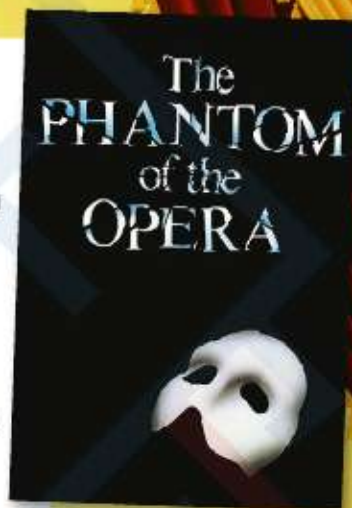
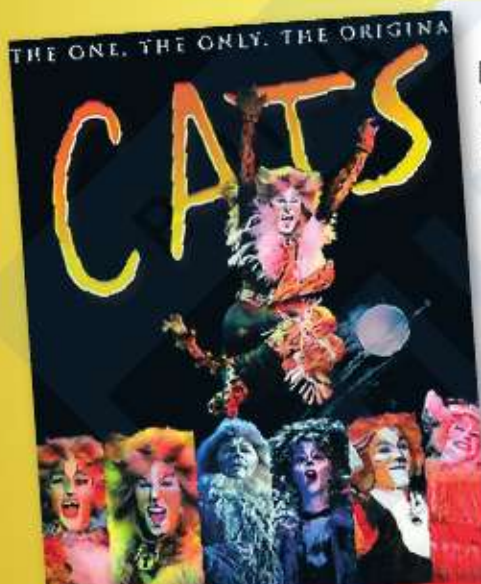
Listen, read and tick the correct column in the table. 

Popular Musicals

The Phantom of the Opera is a successful musical that was written by Andrew Lloyd Webber. The first performance of this musical was in London in 1986.

The Phantom is a young composer who lives in the Paris Opera House. However, he has got an ugly face so he wears a mask to hide it. *The Phantom* loves a beautiful opera singer, Christine, but she loves a man called Raoul. *The Phantom* threatens to kill Raoul if she doesn't choose him, so Christine decides to follow him. Finally, *the Phantom* understands that he is wrong and helps Raoul and Christine be together.

There are many films based on this musical. The latest one was made in 2004. Millions of people all around the world love the story, the beautiful costumes, scenery as well as its beautiful music.



Cats is Andrew Lloyd Webber's most famous musical. The first performance in the USA was on Broadway in 1982 in the Winter Garden Theater in New York City and it was the longest running musical there until 2006. In 1983 it won the Best Musical Award and six other awards.

The story is about the lives of different cats that talk and act like humans. They dance and sing some very popular songs, like the song 'Memory'. The cats live in a junkyard and have funny names like Grizabella and Bustopher Jones.

The music, the colourful costumes and make-up make *Cats* one of the most popular musicals of all time. Both adults and children love it and it is performed in theatres in many countries, like Australia and China. *Cats* was also made into a film in 1998 and 2019 and you can watch it on DVD.

	PHANTOM	CATS	BOTH
1. It was written by Andrew Lloyd Webber.			
2. It won seven awards.			
3. The first performance was in the UK.			
4. The costumes are beautiful.			
5. The main character lives in an Opera House.			
6. The main character helps two people who love each other.			
7. The characters have strange names.			
8. It is also a film.			

Project

Write a review!

Think of a popular musical and do some research into it. Collect all the information you need and write a review.



8

Fame



Discuss:

- ▶ Which famous people do you like?
- ▶ Would you like to be famous? Why?

In this module you will learn...

- ▶ to form adjectives from nouns
- ▶ to define people and things by using relative pronouns
- ▶ to describe your feelings
- ▶ to express agreement/disagreement
- ▶ to use the Present and Past Simple Passive
- ▶ to give your opinion when discussing films
- ▶ to write a description of a film

Where can you find the following in this module?
Go through the module and find the pictures.



1

Read



A. Read the headlines and look at the pictures. What do you think the texts are about? Listen, read and check your answers.

DAILY NEWS / Monday 2 April

Teens in the headlines



Lucky teen wins dream trip

Last Tuesday, teenager Jane Robson, who is a student at Kingsford School, won a dream holiday, just by going shopping. She was

the 1,000,000th customer at Megabuy's supermarket and she won a trip for two to New Zealand. 'It's amazing! It's the first time I've ever won anything,' says Jane. And **it** seems it was the perfect prize for **her** too. 'I'm so lucky. I won a trip to New Zealand, which is the country I've always wanted to visit,' she says. Sixteen-year-old Jane is going on the trip with her dad, but she feels sorry for the other customers. 'It doesn't seem fair,' says Jane. 'I only went in **there** for some chewing gum and all of a sudden I was the person who won the trip.'



1st prize for teen artist

Gilford Council announced the winner of their wall design competition last night. They wanted local artists to design something to go on the huge north wall of the new town

hall. Thousands of artists entered the competition but the artist who won isn't famous. **He**'s a student called Tim Blake and he's just thirteen. 'The design which Tim created is colourful and fun, and **it**'s just the sort of image that we wanted to brighten up the town,' says Leona Wilkins, the organiser of the competition. Tim was really surprised by his win and wants to enter more art competitions now. Tim's design is going to appear in the new town hall, but he also won £5000. He's going to give some money to his brother, but he's not sure what he wants to do with the rest of **it** yet.

B. Read again and write J for Jane, T for Tim or B for both.

1. This person didn't know about the competition. ☐
2. This person did something for others to see. ☐
3. This person is going to share his/her prize. ☐
4. This person didn't expect to win. ☐

5. This person has decided to enter similar competitions. ☐

6. This person won something without doing anything. ☐

C. Read again. What do the highlighted words refer to?

- | | | | |
|---------------|-----------------|--------------|--------------|
| 1. it: _____ | 3. there: _____ | 5. He: _____ | 7. it: _____ |
| 2. her: _____ | 4. They: _____ | 6. it: _____ | |

2 Vocabulary Use the nouns given to form adjectives and complete the sentences.

NOTE: We form some adjectives by adding -y, -ous or -ful to nouns.
cloud > cloudy, adventure > adventurous, help > helpful

1. I think life in the country is more _____ than life in the city. **PEACE**
2. Sheila called the police because she saw a _____ man in her garden. **MYSTERY**
3. The traffic on Highfield Road is very _____ for children. **DANGER**
4. The Internet is really _____ when you need information for a project. **USE**
5. We couldn't go sailing today because it was too _____. **WIND**
6. It's too _____ in this café and I can't hear you. **NOISE**
7. The doctor said that Perry is a very _____ young boy. **HEALTH**
8. My exams went well so I'm quite _____ about my marks. **HOPE**

3 Grammar

Relative Pronouns: who, which, that

- We use **who/that** for people.
*That's the boy **who/that** was in the newspaper.*
- We use **which/that** for things, animals and ideas.
*These are the shoes **which/that** cost €120.*

Defining Relative Clauses

- *I was just talking to a guy **who/that** is a karate instructor.*
- *This is the book (**which/that**) I bought for my dad.*

Non-Defining Relative Clauses

- *My father, **who** is a successful reporter, works very hard.*
- *This smartphone, **which** I bought last week, takes great pictures.*

Circle the correct words and add commas where necessary.

1. William Frank is the man **who / which** won the race.
2. Camels **which / that** live in the desert can carry a lot of weight.
3. This is the shopping centre **who / that** opened last month.
4. I saw Miss Jane **who / which** used to look after us when we were young on my way back home.
5. Those are the mugs **which / who** I wanted, not these ones!
6. I want to buy the new laptop **who / that** I showed you yesterday.

4 Listen Listen to the news bulletin and complete the sentences.

1. _____ were closed today because of _____.
2. Two _____ died in a fire in Manford.
3. Roger Woods won a _____ championship in _____.
4. Jameson Gallery bought a painting that cost _____.

5 Speak Talk in pairs. Read the headlines below and try to guess what the articles are about. Add your own information and use who, which or that, as in the example. Then tell your story to the class.

14-YEAR-OLD WINS TRIP

DOG SAVES MAN

GIRL FINDS OLD COIN

STUDENT GETS LOST IN CAVE

I think the article is about a dog that saw a man in a river.

Yeah, and the man who was in danger was calling for help.

And then the dog jumped in and saved him.



1

Vocabulary

Listen and match the words in bold with their meanings a-f.

1. Brian got a new laptop. I'm jealous because I've only got an old computer.
2. The film we saw was terrible. We were very disappointed.
3. I was nervous before the exam, but everything went well. It was easy.
4. Greg did well in the maths competition and his parents were proud of him.
5. The coach is confident that the team will win the next game.
6. I'm confused. Is Mr Blake's office on the second or third floor?

- a. worried about bad things that may happen
- b. pleased about something you have done or about someone else
- c. feeling sure that you can do something and be successful
- d. upset because things haven't happened the way you expected

- e. unhappy and angry because you want something someone else has got
- f. feeling that you can't understand what is happening or think clearly

TIP!

Try to guess the meaning of unknown words.



2

Read

A. Look at the picture. What do you think is wrong with Amy and Stu? Listen to the dialogue and check your answers. Then read it out in groups.

Man Full Blast, you're on next, OK?

Bill Right, guys, this is it. Our chance to become famous.

Liv Let's give it our best shot.

Bill What's up, Amy?

Amy I'm just a bit nervous.

Stu So am I.

Bill Come on you two. I've never seen you like this before.

Liv Neither have I. It's not like this is our first performance.

Amy Yeah, but this is different. If this audition goes well, we'll perform on TV, and millions of people will watch us!

Liv Exactly. Don't you want to be famous?

Amy I don't know. I don't feel ready.

Stu Neither do I. And what if we make a mistake? Embarrassing or what?

Bill I can't believe you two! We aren't going to make a mistake. We're all going to be brilliant!

Stu How come you're so confident?

Bill Because we've worked hard for this. OK, listen to me. Why did you join the band?

Amy Because I love performing with you guys.

Stu So do I.

Bill Well, I'll tell you what. Let's just go out there and enjoy it, eh? If we don't get on TV, there's no need to be disappointed. We just want to perform and have some fun, right?

Stu OK!

Amy Full Blast, let's go!

B. Read again and find sentences in the dialogue to prove the following.

1. It's almost time for *Full Blast* to perform.
2. Stu and Amy aren't usually nervous.
3. *Full Blast* have the chance to be on TV.
4. Bill thinks the performance will go well.
5. Stu enjoys performing with the band.
6. Bill tries to make Stu and Amy more confident.

3 Grammar

So/Neither

A: I'm jealous of Rod's new bike.

B: So am I.

C: I'm not.

A: I played football last Sunday.

B: So did I.

C: I didn't.

A: I haven't been abroad yet.

B: Neither have I.

C: I have.

A: Fiona can't sing very well.

B: Neither can I.

C: I can.

Complete using so or neither and an auxiliary verb.

1. A: Susan doesn't want to perform tonight.
B: _____ Donna.
2. A: I hate going to Danny's parties.
B: _____ I.
3. A: Richard and I went to the cinema on Saturday.
B: _____ we.
4. A: Victoria isn't ready yet.
B: _____ my sister.
5. A: Adrian was a bit disappointed with the museum.
B: _____ Oliver.
6. A: We won't go to the concert.
B: _____ we.

4 Listen

Listen to three dialogues and answer the questions. Choose a, b or c.

1. Who performed well in the audition?
a. Ken
b. Zoe
c. Ken and Zoe
2. How does Ricky feel about what happened in the competition?
a. jealous
b. disappointed
c. nervous
3. What is true about Luke?
a. He can play the guitar.
b. He can play the drums.
c. He is in a band.

5 Speak

Talk in groups of three. Discuss the statements given below.

- I like performing on stage.
- I've taken part in a school play.
- I went to the cinema last week.
- I go on camping holidays every year.
- I've got a smartwatch.

I don't like performing on stage.

Neither do I. I get nervous.

I don't.

- I don't like performing on stage.
- I've never taken part in a school play.
- I didn't go to the cinema last week.
- I never go on camping holidays.
- I haven't got a smartwatch.

1 Read



A. Look at the pictures and read the captions a-e. Put them in order. Then listen and check your answers.

Super STAR

Behind



a

Graphic designers design the layout of the magazine on computers and try to make every page look cool. Lots of changes are made at this stage to make sure everything is perfect.



b

Reporters and photographers get to work. Lots of famous actors and pop stars are interviewed. Photographs are taken and articles are written.



c

First of all, writers and editors get together for a big meeting. Topics are mentioned and ideas for articles are discussed.



d

The magazine is saved on a hard drive and sent to the printers. First, a few copies are printed and they are checked. After that, thousands of copies are printed and put into boxes.



e

Lastly, the magazines are delivered to shops and sold all over the country. Then they are bought and enjoyed by YOU!

B. Read again and answer the questions.

1. What do they discuss at the first meeting?
2. Who designs the layout of the magazine?

3. How do they send the magazine to the printers?
4. What happens after they print all the magazines?
5. Where do they deliver the magazines?

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

mention printed deliver sold discussed interviewed save

- Some supermarkets offer to _____ your shopping to your home.
- Millions of computers are _____ every year in the USA.
- The reporter _____ Brad Pitt for FilmPlus magazine.
- You should _____ your work on your computer as often as you can.
- During the meeting, the editors of the magazine _____ what free gifts to give their readers.
- Did you _____ anything to Steve about tomorrow?
- Every birthday card in this shop is _____ with a special message.

3 Grammar Present Simple Passive

FORMATION	EXAMPLES
I am	Thousands of copies are printed every month.
He/She/It is called	Is French spoken by a lot of people in Canada?
We/You/They are	Medals aren't given to people who come fourth.

Complete with the Present Simple Passive of the verbs in brackets.

- This TV channel _____ (watch) by millions of teenagers.
- My dog _____ (not call) Jax. His name is Max.
- At my office, the rubbish _____ (take) out every night.
- _____ computers _____ (use) in your school?
- These cars _____ (sell) all over the world.
- Many different sports _____ (play) at this stadium.



4 Listen A. Listen to an interview with the editor of Superstar magazine. What is the main topic of the interview? Choose a, b or c.

- What the editor of *Superstar* magazine does every day.
- What makes *Superstar* magazine popular.
- How *Superstar* articles are written.

B. Listen again and write T for True or F for False.

- Superstar* sells over a million copies every month. ☐
- Oliver used to be a graphic designer for *Superstar*. ☐
- Only teenagers between 13 and 17 read *Superstar*. ☐
- Superstar* gives away a free poster every month. ☐
- Superstar* isn't designed and printed in the same building. ☐

5 Speak & Write

A. Talk in pairs. Read the prompts and try to make true sentences. Discuss them using the Passive Voice as in the example. Then check your answers with your teacher.

Cricket - play - England / USA

40 million / 40 billion - text messages - send - UK - every year

Keys - make - of - plastic / metal

Sushi - eat - China / Japan

12 million - new - motorbikes / cars - buy - USA - every year

Spanish - speak - Brazil / Argentina

David Beckham's first son - call - Romeo / Brooklyn

B. Use some of the prompts given and write four true sentences.

Spanish is spoken in ...

*I think Spanish is spoken in Brazil.
No, I don't think so. I think it's
spoken in Argentina.*



1

Read



A. What do you know about the Oscars?

Listen, read and find out more.

The Oscars

The Academy Awards Ceremony or the Oscars is one of the most popular events of the year. They are presented by the *Academy of Motion Picture Arts and Sciences* in Hollywood. The first Academy Awards ceremony was held in 1929. Since

then, every year, these special awards are given to the best in the film industry. There are several categories (e.g. Best Picture, Best Director, Best Actor, Best Actress). The ceremony is watched on TV by millions of people worldwide.

Did you know?

Each Academy Award is a gold-plated statuette, which is 34.5 centimetres tall and weighs about 4 kilos. There are many stories about why it was named Oscar, but this is the most popular: around 1931, Margaret Herrick, a librarian at the Academy, said about the statuette, 'It looks just like Uncle Oscar!'

The films that have won the most Oscars are: *Ben-Hur* (1959), *Titanic* (1997) and *The Lord of the Rings: The Return of the King* (2003). Each film won 11 awards!

In the 1962 film *The Miracle Worker*, Patty Duke was awarded the Oscar for Best Actress in a Supporting Role. She only said one word throughout the film!

Dame Judi Dench won the Oscar for Best Actress in a Supporting Role for her 8-minute performance in *Shakespeare in Love* (1998). She played the role of Queen Elizabeth I.

Marlon Brando won the Oscar for Best Actor (1972) for his performance in *The Godfather* but he was one of the few people ever to refuse it. In fact, he didn't even go to the ceremony!



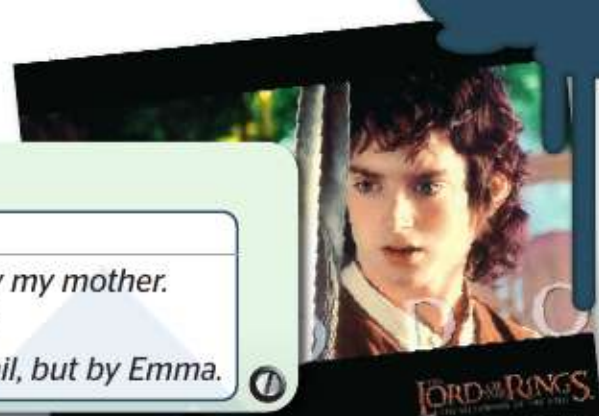
B. Read again and answer the questions.

- Where are the Oscars held?
- What happened in 1929?
- How tall is an Oscar award?
- How many Oscars did *Titanic* win?
- What was unusual about Patty Duke's performance?
- Who did Dame Judi Dench play in *Shakespeare in Love*?
- What did Marlon Brando do when he won an Oscar for the film *The Godfather*?

