

Тетяна
Пахомова

Англійська
мова

Joy of
ENGLISH

6



M
МЕТОДИКА

GREAT BRITIAN



GREENWICH, LONDON



Тетяна Пахомова

Англійська мова

(2-й рік навчання)

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

Рекомендовано Міністерством освіти і науки України

Tetiana Pakhomova

English

(Year 2)

A textbook for the sixth form of secondary schools
(with audio)



Київ
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Умовні позначення

Let's talk	Давайте поспілкуємося		Робота в групах
Let's listen	Давайте послухаємо		Для додаткового опрацювання
For my folder	Для мого учнівського дос'є		Підказка в словнику
	Трек аудіосупроводу		Підказка в граматичному довіднику
	Вправи підвищеної складності		Підказка у розділі «Проекти»
	Робота в парах	(→ р. 75/ех. 3)	Вправи у робочому зошиті

ЗВЕРНИ УВАГУ!

Завдання практичної частини виконуй у робочому зошиті.

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Шановні учні та учениці!

Це ваш другий рік подорожі у дивовижний світ англійської мови, подальшого знайомства з учнями школи Thomas Tallis, із їхніми повсякденними турботами, справами, здобутками і маленькими перемогами.

Ви дізнаєтесь про шкільне життя в англomовних школах, про те, як ваші британські друзі спілкуються з батьками і своїми однолітками, як організовують своє дозвілля і що найбільше їх сьогодні цікавить у житті. А ще ви побачите столицю нашої країни очима іноземних гостей.

Продовження вивчення іноземної мови з нашим підручником підготує вас до живого спілкування з людьми, які живуть за кордоном і розмовляють англійською мовою, розвине комунікативні уміння як усного, так і писемного спілкування.

Здобуті знання розвинуť ваші інтелектуальні та творчі здібності, допоможуть самостійно мислити і чітко формулювати свої думки з різними співрозмовниками, а з часом – будуть сприяти міжкультурному спілкуванню та обміну з людьми різних країн, що допоможе самореалізуватися не тільки на теренах нашої прекрасної держави, а й спробувати свої сили та здобути нові знання в кращих навчальних закладах світу.

Цікаво? Тоді вперед за новими успіхами.

Автор і видавництво

Zoom-in	ZOOM AROUND BOOK 2	
Unit 1	BACK TO SCHOOL	
Check-in	Our school starts at	10
	We talk about problems in drama.	10
	School uniform is a good idea.	10
	I like this. I don't like that	11
Language 1	Let's talk about Sam's timetable.	12-13
Language 2	Who's that boy?	14-15
Language 3	→ Grammar skills	16
Chats with Charlie	Life 'down under'	17
	religious [dʒ] and group [g]	17
Story	You're boy funny, Emma!	18-19
Wordwise	→ Vocabulary skills	20
Check-out		21
Unit 2	WHAT A WEEK!	
Check-in	I'd like to go to Camden Market.	22-23
	For my folder: Pocket money	24
Language 1	How is your weekend?	25
Language 2	On Monday she is writing	27-28
Language 3	Look at your hair, Terry!	29
Chats with Charlie	Charlie chats with people at the zoo.	30
	Looks, plays and watches	31
Story	That's why Barker barks!	32-33
Wordwise	→ Vocabulary skills	34
Check-out		35
Revision 1		
	Dave's free morning	36
	A letter from home	37
Unit 3	WE ALL NEED FRIENDS!	
Check-in	Problem page	38
	For my folder: My best friend	39
Language 1	Every week	40
	For my folder: I'm sorry about	41
Language 2	How do you do that?	42-43
Language 3	Books which you can read	44
Chats with Charlie	Friends and enemies "hi" and "high"	45
	We're watching you!	45
Story	→ Vocabulary skills	46-47
Wordwise		48
Check-out		49

Unit 4 YOU ARE WHAT YOU EAT!		
Check-in	Takeaways in Greenwich	50
	For my folder: A menu	51
Language 1	Curry is spicier than pizza.	52–53
Language 2	Do I need to go on a diet?	54–55
Language 3	Have you got any potatoes?	56
Chats with Charlie	Listening skills	57
	Charlie's diet	57
	When I eat vegetables, I feel fit	57
Story	Sport can be dangerous!	58–59
Wordwise	→ Vocabulary skills	60
Check-out		61

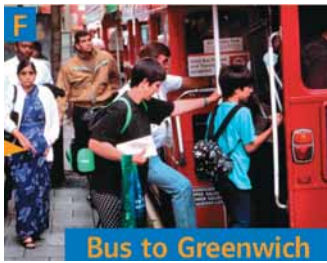
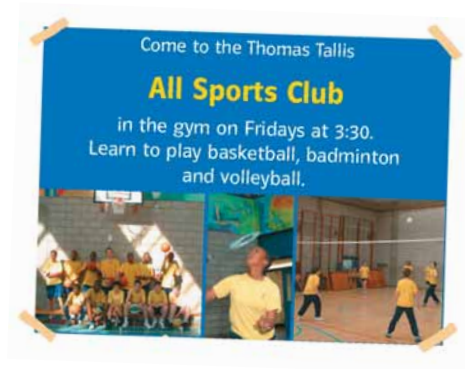
Revision 2

	Do you see Jake every day?	62
	Pupils get fit.	63
	Happy birthday!	63

Unit 5 MEDIA: MUSIC AND MORE!		
Check-in	Update your media!	64
	For my folder: Our favourite music	65
Language 1	There is always something for you, Terry!	66–67
Language 2	Have you two gone bananas?	68–69
Language 3	What's with your hair, Terry?	70
Chats with Charlie	The evening of the audition	71
	Which word is it?	71
Story	Where's my bag?	72–73
Wordwise	→ Vocabulary skills	74
Check-out		75

Unit 6 IT'S OUR WORLD!		
Check-in	A trip to Exmoor	76
	For my folder: A class trip	77
Language 1	I'll give them ten minutes!	78
	Promises, promises	79
Language 2	What will the weather be like?	80–81
Language 3	Teen horoscopes	82
Chats with Charlie	A school project	83
	Mr Rose's tongue twister about the weather	83
Story	The rescue	84–85
Wordwise	→ Vocabulary skills	86
Check-out		87

Revision 3		
	Things change	88
	Lisa's horoscope	89
Unit 7	A HOLIDAY IN IRELAND	
Check-in	Swapping houses	90
	For my folder: A project on Ireland	91
Language 1	She's busily packing a bag.	92
	If you go to ..., they will ...	93
Language 2	→ Visual skills	94
Chats with Charlie	On holiday in Ireland	95
	Limericks	95
Story	Things that go bump in the night!	96
	→ Writing skills	96
Wordwise	→ Vocabulary skills	97
Check-out		98
A project		99
Mediation and communication		103
Vocabulary		
	English-Ukrainian	109
More stories		133
Dictionary		156
Grammar		176



Zoom around Book 2

THE BRITISH ISLES



Distance between the United Kingdom and Australia Centers (Straight line or Air distance)
Kilometers: 15205.31 km. / Miles: 9448.14 miles.

DOWN UNDER
AUSTRALIA

1. Look at the list of places.
Where are they?
2. Look at the pictures. Match them
with the names of the places.
Which picture is not in the British Isles?

PLACES

- | | |
|----------------------|------------------|
| 1. Loch Ness | 5. London |
| 2. Limerick | 6. London Zoo |
| 3. Exmoor | 7. Camden Market |
| 4. Perth (Australia) | 8. Greenwich |



Unit 1 Back to school

The start of term

1

I try to be at school at 8:30, but I sometimes arrive late for an assembly. My friends laugh, but my class teacher gives me a dirty look!



Always wear the correct school uniform.

- Tallis T-shirt or sweatshirt.
- Black trousers, skirt or shorts.
- Yellow T-shirt and blue shorts for PE.

C

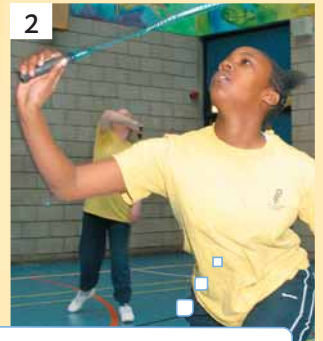
PE is Physical Education.



Every week all pupils in Year Eight have a Drama lesson in the hall or outside. Before the lesson starts, pupils must put their bags in their lockers.

A

2



School uniform is a good idea, but I hate our PE shirts. They're yellow! Ugh!

3



I must buy a new pen before lessons start.

Pupils can use computers in History and Geography, Science and Technology, Maths, Foreign Languages, Art and Music.

B

The school shop opens every morning before school and at lunch time. New pupils must buy their PE kits and their sweatshirts here. They can also buy pens, pencils, etc.

E

The caretaker opens the school doors at 8:00. Pupils must be in their classroom for registration or in the assembly hall before 8:35.

D

4



Drama is great! We talk about problems and do role plays. Sometimes we do drama outside.



1 Thomas Tallis School (→ p. 4/ex. 1–2)

Match texts A–E with pictures 1–4.

One text hasn't got a picture. Can you find it?

2 Let's talk: Thomas Tallis and our school (→ p. 5/ex. 4)

Make two lists. What is the same?

What is different? Underline the words.

Pupils at Thomas Tallis start at 8:35. We start at ...



Yes, but they've got ...

WRITING

SKILLS

Notes:

Thomas Tallis	our school
---------------	------------

start at 8:35

assembly or

registration

lessons: PE, ...

start at ...

no assembly

no registration

lessons: PE, ...