2

Grammar

Past Simple Passive



THE LORD OF THE RINGS

FORMATION	EXAMPLES
I/ He/She/It was	The chocolate cake was made by my mother.
given	Was this picture taken last year?
We/You/They were	These e-mails weren't sent by Phil, but by Emma.

Complete with the Past Simple Passive of the verbs in brackets.

- The role of Frodo _____ (give) to Elijah Wood.
- Tina and Jane _____ (not invite) to Amy's party last week and they were very upset.
- The film Slumdog Millionaire _____ (award) eight Oscars in 2009.
- We _____ (tell) not to open this door.
- The two buildings _____ (buy) by a large company last month.
- Who _____ this book _____ (write) by?

3

Pronunciation

A. Listen and repeat. Which letters are silent?

weigh

two	receipt	island
answer	knee	autumn
walk	sign	through

B. Read the words and underline the silent letters.

Then listen and check your answers.

4

Speak & Write

A. Talk in pairs. Form questions using the prompts below and the Past Simple Passive, and try to guess the answers. Then check the answers with your teacher.

The Famous Facts Quiz

- Who / *Harry Potter* books / write by?
- Who / *The Lord of the Rings* books / write by?
- When / first laptop / make?
- Who / Lara Croft / play by?
- How much / *youtube.com* / sell for?
- When / Mickey Mouse / create / by Walt Disney?
- Which actress / give / Oscar / for the film *The Reader*?
- How much / spend / on *Spider-Man 3*?

Answers

Around 1980
\$1.65 billion
\$258 million
J.K. Rowling
Angelina Jolie
In 1928
J.R.R. Tolkien
Kate Winslet



B. Use some of the prompts above and write four true sentences.

The *Harry Potter* books were written by...

Who were the *Harry Potter* books written by?

I think they were written by...



1 Vocabulary

Which of the words 1-6 below do you know? Match them with their definitions a-f. Then listen and check your answers.

1. acting
2. leading actor
3. special effects
4. scene
5. plot
6. soundtrack



- a. the story of a film
- b. the performance(s) in a film
- c. the music which is heard in a film
- d. the person who stars in a film
- e. a part of a film or play
- f. unusual and exciting images or sounds in a film, usually made with computers

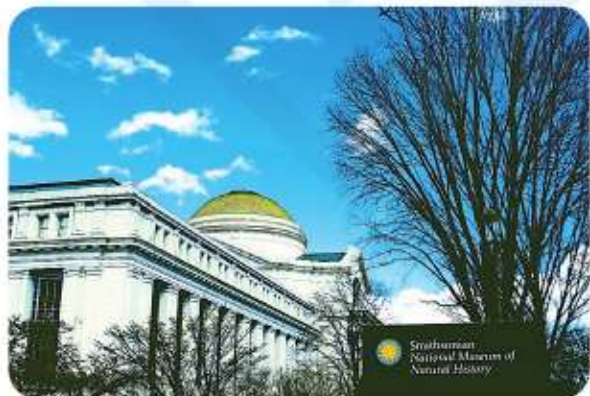


2 Speak & Write

A. Read the text and complete the table.

Night at the Museum: Battle of the Smithsonian (2009) is an adventure film which was directed by Shawn Levy. It is a sequel to *Night at the Museum* (2006) and Ben Stiller stars as Larry Daley for the second time. In this film, museums are exciting places because at night, all the exhibits from the past come to life! But there is a problem and Larry Daley (Ben Stiller) has to sneak into the Smithsonian to help his friends - the exhibits. Together with Amelia Earhart (Amy Adams), a famous pilot from the past, they manage to put everything back in order.

Night at the Museum: Battle of the Smithsonian is one of the best films I've seen recently. It's funny and action-packed, and it's a wonderful way to spend an evening with your friends or family. The acting is excellent and the plot is great. The music isn't anything special, but the special effects are incredible. You'll see dinosaurs, ancient Egyptians and famous people from the past coming to life in this great adventure! Don't miss it!



Title of film			
Year			
Type of film			
Leading actor(s)			
Director			
Opinion	😊	😐	😞
Acting			
Plot			
Soundtrack			
Special effects			

B. Complete the table below about your favourite film or about a film you've recently seen. Then talk in pairs.

Title of film			
Year			
Type of film			
Leading actor(s)			
Director			
Opinion	😊	😐	😞
Acting			
Plot			
Soundtrack			
Special effects			

C. Read and then circle the correct words in the sentences 1-7.

When you write about a film:

• **use relative pronouns (who/which/that).**

The film which I watched on TV yesterday won five Oscars.

• **use the Passive Voice.**

The film was directed by Peter Jackson.

1. In this film, Daniel Craig is the hero **who / which** tries to save the world.
2. My favourite actress **stars / is starred** in this film.
3. Nobody should miss it, especially people **which / that** love adventure.
4. Most of the scenes **filmed / were** filmed in New York City.
5. Clint Eastwood was **directed / directed** this film.
6. I was very disappointed by the film **who / which** I saw last night.
7. Inspector Clouseau in The Pink Panther films **plays / is** played by Steve Martin.

D. Write about your favourite film or a film you have recently seen.

Use the information from activity B and follow the plan below.

Paragraph 1

- What's the film called?
- When did it come out?
- What type of film is it (a romantic film, a horror film, an animated film, etc.)?
- Who stars in it?
- Who was it directed by?
- What's the film about? (Use the Present Simple.)

Paragraph 2

- What is your opinion of this film?
- How was the acting?
- Did you like the plot?
- What did you think of the soundtrack and special effects?
- Should people watch this film?

What's the film called?

When did it come out?

In...

What type of film is it?

It's a romantic film / a horror film / an animated film / a comedy, etc.

Who stars in it?

Who was it directed by?

What is your opinion of this film?

I think it's fantastic/interesting/ boring/terrible, etc.

How was the acting?

Did you like the plot?

What did you think of the soundtrack and special effects?

I really liked... / I thought the... was / were...



Before you begin writing, make notes of the information you want to include. Write your first draft and correct it. Don't forget to use a variety of grammatical structures (e.g. tenses, relative pronouns, passive voice) and adjectives (e.g. incredible, fantastic, awful). Then write your final draft.

SONG4

Read the song and choose the correct words.
Then listen and check your answers. 

Superstar

I can't (1) **believe** / **think** it's real

I got a record deal

I'm doing really well

My (2) **songs** / **albums** always sell

I've hit the big time

I've got fast cars

I've hit the big time

I'm going to go (3) **on** / **far**

I've hit the big time

I've got fast cars

I've hit the big time

I'm a (4) **pop** / **rock** superstar!

I won an (5) **award** / **album** in France

I just wanted to dance

(6) **People** / **Fans** love me for sure

Soon I'll be on tour!

Vocabulary

A. Cross out the odd word. Then add one more.

1. maths - football - art - biology - _____
2. chubby - polite - active - helpful - _____
3. skirt - top - boots - shirt - _____
4. medium-length - free - wavy - curly - _____

Score: / 8

B. Match.

- | | |
|-------------|--------------------|
| 1. have | a. to concerts |
| 2. go | b. on the Net |
| 3. download | c. arts and crafts |
| 4. chat | d. fun |
| 5. do | e. newspapers |
| 6. read | f. the Net |
| 7. surf | g. songs |

Score: / 7

Grammar

C. Complete with the Present Simple of the verbs in brackets.

1. A: How often _____ you _____ (go out) with your friends?
B: About three times a week. But I _____ (see) them at school every day.
2. School _____ (start) at 8:30 every day and _____ (finish) at 3 p.m.
3. A: _____ Diana _____ (wear) belts?
B: No. She _____ (not like) accessories.

Score: / 6

D. Complete with the Present Progressive of the verbs in the box.

not skateboard read check out hang out do listen

1. A: Hey, what _____ you _____?
B: I _____ some new online games.
2. Nicole _____ at the moment.
She _____ at Tina's house. They _____ magazines and _____ to music.

Score: / 6

E. Circle the correct words.

1. A: Where is Zoe? **Does she watch / Is she watching** TV again?
B: No. She **listens / is listening** to music with her sister. They **love / are loving** music.

Round-up

1

Work with a teacher

2. Daniel **doesn't study / isn't studying** now.
He **plays / is playing** computer games with his brother. They always **play / are playing** computer games in the evenings.

Score: / 6

F. Put the words in order to make sentences.

1. my father / watches / often / films / .
2. a / week / go / you / swimming / always / do / twice / ?
3. never / out / goes / Leo / Tuesdays / on / .

Score: / 3

G. Circle the correct words.

1. I enjoy **play / playing** table tennis with my dad.
2. Lily wants **join / to join** an ice-hockey team.
3. My mother can't stand **wearing / to wear** earrings.
4. I'd like **making / to make** my own clothes.

Score: / 4

Communication

H. Match.

- | | |
|---|----------------------------------|
| 1. What does Tina look like? | a. Twice a week. |
| 2. What is your sister like? | b. She's playing an online game. |
| 3. Would you like to join the youth club? | c. She's friendly and polite. |
| 4. How often do you play basketball? | d. She's tall and slim. |
| 5. What is Amy doing now? | e. I'd love to. |

Score: / 5

TOTAL SCORE: / 45

Now I can...

- talk about my school
- talk about my free-time activities / daily routines
- say how often I do things
- talk about things that are happening now
- understand the difference between the Present Simple and the Present Progressive
- talk about my clothes and accessories
- say what I like / don't like doing and what I want / would like to do
- describe people's appearance and personality
- talk and write about myself and my best friend

work with
a teacher

Vocabulary

A. Circle the correct words.

- We went to the restaurant **by / on** foot.
- The **trip / voyage** to the museum was nice.
- I didn't print my boarding **pass / passport**.
I downloaded it onto my smartphone.
- The water in the swimming pool was a bit cold,
but I didn't **hope / mind**.
- Did you **book / pack** your suitcase?

Score: / 5

Grammar

B. Complete with the Past Simple of the verbs in brackets.

- Harry _____ (visit) his cousins in Rome last month. He _____ (learn) a lot about the history of Italy.
- A: What _____ you _____ (do) last night?
B: We _____ (have) dinner at a Chinese restaurant.

Score: / 6

C. Complete the sentences below.

Use **used to** and the verbs in the box.

not travel go walk eat

- My brother _____ to school but now he goes by bike.
- My parents _____ abroad in the past, but now they do.
- When I was a child, I _____ with my hands.
- Kevin _____ horse riding every weekend.
Now he doesn't have time.

Score: / 4

D. Complete the sentences with adverbs.

Use the adjectives in brackets to form adverbs.

- Look _____ (careful). Spider!
- I always go to bed _____ (late).
- My grandfather walks _____ (slow) but he doesn't get tired _____ (easy).
- Ted can drive a car very _____ (good) and he's only fifteen!

Score: / 5

E. Complete with personal pronouns.

- We've got a new PE teacher at school, Mr Jones. _____ is brilliant. We all like _____.
- I saw Laura today and I asked _____ about the cruise.
- _____ took lots of pictures on our holiday. Would you like to see _____?

Score: / 5

Communication

F. Complete the dialogue with the sentences a-e.

- How long did you go for?
- To be honest, I don't like the sea.
- I'm only joking!
- Well, I almost fell into the sea because of a kid!
- No, I didn't.

Jake Hey, Peter! Where were you last week?

Peter I went on a cruise.

Jake (1) _____

Peter Three days.

Jake Did you have a good time?

Peter (2) _____ It was terrible.

Jake But why? Cruises are exciting. I love the sea!

Peter (3) _____ I can't swim.

Jake Oh, I didn't know that. And what happened?

Peter (4) _____ He wanted to skateboard on deck! It was a very frightening experience.

Jake That's horrible! Listen, Peter, let's go swimming later.

Peter Jake!

Jake (5) _____

Score: / 10

TOTAL SCORE: / 35

Now I can...

- talk about past events / past habits
- express ability in the past
- talk and write about famous people
- use the Past Simple / linking words

CLIL Page: History

Vocabulary

A. Cross out the odd word. Then add one more.

1. shocked - angry - worried - locked - _____
2. bush - ankle - finger - wrist - _____
3. Ferris wheel - bumper cars - ride - tent - _____

Score: / 6

B. Circle the correct words.

1. I crashed into a tree yesterday. **Fortunately** / **Unfortunately**, someone saw me and **screamed** / **called** for an ambulance immediately.
2. My dad was on a **pavement** / **ladder** cleaning the windows when he slipped and fell. **Luckily** / **Suddenly**, he didn't break anything.
3. There was a huge **prize** / **queue** at the bank today.
4. When Kelly heard about the accident, she was **shocked** / **embarrassed**.

Score: / 6

Grammar

C. Complete with the Past Simple or the Past Progressive of the verbs in brackets.

1. Alan _____ (slip) on a banana skin and _____ (fall down) while he _____ (walk) to school today.
2. The kids _____ (swim) when suddenly they (see) a shark.
3. I _____ (listen) to music when my parents _____ (get) back from their trip. That's why I _____ (not hear) them.

Score: / 8

E. Complete with some, any or no.

1. There isn't _____ milk left. Would you like _____ tea?
2. A: Aunt Fay gave me _____ cake. It's in the fridge.
B: Hey. There's _____ cake in the fridge. Who ate it?

Score: / 4

F. Circle the correct words.

1. Jack broke a bottle of water and there was water **everywhere** / **nowhere** on the kitchen floor!

Round-up

3

Work with a teacher

2. A: What's that noise?

B: I can't hear **anything** / **something**.

3. The film was great. **Anyone** / **Everyone** loved it.

4. I'm thirsty, but I've got **nothing** / **something** to drink.

5. Is there a restaurant **anything** / **anywhere** around here?

6. I just called Jake's house, but there's **nobody** / **anybody** at home.

Score: / 6

Communication

G. Complete the dialogue with the sentences a-e.

- a. You played a joke on me.
- b. I don't think so.
- c. Hang on a minute.
- d. What do you mean?
- e. I don't believe you.

A: Hey, Julia. That wasn't very funny yesterday.

B: (1) _____

A: Oh, come on. I know everything. (2) _____

B: No, I didn't.

A: (3) _____ It wasn't you?

B: No, it wasn't me. What happened?

A: Well, I think I saw a ghost then.

B: Oh come on. (4) _____

A: But I saw a strange shadow in the garden and...

B: Maybe it was your sister or someone else.

A: (5) _____

Score: / 10

TOTAL SCORE: / 40

Now I can...

- ☞ narrate past events and accidents
- ☞ describe my feelings
- ☞ use the Past Progressive
- ☞ understand the difference between the Past Simple and the Past Progressive
- ☞ use compounds of some, any, no, every
- ☞ write a story

work with
a teacher

Vocabulary

A. Match.

- | | |
|---------------|-------------|
| 1. outer | a. office |
| 2. pedestrian | b. space |
| 3. post | c. system |
| 4. solar | d. crossing |

Score: / 4

B. Complete the sentences with the words in the box.

borrow block chance
caravan comfortable ideal

- My aunt and uncle bought a(n) _____ and travelled around the country last summer.
- This island is the _____ place for your holiday.
- Could I _____ that book for a minute?
- Linda lives in a(n) _____ of flats in the city centre, and it's very noisy there.
- I like travelling abroad. It gives me the _____ to go sightseeing and meet local people.
- That sofa doesn't look very _____.

Score: / 6

Grammar

C. Circle the correct words.

A: Excuse me, where's the chemist's?

B: It's on Baker Road, (1) **through** / **between** a newsagent's and a bookshop.

A: Is it far?

B: No, it's about five minutes (2) **out of** / **from** here. Go (3) **down** / **through** Palm Street and turn right (4) **to** / **into** Malcolm Road. Walk (5) **up** / **towards** this road, go (6) **around** / **past** the supermarket and turn left (7) **behind** / **at** the traffic lights. That's Baker Road. The chemist's is (8) **in** / **on** your left, (9) **next** / **opposite** to a newsagent's.

Score: / 9

D. Circle the correct words.

- I need to go shopping. **May** / **Could** you come with me?
- It's a very cold day today. It **can** / **may** snow.
- May I** / **Can you** borrow your red dress, please?
- Ted's house **can** / **might** be that one, but I'm not sure.

Score: / 4

E. Complete the dialogues with the correct form of the adjectives in brackets.

1. A: So, are you coming to the beach with us?

B: I don't know. It's a bit cold today.

A: What? It's (1) _____ (hot) than it was yesterday and (2) _____ (sunny).

B: Really? And where are you going?

A: To Blue Bay Beach.

B: But that's the (3) _____ (popular) beach around here! It's always (4) _____ (crowded) than the other beaches.

A: The other beaches may not be as (5) _____ (crowded) or as (6) _____ (noisy) as Blue Bay Beach, but Blue Bay is the (7) _____ (nice) of all!

Score: / 7

Communication

F. Match.

- | | |
|-----------------------------------|--|
| 1. May I see your ticket, please? | a. Yes, please. |
| 2. Thanks for your help. | b. Go straight on, towards the station. |
| 3. How do I get to the market? | c. It's as interesting as the art gallery. |
| 4. What's the museum like? | d. You're welcome. |
| 5. Need some help? | e. Here you are. |

Score: / 5

Now I can...

TOTAL SCORE: / 35

- ▶ make requests and offers
- ▶ ask for, give and refuse permission
- ▶ express possibility
- ▶ say where buildings are located
- ▶ ask for and give directions
- ▶ make comparisons
- ▶ talk about the city and the country / space

Vocabulary

A. Complete the sentences with the words in the box.

forward last reuse weigh future

1. I'm really looking _____ to going to London.
2. In the _____, I want to become a doctor.
3. If you've got plastic bags, try to _____ them as many times as you can.
4. These baby bears _____ about 18 kg.
5. How many hours does the film _____?