I hate ...



1.1 3 Let's listen: Love or hate? (→ p. 4/ex. 3)

Choose the right words as answers.

1. What doesn't Pete really like?
2. What doesn't Miss Brown like?
3. What does Mr Marco teach?
4. Who says Mr Marco is a good teacher?
5. What colour does Kate go?
6. Who is Laura with?
7. Why is she with him?

White. • Italian. • Sue's sister. •
Pete. • He's really nice. • Science. •
Drama. • Kate's sister. • Silly jokes. •
German. • He's really cool. •
Richard Black. • Red.

4 For my folder: A crazy school day

Imagine you go to school and it is different.
Your teacher isn't there, school starts late
... . Make a plan for a crazy school day.

time	crazy thing
11:00	school starts
first lesson	crazy tricks
teacher	Harry Potter
second lesson	...
teacher	...

Revision: Simple present

Sam's timetable

At T.T. we have a ten-day timetable.
On Day 8 pupils can go home early
because the teachers have meetings.



Timetable – Spencer, Sam 8 CA

Lesson		Day 1/Mon	Day 2/Tues	Day 3/Wed	Day 4/Thurs	Day 5/Fri
1	8:50 – 9:50	Drama	Italian	German	History	Science
2	9:50 – 10:50	Technology	RE	Art	English	Maths
	10:50 – 11:10	B	R	E	A	K
3	11:10 – 12:10	Technology	Music	English	Geography	Italian
4	12:10 – 13:10	Maths	PE	PE	Science	Geography
	13:10 – 14:10	lunch	lunch	lunch	lunch	lunch
5	14:10 – 15:10	History	Science	Music	German	English
Lesson		Day 6/Mon	Day 7/Tues	Day 8/Wed	Day 9/Thurs	Day 10/Fri
1	8:50 – 9:50					
2	9:50 – 10:50					
	10:50 – 11:10	B	R	E	A	K
3	11:10 – 12:10					
4	12:10 – 13:10					
	13:10 – 14:10			class teacher – 14:30		
5	14:10 – 15:10					

► We write 13:10 and we say “ten past one.”

RE is Religious Education.

1 Sam's week (→ p. 6/ex. 5–6)

- a) Copy the timetable with times and days for Day 6 to Day 10 into your exercise book.
- b) Look at the pictures for Day 6 to Day 10. What does Sam have on different days and when?
Example: On Day 6 he has **English** from 8:50 to 9:50, RE from ...

c) Look at Sam's timetable for Day 1 to Day 10 again and answer the questions.

- How many foreign languages does Sam learn?
- What does he have on Day 8?
- What time does he have lunch on Day 1 to Day 5?
- How many PE lessons does he have?
- When does he have German?
- When does he have Geography?
- What does he have after Art on Day 10?

2 School subjects (→ p. 6/ex. 7; p. 7/ex. 8–9)

a) Look at the pictures. Guess where Sam is. Example: 1. He's in his Geography lesson.



b) Complete the sentences with the correct forms of the verbs and match them to the pictures.

Example: 1. I really love this subject, but it's difficult to draw people. – Picture 3.

1. I really ... (love/hate) this subject, but it's difficult to draw people.
2. We always ... (take/have) fun in this lesson. We ... (walk/talk) about problems and ... (buy/do) role plays.
3. I always ... (try/take) to do experiments, but the teacher isn't always happy.
4. My favourite subject! We ... (drink/learn) about people in the past.
5. Here we ... (learn/like) all about numbers.
6. We ... (speak/sing) stupid songs in this class. I ... (write/hate) it.
7. We ... (learn/leave) to read maps and we ... (hear/watch) videos about other countries.
8. I ... (try/know) some words already like 'pizza' and 'spaghetti'.
9. We ... (wear/read) stories and books, and then we ... (talk/eat) about them in this class.

► Sam loves Art.
Sam has ...
→ G1

c) Write about Sam's lessons.

Example: 1. Sam really loves Art, but it's difficult to draw people.



3 Let's talk: A quiz

Look at the timetable on page 12.

A: What word am I thinking about? The first clue is:
We haven't got this in our school.

B: Is it lunch?

A: No, it isn't. The second clue is: The pupils do role plays.

C: Is it Drama?

A: Yes, it is. Now it's your turn. Go on, please.

4 For my folder: My school week

Make a timetable for your school week.

Is it lunch?

Is it Drama?



Lesson	Mon	Tues	Wed
1	Art	Maths	
2	English		
3			

Revision: Question words

1.2 Who's that boy?

Sam, Emma and Terry are outside the cafeteria.

Terry: Hey, who's that boy? I bet he's new.

Emma: What boy? Where?

Terry: He's over there with Mrs Carter.

Mrs Carter: Good morning. This is Jake!

He is new. Can you all look after him, please?

Terry: Yes, of course, Mrs Carter. Hi, Jake!

Emma: Hi. I'm hungry! Let's have lunch! Which menu do you want: A, B or C?

Jake: Let's see. What tucker have they got?

Terry: 'Tucker'? We haven't got tucker on the menus today.

Emma: Oh, Terry. He means 'food'. That's what they say in Australia.

Terry: (to Emma) Well, why can't he speak English!? I'm having fish and chips.

Jake: Fish and chips. That's what I call tucker! I'm having that, too.

Sam: There's Lisa over there. Come on! We can sit with her.



1 Do you know? (→ p. 8/ex. 10)

Work in pairs and test if your partner knows the characters in the conversation.

Practise as in the example. Take turns asking question.

Example: Student A: Who says "I am hungry"?

Student B: I think Emma does.

Student A: That's right (that's false). Thank you.

1. I am hungry.

2. We haven't got a tucker on the menu.

3. I am having fish and chips.

4. I call fish and chips tucker.

5. Tucker means food in Australia.

6. Let's have lunch.

 2 Questions for Jake (→ p. 8/ex. 11-12)

Jake has a lesson with Sam and Lisa. They ask Jake a lot of questions.

Look at his answers and ask questions. Practise them with a partner.

Example: What's your family name? – My family name is Howard.

My family name
is Howard.

My family comes
from Perth in Western
Australia.

We say "G'day"
in Australia.

My favourite singer
is Robbie Williams.



► How do you say "Hello" in
Australia?

What's the best thing ... ?

→ G1

The best thing in
Australia is the weather.

My hobbies are
music and surfing –
but not the Internet.

In Australia school
starts at nine o'clock.

3 There's a new kid in town (→ p. 9/ex. 13)

Make a list of English questions for a new pupil.

Example: What's your name?

What are your ... ?

name

country

languages

hobbies

family

music

* 4 That's wrong

Lisa and Sam know a lot about Jake. They tell Terry and Emma what is right.

Example: Terry: I think Jake says "Great day" to people. (Lisa: G'day)

Lisa: No, he **doesn't** say "Great day." He **says** "G'day."

Emma: I bet Jake listens to rap music. (Sam: Robbie Williams)

Terry: I'm sure Jake likes surfing the Internet. (Lisa: surfing)

Emma: I'm sure Jake's school in Perth starts at 7:00. (Lisa: 9:00)

Terry: I think Jake's dad lives in Bristol. (Sam: Perth)

Emma: I bet Jake spells his name with 'aik'. (Sam: 'ake' as in 'make')

Terry: I think Jake lives here with his dad and his brother. (Lisa: his mum and brother)

👤👤 5 Let's talk: What food do you like?

Talk to a partner about food and drinks.



▶ What drinks do you like? – I like milk/...
 What food ... ? – I like fish and chips/...
 What fruit ... ? – I like bananas/...
 What vegetables ... ? – I like carrots/...

▶ Which apple do you want:
 the red apple or the green apple?
 → G5

6 Which food do you want? (→ p. 9/ex. 14–15; p. 10/ex. 16)

a) At lunch Emma tries to be nice to Jake.

Look at the pictures.

What does she ask him?

Example: 1. Which **food** do you want:
 A, B or C?

apple

soup

food

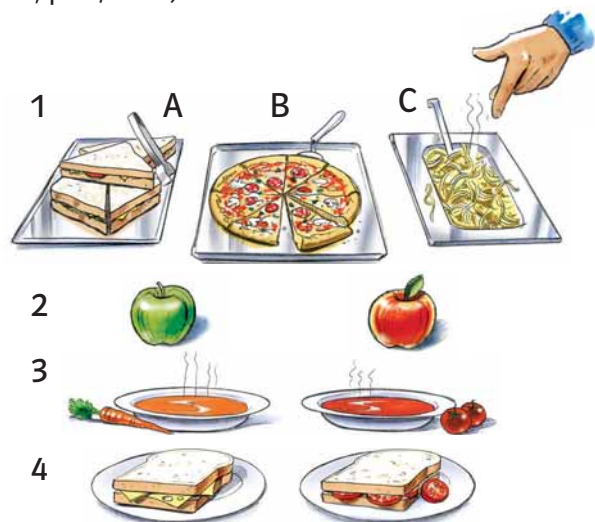
sandwich

* 👤👤 b) Make up a dialogue with a partner.

A: Which food do you want?

B: I want ...

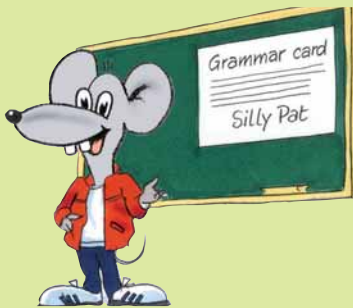
A: Which apple ... ?



Learning to learn: Grammar cards

GRAMMAR

S K I L L S



Grammar card

1

simple present

He, she or it, (e)s.

You like / You don't like

He likes / He doesn't like

Do you like ... ? / Don't you like ... ?

Does he like ... ? / Doesn't he like ... ?

What do you like? /

What does he like? /

What don't you like?

What doesn't he like?

simple present (SP) = Silly Pat

Silly Pat doesn't play hockey.

**1 Now try it!** (→ p. 11/ex. 17)

- Make a grammar card for the 'Simple present'.
- Tell your partner about it. Can he/she understand it? You can now make a grammar card when you learn new grammar.
- Work in pairs. Complete these sentences.

You

Every morning I

In the afternoon I always

I never ... in the evening.

When I am tired, I usually

My friend

Every morning he / she

In the afternoon he / she always

He / she never ... in the evening.

When he / she is tired, he / she usually

1.3 **1 Let's listen: Life Down Under**

- a) Charlie makes notes because he wants to interview Jake about his school in Australia.

Write his notes in your exercise book and listen to the interview. He forgets to ask about two things. What are they?

Charlie's notes for Jake Howard
pupils and teachers -
timetable -
start -
finish -
registration -
school uniform -
lunch -
after school -
school rules -



- c) Write Charlie's questions in your exercise book. He forgets two questions. Add them to the other questions.

Example: 1. How many **pupils and teachers** has your school in Australia got?

- b) Listen again: What do you learn about Jake's school in Australia? Complete the notes.

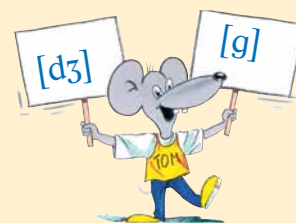
1.4 **2 Sounds: [dʒ] or [g]?**

Listen to the words and write them in the correct column.

- | | |
|---------------|-----------------|
| 1. Technology | 6. again |
| 2. garden | 7. get |
| 3. gym | 8. good |
| 4. G'day | 9. registration |
| 5. German | 10. joke |

[dʒ]
religious
...

[g]
group
...

1.5 **3 A poem: Down under in Australia**

Down under in Australia
The world is on its head.
The people don't say "Hi!"
to friends.
They shout "G'day" instead.
The water in the bathroom
Flows anti-clockwise down,
And birds are brightly coloured,
Not just boring black or brown.

And all those funny animals
We only see in zoos
Like wombats and koala bears
Or jumping kangaroos!
But people in Australia
Are just like you and me,
And one day when I'm older
I shall visit them and see.



1.6-8  **Boy, you're funny, Emma!**

1 Before you read

Which boy do you think Emma likes?

Why do you think so?

A It's Wednesday afternoon and Lisa and Emma are at their lockers. They are packing their bags. Jake Howard walks past. He says, "Bye, girls," and leaves. Lisa smiles and says, "Bye, Jake." Emma just watches him.

"Isn't he cool?" Emma whispers to Lisa.

"You're lucky. You've got Italian with him. You can sit and look at him all day!"

Lisa doesn't want to sit and look at Jake all day. She thinks Emma is strange.

"Maybe I can do Italian, and then I can be in your German class, too," she says.

Lisa is surprised. "But you don't like Italian, Emma!" she says. "Remember? That's why you're doing French with Terry."

Emma laughs, "Terry! Who's Terry? Jake is ... well, he's just cool! I must find a way to see him after school. Maybe I can –"

"Emma!" Lisa says. "The bus leaves in ten minutes. Come on! Let's go!" The two girls go to the door of the school. Then Lisa whispers to Emma, "Don't look now, but Jake Howard is behind you."

"Oh, right," says Emma. "And Robbie Williams is with him."

"It's true," says Lisa. "He's just behind you." Emma goes red and turns round. The corridor is empty.



Sam, Emma is nuts about Jake but I don't think he's interested. What can we do?



Jake is 4 me.
I really ♥ him.
He wants me 2 meet
his mum 2morrow.
CU on Monday. M

(M is pronounced as /em/,
short for Emma)

More stories? P. 133

2 Talking about the story

What do you think is the best part in the story and why?

Examples: It is where Lisa drops the note.
It is where Jake phones Emma.
It is where Emma says that she's sorry.
It is where ...



3 What happens next?

Complete the sentences.

1. Jake walks past and then
2. The girls meet on the bus and later
3. Lisa writes a note to Sam and then
4. Emma talks on her mobile and later
5. Emma says "Hi, Lisa!" but after that
6. Lisa gets onto the bus and then

4 Match sentences 1-7 to a-g

1. The girls are packing their bags
2. Emma thinks Lisa is lucky
3. Emma is doing French
4. Jake rings Emma
5. Emma sends Lisa a text message
6. Lisa doesn't see Emma on the bus
7. Two weeks later Emma is sitting there

+ because
+ when
+ but

- a. Lisa gets onto the bus.
- b. Emma gets home from the cinema.
- c. Jake walks past.
- d. Emma walks home with Jake.
- e. he wants to invite her to the cinema.
- f. she wants to do Italian to see Jake.
- g. Jake is in her Italian class.

* 5 A different ending for the story

(→ p. 12/ex. 18–19)

*Look at the picture and write a different ending for the story.
Write a short dialogue.*



1 Definitions (→ p. 13/ex. 20)

VOCABULARY

SKILLS

Sometimes you don't know a word. Try to find a good definition!

- a) *Read the definitions of the school words and match them with the correct words in the backpack.*

Example: They have it every morning and afternoon in schools in England. – **registration**

1. In this class, pupils do role plays about their problems.
2. Pupils do this in the gym.
3. Technology is one of thirteen of these.
4. You must wear it in Thomas Tallis.

- b) *Now write your own definitions for these words:*

lunch • locker • sweatshirt • timetable • backpack



2 Schools in Ukraine and England (→ p. 13/ex. 21)

Match sentences 1-5 to a-f. Use the correct verbs.

1. Pupils in Ukraine
2. Ukrainian pupils often
3. Drama teachers in England
4. Pupils in England
5. A lot of English boys and girls



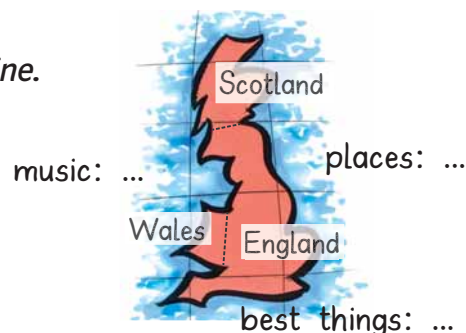
can
needn't
want to
try to



- a. do their homework in school.
- b. leave their books in their lockers.
- c. help pupils with problems.
- d. learn English.
- e. go home when it is very hot.
- f. wear a uniform.

* 3 Australia, England and Ukraine (→ p. 13/ex. 22)

Collect the information about Australia, England and Ukraine. Make posters.



1 The new boy (Revision of Simple present → G1) (→ p. 14/ex. 23)

Emma writes to her friend in Bristol about the new boy, Jake.

Complete the sentences with the correct forms of the verbs in brackets.

Hi, how are you? And how is Bristol? I must tell you about the new boy in our year. He's really nice! His name is Jake and he ... (*come*) from Australia. His dad still ... (*live*) there. His mum and his brother... (*live*) near us, and he sometimes ... (*take*) the bus home with me. They ... (*not wear*) a uniform in his school in Australia, but they ... (*get*) a lot of homework. He ... (*not play*) football, he ... (*play*) hockey and after school he and his friends ... (*go*) surfing. He ... (*say*) it's great! I want to go there next year. But I ... (*not have*) the money.

2 Questions for the first day (Questions with question words → G1) (→ p. 14/ex. 24)

Join a sentence beginning with an ending to make question.



- | | |
|--------------|----------------------------|
| 1. Where do | we ask? |
| 2. How do | we get the bus? |
| 3. When does | we need for gym? |
| 4. Who do | we get to the sports hall? |
| 5. What do | he say "G'day"? |
| 6. Why does | lunchtime finish? |

3 Test your understanding

Read text 1 again. With your partner decide if statements 1-6 are true (T), false (F) or there is no information (NI). Find the information in the text to prove your answers.

- Jake is from Australia.
- He lives with his father and mother near Emma.
- He never takes the bus home from school, he always walks.
- Pupils in Australia never wear a uniform.
- Emma wants to go to Bristol.
- Emma and Jake are in the same class.

* 4 There's a choice (What/Which ... ? → G5) (→ p. 14/ex. 25)

*Complete the sentences with **what** or **which**.*

Example: Which sports do you play: hockey, football or basketball?

- ... sports do you play: hockey, football or basketball?
- ... languages do you speak?
- ... English towns do you know?
- ... English towns are in your book: Bristol, Bath or London?
- ... languages do you learn at school: French, Italian or German?
- ... animals have you got at home: cats, dogs or fish?
- ... sports do you like?
- ... animals do you like?

Unit 2 What a week!

1.9 What do you do in this weekend?

Friday, great! The London Knights are playing at the Arena tomorrow. I must ask the others. Maybe they want to go with me.

Mum is coming after school and tomorrow she's taking me to the Science Museum.

Oh, no! I've got Jade with me all day tomorrow. I'd rather watch football, but she wants to go to London Zoo. Ah, well! On Sunday I can do what I want.

What a week! But tomorrow is Saturday. I get my pocket money. I'd like to go to Camden Market. Maybe Mum can go with me.