Score: / 5

Grammar

B. Complete with *must/have to, mustn't or don't have to*.

1. We _____ pay an entrance fee.
The computer fair isn't free.
2. I'll tell you what happened, but you _____ tell anyone. OK?
3. You _____ take the dog for a walk now. I'll do it later.
4. Don't throw food in the water! The sign says that we _____ feed the fish!

Score: / 4

C. Circle the correct words.

1. Do / Will you help me with the party?
2. We're / 'll going to travel abroad this summer.
3. How about **organise / organising** a Plant-A-Tree Day?
4. I think that the problem of pollution **going to / will** become worse.
5. I **have to / had to** study till late last night.

Score: / 5

D. Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences Type 1.

1. If you _____ (not be) careful, you might break the eggs.
2. You won't be healthy if you _____ (not eat) any fruit and vegetables.
3. If Chris _____ (call), tell him to join us.
4. If I lose my keys, I _____ (get) locked out.

Score: / 4

work with
a teacher

Round-up

5

III

Communication

E. Complete the dialogue with the phrases a-f.

- a. I just have to help my mum with the housework.
- b. How could I say no?
- c. Nice one!
- d. How about asking Sandy to join us?
- e. Why don't we meet at eleven?
- f. Hold on!

Diane Hey, Stella. Would you like to come shopping with me on Saturday?

Stella Sure! (1) _____

Diane Great. Is ten o'clock OK for you?

Stella Erm... (2) _____

Diane Why so late? What's wrong?

Stella Nothing. (3) _____

Diane Too bad. OK. I'll meet you at the bus stop in front of the chemist's at eleven.

Stella Sounds good! (4) _____

Diane I don't know. I broke her wireless headphones, and now she isn't talking to me.

Stella Why don't you get her new headphones?

Diane I haven't got a lot of money.

Stella (5) _____ If we go to Tech Shop, we might find a good bargain.

Diane (6) _____ !

Score: / 12

TOTAL SCORE: / 30

Now I can...

- ▶ talk about my future plans
- ▶ make predictions
- ▶ make on-the-spot decisions, promises, offers and requests
- ▶ say what I must / mustn't do
- ▶ say what I have to / don't have to do
- ▶ talk about environmental problems
- ▶ make suggestions
- ▶ invite and accept or refuse an invitation
- ▶ write an e-mail of invitation

Vocabulary

work with
a teacher

A. Match.

- | | |
|------------|-------------|
| 1. sore | a. pads |
| 2. sports | b. throat |
| 3. dairy | c. food |
| 4. junk | d. ache |
| 5. knee | e. event |
| 6. stomach | f. products |

Score: / 6

B. Complete with the words in the box.

completely overdo cancel
instead of overweight

- Dana is _____, so she is trying to lose weight by eating healthy food and exercising.
- I feel a bit ill today. I think I should _____ my tennis practice and stay at home.
- Stephanie _____ forgot about her sister's birthday and didn't even call her to say happy birthday.
- You shouldn't _____ it with coffee. Drinking a lot of it is bad for you.
- Lots of people prefer to drink tea _____ coffee.

Score: / 5

Grammar

C. Use *should* or *shouldn't* and the prompts in brackets to complete the sentences.

- It's Joanna's birthday today. We _____ (buy / present).
- Roy's got a headache. He _____ (take / painkiller).
- It's raining. We _____ (go / swimming).
- Sandra is very slim. She _____ (lose / more weight).

Score: / 4

D. Circle the correct words.

- A few / A little friends of mine hang out at the new shopping centre.
- Vegetables contain a lot / lots of vitamins.

- There weren't much / many people at the concert yesterday.
- Peter needs a few / a little time alone. Let's go outside.
- How much / many are these sunglasses? €50?

Score: / 5

E. Complete the sentences with the correct question tag.

- Frank, you saw Sandy today, _____?
- Your friends love music, _____?
- They used to go hiking _____?
- Dad won't take part in the race, _____?
- Lucy's a doctor, _____?
- I don't have to come with you, _____?
- Mum is cooking dinner, _____?
- Patrick could run very fast when he was young, _____?
- You weren't waiting long, _____?

Score: / 9

Communication

F. Match.

- You're taking up handball, aren't you?
 - I think maths is more interesting than history.
 - I eat lots of fried food.
 - What's wrong with you?
 - How often do you eat fast food?
 - Danny likes doing the gardening doesn't he?
- a. Yes, he loves flowers.
b. I think I've got the flu.
c. I disagree.
d. Every now and then.
e. No, I'm taking up hockey.
f. You should avoid it.

Score: / 6

TOTAL SCORE: / 35

Now I can...

- ask and answer about quantity
- use question tags
- ask for and give advice
- talk about eating habits / sports / ailments
- write about your favourite team
- write an e-mail to a friend giving news

Vocabulary

A. Complete using the words in the box.

cheer up gig notice fan enjoyable
receive supermarket thrilled

1. A: I am a huge _____ of Coldplay.
B: Me too! I went to their _____ last month. It was great!
2. Did you _____ an e-mail yesterday?
3. A: Did your sister like her new racket?
B: Oh, she was _____! We played tennis all weekend!
A: I love tennis too. It's very _____.
4. _____! There are worse problems than yours.
5. Did you _____ that Jack got a haircut?
6. A: We've run out of milk and sugar.
B: I'll go to the _____ to buy some.

Score: / 8

Grammar

B. Complete the sentences with the Present Perfect Simple of the verbs in brackets.

1. Wendy _____ (take) up swimming recently but she _____ (not lose) any weight yet.
2. How many games _____ the Lakers _____ (win) so far this season?
3. A: What did you think of last week's concert?
B: We _____ (never / have) such an exciting experience.
4. Alison is my best friend. We _____ (know) each other since 2018.
5. I think this sitcom is the best TV programme I _____ (ever / see).

Score: / 6

C. Circle the correct words.

1. We've seen this film **twice / so far**.
2. We have been friends **for / since** years.
3. We've been at this café **since / for** four o'clock.
Let's go home.
4. Nobody has told Fran about the party **yet / already**.
5. Jasmine hasn't been to this city **ever / before**.

Score: / 5

Round-up

7

Work with a teacher

D. Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

1. A: _____ (you / ever / travel) to India?
B: Yes, we _____ (visit) Mumbai three years ago.
2. Chris and I _____ (know) each other for a few weeks. We _____ (meet) in June.
3. Yesterday I _____ (buy) a jacket for €200. I _____ (never / buy) anything so expensive before.
4. A: How long _____ (you / have) this tree house?
B: My father _____ (make) it when I was five.

Score: / 8

Communication

E. Match.

- | | |
|-------------------------------------|--|
| 1. Here's €20. | a. You should tell the truth. |
| 2. What's on? | b. Sure. The fitting room is this way. |
| 3. What should I do? | c. Of course I have, but that was years ago. |
| 4. Have you ever been to a concert? | d. The news. |
| 5. Can I try this on? | e. Calm down. Everything will be just fine. |
| 6. How much is it? | f. It's only €50. |
| 7. I'm in trouble. | g. I'm an 8. |
| 8. What size are you? | h. And here's your change. |

Score: / 8

TOTAL SCORE: / 35

Now I can...

- ▶ talk about experiences
- ▶ write a note and text message
- ▶ use different expressions/phrases used when shopping
- ▶ talk about TV programmes
- ▶ talk about things I've already done or haven't done yet
- ▶ ask for and give advice

Vocabulary

work with
a teacher

A. Circle the correct words.

1. I'm **confident** / **confused**. Does your aunt live in Bournemouth or Portsmouth?
2. I slipped and fell on an old lady at the supermarket. It was so **nervous** / **embarrassing**!
3. Mr Blake is the **writer** / **organiser** of the show.
4. Owen didn't do well in the exam and was very **disappointed** / **proud**.
5. Mrs Steinberg can't talk to you right now. She's in **an article** / **a meeting**.
6. Our reporter will **interview** / **deliver** a famous TV star.

Score: / 6

Grammar

B. Complete the sentences with *who* or *which*.

1. The milk _____ is in the green bottle hasn't got a lot of fat.
2. Melinda Baker, _____ won the competition, is my cousin.
3. The dog _____ was found in the park yesterday was Mike's.
4. I lost the money _____ you gave me.
5. The woman _____ is talking to Joe is the new science teacher.
6. Belinda's new car, _____ she bought last month, cost 14,000 euros.
7. The shop assistant _____ showed us the T-shirts didn't know they had a discount.

Score: / 7

C. Complete with the Present Simple Passive of the verbs in brackets.

1. Hundreds of e-mails _____ (send) to famous actors every day.
2. This song _____ (sing) by Madonna.
3. The Fame&Style magazine _____ (print) twice a week.
4. People _____ usually _____ (pay) at the end of the month.

Score: / 4

D. Complete with the Past Simple Passive of the verbs in brackets.

1. Last year, the best student award _____ (give) to my sister Katie.
2. Our house _____ (build) in 1960.
3. There was a car accident this morning and two men _____ (take) to hospital.
4. Our flight _____ (cancel) because of the bad weather.

Score: / 4

F. Circle the correct words.

1. The rubbish **is taken** / **were taken** out by my dad every evening.
2. The photographers **took** / **were taken** lots of pictures at the ceremony.
3. Lots of money **spends** / **is spent** on things we don't really need.
4. My dog **hit** / **was hit** by a car yesterday.

Score: / 4

Communication

E. Choose *a* or *b*.

1. A: Ken has never been to the Maldives.
B: _____
a. So has John. b. Neither has John.
2. A: We had a great time yesterday!
B: _____
a. So did we. b. So had we.
3. A: Sue's going to the cinema tonight.
B: _____
a. So is my sister. b. Neither is my sister.
4. A: I won't lie to you again.
B: _____
a. Neither do I. b. Neither will I.
5. A: I want to watch this horror film.
B: _____
a. Ben does. b. I don't.

Score: / 5

TOTAL SCORE: / 30

Now I can...

- define people/things by using relative pronouns
- form adjectives from nouns
- describe my feelings
- express agreement/disagreement
- use the Present and Past Simple Passive
- write a description of a film

A. Look at the pictures and the headings. Do you know anything about eating habits in these countries? Listen, read and check your answers. 🎧

EATING HABITS AND TRADITIONS AROUND THE WORLD

Ukraine



In Ukraine, families enjoy eating together at home and often choose to eat traditional, home-cooked food. Soup is very popular, and many people eat it every day. One of the most delicious is borscht, which is a red soup prepared with beetroot and other vegetables. Another fantastic soup is kalatusha. This contains vegetables, like carrots and mushrooms, butter and fish.

Japan



In Japan, people eat a lot of rice. It is eaten with every meal, even for breakfast. In fact, a traditional Japanese breakfast is rice, soup, vegetables and fish. It isn't just tasty, it's healthy too. If you go to a Japanese person's house for dinner or eat in a restaurant there, you should eat everything on your plate. If you don't, people might think you are rude.

The United Kingdom



The British love drinking tea. Did you know that the British drink around 100 million cups of it every day? That's a lot of tea! People drink tea at any time of the day there. The most popular way to drink it in the UK is with milk. Many British people have a 'tea break' at about 11 o'clock in the morning. This is also called 'elevenses' and it is when people drink tea (or coffee, if they prefer) and eat something small, like a biscuit.

Mexico



Mexicans eat dinner (la cena) between around 7 p.m. and 9 p.m. Dinner is usually a lot smaller than lunch and breakfast. People prefer to eat a snack - a taco for example - for this meal. Lunch (la comida) is the biggest meal of the day in Mexico. This meal is usually eaten between around 1.30 p.m. and 4 p.m. People may enjoy several different dishes for lunch, such as a meat, rice or bean dish, a salad, and, of course, a dessert!

B. Read the text again and answer the questions.

1. What do some Ukrainians eat every day?
2. What is kalatusha prepared with?
3. What is in a traditional Japanese breakfast?
4. What is the polite thing to do if you go to a person's house for dinner in Japan?
5. How much tea is drunk every day by the British?
6. What do many British people add to tea?
7. What is the main meal of the day in Mexico?
8. What time do people have their lunch in Mexico?

Project

Make a poster!

Think of some of the most interesting food habits and traditions in Ukraine. Find some information about them online and make a poster. You can add some pictures to make your poster more interesting. Then present it to the class.

III Culture page for Ukraine 2

A. Look at the pictures below. What do you know about these places? Listen, read and check your answers. 

VISITING

Kyiv

People from all around the world travel to the Ukrainian capital, Kyiv, every year. If you have a look at some of the city's main sights, it's easy to understand why. One of the most important sights in Kyiv is Saint Sophia Cathedral. This incredible green, white and gold building from the 11th century is today a museum and a UNESCO World Heritage Site, and you should definitely not miss it. Kyiv's main street is called Khreshchatyk Street, and you should also go for a walk there. It has many important buildings, clothes shops, restaurants, cafés and three very famous squares: European Square, Independence Square and Bessarabska Square. If you want to know more about Ukraine's history, don't leave Kyiv without a visit to the National Museum of the History of Ukraine. This amazing museum has thousands of interesting items to see. Kyiv is a beautiful city that you will never want to leave!



VISITING

London

London, the capital of the UK, is an incredible city with lots of amazing places for visitors to visit. In London there are many palaces that are or have been the homes of kings and queens. Buckingham Palace is, of course, the most famous one. You should visit it to watch the Changing of the Guard. Don't forget to visit one of the city's wonderful parks. At Regent's Park, for example, you can walk through the Avenue Gardens, or watch a play at the Open Air Theatre. If history is what interests you, you will find many museums to visit. You shouldn't miss the British Museum, which is one of Europe's most famous museums and has many ancient pieces of art and other things from all over the world. London has got so many fantastic places to visit that, each time you go, there is always something new for you to see.



B. Read the text again and write T for True or F for False.

1. Saint Sophia Cathedral is a museum nowadays.
2. There are two famous squares on Khreshchatyk Street.
3. You can learn a lot from a visit to the National Museum of the History of Ukraine.
4. Kings and queens have never lived in Buckingham Palace.
5. There is a theatre at Regent's Park.
6. London is not ideal for a person interested in culture.

Project

Write a travel blog!

Write a short blog about other sights and attractions in Kyiv or in another town/city in Ukraine. Write about what you can see there, why people like to visit them, how old they are, etc. Then present it to the class.

A. Who was the first man to get to the South Pole?

Listen, read and check your answers. 

B. Now look at the highlighted words in the text and find their definitions in a dictionary.

The race to the South Pole

Back in the 1910s two men wanted to be the first to get to the South Pole. It wasn't an easy race!



ROBERT FALCON SCOTT was a British naval officer and an **explorer**. He was born in 1868 and he went on two trips to Antarctica.

ROALD AMUNDSEN was born in 1872 in Norway. His father was a shipowner and he taught him to love the sea and exploring.



4 Jan 1911

Scott and his team arrived on the **vessel** Terra Nova and set up camp. Scott was determined to get to the South Pole and he wasn't afraid of polar conditions.

1 Nov 1911

Scott's team began their expedition to the South Pole. Sixteen men with ponies, dogs and motor **sledges** were ready to get to the South Pole first.

17 Jan 1912

Scott arrived at the South Pole. He found a Norwegian flag and understood he was second to get there.

C. Read again and answer the questions.

1. How many men did Scott have in his team?
2. What was the name of Amundsen's ship?
3. How did Amundsen travel across the ice?
4. What did Scott find at the South Pole?
5. What happened to Scott and his team on the way back?

D. Discuss the following.

- ➊ Why do you think Scott didn't manage to get to the South Pole first?

29 Mar 1912

Scott and his team had to return, but they didn't make it. They experienced extreme cold and **blizzards**, and all of them died 17 km away from one of their camps.

19 Oct 1911

Amundsen and his team arrived on the ship Fram and began their **expedition**. In his team there were five men on four sledges, which were pulled by dogs. Amundsen did not follow the same **route** as other explorers did. He took a risk and tried to reach the South Pole by another route.

14 Dec 1911

Amundsen became the first man to get to the South Pole. He and his team gathered a lot of useful information about the features of the South Pole.

Project

Find information about another scientific expedition to the South Pole and write a short text about it.

A. What do you know about Scotland? Write T for True or F for False. Then listen, read and check your answers.

1. The capital city is the largest city.
2. It was called Scotland in the 5th century.
3. The highest mountain is Ben Nevis.
4. Lakes in Scotland are called lochs.



B. Now look at the highlighted words in the text and find their definitions in a dictionary.

SCOTLAND

Scotland is located in the northern part of Great Britain and it is part of the United Kingdom along with England, Wales and Northern Ireland. The capital city is Edinburgh, but the largest city is Glasgow, with approximately 630,000 people.

The **population** of Scotland is 5.4 million. The history of Scotland began when the Romans invaded Britain in the 1st century AD. They called the land Caledonia, and in the 5th century Celtic immigrants from Ireland, called Scots, **settled** there and named the country Scotia – land of the Scots. In about the 10th century the land became known as Scotland.

Scotland is divided into three **topographic areas**: the Southern Uplands – an **agricultural** region – the Central Lowlands

– an **industrial** region – and the Highlands, which are full of **mountain ranges**. There you can find Britain's highest mountain, Ben Nevis, which is 1345 m above sea level. Scotland is surrounded by the North Sea, the Irish Sea and the Atlantic Ocean. There are also many lochs (lakes), and Loch Ness is the most famous one because of its mythical monster, Nessie. The **climate** in Scotland is **temperate** and **oceanic** and varies between regions. The country's high **latitude** means that winter days are short, and during the summer, people in Scotland experience extended **twilight** and no complete darkness, especially in far northern areas. The currency is the pound sterling, and the national flag of Scotland is blue with a white St Andrew's Cross.