1 Who's going where? (→ p. 15/ex. 1-2)

- a) Look at the four friends in the picture on p. 22.
They they are discussing the coming weekend.
Where are they going? Use the example.

Example: Terry is going to the

Example: He is going to... in London.
in Kyiv.

► We write:

300,000

1,000,000

We say:

three hundred
thousand

a/one million

- b) Read paragraphs A-D and decide which friends are interested in the places.

- A A lot of visitors to London go to Harrods. It's a big department store, and it's expensive. At Camden Market you can buy cheap presents and clothes. It's open every day from 9:00 to 5:30 p.m.
- B There are more than 300,000 things here. Young people love the Flight Lab. You can see a lot of different planes there.
- C Thousands of people come to the ice rink to watch the London Knights ice hockey team. It is just 15 minutes away from the centre of London and has seats for 500 to 12,500 people.
- D Every year more than 1,000,000 visitors come to see the 18,000 different animals here. Tickets for children from three to fifteen are £9.75.
- E A lot of visitors to Kyiv go to Ocean Plaza. It's a big shopping centre and it's cheap on sales days. There you can buy different presents. It's open every day from 9:00 to 24:00.
- F Museum of Water tells its visitors about the planet hydrosphere and about water in Ukraine. It is interesting to see how people use water. Here you can see functional models which demonstrate how people often waste water. This museum is one of the most interesting attractions in Kyiv.
- G The Olympic Stadium /the Olympic National Sports Complex/ is located in the centre of Kyiv. It has seats for 83, 450 football fans. The Stadium is the official home ground of the Ukrainian national football team.
- H The collection of Kyiv Zoo numbers over 2,000 animals. Over 130 kinds of trees and bushes decorate the Zoo lands. The Zoo is open from 9 am to 7 pm on weekdays except Mondays, and from 9 am to 8 pm weekends and holidays. The entrance fee is from 10 to 25 UAH.

2 Time and place

Complete the sentences with the words in the box.

to the Arena • to London • every day • to the zoo • at the Science Museum • from the centre •
in the centre • weekdays • its visitors • on sales days • has seats for • one of the most

Example: The market is open every day from 9:00 to 17:30.

1. The market is open ... from 9:00 to 17:30.
2. The Arena is fifteen minutes away
3. The Flight Lab ... is very popular.
4. More than one million visitors come ... every year.
5. The Zoo is open from 9 am to 7 pm on
6. People come ... to watch the ice hockey team.
7. A lot of visitors ... go to Harrods.
8. The Olympic National Sports Complex is located ... of Kyiv.
9. Museum of Water tells ... about the planet hydrosphere
and about water in Ukraine.
10. It's a big shopping centre and it's cheap
11. The Olympic Stadium ... 83, 450 football fans.
12. Museum of Water is ... interesting attractions in Kyiv.

1.10 3 Let's listen: Plans for the weekend (→ p. 15/ex. 3)

a) Copy the table into your exercise book. Collect the information from the texts about the places.

b) Listen. What new information do you get?

place in London	1. The Arena	2. Camden Market	3. The Science Museum	4. London Zoo
from the texts	ice rink, ... concerts, ...	...	...	...
new				

place in Kyiv	1. The Olympic Stadium	2. Ocean Plaza	3. Museum of Water	4. Kyiv Zoo
from the texts	ice rink, ... concerts, ...	...	...	...
new				



4 Let's talk: Things to do with friends

Complete the sentences to have a conversation.

- A: Let's go to the ... tomorrow/next
 B: No! That's boring. I'd rather go
 A: OK. I can ask Mum for my pocket money.
 But I'd like to ... before we go there.
 B: OK. Let's meet at ... o'clock at the

5 For my folder: Pocket money

*I get pocket money every week
on Saturdays. My dad gives it
to me. I get ... UAH. I buy
presents and ... with it. I always
put ... UAH in my piggy bank.*



Saying where you are and what it is.

1.11 How is your usual weekend?

On Mondays the friends meet to talk about their weekends at school.

Emma: What do you usually do on your weekends, Terry?

Terry: Sam and I go to watch ice hockey matches when London Knights play. They are very good. There are always thousands of people there. But when Sam's mom comes with us, she is always bored.

Sam: I think she is not bored, Terry. She is just always cold. Do not forget she is from Greece.

Emma: Lisa and I can get cold too when we go to the zoo.

Sam: The zoo? You like the zoo more than Camden Market, Emma?

Emma: Yes, every weekend we go to the zoo, because little Jade fancies the animals.

Terry: Is it always good?

Lisa: Not really. Sometimes Jade is difficult. Then we are fed up with her.

Terry: Why? Is she that difficult?

Lisa: Difficult is not the word. She can be horrible.

Emma: But it's ok. It's not only Jade. We like to go to the zoo too. There are always little animals there: little elephants, bears...

Sam: There's the bell. Let's go. You can tell us about your weekends after school.

1 How is it? (→ p. 16/ex. 4)

Match sentences 1-7 to a-g. Use the correct verbs.

Example: 1. Terry's weekends are great. Lisa and Emma are ...

1. Terry's weekends
2. Lisa and Emma
3. The London Knights
4. Terry and Sam
5. Jade
6. Sam's mum
7. The zoo

is
are

- a. cold.
- b. surprised.
- c. fed up.
- d. horrible.
- e. very good.
- f. terrible.
- g. great.

▶ The match is cool.
The boys are surprised.
→ G2



▶ How is it?
Where are you?
→ G4



2 Let's talk: Where are you?

Discuss your weekend with your friends.



3 It is Saturday

Complete the sentences with **is** or **are**.

It is Saturday. Sam and Terry ... with Sam's mum in the Arena. There ... an ice hockey match between the Nottingham Panthers and the London Knights. There ... thousands of people at the match. Sam and Terry ... happy because they ... near the ice. But Sam's mum ... cold. There ... a sign behind them: "Café downstairs". And there ... a lot of hot drinks and soups on the menu! But there ... a lot of people in the café. There ... one seat at a table near the window, and the game ... on TV, so she ... happy. The Knights ... really good. It ... a great game, so Sam and Terry ... happy. Sam's mum ... happy, too, because now she ... warm.



► There is a match ...
There are thousands of people ...
→ G2



4 Sam's dad asks about Saturday (→ p. 16/ex. 5)

Answer Mr Spencer's questions.

Example: Is your mum late this morning? – No, she **isn't** late.
She **is** at the station before me.

- Are you with your mum at the Science Museum, Sam?
– No, we ... at the museum. We ... at the Arena.
- Oh, is it a boring game? – No, it ... boring. It ... very good.
- Is your mum happy at the game?
– No, she ... happy at the game. But later she ... happy inside the warm café.
- Are you and Terry cold near the ice? – Yes, we ... cold, but we ... excited.

► She **isn't** late.
You **aren't** at the museum.
→ G3

5 What is right? (→ p. 16/ex. 6-7)

Make questions and answers.

Example: Are Lisa and Emma happy?

- No, they **aren't**. Are they fed up?
– Yes, they **are**.

► Is she ... ?
– Yes, she **is**. / – No, she **isn't**.
Are they ... ?
– Yes, they **are**. / – No, they **aren't**.
→ G3



happy • fed up



bored • cold



difficult • horrible



terrible • good

6 For my folder: A great day

Imagine you have a great day every Saturday.
Write a postcard about it to a friend.

My Saturday is a great day. I am at the zoo with my aunt and uncle from Turkey. There are thousands of people here. It is very cold but it is fun. The tiger and the elephant are great.

Telling a story

1.12 On Monday is writing ...

On Monday evening Emma is writing an e-mail to her friend in Kyiv.

Hi, Kate!

Thanks for your mail. I am happy when the weekend comes. I like to go to London Zoo with my friend Lisa, but not the days when she takes her little sister with her. Jade is only 6. We are happy with her only for an hour. When she is hungry, Lisa usually gives her an apple. Ouch! It always falls on the ground. One of the pigs takes it and eats it. Jade is so unhappy! Sometimes I also have problems with Amina because my little sister can be horrible too.

Write soon. CU, M



1 A terrible week (→ p. 17/ex. 8–9)

Read Emma's e-mail and choose the correct words.

- I am happy when ... comes.
the weekend • school year • holidays
- I like to go to London Zoo ...
with my friend Lisa alone • with my parents • with my friend Lisa and her little sister
- When Jade is hungry, Lisa gives her ...
a candy • a hot dog • an apple
- Jade is always ... at the zoo.
terrible • good • happy



2 A game: Verb dominos (→ p. 17/ex. 10; p. 18/ex. 11–12)

Make 15 cards. Play in groups.



Make two sentences with the verbs given to tell about your weekend.

3 A trip to the zoo (→ p. 19/ex. 13–14; p. 20/ex. 15)

Here are pictures of Emma's trip to the zoo. Put them in the right order and tell the story. The text on page 27 can help you.

Example: 3. Lisa has Jade for the day. They ...



be • give



be • leave



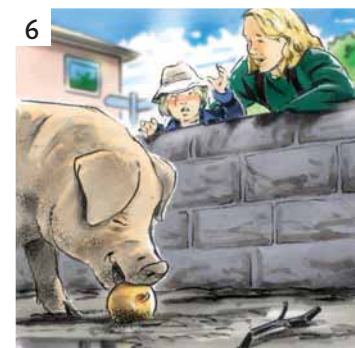
have • go



sit down • fall



find • throw



fall • eat

* 4 Later that afternoon ... (→ p. 20/ex. 16–17)

How does the story continue? Here are some ideas. Write three or four sentences.

come • go •
see • have • eat •
leave

zoo • burger •
boys • girls •
home • supper

5 Tom's lunch (→ p. 21/ex. 18)

Tell the story. Use the words in the boxes.

Example: Every Saturday Tom goes ...

go • park

sit • wall

see • cat

sandwich • fall

cat • eat • sandwich

throw • apple



Saying what happens

1.13 Look at your hair, Terry!

On Wednesday Terry arrives late for school. At break time in the playground he talks to his friends.

- Sam: Hey, Terry! What is the matter?
 Terry: I've got a problem. Look!
 Emma: Good grief, Terry! What is wrong with your hair?
 Terry: My dream is to be blond.
 Lisa: But it's green, Terry!
 Terry: I know. That's why I'm looking funny.
 Lisa: But you can't go to lessons like that.
 Sam: Ask your parents to give you a sick note.
 Terry: No! I know my mom is against sick notes. She does not like when I ask her.
 Sam: And your dad?
 Terry: Oh, he smiles and says "School! School!"
 Lisa: Listen, Terry. I've got an idea. There are two wigs in our drama club for our play. Come on, Emma! Let's find a drama teacher!



► Terry wants ...
 His dad laughs ...
 Lisa and Emma borrow ...
 → G1

1 At break (→ p. 22/ex. 19–20)

a) Complete the sentences with the correct verbs.

Example: 1. Terry asks his parents for a sick note.

1. Terry asks his parents for a sick note.
2. Emma ... Terry about his hair.
3. Lisa and Emma ... a wig.
4. Terry's dad just ...
5. Terry ... his hair blond.
6. Terry ... late for school.
7. Terry ... to his friends in the playground.

b) Put the sentences in the correct order.

2 What happens next? (→ p. 22/ex. 21)

Complete the sentences with the verbs in the box.

1. Lisa and Emma ... a wig.
2. They give it to Terry and he ... it.
3. They ... it ... OK.
4. When she sees Terry, the teacher ...,
 "Who's your hairdresser, Terry?"
5. Terry ..., "Lisa and Emma."
6. The teacher is surprised but Sam just ...

borrow • try • say • look •
 ask • answer • laugh

► He tries ...
 They say ...
 → G1

1 Before you listen: Think of the names of animals you can see at different places

Example: At the zoo: elephant, ...

At home: dog, ...

On a farm: sheep, ...



1.14 2 Let's listen: Charlie chats with people at the zoo

Listen and correct the sentences.

1. Charlie is talking to an old man.
2. Every month the zoo has more than ten thousand visitors.
3. The zoo opens at eleven o'clock.
4. When the first visitors come, Steve plays with them.
5. A boy leaves his school bag on the wall.
6. A young elephant takes it and puts it in the river.
7. The boy shouts and tries to get his mobile.
8. Then the boy falls and drops his cap.

LISTENING

Notes: **S K I L L S**

- Read the sentences.
- Listen and write down the wrong words.
- Listen again and correct the words.

1.15 3a Let's listen: The children's zoo

Listen again. Look at the pictures. Which animals are not in the dialogue? Why not?



3b Animals and pets

Read the conversation and do the survey about animals in our life

Kirsty: My family has two pets: Bobby, a dog, and Honey, a hamster. Mum!
Where's the dog food? Bobby's hungry.

Mum: It's in the cupboard next to the cereal.

Kirsty: Here you are, Bobby.

Joe: Is Bobby eating his dinner?

Kirsty: Yes, he is.

Joe: Good dog. I'm going to clean the hamster's cage.

Kirsty: Can I help?

Joe: Yes, please! Are you OK, Honey? Do you want to play with Honey, Kirsty?

Kirsty: Yes, I do. Honey!

Mum: Where are you, Joe?

Joe: I'm cleaning the hamster's cage, Mum.

Mum: Thanks, Joe. I'm going to walk Bobby. Where's his lead?

Kirsty: Here it is.

3c Animal in my life

Talk to your friend and write a short story about animals in his/her life.

1. Do you like animals?
2. What animals do you like?
3. Have you got a pet?
4. What is its name?
5. Do you feed your pet?
6. Where do you get animal food?
7. Does your pet live in your house?
8. Where do you keep your pet?
9. Do you take your pet for a walk? (Do you walk your pet?)
10. Do you enjoy playing with your pet? Why?
11. Does your pet bring joy to you?
12. Can you tell me any interesting stories about your pet?

Do a school survey: Our School Students and Their Pets

Write down the results of the survey.

Pet	Class	Number of students	Number of pets	Average per student	The most popular pet	The second most popular pet	The third most popular pet
Cat							
Dog							
Fish							
Bird							
Hamster							
Turtle							
Exotic animal							
Other							

1.16 4 Sounds: [s], [z], [ɪz].

a) Listen and notice the pronunciation of the words in the Simple present.

Put the words in the correct column. Practice saying the words.

b) Add the underlined words to the correct column.

1. The friend walks to the elephants.
2. It happens to him.
3. He talks to the visitors in the morning.
4. The elephant plays with the cap.
5. He borrowes two wigs.
6. My dad watches football.

7. Instead of her school uniform, she dresses in her favorite jeans.

[s]	[z]	[ɪz]
...	...	...
...	...	...

1.17-20 **That's why Barker barks!**

A On Thursday afternoon after school the four friends go to Greenwich with Barker. Terry wants to find a hairdresser. They see a new department store with a sign on it.

It says, "Dogs must stay outside!" So Barker stays at the door. Inside the shop Terry says, "I'd like to go to the hairdresser upstairs." But Emma wants to look at the clothes. Sam and Lisa go with her.

Soon it is six o'clock. A store detective comes over to Sam and the girls. "I'm sorry", he says, "but you must leave. We're closing now".

"OK. But our friend is still in the store, I think," says Emma.

"I'm sorry. You must go now," says the store detective.

"OK. Maybe he's outside with Barker," says Lisa. The three friends walk to the doors with the store detective and he closes the doors behind them. They wait there with Barker. Ten minutes later Terry still isn't with them.

"Where is he?" asks Lisa. "It's cold and I'm hungry. I want to go home."

"Maybe he is in a different store," says Sam. "Or maybe he is at home."

It is dark now. The friends start to go down the street.

More stories? P. 134

What happens next?

Work in pairs. Read the sentences and choose the three that will help you to finish the story. Begin your sentences with the phrases:

I think....

I guess...

Maybe...

I am sure...

1. Terry goes to the cinema with the hairdresser.
2. Terry hides in the store.
3. Terry is behind the store.
4. Terry is still in the shop.
5. Terry is in the toilet.
6. Terry knows that the store is closing.
7. Terry does not know that the store is closing.

8. He is in a different store.
9. Terry is outside with Barker.
10. The store detective helps the friends to find Terry.
11. Terry is at home.
12. The three friends meet Terry near his house.
13. Terry is in the hospital.
14. The friends go to Terry's parents and tell them about Terry.
15. The friends look for Terry everywhere in the town.
16. The friends find Terry in the park.
17. The friends see Terry in a café.
18. The friends go to the police and ask for help.
19. The police find Terry and bring him home.
20. The police don't find Terry.
21. Barker finds Terry behind the store.
22. Barker hears Terry's voice.
23. Terry's friends help him get out of the store.
24. The police help Terry get out of the store.
25. The four friends are together again.

1 Who says this?

Look at the story quickly and find which people say these things.

Example: 1. You can go home now. The police officer.

- | | |
|--|--------------------------------------|
| 1. Dogs must stay outside. | 5. Our friend is still in the store. |
| 2. Maybe he is at home. | 6. Maybe he is outside with Barker. |
| 3. I'd like to go to the hairdresser upstairs. | 7. Maybe he is in a different store. |
| 4. You must leave. | 8. We are closing now. |

2 Terry's adventure

Join a sentence beginning with an ending. Use **when**, **because** or **and**.

Example: 1. The friends are in Greenwich **when** they see a shop with a sign on it.

1. The friends are in Greenwich 2. Barker stays at the door 3. Emma wants to look at the clothes 4. The friends want to look for Terry 5. The friends must leave 6. The three friends go out of the shop 7. Lisa wants to go home	+ when + + because + + and +	a. Sam and Lisa go with her. b. it's dark and she is hungry. c. the store is closing. d. the store detective closes the doors behind them. e. dogs must stay outside. f. he isn't with them yet. g. they see a shop with a sign on it.
---	------------------------------------	--

1.21 **1 Let's listen: Numbers and pounds** (→ p. 24/ex. 24)

Listen to these numbers and say them. Then write the words in your exercise book.

Example: 1. Fourteen pounds, twenty-five p.

- | | |
|--------------|-----------------|
| 1. £14.25 | 7. £650,000 |
| 2. 1,046 | 8. 325,000 |
| 3. 1,500 | 9. £623,75 |
| 4. 3,000,000 | 10. 16,500,000 |
| 5. £5.15 | 11. 2007 |
| 6. 2010 | 12. £24,000,000 |

▶ 100 = one hundred
 150 = one hundred and fifty
 1,005 = one thousand and five
 1,500 = one thousand five hundred
 100,000 = one hundred thousand
 1,000,000 = one million

1.22 **2 Let's listen: Fact-file on London**

- a) Sam and Terry are surfing the Internet for things to do in London at the weekend.

Terry finds a page of facts.

Listen and complete the table.

- ✿ b) Make a fact-file for the capital of Ukraine – Kyiv. Use the same table.

fact	number
people in London	7,000,000
languages in London	...
people on buses	
visitors every year	
child's ticket	
group ticket	
street markets	

3 Word Stars

Guess words marked by stars to name the places in the pictures below.