C. Read again and complete the Fact File.

Fact File: Scotland

Capital:	
Largest city:	
Population:	
Climate:	
Currency:	



Project

Look at the fact file about Scotland again and prepare a similar fact file about your country.

D. Discuss the following.

- Would you like to visit Scotland?
- Why / Why not?

ICE HOCKEY

A. Label the picture with the words 1-7.

- | | | | |
|----------|------------------|---------------|-------------|
| 1. puck | 3. shoulder pads | 5. skates | 7. leg pads |
| 2. stick | 4. helmet | 6. elbow pads | |

B. Read the text about ice hockey and choose one heading from a-d for each paragraph. There is one extra heading. Then listen, read and check your answers.

- | | |
|------------|---------------------|
| a. Rules | c. The game |
| b. History | d. Hockey in Canada |

① ☐ Ice Hockey, or hockey, is a sport which is played on an ice rink. The modern game started in Montreal, Canada, in 1875. Men's ice hockey became an official Winter Olympic Game in 1924, while women's ice hockey joined the Olympics in 1998.

② ☐ There are six players in each team. Players skate on the ice and try to score a goal by shooting the puck into the other team's goal, using a stick, shaped like an 'L'. There are three twenty-minute periods. If both teams have the same score at the end, there is an overtime period or extra time. If the score is still the same after that period, there is a shootout. In a shootout, the players take turns trying to shoot the puck into the other team's goal.

③ ☐ There are referees and officials on and near the ice to make sure no one breaks the rules. When players break the rules, they go to the 'penalty box' and sit there for two, four or five minutes until their penalty is over. One example of breaking the rules is moving the puck with your hands.

C. Read again and write T for True or F for False.

1. Ice hockey became an Olympic sport in 1875. ☐
2. You can score a goal by hitting the puck into the other team's goal. ☐
3. A game is always an hour long. ☐

4. There is always a shootout at the end of the game. ☐
5. Players who break the rules sit in the 'penalty box' for the rest of the game. ☐

D. Discuss the following.

- What do you find interesting about ice hockey?
- What do you know about your country's national ice hockey team?
- What is your favourite sport? Why?

Project

Think of your favourite sport and write a short text, like the one above. Write about its history, the equipment you need and the rules of the sport.



Musical instrument families

A. Listen to the sounds and match them to the pictures a-d. 

Sound ①

Sound ②

Sound ③

Sound ④



a ☐



b ☐



c ☐



d ☐

B. Now look at the highlighted words in the text below and find their definitions in a dictionary.

C. Do you know how to play any musical instruments?

What are some of the different ways we can play musical instruments? Listen, read and check your answers. 

There are many different types of musical instruments in an **orchestra**. Each instrument is part of a different group, called a 'family'. All the instruments in each family look very different from each other, but one thing is always the same: how we play them. Instruments in the wind family make a **sound**

when we **blow** into them. Then there are the instruments in the percussion family, which we play by **striking** in some way. We play instruments in the string family by **touching** the strings to make different sounds. Many orchestras also have a piano - which is, of course, an instrument from the keyboard family.

D. Look at the instruments below. Put each one in the correct column in the table.

Wind	String	Percussion	Keyboard
flute	violin	drum	piano



harp



French horn



organ



guitar

keyboard



bassoon



tambourine



cymbal

Project

Make a musical instrument family poster. Draw four columns on a piece of cardboard and write the name of a musical instrument family at the top of each one, as in the table above. Then use the Internet to find pictures of as many musical instruments as you can, and write the names of the instruments in the correct columns.

E. Discuss.

- What is your favourite musical instrument?
- Would you like to learn a musical instrument? Which one?



3b

Unlucky day

Talk in pairs. Look at the pictures below and imagine these things happened to you. What were you doing at that time? Use the prompts to ask each other questions.



What were you doing when you fell into the water?

I was walking by the river.

7d

Student A

Imagine that you are a customer in a clothes shop and you want to buy some clothes. Decide which items you want and in what colour. Student B is the shop assistant. Talk to him/her using some of the phrases in the box.

Do you have any...?
I'd like...
I'm looking for...
Can I try it/them on?
Do you have it/them in red/blue, etc.?
It's/They're too...
It isn't / They aren't... enough.
I wear a size...
I think it/they fits/fit me very well.
I prefer the... one/ones.
I'll take it/them.
How much is/are...?
How much does it / do they cost?
Can I pay in cash / by credit card?



Pair work activities

7d Student B

Imagine that you are a shop assistant in a clothes shop and that you sell the items shown in the pictures. Student A is a customer. Talk to him/her using some of the phrases in the box.



Shorts

Sizes: M, L
Price: €30.50
Colours: blue, red



T-shirt

Sizes: M, L, XL
Price: €10
Colour: orange



Boots

Sizes: 6, 7, 8
Price: €79.99
Colours: black, brown, white



Jumper

Sizes: XS, S
Price: €55
Colours: red, yellow, brown

Can/May I help you?

What size are you?

We have it/them only in...

I'm afraid we...

Would you like to try it/them on?

Does it / Do they fit you?

What do you think of...?

How about this/these
one/ones?

Here you are.

We have a ...% discount.

Would you like to pay in cash or
by credit card?

It costs / They cost...

Here's your change and receipt.

7e Problem solving

STUDENT A

Choose one of the situations below. Describe your problem to Student B, say how you feel and ask him/her for advice. Use some of the expressions given. Then swap roles.

The problem is that...

I've got a problem with...

I feel...

Can you please help me?

What should I do?

Your sister/brother always borrows money but she/he never gives it back.

Your best friend has found a new group of friends and doesn't talk to you any more.

Your neighbour always listens to loud music and you can't study.

You're tired all the time and you can't get up in the morning.

STUDENT B

Listen to Student A's problem and give him/her advice. Use some of the expressions given. Then swap roles.

I (personally) think you should...

Perhaps you should...

Don't worry.

Everything will be fine.

CHATSPEAK AND SMILEY DICTIONARY

@ = at

2DAY = today

2MORO = tomorrow

2NITE = tonight

4EVER = forever

4 = for

B = be

B4 = before

BCOZ = because

CING = seeing

CU = see you

FRND = friend

GR8 = great

H8 = hate

L8 = late

L8R = later

M8 = mate

PLS = please

R = are

THX = thanks

U = you

W8 = wait

XLNT = excellent

Y = why

:-) = happy

:(= sad

:O = shocked

:D = laughing

:'(= crying

>:[= angry

;-) = winking

B-) = wearing glasses



Hello

► The verb *be*

AFFIRMATIVE		NEGATIVE	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

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

We usually use short forms when we speak and full forms when we write.

► The verb *have got*

We use the verb **have got**:

- to express possession.

I've got a computer.

- to describe people, animals and things.

Mary has got fair hair.

AFFIRMATIVE
I/You/We/They've (=have) got
He/She/It's (=has) got

NEGATIVE
I/You/We/They haven't (=have not) got
He/She/It hasn't (=has not) got

QUESTIONS	SHORT ANSWERS
Have I/you/we/they got?	Yes, I/you/we/they have. Yes, he/she/it has.
Has he/she/it got?	No, I/you/we/they haven't. No, he/she/it hasn't.

► Possessive adjectives

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

- Possessive adjectives go before nouns, without articles.
She is my friend.
Her name is Emma.

► The verb *can*

AFFIRMATIVE	
I/You/He/She/It/We/You/They	can dance
NEGATIVE	
I/You/He/She/It/We/You/They	can't (cannot) dance
QUESTIONS	SHORT ANSWERS
Can I/you/he/she/it dance?	Yes, I/you/he/she/it can. No, I/you/he/she/it can't.

We use the verb **can** to express ability.

He can swim.

► Prepositions of place

in *The book is in the bag.*

on *The book is on the desk.*

under *The cat is under the table.*

► This / That

- We use **this** to point out a person, animal or thing that is close to us.

This is a book.

- We use **that** to point out a person, animal or thing that is far from us.

That girl over there is Maria.

► These / Those

- We use **these** to point out people, animals or things that are close to us.

These are my books.

- We use **those** to point out people, animals, or things that are far from us.

Those boys over there are my friends.

► There is / There are

	AFFIRMATIVE		NEGATIVE	
	FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
SINGULAR	There is	There's	There is not	There isn't
PLURAL	There are	×	There are not	There aren't

	QUESTIONS	SHORT ANSWERS	
SINGULAR	Is there...?	Yes, there is.	No, there isn't.
PLURAL	Are there...?	Yes, there are.	No, there aren't.

- We use **there is** before singular nouns.
There's a bathroom upstairs.
Is there a swimming pool in the palace?
- We use **there are** before plural nouns.
There are ten bedrooms in the castle.
Are there two bins in the classroom?

► Plural forms

REGULAR NOUNS	
• most nouns take -s (in the plural)	dog → dogs computer → computers
• nouns ending in -s, -ch, -sh, -x, -o, take -es	box → boxes watch → watches
• nouns ending in a consonant + -y, drop the -y and take -ies BUT	country → countries boy → boys
• nouns ending in -f or -fe, take -ves	scarf → scarves

IRREGULAR NOUNS	
man → men	woman → women
child → children	foot → feet
tooth → teeth	person → people
mouse → mice	fish → fish

- Adjectives do not have a plural form.
*This is an **old** umbrella. → These are **old** umbrellas.*

► Question Words

- Who...?:** We ask questions about people.
Who's that? My friend Kim.
- What...?:** We ask questions about things, animals and actions.
What's your favourite school subject? PE.

- Where...?:** We ask questions about places.
Where are you from? I'm from China.
- How...?:** We ask about the way in which something happens or to find out someone's news.
How are you? Fine, thanks.
- How old...?:** We ask about someone's age.
How old are you? I'm thirteen years old.
- When / What time...?:** We ask about time.
When's the party? On Saturday.
What time is the party? At 9 p.m.
- How many...?:** We ask about the number of something.
How many bedrooms are there in your house? Three.

Module 1

► Present Simple

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I speak	I do not speak	I don't speak
You speak	You do not speak	You don't speak
He speaks	He does not speak	He doesn't speak
She speaks	She does not speak	She doesn't speak
It speaks	It does not speak	It doesn't speak
We speak	We do not speak	We don't speak
You speak	You do not speak	You don't speak
They speak	They do not speak	They don't speak

QUESTIONS	SHORT ANSWERS	
Do I speak?	Yes, I do.	No, I don't.
Do you speak?	Yes, you do.	No, you don't.
Does he speak?	Yes, he does.	No, he doesn't.
Does she speak?	Yes, she does.	No, she doesn't.
Does it speak?	Yes, it does.	No, it doesn't.
Do we speak?	Yes, we do.	No, we don't.
Do you speak?	Yes, you do.	No, you don't.
Do they speak?	Yes, they do.	No, they don't.

NOTE: No -s in the 3rd person singular after *does/doesn't*.

Formation of the 3rd person singular (he/she/it)

• Most verbs take -s. <i>I eat → He eats I like → He likes</i>
• Verbs ending in -ss, -sh, -ch, -x, -o take -es. <i>I watch → He watches I go → He goes</i>
• Verbs ending in a consonant + -y, drop the -y and take -ies. <i>I tidy → He tidies BUT I play → He plays</i>

We use the **Present Simple**:

- for habits or actions that happen regularly.

I watch TV every day.

She goes out at the weekend.

- for situations that are always the same.

We live in Bristol.

I like ice cream.

► Prepositions of time

at	<i>six o'clock / half past two noon / night / midday / midnight the weekend(s)</i>
in	<i>the morning / afternoon / evening my free time</i>
on	<i>Saturday Friday morning / afternoon, etc. weekdays</i>
till/until	<i>We usually work till 5 p.m.</i>
before	<i>Jack always has a shower before dinner.</i>
after	<i>My dad takes the dog for a walk after breakfast.</i>

► Present Progressive

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

NEGATIVE	
FULL FORMS	SHORT FORMS
I am not playing	I'm not playing
You are not playing	You aren't playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing

QUESTIONS	SHORT ANSWERS	
Am I playing?	Yes, I am.	No, I'm not.
Are you playing?	Yes, you are.	No, you aren't.
Is he playing?	Yes, he is.	No, he isn't.
Is she playing?	Yes, she is.	No, she isn't.

QUESTIONS	SHORT ANSWERS	
Is it playing?	Yes, it is.	No, it isn't.
Are we playing?	Yes, we are.	No, we aren't.
Are you playing?	Yes, you are.	No, you aren't.
Are they playing?	Yes, they are.	No, they aren't.

We use the **Present Progressive**:

- for actions that are happening at the moment of speaking.

What is Kelly doing now?

She's talking on the phone.

- for temporary states.

I'm working at a supermarket these days.

FORMATION OF -ing	
• most verbs take -ing	<i>talk → talking</i>
• verbs ending in -e drop the -e before the -ing	<i>come → coming</i>
• verbs with one syllable ending in one vowel + one consonant double the consonant before the -ing	<i>stop → stopping</i>
• verbs with two or more syllables ending in one stressed vowel + one consonant double the consonant before the -ing	<i>begin → beginning</i> BUT <i>happen → happening</i>
• verbs ending in one vowel + -l double the -l before the -ing	<i>travel → travelling</i>
• verbs ending in -ie change -ie to -y before the -ing	<i>lie → lying</i>

TIME EXPRESSIONS	
now, at the moment	today, these days this week/year, etc.

► Present Progressive vs Present Simple

- We use the **Present Progressive** for actions that are happening at the moment of speaking and for temporary states.

John is watching TV now.

- We use the **Present Simple** for habits, repeated actions and permanent states.

John watches TV at the weekend.

TIME EXPRESSIONS	
PRESENT PROGRESSIVE	PRESENT SIMPLE
now, at the moment today, these days, this week/year, etc.	usually, always, often, etc. every day/week, etc. in the afternoons/summer, etc. on Mondays, at the weekend, etc.

► Stative Verbs

The following verbs are usually **not** used in the **Present Progressive**. They are called **stative verbs**:

• see, hear, smell, etc. • like, love, hate, want, need, etc.	• think, understand, know, etc. • be, have, cost, etc.
--	---

► Adverbs of frequency

	*	***	****	*****
never	sometimes	often	usually	always

We use **adverbs of frequency** to talk about how often we do something. We place them:

- **before** the main verb.

John often plays football on Saturdays. Peter doesn't always have breakfast.

- **after** the verb **be**.

Sheryl is never late for school.

► How often...?:

We use **How often...?** to show the frequency of an action:

A: *How often do you go out?*

B: *I go out twice a week, but I never go out on Fridays.*

- **like / love / enjoy / hate / can't stand + -ing** like / love / enjoy / hate / can't stand + noun
would like / want + to like / love / enjoy / hate / can't stand + -ing

NOTE: We use **like + -ing** to say what we like in general:

*I like going to the cinema.
Do you like tennis?*

We use **would like to** to say what we want to do and to make offers, invitations and requests.

*I'd like to go to the cinema.
Would you like to play tennis with me this afternoon?*

I enjoy listening to music.

Pablo can't stand going to art galleries.

like / love / enjoy / hate / can't stand + noun

I like rock music. Sam hates pop.

would like / want + to

I'd like to go to the theatre.

Beth wants to go to the cinema.

Module 2

► Past Simple of regular verbs

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I played	I did not play	I didn't play
You played	You did not play	You didn't play
He played	He did not play	He didn't play
She played	She did not play	She didn't play
It played	It did not play	It didn't play
We played	We did not play	We didn't play
You played	You did not play	You didn't play
They played	They did not play	They didn't play

QUESTIONS	SHORT ANSWERS	
Did I play?	Yes, I did.	No, I didn't.
Did you play?	Yes, you did.	No, you didn't.
Did he play?	Yes, he did.	No, he didn't.
Did she play?	Yes, she did.	No, she didn't.
Did it play?	Yes, it did.	No, it didn't.
Did we play?	Yes, we did.	No, we didn't.
Did you play?	Yes, you did.	No, you didn't.
Did they play?	Yes, they did.	No, they didn't.

SPELLING	
• most verbs take -ed	<i>talk → talked</i>
• verbs ending in -e take only -d	<i>dance → danced</i>
• verbs ending in a consonant + -y take -ied	<i>try → tried</i> BUT <i>play → played</i>
• verbs with one syllable ending in one vowel + one consonant double the consonant before the -ed	<i>stop → stopped</i>
• verbs with two or more syllables ending in a stressed vowel + one consonant double the consonant before the -ed	<i>prefer → preferred</i> BUT <i>happen → happened</i>
• verbs ending in one vowel + -l double the -l before the -ed	<i>travel → travelled</i> BUT <i>sail → sailed</i>

► Past Simple of irregular verbs

- Irregular verbs don't take **-ed** in the Past Simple.

AFFIRMATIVE	I/You/He/She/It/We/You/They went
NEGATIVE	I/You/He/She/It/We/You/They didn't go
QUESTIONS	Did I/you/he/she/it/we/you/they go?

NOTE: Look at the list of irregular verbs on page 138.

We use the **Past Simple** for:

- actions that started and were completed at a specific time in the past.
We bought our house five years ago.
- habitual or repeated actions in the past.
I always went to bed early when I lived with my parents.
- for completed actions that happened one after the other in the past.
Yesterday I got up at 8:00, had breakfast and left for school.

TIME EXPRESSIONS
yesterday / yesterday morning, etc.
last night/week/weekend/month/year
last Wednesday/Friday, etc.
last summer/winter, etc.
two days / a week / three months / five years ago
in + year

► Past Simple of the verb be

AFFIRMATIVE	NEGATIVE
I/He/She/It was We/You/They were	I/He/She/It wasn't (=was not) We/You/They weren't (=were not)
QUESTIONS	SHORT ANSWERS
Was I/ he/she/it ? Were we/you/they?	Yes, I/he/she/it was. Yes, we/you/they were. No, I/he/she/it wasn't. No, we/you/they weren't.

► The verb could

AFFIRMATIVE	NEGATIVE
I/He/She/It We/You/ could walk They	I/He/She/It could not We/You/ couldn't walk They
QUESTIONS	
Could I/he/she/it we/you/they walk?	
SHORT ANSWERS	
Yes, I/he/she/it we/you/ could they	No, I/he/she/it we/you/ couldn't. they

- Could** is the past tense of **can**. We use it to talk about ability in the past.

My sister could play the piano when she was seven.

► Adjectives / Adverbs

- Adjectives describe nouns.
- Adverbs of manner describe how something happens.

We form most adverbs of manner by adding -ly to the adjective.	quiet → quietly careful → carefully
Adjectives ending in a consonant + -y, drop the -y and take -ily.	easy → easily
Adjectives ending in -le, drop the -e and take -y.	terrible → terribly

IRREGULAR ADVERBS		
good → well	hard → hard	early → early
fast → fast	late → late	

► Personal Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
You	you
He	him
She	her
It	it
We	us
You	you
They	them

- Subject personal pronouns** are used as subjects and go before the verb.
Look at that girl. She's beautiful!
- Object personal pronouns** are used after verbs as objects or after prepositions.
Look at him! He's my brother.

AFFIRMATIVE	NEGATIVE
I/He/She/It/We/You/They used to play	I/He/She/It/We/You/They didn't use to play

QUESTIONS
Did I/he/she/it/we/you/they use to play?

► Used to

We use **used to** to talk about something that happened regularly in the past, but no longer does.
We used to go skateboarding every afternoon when we were young.

Module 3

► Past Progressive

AFFIRMATIVE	
I was eating	It was eating
You were eating	We were eating
He was eating	You were eating
She was eating	They were eating

NEGATIVE	
FULL FORMS	SHORT FORMS
I was not eating	I wasn't eating
You were not eating	You weren't eating
He was not eating	He wasn't eating
She was not eating	She wasn't eating
It was not eating	It wasn't eating
We were not eating	We weren't eating
You were not eating	You weren't eating
They were not eating	They weren't eating

QUESTIONS	SHORT ANSWERS	
Was I eating?	Yes, I was.	No, I wasn't.
Were you eating?	Yes, you were.	No, you weren't.
Was he eating?	Yes, he was.	No, he wasn't.
Was she eating?	Yes, she was.	No, she wasn't.
Was it eating?	Yes, it was.	No, it wasn't.
Were we eating?	Yes, we were.	No, we weren't.
Were you eating?	Yes, you were.	No, you weren't.
Were they eating?	Yes, they were.	No, they weren't.

We use the **Past Progressive**:

- for an action that was happening at a specific point of time in the past.

I was watching TV at 7 o'clock yesterday evening.

- to set the scene in a story.

It was raining and Jill was walking in the forest.

- for actions that were happening at the same time in the past. In this case we usually use **while**.

While I was watching TV, my father was cooking.

► Past Simple - Past Progressive Time Clauses (when, while)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while** or **when**.

While I was driving, I saw a cat in the street.

I was sleeping when the telephone rang.

► some - any - no

- **some + uncountable / plural countable nouns** in affirmative sentences and offers.

There is some orange juice in the fridge.

Would you like some chips?

- **any + uncountable / plural countable nouns** in questions and negative sentences.

Is there any orange juice in the fridge?

There aren't any chips on the table.

- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.

There is no cheese in the fridge. = There isn't any cheese in the fridge.

NOTE: Countable Nouns

- We can count them.
- We can use *a/an* and numbers before them.
- They have singular and plural forms.

one orange five posters a lamp

NOTE: Uncountable Nouns

- We cannot count them.
- We cannot use *a/an* or numbers before them, but we often use *some* and *any*.
- They have only singular forms.

rice water pasta

► Compounds of *some, any, no, every*

	some	any	no	every
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- These compounds are used in the same way as **some, any, no** and **every**, but they are not followed by a noun.

I can't find my glasses anywhere.

- These compounds always go with singular verbs.

Someone is behind the door.

Module 4

► Can / Could / May / Might

The verbs **can, could, may** and **might**:

- are followed by the base form of the verb without **to**.
- are the same in all persons in the singular and plural.
- do not form the question and negative with **do**.

• We use **Can I..?, Could I..?, May I..?**

to ask for permission.

Can/Could/May I go to the party?

Yes, you can/may.

No, you can't/may not.

• We use **Can you..?, Could you..?** to make polite requests and ask for a favour. **Could** is more polite.

Can/Could you help me with my homework?

• We use **Can I..?, Could I..?, May I..?** to offer help.

Can/Could/May I help you?

• We use **may, might** and **could** to express possibility in the present or future. **Might** expresses slight possibility.

We may/might/could go to the Summer Festival next weekend.

► **Prepositions of place**

next to *The museum is next to the post office.*

in front of *The bus stop is in front of the museum.*

opposite *The library is opposite the museum.*

between *The museum is between the bank and the post office.*

behind *The park is behind the museum.*

► **Prepositions of movement**

up *Walk up this road.*

down *Go down Elm Street.*

into *Don't come into the house with that dog!*

out of *Brian walked out of the room.*

through *This road goes through the park.*

towards *Walk towards the library.*

past *Walk past the newsagent's and turn left.*

from...to *Maria drives from her house to work every day.*

around *Stop running around the garden!*

► **Comparative and Superlative forms**

• We use the **comparative** of adjectives when we compare two people, animals or things.

• We use the **superlative** of adjectives when we compare one person, animal or thing with several of the same kind.

FORMATION			
Comparative			
adjective + -er		+ than	<i>John is older than Peter.</i>
more + adjective			<i>My watch is more expensive than Diana's.</i>
Superlative			
the +	adjective + -est	+ of/	<i>John is the tallest boy in his class.</i>
	most + adjective	in	<i>This watch is the most expensive of all.</i>

• All one-syllable and most two syllable adjectives take -er/-est

clean → cleaner → the cleanest

clever → cleverer → the cleverest

• One-syllable adjectives ending in -e, take -r/-st:

nice → nicer → the nicest

• One-syllable adjectives ending in one vowel + one consonant, double the consonant before the -er/-est:

hot → hotter → the hottest

• Adjectives ending in a consonant + -y, drop the -y and take -ier/-iest:

easy → easier → the easiest

• Adjectives with three or more syllables and some two-syllable adjectives take more + adjective/most + adjective:

expensive → more expensive → the most expensive

careful → more careful → the most careful

IRREGULAR COMPARATIVES AND SUPERLATIVES

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good	better	the best
bad	worse	the worst
many/much	more	the most
far	farther/further	the farthest/furthest

NOTE: Other ways of comparison:

• **as + adjective + as**

Debbie's as tall as her brother.

• **not as + adjective + as**

Geography isn't as interesting as history.

► **Which...?**

• We use **Which...?** when we want to select one from a group of things or people.

Which mountain is higher? Mt Everest or Mt Kilimanjaro?

Module 5

► **Future be going to**

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am going to play	I'm going to play
You are going to play	You're going to play
He is going to play	He's going to play
She is going to play	She's going to play
It is going to play	It's going to play

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
We are going to play	We're going to play
You are going to play	You're going to play
They are going to play	They're going to play

NEGATIVE	
FULL FORMS	SHORT FORMS
I am not going to play	I'm not going to play
You are not going to play	You aren't going to play
He is not going to play	He isn't going to play
She is not going to play	She isn't going to play
It is not going to play	It isn't going to play
We are not going to play	We aren't going to play
You are not going to play	You aren't going to play
They are not going to play	They aren't going to play

QUESTIONS	SHORT ANSWERS	
Am I going to play?	Yes, I am.	No, I'm not.
Are you going to play?	Yes, you are.	No, you aren't.
Is he going to play?	Yes, he is.	No, he isn't.
Is she going to play?	Yes, she is.	No, she isn't.
Is it going to play?	Yes, it is.	No, it isn't.
Are we going to play?	Yes, we are.	No, we aren't.
Are you going to play?	Yes, you are.	No, you aren't.
Are they going to play?	Yes, they are.	No, they aren't.

TIME EXPRESSIONS
tomorrow / tonight
next month/year/week/Tuesday, etc.
in a year / an hour, etc.
soon
this week/month, etc.

- We use the **Future *be going to*** to express future plans.

Dennis is going to buy a car next week.

NOTE: It isn't necessary to say or write to go with the Future *be going to*.

Ted's going (to go) swimming next weekend.

► Present Simple with future meaning

- We can use the **Present Simple** to talk about future actions related to official timetables and programmes.

My plane leaves at 12 o'clock.

► Present Progressive with future meaning

- We can use the **Present Progressive** to talk about future arrangements.

We are having a party next Saturday.

► Future *will*

AFFIRMATIVE		NEGATIVE	
I	will work	I	won't work (will not)
He/She/It		He/She/It	
We/You/They		We/You/They	

QUESTIONS		
Will	I/he/she/it/we/you/they	work?

SHORT ANSWERS		
I	will.	I
Yes, he/she/it		No, he/she/it
we/you/they		won't. we/you/they

We use the **Future *will*** for:

- predictions, usually with the verbs **think** and **believe**.
I think he will be a great actor one day.
- on-the-spot decisions.
Fine, I'll meet you in an hour.
- offers.
I'll help you with everything.
- warnings and threats.
Be quiet or I'll tell the teacher.
- promises.
I promise, I'll be there for you.
- requests.
Will you do me a favour?

NOTE: We use **will be able to** to express ability in the future.

They'll be able to come with us on Saturday.

NOTE: We use the **Future Progressive** for:

- actions that will be in progress at a specific (point of) time in the future.
This time tomorrow I'll be flying to Mexico.
- actions which have already been planned or are part of a routine.
We'll be spending the summer at the cottage.
Tonight Laura will be watching TV as usual.

► must - have to

The verb <i>must</i>	
AFFIRMATIVE	I/He/She/It/We/You/They must go
NEGATIVE	I/He/She/It/We/You/They mustn't go
QUESTIONS	Must I/he/she/it/we/you/they go?
SHORT ANSWERS	Yes, I/he/she/it/we/you/they must.
	No, I/he/she/it/we/you/they mustn't.

The verb <i>have to</i>			
AFFIRMATIVE		NEGATIVE	
I/We/You/		I/We/You/	
They	have to go	They	don't have to go
He/She/It	has to go	He/She/It	doesn't have to go

QUESTIONS			
Do	I/we/you/they	have to go?	
Does	he/she/it	have to go?	

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

- We use **must** and **have to / has to** to express obligation in the present and future.
I must / have to wash the car today.
- We use **mustn't** to express prohibition.
You mustn't be late again!
- We use **don't/doesn't have to** to express absence of obligation.
You don't have to come early tomorrow. It isn't necessary.

NOTE: The past tense of **must** and **have to** is **had to** and expresses obligation in the past.
The negative form **didn't have to** expresses absence of obligation in the past.

► Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

if - clause	Main clause
If + Present Simple	Future will
	Modal Verbs (can, may, might, must)
	Imperative

If I like the car, I'll buy it.

If you want to get into the museum, you must buy a ticket.

If you don't feel well, go to bed.

► Let's... / Shall we...? / How about...? / Why don't we/you...?

To make suggestions we use:

- **Let's + the base form of the verb.**
Let's go out tonight.
- **Shall we...? + the base form of the verb.**
Shall we go to the park tomorrow?
- **How about...? + -ing form.**
How about going to the cinema?

- **Why don't we/you...? + the base form of the verb.**
Why don't we go shopping today?

Module 6

► How much...? / How many...? / Much / Many / A lot of / Lots of / A little / A few

- We use **How much...?** with uncountable nouns to ask about the quantity of something.
How much milk is there?

NOTE: We also use **How much...?** to ask about the cost or price of something.
How much are these shoes? 100?

- We use **How many...?** with plural countable nouns to ask about the number of something.
How many cans of lemonade do we need?
- We use **much** with uncountable nouns, in questions and in negative sentences.
We haven't got much money.
- We use **many** with plural countable nouns, usually in questions and in negative sentences.
There aren't many books in the bookcase.
- We use **a lot of / lots of** with uncountable and plural countable nouns, usually in affirmative sentences.
There is a lot of coffee in my cup.
There are lots of apples in the fridge.
- We use **a little** with uncountable nouns, in affirmative sentences.
There is a little cheese on the table.
- We use **a few** with plural countable nouns, in affirmative sentences.
There are a few magazines on the table.

► The verb *should*

	The verb <i>should</i>
AFFIRMATIVE	I/He/She/It/We/You/They should go
NEGATIVE	I/He/She/It/We/You/They shouldn't go
QUESTIONS	Should I/he/she/it/we/you/they go?
SHORT ANSWERS	Yes, I/he/she/it/we/you/they should. No, I/he/she/it/we/you/they shouldn't.

We use **should**:

- to ask for and give advice.
What should I do? You shouldn't work so hard.
- to express an opinion.
I think the children should eat more fruit.
- to make a suggestion.
We should go to the cinema. There's a nice film on.

► Question tags

Question tags are short questions at the end of statements. We use them:

- when we are not sure about something and we want confirmation.

- when we expect the other person to agree with us. We form question tags with the **auxiliary or modal verb** of the sentence and a **personal pronoun** in the same person as the subject.

You couldn't see her, could you?

Tom believed him, didn't he?

- When the statement is affirmative, we use a negative question tag.

The boys are at school, aren't they?

- When the statement is negative, we use a positive question tag.

She hasn't seen the doctor yet, has she?

Module 7

► Present Perfect Simple

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I have played	I've played
You have played	You've played
He has played	He's played
She has played	She's played
It has played	It's played
We have played	We've played
You have played	You've played
They have played	They've played

NEGATIVE	
FULL FORMS	SHORT FORMS
I have not played	I haven't played
You have not played	You haven't played
He has not played	He hasn't played
She has not played	She hasn't played
It has not played	It hasn't played
We have not played	We haven't played
You have not played	You haven't played
They have not played	They haven't played

QUESTIONS	SHORT ANSWERS	
Have I played?	Yes, I have.	No, I haven't.
Have you played?	Yes, you have.	No, you haven't.
Has he played?	Yes, he has.	No, he hasn't.
Has she played?	Yes, she has.	No, she hasn't.
Has it played?	Yes, it has.	No, it hasn't.
Have we played?	Yes, we have.	No, we haven't.
Have you played?	Yes, you have.	No, you haven't.
Have they played?	Yes, they have.	No, they haven't.

- We form the **Present Perfect Simple** with have/has and the past participle of the verb. The past participle of regular verbs is the same as the Past Simple (verb + -ed).

NOTE: For a list of irregular verbs go to page 138.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've visited the National History Museum, so I don't want to go there again.
- for actions that happened in the past and their results are obvious in the present.
Look! Jerry has broken his leg!

TIME EXPRESSIONS
always, ever, never, before, so far, yet, already, just, once, twice, etc.

► Present Perfect Simple vs Past Simple

We use the Present Perfect Simple:	We use the Past Simple:
<ul style="list-style-type: none"> • for actions that happened in the past, but we don't say when exactly. <i>I have visited Rome.</i> • with the time expressions: ever, never, before, so far, just, yet, already, always, for, since. 	<ul style="list-style-type: none"> • for actions that happened at a definite time in the past. We say when. <i>I visited Rome last year.</i> • with the time expressions: yesterday, in 1995, ago, last week/month, etc.

NOTE: • have/has gone means that someone has gone somewhere and is still there.

*Beth has gone to the supermarket.
(She's still there).*

• have/has been means that someone has visited a place but has come back.

*Beth has been to Barcelona.
(Now she's back)*

► yet/already

yet is used only with the question and negative form of verbs. It is placed at the end of the sentence.	<i>Have you finished yet? He hasn't arrived yet.</i>
already is used with the affirmative and question form of verbs. It is placed between the auxiliary and the main verb, or at the end of the sentence for emphasis.	<i>I've already seen that film. You've finished eating already!</i>

► Present Perfect Simple with since / for / how long

- We use the **Present Perfect Simple** with **for**, **since** and **how long** for actions that started in the past and continue up to the present.

How long...? To ask about the duration of an action.	<i>How long have you had this collection?</i>
since + a point in time (e.g <i>since 2010, since yesterday, since last week, since 4 a.m.</i>) It refers to the time when the action started.	<i>I've had this collection since 2015.</i>
for + a period of time (e.g <i>for two weeks, for three days, for five minutes, for months</i>) It refers to the duration of the action.	<i>I've had this collection for six years.</i>

► Too/Enough

- We use **too** before adjectives and adverbs. **Too** has a negative meaning and it means 'more than necessary'.

This coffee is too hot. I can't drink it.

- We use **enough** after adjectives and adverbs, but before nouns. **Enough** has a positive meaning.

The weather is warm enough for a picnic.

There's enough food in the fridge.

► One/Ones

- We use **one** when we don't want to repeat a singular countable noun.

Which coat is yours? The black one.

- We use **ones** when we don't want to repeat a plural countable noun.

Which shoes do you like? The brown ones.

► Possessive Adjectives - Possessive Pronouns

Possessive adjectives		Possessive pronouns	
my	its	mine	-
your	our	yours	ours
his	your	his	yours
her	their	hers	theirs

- Possessive adjectives** always go before nouns and do not take articles before them.

Her hat is green.

- Possessive pronouns** replace *possessive adjectives + noun*, so they are never followed by nouns.

They can be used as short answers to questions starting with **whose**.

Your bag is brown, but mine is black.