**4 Where are they?** (→ p. 24/ex. 25-27)

Use *in*, *at* or *on*.

- | | | |
|---------------------------|---------------------|------------------------|
| 1. in a café | 5. ... the DLR | 9. ... the ice rink |
| 2. ... a bike | 6. ... the museum | 10. ... a horse |
| 3. ... the market | 7. ... the bathroom | 11. ... a zoo |
| 4. ... a department store | 8. ... the bus | 12. ... the playground |

1 Jade's story (Simple present: is/are; isn't/aren't → G2/G3) (→ p. 25/ex. 28)

Jade tells a friend about the zoo, but Lisa corrects her. What does Lisa say?

Example: Our parents *are at home*. – No, they *aren't*, Jade. They *are at the café*.

1. The zookeeper is really *happy*.
2. I am very happy *all day* at the zoo.
3. I am not really hungry *all day*.
4. The elephants are *boring*.
5. It is *easy* to get my hat.
6. *Lisa* is very angry with the pig.

2 Barker's story (Simple present) → G1) (→ p. 25/ex. 29)

Complete the sentences in Barker's story with the correct forms of the verbs in brackets.

I usually (*wait*) outside with the other dogs. Sometimes people (*stop*) and (*play*) with us. They even (*give*) us their sandwiches. From time to time little boys (*talk*) to me and then they leave. When the store (*close*) and Lisa (*come*) out, I (*be*) really happy. When I'm happy I always (*jump*) up on her and then she and her friends (*follow*) me. Sometimes we stop and (*play*) in the playground where there (*be*) many other dogs. Lisa (*play*) with me and her friends (*watch*) us. When I get hungry I (*bark*). Lisa (*understand*) me and we (*go*) home. I like our outings together.

3 Telling a story (Simple present) → G1) (→ p. 25/ex. 30)

Look at the pictures and tell the story. Use the words in the box. Begin your story with:

Every Saturday Tom watches TV.
He watches Supermouse. Every day ...

every Saturday • then •
every evening



watch • see



go • buy



look at • put on



dye • say



find • be



shout • wash

1 Dave's free morning (Simple present → G1/G13 and present progressive → Band 1)

Dave works on a farm. He often has a lot of things to do. But he has a free morning. *What does he often do? What is he doing this morning?*

1. 6:00 – feed the cows
2. 8:00 – take the vegetables to market
3. 9:30 – feed the dogs
4. 10:00 – collect eggs
5. 10:30 – check on the sheep
6. 11:00 – help the farmer with the pigs

► I'm working.
He's sleeping.
They're playing.
→ Band 1

Example: 1. At 6:00 Dave often feeds the cows. At 6:00 this morning he is sleeping.



6:00 sleep



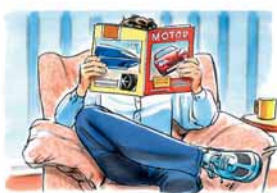
8:00 listen



9:30 have



10:00 check



10:30 read



11:00 phone

2 A boring day (Simple present → G1/G13 or present progressive → Band 1)

Put the verbs in brackets into the correct form of the Simple present or Present progressive. Look for signal words.

Example: Emma and Lisa **sometimes** go to the park on Sundays.

But **today** they **are sitting** in Lisa's room.

1. They often (*take*) Barker out in the afternoon but it (rain) now.
2. It is June but at the moment Emma (*wear*) a warm sweatshirt.
She never (*wear*) a sweatshirt in June but it (*be*) cold today.
3. At the weekend the two girls sometimes (*meet*) Terry and Sam in Terry's shed. They often (*play*) computer games there.
4. But at the moment Terry (*visit*) his cousins. They (*have*) a party today.
5. Mr Taylor always (*make*) scones or a cake on Sundays. He (*make*) scones in the kitchen at the moment.
6. Barker (*want*) to go outside but the girls (*want*) to stay at home.
7. So now Mr Taylor (*take*) him to the park and Lisa and Emma (*make*) scones.
8. Lisa never (*make*) scones. She (*hate*) cooking.
But today she (*have*) fun.

► **Simple present**
always / sometimes /
often / never
Present progressive
at the moment / now / today

3 It is terrible. ('be' → G2/G3)

Complete the sentences with *is/Isn't* or *are/aren't* or *am/am not*.

Sam: How ... your weekend, Terry?

Terry: Don't ask. It ... terrible!

Sam: But ... you in Bristol?

Terry: No, Sam, we ... in Bristol. We ... in Bath.

Sam: So what ... so terrible?

Terry: It is Saturday afternoon. Dad and I ... at a football match. The Greenwich players ... very good. I ... really angry. What about you? ... you out with Lisa and Emma?

Sam: No, I ... I ... with my dad. The girls ... at Lisa's house and I ... at his fishing club.

Terry: Oh! ... that a bit boring?

Sam: Yes, it ...

Terry: Oh, it's time for me to go. Call you soon.

4 Super Barker! (Question words with 'is'/'are' → G4)

Barker helps a store detective. A reporter interviews Lisa. Complete his questions.

Example: 1. Where is your dog on Thursday afternoons? – Barker is in my mum's café. He ...

Who?

What?

1. ... your dog on Thursday afternoons? – Barker ... in my mum's café.
He ... at the window.

2. ... with Barker in the café? – My mum ... there. But she ... busy.

3. ... time ... it? – It ... half past four.

How?

4. ... the two men? – They ... outside the music shop.

5. ... Barker excited? – The men ... very strange. They ... small but their jackets ... very big.

Why?

Where?

6. ... under their jackets? – There ... a lot of CDs.

7. ... the store detective? – She ... there, too. She ... with one of the men.

8. ... the other man? – He ... under Barker.

9. ... Barker when he gets his new bed? – He ... very happy. Now he has got two beds.

* 5 A letter from home (Simple present → G1/G2)

Complete the sentences with the correct forms of the verbs in brackets.

Hi, Jake!

How (be) you and how (be) Greenwich? We often (talk) about you and your family here in Perth. I (start) my new school and (meet) my new teachers. Mrs Peters (be) our class teacher. Guess what she (do) on the very first day! She (give) us homework. It (be) Maths and the questions (be) very difficult. In class I (sit) next to this girl. Her name (be) Sophie. Every year she and her family (come) here from Germany. She (think) that all Australians are good at surfing. I (ask) her, 'Do all Germans (wear) Lederhosen?' She (laugh). How (be) you? Please write and tell us.



Unit 3 We all need friends!

Problem page



Susan writes:

The kids in my new school don't want to play with me at lunchtime and they laugh at my Scottish accent. I often cry. What can I do? Have a good time.
Susan



Here are your answers:

Dear Susan,
Two boys in my last school try to take my pocket money. In such situations my parents usually speak to the teacher. The teacher talks to the boys and their parents. After that they stop.
Yours, Jake



Hey Susan!
I have a problem with some boys in my class. I'm very small. My cousin Todd from America visits me every summer. He's really tall. When they see him with me, they are very surprised. They stop laughing at me.
Roger



Hi Susan!
A new girl in our hockey team, Debbie, hates me because I'm so good at hockey. She hits me on the head in a game. But then she says she is sorry. Now we often meet at my house and talk. We are best friends now.
Nicole





1 Sentence composition

Join a sentence beginning with an ending. Use the correct form of the verb **bully**. (p. 27/ex. 1-2)

1. The bullies in the class
2. Debbie
3. Two horrible boys
4. The kids at school

bully

Susan
Nicole
Roger
Jake

because

she has got a Scottish accent.
he is small.
they want his money.
she is good at hockey.



2 An answer to the problem (→ p. 28/ex. 4)

✱ *Work in pairs. Discuss Susan's problems and decide what advice to give Susan. Write a letter to the problem page. Compare letters with a partner.*

WRITING

SKILLS

How to write a letter:

Start with: Dear ... ,

What ... (The first word has a capital letter.)

Finish with: Yours, (your name)

1.23 3 Let's listen: 'Friends' at night (→ p. 28/ex. 3)

Lisa and Emma are talking about 'Friends'. Their names are Phoebe, Monica, Rachel, Ross, Joey and Chandler.

Listen and match the conversations to the pictures. Guess the characters.

Example: Phoebe must be number 1

because she's ...

Monica must be ...



4 Let's talk: A good friend

Tell the class about your friend.

Answer the questions.



5 For my folder: My best friend

Who is your best friend?

Write about your best friend.

Name?

*Where from?
Things you do together?*



1.24 I'm sorry

On Friday at six o'clock Terry sends a text message to Jake: "meet u at the youth club at 7". Terry goes to the club, but Jake doesn't come.

The next day he goes to Jake's house. Jake opens the door and takes Terry to his room.

Terry: What's up, Jake? You don't answer my message.

Jake: Erm... No. We are with Liza. We ... are doing my Maths homework.

Terry: You what?

Jake: Terry, don't tell the others, please! I have a real problem with Maths.



1 Find the questions (→ p. 29/ex. 5)

How does Terry ask about

1. Jake?
2. his friend?
3. a message?
4. a club?

Do I do my homework?



▶ ... you ... ?
... she ... ?
→ G1

▶ Does he send ... ?
– Yes, he **does**.
– No, he **doesn't**.
→ G1

 2 Do they do that? (→ p. 29/ex. 6-7)

a) Put the words in the correct order to make questions. Answer the questions.