That cat is hers.

Whose is this ball? It's his.

► Possessive case

We use the **possessive case** to express possession.

FORMATION	
Singular nouns take 's.	<i>This is the girl's bag. This is Tom's car.</i>
Regular plural nouns take '.	<i>That's my parents' house.</i>
Irregular plural nouns take 's.	<i>Here's the children's room.</i>
When two or more people own the same thing, we add 's only to the last owner.	<i>This is Mary and Ben's flat.</i>
When two or more people own two or more different things, we add 's to each owner.	<i>These are John's and Rick's bikes.</i>

NOTE: We use **of + noun** to show that something belongs to a thing or to an abstract noun.
The windows of this house are very big.

Module 8

► Relative Pronouns

- The relative pronouns **who**, **which** and **that** introduce relative clauses and refer to the subject or the object of the verb. When they are the object of the verb in the relative clause, they can be omitted.

*Mrs Robins is **the teacher**. I like **her** the most.*

Mrs Robins is the teacher (who) I like the most

	PRONOUNS	EXAMPLES
People	who/that	<i>The woman who/that is driving that sports car is my aunt. The teacher (who/that) I like the most is Mrs Robins.</i>
Animals and Things	which/that	<i>The bag which/that is on the desk is mine. The film (which/that) I saw last night was terrible.</i>

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

She's the girl who/that lives next door.

The book (which/that) you bought is on the desk.

NOTE: In formal language prepositions appear at the beginning of the relative clause.

In informal language they appear at the end of the relative clause.

The chair on which I'm sitting isn't very comfortable. (formal)

The chair (which/that) I am sitting on isn't very comfortable. (informal)

Non-Defining relative clauses give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.

Mr Brown, who is our geography teacher, is quite old.

Our car, which cost us a lot, keeps breaking down.

NOTE: • Relative pronouns/adverbs cannot be omitted in non-defining relative clauses; neither can we use **that** instead of them.

- Prepositions usually appear at the beginning of non-defining relative clauses.

This cupboard, in which I keep my old toys, hasn't been cleaned for ages.

- Which may also refer to a whole sentence.

He offered to give me a lift, which was very kind of him.

► So/Neither

To express agreement

- We use **So** + affirmative auxiliary verb + subject when we agree with an affirmative statement, but we don't want to repeat it.

A: *I must go to the dentist.* B: *So must I.*

A: *I always go to school on foot.* B: *So do I.*

- We use **Neither** + affirmative auxiliary verb + subject when we agree with a negative statement, but we don't want to repeat it.

A: *I can't play the piano.* B: *Neither can I.*

A: *I don't like classical music.* B: *Neither does she.*

NOTE: To express disagreement:

- We use subject + affirmative auxiliary verb when we disagree with a negative statement, but we don't want to repeat it.

A: *I can't dance.* B: *I can.*

- We use subject + negative auxiliary verb when we disagree with an affirmative statement, but we don't want to repeat it.

A: *I've been to Italy.* B: *I haven't.*

► Passive Voice

Use: We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

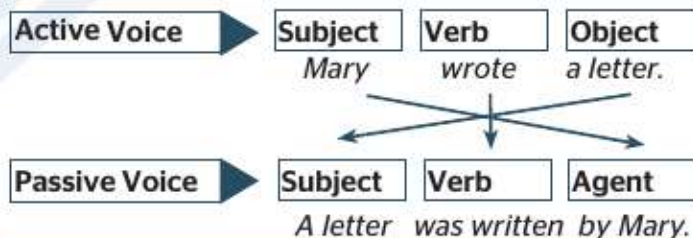
Formation: The **Passive Voice** is formed with the verb **be** in the appropriate form and the **past participle** of the main verb.

► Present Simple Passive

AFFIRMATIVE			
I	am		
He/She/It	is	called / given	
We/You/They	are		
NEGATIVE			
I	am		
He/She/It	is not	called / given	
We/You/They	are		
QUESTIONS			
Am	I		
Is	he/she/it	called / given?	
Are	we/you/they		

► Past Simple Passive

AFFIRMATIVE		
I/He/She/It	was	called / given
We/You/They	were	
NEGATIVE		
I/He/She/It	wasn't	called / given
We/You/They	weren't	
QUESTIONS		
Was	I/he/she/it	called / given?
Were	we/you/they	



NOTE: The person who causes or carries out the action is called an agent and is preceded by the preposition **by**.

We usually omit the agent when the action interests us more than the agent, when we don't know the agent or when it is easy to figure out who the agent is.

My bag was stolen!

(by someone who we do not know)

BMW cars are made in Germany.

(by factory workers)

IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	know	knew	known
become	became	become	learn	learnt / learned	learnt / learned
begin	began	begun	leave	left	left
bite	bit	bitten	lend	lent	lent
bleed	bled	bled	let	let	let
break	broke	broken	lie	lay	lain
bring	brought	brought	lose	lost	lost
build	built	built	make	made	made
burn	burnt/burned	burnt/burned	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
cut	cut	cut	ring	rang	rung
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	show	showed	shown
feed	fed	fed	sing	sang	sung
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelt/spelled	spelt/spelled
forget	forgot	forgotten	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hold	held	held	wear	wore	worn
hurt	hurt	hurt	win	won	won
keep	kept	kept	write	wrote	written

Learning Tips

Read

How to do better when doing reading tasks

- Before you read, try to guess what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) refer to in the text.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read texts from English magazines and newspapers.
- Read English websites.
- Listen to English songs.
- Watch English TV programmes and DVDs.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook. Together with the English word: write the translation in your language, write an example sentence, draw or stick a picture.
- Put words in groups or use diagrams.
- Learn phrases (e.g. verb+noun) not just single words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Refer to the Wordlist.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the vocabulary and the language you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.



In class

How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

Listen

How to do better when doing listening tasks

- Before you listen, look at the pictures and read the questions and answers carefully.
- Before you listen, try to guess what the speakers are going to talk about.
- Before you listen, try to guess what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.
- While listening, don't think that an answer is correct just because a speaker mentions a word that is in the activity. Listen carefully before you answer.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.
In it write:
tips and/or rules in your language,
example sentences, important
grammatical points e.g. irregular verbs.
- Write down grammatical errors that you often make in a notebook.

Write

How to do better when doing writing tasks

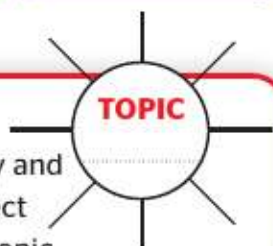
- Make sure you understand what you have to write.
- Plan your writing and make notes before you write.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Join your ideas with **and**, **but**, **so** and **because**.
- Use pronouns (he, she it, them, etc.) to avoid repeating the same words.
- When you write to a friend, start and finish your letter/e-mail in an appropriate way. Remember to use set phrases.
- When you narrate events, write the events in chronological order. Use adverbs like **suddenly**, **luckily**, **unfortunately** to make your writing more interesting.
- Use a variety of vocabulary and grammatical structures in your writing to make it more interesting.
- Write your first draft and correct it. Then write your final draft.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, word order, spelling, linking words, grammar and vocabulary.



step 1

BRAINSTORM

- Think of the topic carefully and create a mind map to collect ideas or words about the topic.



step 2

PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

step 3

RESEARCH

- Find some information on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Write down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

step 4

CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write words below the pictures that describe them.

step 5

PROOFREAD

- After you finish, check your work for mistakes.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

step 6

PRESENT

A presentation consists of **3 stages**:

Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

Stage 2: During the presentation

- First, introduce the topic. (*I would like to talk about... / I am going to talk about...*)
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at your classmates and look at them.

Stage 3: After the presentation

- Ask your classmates if they have any questions and try to answer their questions. (*Any questions?*)
- Don't forget to thank them. (*Thank you for your attention.*)



Use the following checklist with the things you need to do. Tick (✓) the boxes when you do them.

PROJECT CHECKLIST

- mind map ☐
- plan ☐
- research ☐
- key words ☐
- paragraph/text ☐
- title ☐
- pictures with descriptions ☐
- checking ☐
- presentation practice ☐

HELLO

band /bænd/ *гурт*

be called /bi: kɔ:ld/ *називатися*

dictionary /ˈdɪkʃənəri/ *словник*

female /ˈfi:meɪl/ *жіночий*

floor /flɔ:(r)/ *поверх*

male /meɪl/ *чоловічий*

spell /spel/ *вимовляти*

together /təˈgeðə(r)/ *разом*

understand /ʌndəˈstænd/ *розуміти*

use /ju:z/ *використовувати*

wardrobe /ˈwɔ:drəʊb/ *гардероб*

Family

aunt /a:nt/ *тітка*

cousin /ˈkʌzən/ *двоюрідний брат / сестра*

daughter /ˈdɔ:tə(r)/ *дочка*

husband /ˈhʌzbənd/ *чоловік*

son /sʌn/ *син*

uncle /ˈʌŋkl/ *дядько*

wife /waɪf/ *дружина*

THAT'S ME!

1a after /ˈɑ:ftə(r)/ *після*

also /ˈɔ:lsəʊ/ *також*

become /bɪˈkʌm/ *ставати*

before /bɪˈfɔ:(r)/ *до*

excellent /ˈeksələnt/ *відмінний(-а)*

facilities /fəˈsɪlətɪz/ *умови*

gym /dʒɪm/ *спортзал*

learn /lɜ:n/ *вчити*

like (prep) /laɪk/ *схожий(-а) на*

modern /ˈmɒdən/ *сучасний(-а)*

other /ˈʌðə(r)/ *інший(-а)*

practise /ˈpræktɪs/ *практикувати*

science lab /saɪəns læb/ *наукова лабораторія*

secondary school /ˈsekəndəri sku:l/

середня школа

the same... as /ə seɪm... æz/ *такий(-а)..., як*

till /tɪl/ *до*

until /ənˈtɪl/ *поки*

want /wɒnt/ *хотіти*

School subjects

art /ɑ:t/ *образотворче мистецтво*

biology /baɪˈɒlədʒi/ *біологія*

chemistry /ˈkemɪstri/ *хімія*

geography /dʒɪˈɒɡrəfi/ *географія*

history /ˈhɪstəri/ *історія*

ICT /aɪsiˈti/ *інформатика*

maths /mæθs/ *математика*



Wordlist

PE /piːi:/ *фізична культура*

physics /ˈfɪzɪks/ *фізика*

It's great fun! *Це дуже весело!*

1b a lot of /ə ˈlɒt .əv/ *багато*

almost /ˈɔ:lməʊst/ *майже*

anyway /ˈeniweɪ/ *все одно*

guys /gaɪz/ *друзі (при звертанні)*

look for /lʊk fɔ:r/ *шукати*

map /mæp/ *карта*

wait /weɪt/ *чекати*

Appearance

chubby /ˈtʃʌbi/ *кремезний(-а)*

curly /ˈkɜ:li/ *кучерявий(-а)*

dark /dɑ:k/ *темний(-а)*

fair /feə(r)/ *світлий(-а)*

good-looking /ɡʊd lʊkɪŋ/ *гарний(-а) на вигляд*

medium-length /ˈmi:di.əm-leŋθ/ *середньої довжини*

slim /slɪm/ *стрункий(-а)*

straight /streɪt/ *прямий(-а)*

wavy /ˈweɪ.vi/ *хвилястий(-а)*

(I'm) out of time. *(Я) не маю часу.*

That's too bad. *Це дуже погано.*

There he/she is. *Ось і він/вона.*

Time's up. *Час вийшов.*

What does he/she look like? *Як він/вона виглядає?*

What else...? *Що ще?*

1c awful /ˈɔ:ˌfəl/ *жахливий(-а)*

bored /bɔ:d/ *знудьгований(-а)*

change (v) /tʃeɪndʒ/ *змінювати*

in fashion /ɪn ˈfæʃ.ən/ *в моді*

own (adj) /əʊn/ *власний(-а)*

patch /pætʃ/ *накладка*

pocket /ˈpɒk.ɪt/ *кишеня*

put /pʊt/ *класти*

wait /weɪt/ *чекати*

Clothes and accessories

belt /belt/ *ремін*

boots /bu:ts/ *чоботи*

earrings /ˈiə.ɪŋz/ *серезки*

hat /hæt/ *капелюх*

jumper /ˈdʒʌm.pər/ *джермпер*

leggings /ˈleg.ɪŋz/ *легінси*

sandals /ˈsæn.dəls/ *босоніжки*

shirt /ʃɜ:t/ *сорочка*

shorts /ʃɔ:ts/ шорти

skirt /skɜ:t/ спідниця

top /tɒp/ майка

tracksuit /'træk.su:t/ спортивний костюм

Don't worry. Не хвилюйтеся.

Let's... Давайте...

once / twice / three times a... один/ два/ три
рази в ...

What a mess! Який безлад!

What's up? Як справи?

1d a bit /ə bit/ трошки

can't stand /kɑ:nt stænd/ терпіти не можу

competition /kɒm.pə'tiʃ.ən/ змагання

early /'ɜ:li/ рано

free /fri:/ безкоштовний(-а)

join /dʒɔɪn/ приєднатися

only /'əʊn.li/ тільки

though /ðəʊ/ хоча

winner /'wɪn.ə(r)/ переможець, переможниця

youth club /ju:θ klʌb/ молодіжний клуб

Free-time activities (words/phrases)

chat on the Net спілкуватись в мережі

do arts and crafts займатися декоративно-
прикладним мистецтвом

download songs/music /videos завантажувати
пісні/ музику/ відео

go rollerblading кататись на роликах

go skateboarding кататись на скейтборді

go to concerts ходити на концерти

hang out with friends тусуватися з друзями

play table tennis грати в настільний теніс

read magazines/newspapers читати журнали/
газети

surf the Net користуватись інтернетом

Check out... Перевірити...

It looks good Виглядає добре

1e age /eɪdʒ/ вік

both /bəʊθ/ обидва, обидві

local /'ləʊ.kəl/ місцевий(-а)

really /'ri:ə.li/ насправді

spend /spend/ проводити

Personality

active /'æk.tɪv/ активний(-а)

clever /'klev.ə(r)/ розумний(-а)

friendly /'frend.li/ дружній(-я)

helpful /'help.fəl/ люб'язний(-а)

lazy /'leɪ.zi/ ледачий(-а)

outgoing /'aʊt'gəʊ.ɪŋ/ товариський(-а)

polite /pə'laɪt/ ввічливий(-а)

rude /ru:d/ зрубий(-а)

shy /ʃaɪ/ сором'язливий(-а)

unfriendly /ʌn'frend.li/ непривітний(-а)

What is he like? Який у нього/неї характер?

TRAVELLING

2a around /ə'raʊnd/ навколо

be back /bi: bæk/ повертатись

broken /'brəʊ.kən/ зламаний(-а)

desert /'dez.ət/ пустеля

experience (n) /ɪk'spiəri.əns/ досвід

fall off /fɔ:l ɒf/ падати

forget /fə'get/ забувати

manage /'mæn.ɪdʒ/ вдаватись

scared /skeəd/ наляканий(-а)

try /traɪ/ намагатись

Holiday activities

buy souvenirs купувати сувеніри

explore a cave досліджувати печеру

go hiking відправитися в похід

go horse riding кататися верхи на коні

go on a cruise поїхати в круїз

go on a trip відправитись у подорож

go sightseeing оглядати визначні місця

sunbathe /'sʌn.beɪð/ засмагати

travel abroad поїхати за кордон

Here you go. Так краще.

I'm only joking. Я просто жартую.

To be honest, ... Чесно кажучи, ...

2b ask (for) /ɑ:sk (fɔ:r)/ попросити

careful /'keə.fəl/ обережний(-а)

cheap /tʃi:p/ дешевий(-а)

crowded /'kraʊ.dɪd/ переповнений(-а)

dangerous /'deɪn.dʒərəs/ небезпечний(-а)

decide /dɪ'saɪd/ вирішувати

expensive /ɪk'spensɪv/ дорогий(-а)

get off /get ɒf/ зійти

late (adj/adv) /leɪt/ пізній(-я)/ пізно

later /'leɪ.tər/ пізніше

on foot /ɒn fʊt/ пішки

side /saɪd/ сторона

something /'sʌm.θɪŋ/ щось

station /'steɪ.ʃən/ станція

tell /tel/ говорити

terrible /'ter.ə.bəl/ жахливий(-а)

traffic /'træf.ɪk/ затори

wrong /rɒŋ/ невірний(-а)

Means of transport

ferry /'fer.i/ паром

helicopter /'hel.i.kɒp.tər/ вертоліт

motorbike /'məʊ.tə.baɪk/ мотоцикл

tram /træm/ трамвай

underground /ˌʌn.də'graʊnd/ метро

van /væn/ фургон

Guess what! Вгадай що!

2c call for /kɔ:l fɔ:(r)/ викликати

check /tʃek/ перевірити

happen /'hæp.ən/ траплятися

make a list /meɪk ə lɪst/ список

print /prɪnt/ друкувати

Travelling (words/phrases)

airport /'eə.pɔ:t/ аеропорт

boarding pass /'bɔ:diŋ pɑ:s/ посадковий талон

book (v) /bʊk/ бронювати

check in /tʃek ɪn/ зареєструватися

exchange currency обмінювати валюту

flight /flaɪt/ рейс

miss a flight /mɪs ə flaɪt/ пропустити рейс

pack (v) /pæk/ збирати

passport /'pɑ:s.pɔ:t/ паспорт

suitcase /'su:t.keɪs/ валіза

take off /teɪk ɒf/ злітати

ticket /'tɪk.ɪt/ квиток

travel agent's /'træv.əl 'eɪ.dʒənts/ турагент(-ка)

2d across /ə'krɒs/ через

appear /ə'pɪə(r)/ з'являтися

century /'sen.tʃər.i/ століття

charge /tʃɑ:dʒ/ заряджати

complete /kəm'pli:t/ завершувати

cross /krɒs/ перетинати

environmentally friendly /ɪn'vaɪrən'men.təl.i

'frend.li/ безпечний для довкілля

explorer /ɪk'splɔ:..rə(r)/ дослідник/дослідниця

famous /'feɪ.məs/ відомий(-а)

in the past /ɪn ðə pɑ:st/ в минулому

journey /'dʒɜ:..ni/ подорож

nowadays /'naʊ.ə.deɪz/ в наші дні

sailor /'seɪ.lə(r)/ моряк, морячка

voyage /'vɔɪ.ɪdʒ/ подорож

It takes... Це займає...

2e arrive /ə'raɪv/ прибувати

because of /bɪ'kəz əv/ тому що

coach /kəʊtʃ/ автобус

even /'i:..vən/ навіть

hope /həʊp/ надія

invention /ɪn'ven.ʃən/ винахід

leave /li:v/ покидати

mind (v) /maɪnd/ звертати увагу

Adjectives expressing opinion

amazing /ə'meɪ.zɪŋ/ дивовижний(-а)

brilliant /'brɪl.jənt/ блискучий(-а)

cool /ku:l/ крутий(-а)

exciting /ɪk'saɪ.tɪŋ/ захоплюючий(-а)

fantastic /fæn'tæs.tɪk/ фантастичний(-а)

frightening /'fraɪ.tən.ɪŋ/ страшний(-а)

horrible /'hɒr.ə.bəl/ жахливий(-а)

interesting /'ɪn.trə.stɪŋ/ цікавий(-а)

weird /wiəd/ дивний(-а)

wonderful /'wʌn.də.fəl/ чудовий(-а)

How are things? Як справи?

How long? Як довго?

What a...! Як ...!

ADVENTURE

3a accident /'æk.sɪ.dənt/ нещасний випадок

ambulance /'æm.bjə.ləns/ швидка допомога

call for /kɔ:l fɔ:(r)/ зателефонувати

exactly /ɪg'zækt.li/ точно

explain /ɪk'spleɪn/ пояснити

in the middle of /ɪn ðə 'mɪd.əl əv/ посередині

just /dʒʌst/ просто

lie (lay-lain) /laɪ (leɪ-leɪn)/ лежати

pavement /'peɪv.mənt/ тротуар

strange /streɪndʒ/ дивно

suddenly /'sʌd.ən.li/ раптово

Parts of the body

ankle /'æŋ.kəl/ гомілка

arm /ɑ:m/ рука

back /bæk/ спина

finger /'fɪŋ.gə(r)/ палець

knee /ni:/ коліно

wrist /rɪst/ зап'ястя

Accidents

bleed /bli:d/ кривоточити

break /breɪk/ зламати

crash into /kræʃ 'ɪn.tu:/ врізатись в

fall down /fɔ:l daʊn/ впасти

hit /hɪt/ вдарити

hurt /hɜ:t/ боліти

slip /slɪp/ посковзнутися

sprain /spreɪn/ розтягнути

play a joke on sb пожартувати над кимось

Never mind. Не зважай.

3b alien /'eɪ.li.ən/ *прибулець*
area /'eə.ri.ə/ *площа*
bush /bʊʃ/ *кущ*
calm /kɑ:m/ *спокійний(-а)*
campsite /'kæmp.saɪt/ *кемпінг*
close (adj) /kləʊz/ *близький(-а)*
die /daɪ/ *померти*
disappear /dɪs.ə'piə(r)/ *зникнути*
follow /'fɒl.əv/ *слідувати*
footprint /'fʊt.prɪnt/ *відбиток*
frightened /'fraɪ.tənd/ *наляканий(-а)*
hear /hɪər/ *чутти*
huge /hju:dʒ/ *величезний(-а)*
human /'hju:.mən/ *людина*
mystery /'mɪs.tər.i/ *таємниця*
noise /nɔɪz/ *шум*
probably /'prɒb.ə.bli/ *вірогідно*
scream /skri:m/ *кричати*
shadow /'ʃæd.əv/ *тінь*
skin /skɪn/ *шкіра*
village /'vɪl.ɪdʒ/ *село*
voice /vɔɪs/ *голос*
wild /waɪld/ *дикий(-а)*

Believe it or not... *Хочеш вір, хочеш ні...*
I (don't) think so. *Я так (не) думаю.*

3c actually /'æk.tʃu.ə.li/ *насправді*
be left /bi: left/ *бути покинутим(-ою)*
blood /blʌd/ *кров*
get on /get ɒn/ *підійти*
hill /hɪl/ *пагорб*
luckily /'lʌk.əl.i/ *на щастя*
queue /kju:/ *черга*
wet /wet/ *вологий(-а)*

Funfairs

bumper car *автодромна машина*
Ferris wheel *колесо огляду*
prize /praɪz/ *приз*
ride /raɪd/ *кататися*
roller coaster *американські гірки*
water slide /'wɔ:..tə(r) slaɪd/ *водна гірка*
Hang on a minute! *Зачекай!*
What do you mean? *Що ти маєш на увазі?*

3d a few /ə fju:/ *декілька*
alone /ə'ləʊn/ *сам(-а), наодинці*
another /ə'nʌð.ə(r)/ *інший(-а)*
attack /ə'tæk/ *нападати*
bite /baɪt/ *кусати*
brave /breɪv/ *хоробрий(-а)*

chase /tʃeɪs/ *переслідувати*
different /'dɪf.ər.ənt/ *інший(-а)*
far /fɑ:(r)/ *далеко*
feel /fi:l/ *відчувати*
half /hɑ:f/ *половина*
lose /lu:z/ *втрачати*
neck /nek/ *шия*
return /rɪ'tɜ:n/ *повертатися*
scare (away) /skeə(r) (ə'weɪ)/ *лякати*
shout /ʃaʊt/ *кричати*
take place /teɪk pleɪs/ *брати участь*
wolf /wʊlf/ *вовк*

Emotions

angry /'æŋ.gri/ *злий(-а)*
embarrassed /ɪm'bær.əst/ *зніяковілий(-а)*
lonely /'ləʊn.li/ *самотній(-я)*
shocked /ʃɒkt/ *приголомшений(-а)*
surprised /sə'praɪzd/ *здивований(-а)*
worried /'wʌrɪd/ *схвилюваний(-а)*

Points of the compass

East /i:st/ *схід*
North /nɔ:θ/ *північ*
South /saʊθ/ *південь*
West /west/ *захід*

3e adventure /əd'ven.tʃə(r)/ *пригода*
after a while /'ɑ:f.tə(r) ə waɪl/ *незабаром*
be away /bi: ə'weɪ/ *бути відсутнім/відсутньою*
behind /bɪ'haɪnd/ *позаду*
finally /'faɪ.nəl.i/ *нарешті*
fix /fɪks/ *лагодити*
for hours /fɔ:(r) 'aʊəz/ *годинами*
fortunately /'fɔ:tʃən.ət.li/ *на щастя*
immediately /ɪ'mi:di.ət.li/ *негайно*
in the end /ɪn ði: end/ *зрештою*
ladder /'læd.ə(r)/ *драбина*
luck /lʌk/ *удача*
maybe /'meɪ.bi/ *можливо*
neighbour /'nei.bə(r)/ *сусід*
next-door /'nekst 'dɔ:(r)/ *в сусідньому будинку*
put up a tent *поставити намет*
quickly /'kwɪkli/ *швидко*
quite /kwaɪt/ *цілком*
situation /ˌsɪtʃ.u'eɪ.ʃən/ *ситуація*
tired /taɪəd/ *втомлений(-а)*

Misfortunes

be/get lost *загубитися*
be/get stuck in a lift /bi: get stʌk ɪn ə lɪft/ *застрягти в ліфті*

get a flat tyre *пробити шину*
get locked out *бути заблокованим/*
заблокованою
lose one's keys *загубити ключі*

PLACES

4a borrow /'bɒr.əʊ/ *позичати*
bring /brɪŋ/ *приносити*
card /kɑ:d/ *картка*
euro /'jʊə.rəʊ/ *євро*
get a haircut /get ə 'heə.kʌt/ *підстригатися*
medicine /'med.ɪ.sən/ *ліки*
post (v) /pəʊst/ *надсилати поштою*
stamp /stæmp/ *марка*
Places in a town/city
chemist's /'kem.ɪsts/ *аптека*
florist's /'flɒr.ɪsts/ *квітковий магазин*
hairdresser's /'heədres.ə(r)s/ *перукарня*
market /'mɑ:kɪt/ *ринок*
newsagent's /'nju:z.eɪ.dʒənts/ *газетний кіоск*
post office /'pəʊst.ɒf.ɪs/ *пошта*
Can I help you? *Чи можу я Вам допомогти?*
Here you are. *Тримайте.*
I'm afraid not. *Боюсь, що ні.*
Let me check. *Дозвольте перевірити.*
Would you like anything else? *Бажаєте ще чогось?*
You're welcome. *Будь ласка.*

4b all the time /ɔ:l ðə taɪm/ *постійно*
footbridge /'fʊt.brɪdʒ/ *пішохідний міст*
pedestrian crossing *пішохідний перехід*
petrol station *автозаправна станція*
robber /'rɒb.ə(r)/ *грабіжник*
stop sign /'stɒp saɪn/ *знак зупинки*
traffic lights /'træf.ɪk laɪt/ *світлофор*
Directions
Go straight on. *Йди прямо.*
How do I get to...? *Як дістатися до...?*
It's on your right/left. *Це праворуч/ліворуч від тебе.*
Turn right/left at the... *Поверни праворуч/ліворуч на...*
Turn right/left into... Street/Road *Поверни праворуч/ліворуч на... вулицю/дорогу.*
Need some help? *Потрібна допомога?*
Now what? *І що ж тепер?*
4c annoying /ə'neɪɪŋ/ *дошкульний(-а)*
barbecue /'bɑ:bi.kju:/ *пікнік*

boring /'bɔ:ɪŋ/ *нудний(-а)*
busy /'bɪz.i/ *насичений(-а)*
comfortable /'kʌm.fə.tə.bəl/ *зручний(-а)*
cook (v) /kʊk/ *готувати*
country /'kʌn.tri/ *сільський(-а)*
do gardening *займатися садівництвом*
each other /i:tʃ 'ʌð.ə(r)/ *один одного*
excitement /ɪk'saɪtmənt/ *захоплення*
general /'dʒen.ər.əl/ *загальний(-а)*
healthy /'hel.θi/ *здоровий(-а)*
important /ɪm'pɔ:.tənt/ *важливий(-а)*
kill (v) /kɪl/ *вбивати*
lifestyle /'laɪf.staɪl/ *спосіб життя*
mouse - mice /maʊs - maɪs/ *миша - миші*
nature /'neɪ.tʃə(r)/ *природа*
neighbourhood /'nei.bə.hʊd/ *район*
noisy /'nɔɪz.i/ *шумний(-а)*
offer (v) /'ɒf.ə(r)/ *пропонувати*
peace and quiet *спокій і тиша*
peaceful /'pi:s.fəl/ *спокійний(-а)*
pollution /pə'lju:ʃən/ *забруднення*
prefer /prɪ'fɜ:r/ *надавати перевагу*
relaxed /rɪ'læksd/ *невимушений(-а)*
useful /'ju:s.fəl/ *корисний(-а)*
without /wɪ'daʊt/ *без*
Types of houses
block of flats /blɒk əv 'flæts/ *багатоквартирний будинок*
bungalow /'bʌŋ.gəl.əʊ/ *бунгало*
caravan /'kær.ə.væn/ *караван*
cottage /'kɒt.ɪdʒ/ *котедж*
farm /fɑ:m/ *ферма*
houseboat /'haʊs.bəʊt/ *плавучий будинок*
tree house /'tri: haʊs/ *будинок на дереві*
This way *Таким чином*
Which...? *Котрий...?*
4d along with /ə'lɒŋ wɪð/ *разом з*
billion /'bɪl.jən/ *мільярд*
fit (v) /fɪt/ *містити*
freeze /fri:z/ *замерзати*
heat /hi:t/ *жар*
heavy /'hev.i/ *важкий(-а)*
inside /ɪn'saɪd/ *всередині*
over /'əʊ.və(r)/ *понад*
reach /ri:tʃ/ *досягати*
scientist /'saɪən.tɪst/ *вчений(-а)*
sunlight /'sʌn.laɪt/ *сонячне світло*
thousand /'θaʊ.zənd/ *тисяча*

Space

Earth /z:θ/ *Земля*

galaxy /'gæl.ək.si/ *галактика*

moon /mu:n/ *місяць*

outer space /,aʊ.tə'speɪs/ *космічний простір*

planet /'plæn.ɪt/ *планета*

solar system *сонячна система*

star /stɑ:(r)/ *зірка*

sun /sʌn/ *сонце*

universe /'ju:.nɪ.vɜ:s/ *всесвіт*

4e capital /'kæp.ɪ.təl/ *столиця*

go cycling *кататися на велосипеді*

sight /saɪt/ *пам'ятка архітектури*

top /tɒp/ *верхівка*

view /vju:/ *вид*

Places in a city

art gallery /'ɑ:t.gæl.ər.i/ *художня галерея*

bridge /brɪdʒ/ *міст*

car park /'kɑ: pɑ:k/ *парковка*

castle /'kɑ:.səl/ *замок*

port /pɔ:t/ *порт*

stadium /'steɪ.di.əm/ *стадіон*

train station *залізничний вокзал*

For example, ... *Наприклад, ...*

Give me the chance. *Дай мені шанс.*

MODERN WORLD

5a bargain (n) /'bɑ:ɡɪn/ *угода*

definitely /'def.ɪ.nət.li/ *точно*

entrance /'en.trəns/ *вхід*

exit /'ek.sɪt/ *вихід*

fair (n) /feə(r)/ *ярмарок*

fee /fi:/ *внесок*

in a while /ɪn eɪ waɪl/ *невдовзі*

latest /'leɪ.tɪst/ *останній(-я)*

wireless /'waɪə.ləs/ *бездротовий(-а)*

Computer words

cursor /'kɜ:.sə(r)/ *курсор*

keyboard /'ki:.bɔ:d/ *клавіатура*

laptop /'læp.tɒp/ *ноутбук*

monitor /'mɒn.ɪ.tə(r)/ *монітор*

mouse /maʊs/ *комп'ютерна миша*

mouse pad /'maʊs.pæd/ *килимок для комп'ютерної миші*

printer /'prɪn.tə(r)/ *принтер*

screen /skri:n/ *екран*

speakers /'spi:.kərs/ *колонки*

USB flash drive *флешка*

Do you fancy...? *Ти уявляєш...?*

Hold on. *Зачекай.*

It's out of this world. *Неймовірний(-а)!*

Nice one. *Гарний.*

Sounds good. *Звучить чудово!*

5b advice /əd'vaɪs/ *порада*

certainly /'sɜ:.tən.li/ *безсумнівно*

check out /tʃek aʊt/ *перевірити*

connect /kə'nekt/ *з'єднувати*

last (v) /lɑ:st/ *тривати*

promise /'prɒm.ɪs/ *обицяти*

turn on /tɜ:n ɒn/ *вмикати*

Gadgets

e-reader /'i:.ri:.də(r)/ *електронна книга*

game console /'geɪm kɒn.səʊl/ *ігрова консоль*

headphones /'hed.fəʊnz/ *навушники*

smartphone /'smɑ:t.fəʊn/ *смартфон*

smartwatch /'smɑ:t.wɒtʃ/ *смартгодинник*

5c can (n) /kæn/ *бляшанка*

clean (adj) /kli:n/ *чистий(-а)*

cut down /kʌt daʊn/ *вирубувати*

cycle (v) /'saɪ.kəl/ *рухатися по колу*

dirty /'dɜ:.ti/ *брудний(-а)*

do the washing-up *мити посуд*

during /'dʒʊə.rɪŋ/ *протягом*

environment *навколишнє середовище*

leaflet /'li:.flət/ *брошура*

miss out /mɪs aʊt/ *пропускати*

on the phone *розмовляти по телефону*

plant (v) /plɑ:nt/ *саджати*

recycle /ri:'saɪ.kəl/ *переробляти*

recycling bin *сміттєва корзина*

reuse /ri:'ju:z/ *повторно використовувати*

take out the rubbish *виносити сміття*

tap /tæp/ *кран*

throw /θrəʊ/ *викидати*

turn off /'tɜ:n.ɒf/ *вимикати*

Recyclable materials

battery /'bæt.ər.i/ *батарея*

glass /ɡlɑ:s/ *скло*

metal /'met.əl/ *метал*

paper /'peɪ.pə(r)/ *папір*

plastic /'plæs.tɪk/ *пластик*

It doesn't matter. *Немає значення*

5d adult /'æd.ʌlt/ *дорослий(-а)*

air /eə(r)/ *повітря*

breathe /bri:ð/ *дихати*

continue /kən'tɪn.ju:/ *продовжувати*

creature /'kri:tʃə(r)/ створіння
endangered species вимираючі види
extinct /ɪk'stɪŋkt/ вимерлий(-а)
feed /fi:d/ годувати
grow /grəʊ/ рости
harm (v) /hɑ:m/ завдавати шкоди
in danger /ɪn 'deɪn.dʒə(r)/ в небезпеці
pick up /pɪk ʌp/ збирати
pollute /pə'lut/ забруднювати
rare /reə(r)/ рідкісний(-а)
round (adj) /raʊnd/ круглий(-а)
weigh /weɪ/ важити

Habitats

coast /kəʊst/ узбережжя
jungle /'dʒʌŋ.ɡəl/ джунглі
ocean /'əʊ.ʃən/ океан
polar region /'pəʊ.lə(r) 'ri:.dʒən/ полярна зона

Animals

bat /bæt/ кажан
deer /diə(r)/ олень
dolphin /'dɒl.fɪn/ дельфін
killer whale /'kɪl.ə weɪl/ косатка
polar bear /'pəʊ.lə 'beə(r)/ полярний ведмідь
tiger /'taɪ.gə(r)/ тигр

5e beach clean-up прибирання пляжу

clean up /kli:n ʌp/ прибирати
collect rubbish збирати сміття
hopefully /'həʊp.fəl.i/ з надією
ill /ɪl/ хворий(-а)
invite /ɪn'vaɪt/ запрошувати
reply (n) /rɪ'plai/ відповідь
stay (v) /steɪ/ зупинятися
take part in /teɪk pɑ:t ɪn/ брати участь в
How about...? Як щодо...?
How could I say no? Як я міг/могла відмовити?
I can't make it. Я не встигну.
I'm looking forward to... З нетерпінням чекаю...
It was nice of you to... Було мило з твого боку...
Maybe some other time. Можливо іншим разом.
Shall we...? Чи будемо ми...?
Thanks for... Дякую за...
Why don't we...? Чому б нам не...?