- | | |
|--------------------------------------|--|
| 1. Does • Jake? • visit • Terry | 4. they • Do • play • computer games? |
| 2. do • they • Jake's homework? • Do | 5. Lisa? • phone • Do • they |
| 3. Terry and Jake • TV? • Do • watch | 6. to Jake's house? • go • Does • Lisa |

 b) Work in pairs. Test your partner like this.
Example:

A: Does Jake go to Lisa's house?

B: No, he **doesn't**. Does Terry ... ? Go on, please.

- | | |
|---------------------------------------|-------------------------------------|
| 1. Jake goes to Lisa's house. | 4. Terry goes over to Jake's house. |
| 2. Terry sends a postcard to Jake. | 5. Lisa invites Terry for supper. |
| 3. Lisa helps Jake with his homework. | 6. Terry goes to the club. |

3 A plan: To do or not to do? (→ p. 30/ex. 8)

Emma has a lot of plans for the weekend.
What does she do? What doesn't she do?

Example: She **doesn't** send a present to Fiona.

Saturday

- send a present to Fiona ✗
- do English homework ✗
- learn her lines for the play ✓
- visit Terry ✗

▶ Emma **doesn't** send
 a present to Fiona.
 → G1

Sunday

- finish Geography project ✗
- go shopping with Lisa ✓
- learn words for German ✗
- call Sam ✗



4 A survey: Every week

a) *Work in small groups. Think of five different activities and write them in the table. Ask 'Do' questions about their activities and listen to the answers.*

Example:

You: Gabi, do you watch TV every week?

Gabi: Yes, I do.

You: Do you go to a youth club?

Gabi: No, I don't.

You: Do you ... ? *Go on, please.*

b) *Use your table. Tell the class about activities in your group.*

Example: In our group four pupils watch TV. Six pupils go to ...

Activities every week	Gabi	Linda	...
1. watch TV	😊		
2. go to a youth club	😞		
3. ...			
4. ...			
5. ...			



5 Let's talk: Your teacher

Ask your teacher.

- ▶ Do you go to discos?
- ... eat at burger bars?
- ... have a girlfriend?
- ... wear strange clothes?
- ... have long hair?



6 For my folder: I'm sorry about Sunday

*Write a polite letter to your teacher.
 Say why you don't do your homework.*

Dear ...,
 I'm sorry I ...
 I am ...
 Yours, ...

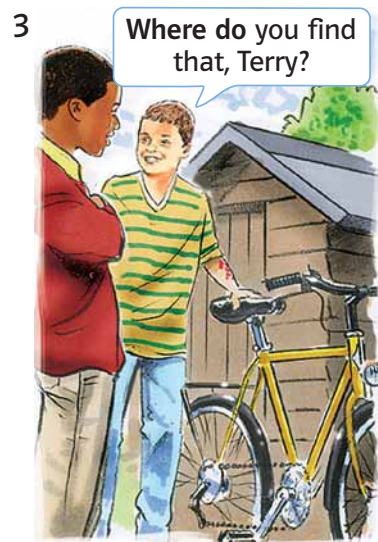


1.25 **How do you do that?** (→ p. 30/ex. 9)

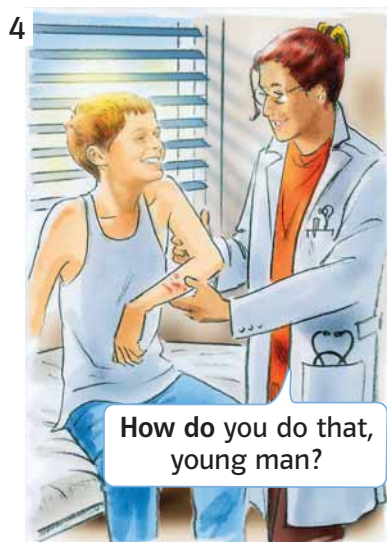
a. On Saturday Sam borrows his dad's bike. He tries a trick in the park, but he falls off. He hurts his arm and his face. He phones his friend, Terry.



b. Sam is worried. The chain is off and it isn't easy to put it back. Terry helps him. Then the boys go to Terry's house.



c. The boys clean the bike, but there are still black marks on it. Terry finds some yellow paint and soon the bike looks like new.



d. Sam's dad takes him to the doctor. She tells him a lot of jokes. Then she checks his eyes, his ears and his arm. His arm isn't broken and his head is OK.



e. Later, Sam's dad rides his bike. He comes home and Grandma sees a terrible yellow mark on his new blue trousers. Sam feels terrible!



f. He tells his dad about the paint. "But, Sam," says his dad, "those are old marks. That's why it is so cheap."

1 What does 'that' mean? (→ p. 30/ex. 10)

Look at the pictures.

Example: In picture 1 'that' means
'fall off the bike'.

► What does Sam do?
How does Sam feel?
→ G1

fall off the bike ✓ •
hurt your arm •
yellow paint •
put marks on the bike •
paint the bike •
a yellow mark on his
trousers

2 Questions about the accident (→ p. 31/ex. 11)

Ask your partner about Sam. Begin your questions with
what, where, when, why and how.

1.26 3 Let's listen: Parts of the body (→ p. 32/ex. 12-13)

a) Match the words to the numbers.

Example: Number 1 is 'eye'.

b) Work in pairs.

Test your partner like this.

A: What do you hurt?

B: I hurt number 2.

A: Ah! You hurt your ...

Go on, please.

finger

elbow

nose

knee

stomach

toe

hand

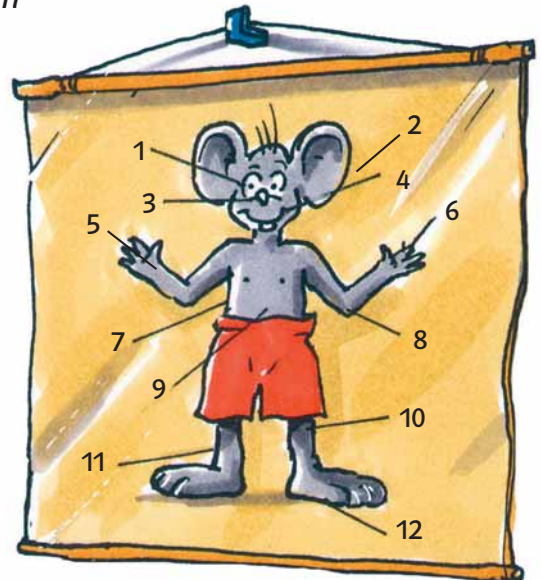
eye

back

leg

mouth

ear



4 A joke a day keeps the doctor away

Here are some of the doctor's jokes.

Match questions 1-8 to answers a-h.

Example: Why does the chicken cross the road?
– To get to the other side.

Questions

1. Why does the chicken cross the road?
2. Why does the fox cross the road?
3. Where does the sheep go at break time?
4. Why does the elephant wear red trousers?
5. What does the mouse say to the camera?
6. Why does the farmer buy a brown cow?
7. Why does the Maths book look unhappy?
8. Where does the sheep go on holiday?

Answers

- a. His white trousers have a mark on them.
- b. Cheese!
- c. To Baaaaaath.
- d. To the baaaaaathroom.
- e. To get to the other side.
- f. Because it has a lot of problems.
- g. He wants that chicken!
- h. Because he wants chocolate milk.

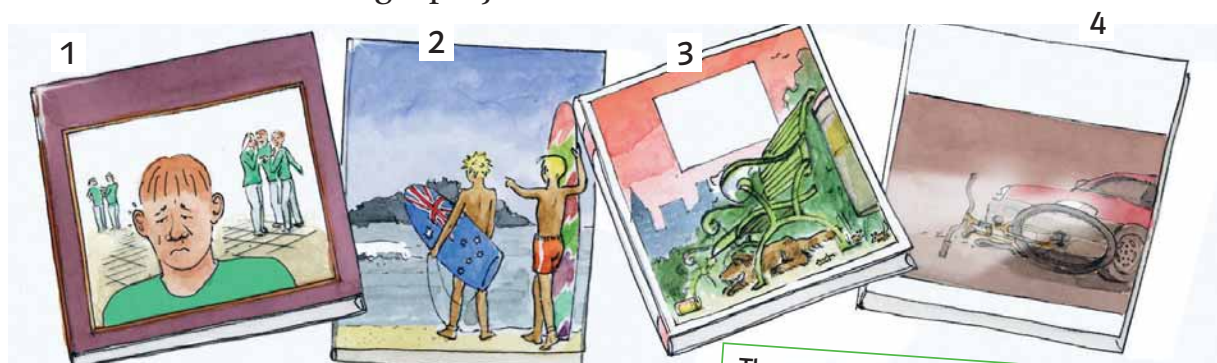


Defining people and things with *who* and *which*

Books which you can read

Mrs Carter's class is doing a project about these books.

Two friends who come from Australia



1 Book titles (→ p. 33/ex. 14–15)

a) Which title goes with which book?

The bully who cries

b) Join two sentences into one using *who* or *which*.

Animals which live in town

Example: This is the story of a kid. He has problems at home.

This is the story of a kid **who** has problems at home.

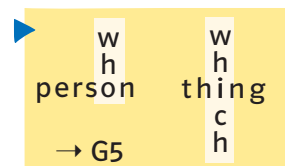
- This book is about animals. They live in town.
- In this story we read about young people. They come from Australia.
- Under the title you can see an accident. It happens in the street.
- This is a story about a school. It has a lot of difficult pupils.
- In this book there are animals. They hide in the park.
- This story is about a girl. She does tricks on her bike in the street.

c) Work in pairs. Match the sentences from 1b to the book titles in 1a, as in the example.