HEALTHY LIFE

6a at some point /æt sʌm pɔɪnt/ в деякій мірі
avoid /ə'vɔɪd/ уникати
be rich in /bi: rɪtʃ ɪn/ бути багатим(-ою) на
bone /bəʊn/ кістка

completely /kəm'plɪt.li/ повністю
contain /kən'teɪn/ містити
dairy product молочні продукти
diet /'daɪ.ət/ дієта
every now and then час від часу
exercise (v) /'ek.sə.saɪz/ виконувати вправи
fat (n) /fæt/ жир
feel like /fi:l laɪk/ почуватися як
fresh /freʃ/ свіжий(-а)
fried /fraɪd/ смажений(-а)
however /haʊ'ev.ə(r)/ однак
instead of /ɪn'sted əv/ замість
junk food /'dʒʌŋk fu:d/ шкідлива їжа
necessary /'nes.ə.ser.i/ необхідний(-а)
overdo /əʊ.və'du:/ перестаратися
overweight /əʊ.və'weɪt/ надлишковий(-а)
strong /strɒŋ/ сильний(-а)
tasty /'teɪ.sti/ смачно
teen /ti:n/ підліток
totally /'təʊ.təl.i/ абсолютно

Food

beans /bi:ns/ квасоля
carrot /'kær.ət/ морква
cheese /tʃi:z/ сир
chicken sausage курячі сосиски
cucumber /'kju:.kʌm.bə(r)/ огірок
lettuce /'let.ɪs/ листя салату
mayonnaise /meɪ.ə'neɪz/ майонез
meatballs /mi:t.bɔ:ls/ фрикадельки
mushroom /'mʌʃ.ru:m/ гриб
olive oil /pl.ɪv 'ɔɪl/ оливкова олія
pasta /'pæs.tə/ паста
peas /pi:s/ горох
salt /sɒlt/ сіль
sauce /sɔ:s/ соус
strawberry /'strɔ:.bər.i/ полуниця
sugar /'ʃʊg.ər/ цукор
yoghurt /'jɒg.ət/ йогурт
6b be on time /bi ɒn taɪm/ бути вчасно
cancel /'kænsəl/ скасувати
hang up завершити телефонну розмову
honey /'hʌn.i/ мед
lie (lied-lied) брехати
look after /lʊk 'ɑ:f.tə(r)/ доглядати
painkiller /'peɪn.kɪl.ə(r)/ знеболююче
warm /wɔ:m/ теплий(-а)
Ailments and illnesses
cough /kɒf/ кашель

earache /'ɪə.reɪk/ *біль у вусі*
fever /'fiː.və(r)/ *лихоманка*
sore throat /sɔː(r) θəʊt/ *біль у горлі*
stomach ache /'stʌm.ək .eɪk/ *біль у животі*
the flu / ðiː fluː/ *грип*
toothache /'tuːθ.eɪk/ *зубний біль*
Oh dear! *Лишенько!*

What's wrong with you? *Що з тобою трапилось?*
You poor thing! *Бідолоха!*

6c agree /ə'ɡriː/ *погоджуватися*
be fit /biː fɪt/ *бути у формі*
be too long *бути занадто довгим(-ою)*
disagree /dɪs.ə'ɡriː/ *не погоджуватися*
exercise (n) /'ek.sə.saɪz/ *вправа*
instructor /ɪn'strʌk.tə(r)/ *інструктор*
use machines /juːz mə'ʃiːns/ *використовувати тренажери*

Sport

do aerobics *займатися аеробікою*
do karate /du kə'reɪ.ti/ *займатися карате*
go jogging /gəʊ 'dʒɒɡ.ɪŋ/ *займатися бігом*
lift weights /lɪft weɪts/ *піднімати вагу*
work out /wɜːk aʊt/ *тренування*

6d achieve /ə'tʃiːv/ *досягати*
activity /æk'tɪv.ə.ti/ *завдання*
advertisement /əd'vɜːtɪs.mənt/ *реклама*
be born /biː bɔːn/ *народитися*
especially /ɪ'speʃ.əl.i/ *особливо*
ex /eks/ *колишній(-я)*
full /fʊl/ *заповнений(-а)*
hold /həʊld/ *вміщувати*
main /meɪn/ *головний(-а)*
manager /'mæn.ɪ.dʒə(r)/ *керівник*
reply (v) /rɪ'plaɪ/ *відповідати*
reporter /rɪ'pɔːtə(r)/ *репортер*
successful /sək'ses.fəl/ *успішний(-а)*
turn into /tɜːn 'ɪn.tuː/ *перетворилася*
against /ə'ɡenst/ *проти*
championship /'tʃæm.pi.ən.ʃɪp/ *чемпіонат*
handball /'hænd.bɔːl/ *гандбол*
league /liːg/ *ліга*
national /'næʃ.ən.əl/ *національний(-а)*
point /pɔɪnt/ *бал*
spectator /spek'teɪ.tər/ *глядач/глядачка*
sports event /spɔːts 'ɪvent/ *спортивна подія*
trophy /'trɒf.i/ *трофей*
6e be in good shape *бути в хорошій формі*
be interested in *цікавитися*

coach /kəʊtʃ/ *тренер/тренерка*
court /kɔːt/ *корт/поле*
follow advice *дослухатись поради*
go on a diet *сідати на дієту*
keep fit /kiːp fɪt/ *пітримувати себе у формі*
lately /'leɪt.li/ *нещодавно*
lose weight/kilos *втрачати вагу/кілограми*
member /'mem.bə(r)/ *учасник*
nearby /nɪə'baɪ/ *поблизу*
pitch /pɪtʃ/ *спортивне поле*
practice (n) /'præk.tɪs/ *практика*
put on weight /pʊt ɒn weɪt/ *набирати вагу*
race /reɪs/ *гонка*
recently /'riː.sənt.li/ *недавно*
similar /'sɪm.ɪ.lə(r)/ *схожий(-а)*
take up /teɪk ʌp/ *займатися*
tip /tɪp/ *порада*

tournament /'tuə.nə.mənt/ *турнір*
water polo /'wɔː.tə .pəʊ.ləʊ/ *водне поло*

Sports equipment

football boots *футбольні бутси*
goal /gəʊl/ *гол*
goggles /'ɡɒɡ.əlz/ *захисні окуляри*
knee pads /niː pæds/ *наколінники*
net /net/ *сітка*
racket /'ræk.ɪt/ *ракетка*
shin pads *захисні колодки на гомілки*
stick /stɪk/ *ключка*
swimwear /'swɪm.weər/ *купальник*
Let me know. *Дай мені знати.*
Take care. *Бережи себе.*
That's all for now. *На цьому поки все.*

TEEN LIFE

7a be in trouble *мати проблеми*
change one's mind *передумати*
channel /'tʃæn.əl/ *канал*
contestant /kən'tes.tənt/ *учасник/учасниця*
correctly /kə'rekt.li/ *вірно*
host /həʊst/ *ведучий(-а)*
let /let/ *дозволяти*
cartoon /ka:'tuːn/ *мультфільм*
game show /'geɪm ʃəʊ/ *ігрове шоу*
sitcom /'sɪt.kɒm/ *комедійний серіал*
soap opera /'səʊp .ɒp.ə.ə/ *мелодрама*
talent show /'tæl.ənt ʃəʊ/ *шоу талантів*
the news /ðiː njuːz/ *новини*
weather forecast *прогноз погоди*

wildlife documentary документальний фільм
про дику природу

Of course not. Звичайно, що ні.

What's on? Що відбувається?

7b audience /'ɔ:di.əns/ публіка

crowd /kraʊd/ натовп

cute /kju:t/ милий(-а)

enjoyable /ɪn'dʒɔɪ.ə.bəl/ приємний(-а)

Europe /'jʊə.rəp/ Європа

excited /ɪk'saɪ.tɪd/ задоволений(-а)

giant /'dʒaɪ.ənt/ гігантський(-а)

go wild /gəʊ waɪld/ божеволіти

go wrong /gəʊ rɒŋ/ не виходити

laugh /lɑ:f/ сміятися

similar /'sɪm.ɪ.lə(r)/ подібний(-а)

smile (v) /smaɪl/ посміхатися

talented /'tæl.ən.tɪd/ талановитий(-а)

thrilled /θrɪld/ у захваті

Music industry

album /'æl.bəm/ альбом

audience /'ɔ:di.əns/ публіка

autograph /'ɔ:tə.gra:f/ автограф

fan /fæn/ фанат(-ка)

gig /gɪg/ концерт

go on a tour їхати в тур

live /laɪv/ вживу

lyrics /'lɪr.ɪks/ текст пісні

music award музична нагорода

performance /pə'fɔ:məns/ вистава

stage /steɪdʒ/ сцена

I guess. Я гадаю.

7c add /æd/ додати

be right back скоро повернуся

chat room /'tʃæt ru:m/ чат

laugh out loud дуже смішно

make sure /meɪk ʃʊ(r)/ переконуватися

note /nəʊt/ записка

phrase /freɪz/ вираз

receive /rɪ'si:v/ отримувати

rule /ru:l/ правило

shorten /'ʃɔ:tən/ скорочувати

smiley /'smaɪ.li/ смайлик

symbol /'sɪm.bəl/ символ

text (v) /tekst/ писати повідомлення

text message писати повідомлення

type (v) /taɪp/ друкувати

whole /həʊl/ весь

7d cash desk /'kæʃ desk/ каса

customer /'kʌs.tə.mə(r)/ покупець

extra small/large надзвичайно малий(-а)/
великий(-а)

fitting room /'fɪt.ɪŋ ru:m/ примірювальна

receipt /rɪ'si:t/ рецепт

shop assistant продавець-консультант

tight /taɪt/ тугий(-а)/вузький(-а)

Prices/money

amount /ə'maʊnt/ кількість

cent /sent/ цент

change (n) /tʃeɪndʒ/ решта

discount /'dɪs.kɑʊnt/ знижка

dollar /'dɒl.ə(r)/ долар

pay by credit card платити кредитною картою

pay in cash /peɪ ɪn kæʃ/ платити готівкою

penny - pence /'pen.i - pens/ пенні

pocket money кишенькові гроші

pound /paʊnd/ фунт

total /'təʊ.təl/ всього

Shops

bookshop /'bʊk.ʃɒp/ книжковий магазин

clothes shop /kləʊðz ʃɒp/ магазин одягу

electronics shop магазин електроніки

pet shop /pet ʃɒp/ зоомагазин

shoe shop /ʃu: ʃɒp/ магазин взуття

supermarket /su:.pə'mɑ:kit/ супермаркет

Shopping

Can I try it on? Можна приміряти?

How much does it cost? Скільки це коштує?

How much is it? Яка вартість?

I'll take it. Я це беру.

What size are you? Який у Вас розмір?

7e any more /'en.i mɔ:(r)/ не більше

argue /ɑ:g.ju:/ сперечатися

at least /æt li:st/ щонайменше

calm down /kɑ:m daʊn/ заспокоюватися

cheer up /tʃɪə(r) ʌp/ підбадьорювати

feel down /fi:l daʊn/ сумувати

fight (v) /faɪt/ сперечатися

first of all /'fɜ:st əv ɔ:l/ по-перше

learn a lesson засвоювати урок

lend /lend/ позичати

make a mistake робити помилку

mark (n) /mɑ:k/ оцінка

notice (v) /'nəʊ.tɪs/ помічати

perhaps /pə'hæps/ можливо

share /ʃeə(r)/ ділитися

tell the truth /tel ði: tru:θ/ казати правду

upset /ʌp'set/ засмучений(-а)

I don't get it. Я не зрозумів(-ла).

Hopefully, everything will be OK. Сподіваюся, що все буде добре.

It's not fair. Це не чесно.

FAME

8a all of a sudden /ɔ:l əv ei 'sʌd.ən/ раптово

chewing gum /tʃu:ɪŋ ɡʌm/ жуйка

create /kri'eɪt/ створювати

design (v/n) /dɪ'zaɪn/ задумувати/дизайн

dream /dri:m/ омріяний(-а)

enter a competition брати участь у змаганнях

expect /ɪk'spekt/ очікувати

feel sorry for відчувати провину за

headline /'hed.laɪn/ заголовок

image /'ɪm.ɪdʒ/ образ

mysterious /mɪ'stiəri.əs/ таємничий(-а)

organiser /'ɔ:.ɡən.aɪ.zə(r)/ організатор(-ка)

rest (n) /rest/ відпочинок

seem /si:m/ здається

town hall /taʊn 'hɔ:l/ мерія

8b audition /ɔ:'dɪʃ.ən/ прослуховування

clearly /'kliə.li/ зрозуміло

embarrassing /ɪm'bær.əsɪŋ/ соромно

perform /pə'fɔ:m/ виступати

play (n) /pleɪ/ п'єса

Feelings

confident /'kɒn.fɪ.dənt/ впевнений(-а)

confused /kən'fju:zd/ розгублений(-а)

disappointed /dɪs.ə'pɔɪn.tɪd/ розчарований(-а)

jealous /'dʒel.əs/ заздрисний(-а)

nervous /'nɜ:.vəs/ нервовий(-а)

pleased /pli:zd/ задоволений(-а)

proud /praʊd/ гордий(-а)

unhappy /ʌn'hæp.i/ нещасний(-а)

Give something your best shot. Докладати зусиль.

How come...? Яким чином?

I'll tell you what. Ось, що я тобі скажу.

There's no need. Немає потреби.

What if...? А якщо...?

8c article /'ɑ:.tɪ.kəl/ стаття

at this stage /æt ðɪs steɪdʒ/ на цій стадії

building /'bɪl.dɪŋ/ будівля

change (n) /tʃeɪndʒ/ зміна

copy (n) /'kɒp.i/ копія

deliver /dɪ'lɪv.ə(r)/ доставати

discuss /dɪ'skʌs/ обговорювати

gift /ɡɪft/ подарунок

interview (v) проводити інтерв'ю

lastly /'lɑ:st.li/ нарешті

meeting /'mi:tiŋ/ зустріч

mention /'men.ʃən/ помічати

nation /'neɪ.ʃən/ нація

page /peɪdʒ/ сторінка

sell /sel/ продавати

topic /'tɒp.ɪk/ тема

Jobs

editor /'ed.ɪ.tə(r)/ редактор(-ка)

graphic designer графічний(-а) дизайнер(-ка)

printer /'prɪn.tə(r)/ друкар(-ка)

writer /'raɪ.tə(r)/ письменник(-ця)

8d award (v) /ə'wɔ:d/ нагороджувати

category /'kæt.ə.ɡrɪ/ категорія

ceremony /'ser.ɪ.mə.ni/ церемонія

director /daɪ'rek.tə(r)/ режисер(-ка)

in fact /ɪn fækt/ насправді

king /kɪŋ/ король

librarian /laɪ'briəri.ən/ бібліотекар(-ка)

present (v) /'prez.ənt/ дарувати

refuse /rɪ'fju:z/ відмовляти

role /rəʊl/ роль

several /'sev.ər.əl/ декілька

story /'sto:ri/ історія

worldwide /'wɜ:ld'waɪd/ світовий(-а)

8e ancient /'eɪn.ʃənt/ давній(-я)

come out /kʌm aʊt/ виходити

come to life /kʌm tu: laɪf/ оживати

Egyptian /i'dʒɪp.ʃən/ єгипетський(-а)

incredible /ɪn'kred.ə.bəl/ неймовірний(-а)

title /'taɪ.təl/ назва

unusual /ʌn'ju:zu.əl/ незвичайний(-а)

Films (words/phrases)

acting /'æk.tɪŋ/ гра

action-packed гостросюжетний(-а)

direct (v) /daɪ'rekt/ керувати

leading actor головний(-а) актор

plot /plot/ сюжет

scene /si:n/ сцена

soundtrack /'saʊnd.træk/ саундтрек

special effects /'speʃ.əl rɪ'fekts/ спецефекти

star (v) /stɑ:(r)/ бути в головній ролі



Full Blast! PLUS

builds 21st century competencies

The Student's Book corresponds to the interests of the 6th grade students and allows them to learn how to use the English in everyday life. It provides balanced development of four language skills at the A2 level. There are numerous dialogues, personalised tasks and texts of various genres: stories, popular scientific texts, comics, etc. All these features help develop 21st century skills.



Аудіосупровід до підручника
Ви знайдете за посиланням:
publishing.linguist.ua/fb6-sb-audio



publishing.linguist.ua

ISBN 978-617-8103-15-6



9 786178 103156