Example: This is the story of a kid who has problems at home.

– That's *The bully who cries*.

d) Write a book title about bullies or friends. Make a cover for your book.



* 2 People and things in a crossword puzzle

Explain the words in the puzzle, as in the example.

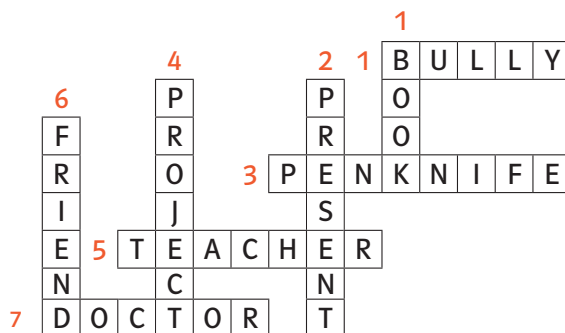
Example:

1 across: A person who hurts other people.

1 down: A thing which you can read.

2 down: A thing ...

Go on, please.



1.27 **1 Let's listen: Friends and enemies**

Today Charlie is talking to two young people about a film.

Find the following information:

1. The title of the film.
2. The hero.
3. His enemy.
4. His friend.



The President lives in the White House.

1.28 **2 Let's listen: What's the film about?**

Listen again. Write five sentences about the film.

You can use these words:

magazine

kitchen

the President

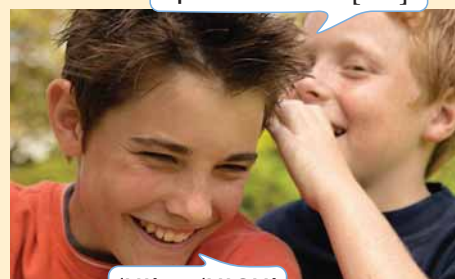
lemonade

the White House

1.29 **3 Sounds: The same sound, different spelling**

a) *Look at the pairs of words below and listen to the sentences. Which word can you hear? If you hear the word on the left, clap one time. If you hear the word on the right, clap two times.*

- | | |
|-------------------|-------------------|
| 1. write or right | 4. their or there |
| 2. ours or hours | 5. high or "Hi!" |
| 3. "Bye!" or buy | |



How do you spell the word [hai]?

'Hi' or 'HIGH'.

  b) *Find more words with the same sound but a different spelling. Ask your partner to spell them.*

A: How do you spell the word '[hai]'?

B: You can spell it 'H I' or 'H I G H'.

A: Right! Now it's your turn.

B: How do you spell ... ? *Go on, please.*

too or ... • they're or ... • know
or ... • hear or ... • where or ...
• ... or ...

1.30 **4 A song: You've got a friend in me** (Text: Randy Newman © Walt Disney Music)

You've got a friend in me (2x)
When the road looks rough ahead
And you're miles and miles
From your nice warm bed
You just remember what your old pal said
Boy, you've got a friend in me
You've got a friend in me (2x)
If you've got troubles, I've got 'em too
There isn't anything I wouldn't do for you
We stick together and can see it through
Cause you've got a friend in me
You've got a friend in me



1.31-
34 **We're watching you!**
1 Before you read

Are there any bullies in your school? How can you tell? What do they do?

A On Monday Lisa's class have a Maths test. At break time the pupils talk about it. "How do you find the test, Jake?" asks Terry. "I find it difficult."

"It isn't easy," says Jake. "Do you know all the answers, Lisa?"

"No, I don't know all of them," she says. "But I think I get most of them right."

On Friday they get their marks and Lisa is very happy because she only gets two questions wrong. Later at home Emma says, "Let's go into town."

"OK," says Lisa. "But I must tell my mum." Lisa takes her mobile phone from her bag. "Wait, I've got a message," she says. She looks at it.

"Who's it from?" asks Emma. Lisa doesn't want to say. Emma thinks it must be a boy.



More stories? P. 135



2 Answer the questions, choosing the correct phrase. (→ p. 34/ex. 16)

- How does Terry find the Maths test?
 - easy
 - difficult
 - tricky
- When do the pupils talk about the test?
 - after school
 - in the break
 - at lunchtime
- Where do Lisa and Emma go after school?
 - to the cafeteria
 - into town
 - to the zoo
- Where do they meet Sam and Terry?
 - at the jazz café
 - in the cafeteria
 - at the burger bar
- What do the four friends do on Monday?
 - talk to Mrs Richards
 - phone Mr Rose
 - talk about the test
- When do they get their marks?
 - on Monday
 - on Friday
 - on Wednesday

3. Test your understanding

Read a continuation of the story on p. 135. Work with your partner and decide if statements 1-8 are true (T) or false (F). Find the information in the text to prove your answers.

- Lisa is happy when she gets messages.
- Lisa doesn't show the message to Emma.
- Terry knows who writes messages.
- The messages come often.
- The four friends talk to the teacher.
- Lisa does not know why she gets the messages.
- Some pupils write to her to say they are sorry.
- The teacher is happy that Lisa shows her the messages.



4 How does the story end? (→ p. 34/ex. 17)

What do you think happens next? What do the bullies do next? What does the teacher do then? What do the friends do then? Do they catch the bullies? Write an ending.

WRITING

SKILLS

Before you write:

- Read the story again.
- Answer the questions.
- What do you think happens?

* 5 The bullies say they are sorry

Imagine the bullies are writing a note to Lisa. They want to say they are sorry. Finish the e-mail.

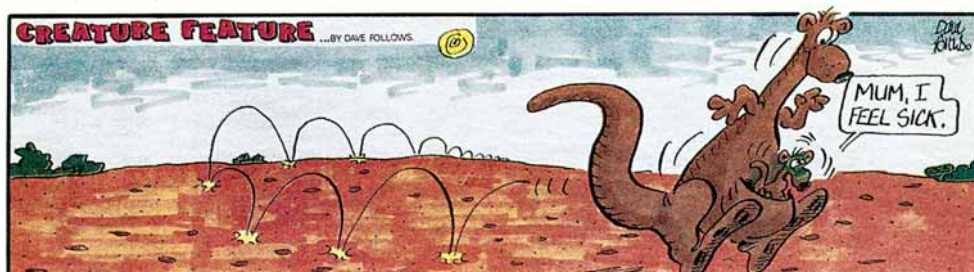
Hi Lisa,
On Friday we get our Maths marks. My friends and I are bad at Maths, but you are so good. We ...

Some more ideas:

be jealous • have some fun •
don't want to worry you •
I'm sorry

1 Guessing words

Look at the baby kangaroo's face. Guess what "I feel sick." means.



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2 Using a dictionary (→ p. 35/ex. 18; p. 36/ex. 19–20)

If you can't guess a word, you can look it up in a dictionary.

LOOKING UP WORDS

SKILLS

- a) The words are in alphabetical order. For example, you don't know the word 'sick'. Look under the letter 's' first. Now look under 'si'. The word 'sick' comes between 'shy' and 'side'.

S

sa-

sc-

se-

sh- sha- ... shy

si- sick ... side

sick means *ill* especially American English, suffering from a disease or illness, for example,

His mother's very **sick**.

a **sick** child

a **sick** animal

[+ with] I am **sick** with flu.

Many English words have more than one meaning. We use the word 'sick', for example, to tell about people who worry, feel tired/bored, are going to vomit. If we say "a sick joke" we mean 'a strange joke'.

- b) Work in pairs. Read the sentences below and identify what meaning is used.

1. The sick child needs a doctor.
2. They are sick of life in the big city.
3. They are worried sick about the boys.
4. Can I go to the toilet, please?
I feel sick.
5. Terry, that's a really sick joke.
6. The baby is sick on her new jacket.

* 3 More meanings

If you are not sure you know the word, look it up in a dictionary.

1. It makes him sick when he sees fish in a supermarket.
2. She always has a sick bag when they go to Scotland by car.
3. The school has a sick bay for kids who are sick.
4. When you are sick and can't work, you get sick pay.

1 Grandma gets it wrong (→ p. 37/ex. 21)

What does Sam say?

fall off

yellow

terrible

new ✓

trousers

doctor

trick

Work in pairs. Take turns giving statements and responding to them, as in the example.

Example: Grandma: Sam borrows his dad's old bike.

Sam: I don't borrow his **old** bike. I borrow his **new** bike.

1. Sam tries a new game in the park.
2. Some boys push him off the bike.
3. He and Terry put black paint on the bike.
4. Sam's dad takes him to the school nurse.
5. I see a horrible mark on his T-shirt.
6. Sam feels really happy.

2 Sam's accident (→ p. 37/ex. 22)

Complete the dialogue using the phrases in the box below.

Example: Emma: Do you see Terry every day? ✓

Sam: Yes, I do.

Yes, I do. ✓

No, I don't. ✗

Emma: ... to the park? ✗

Emma: ... some tricks? ✓

Sam: Terry have homework?

Sam: But I fall off.

Emma: ... your bike? ✗

Emma: Oh! ... your arm? ✗

Sam: I take my dad's bike.

Sam: But it still hurts.

Emma: ... it to you? ✗

Emma: ... to the doctor? ✓

Sam: I borrow it.

Sam: I'm OK.

Do you break ...

Do you go ...

Do you take ...

Do you do ...

Do you two go ...

Does he give ...

Do you see ... ✓

?

3 Guess who or what it is (→ p. 37/ex. 23)

Work in pairs. Make the sentences with the information given, as in the example.

Ask your partner to guess a word.

Example: name of a tunnel / it goes under the Thames.

It's the name of a tunnel which goes under the Thames.

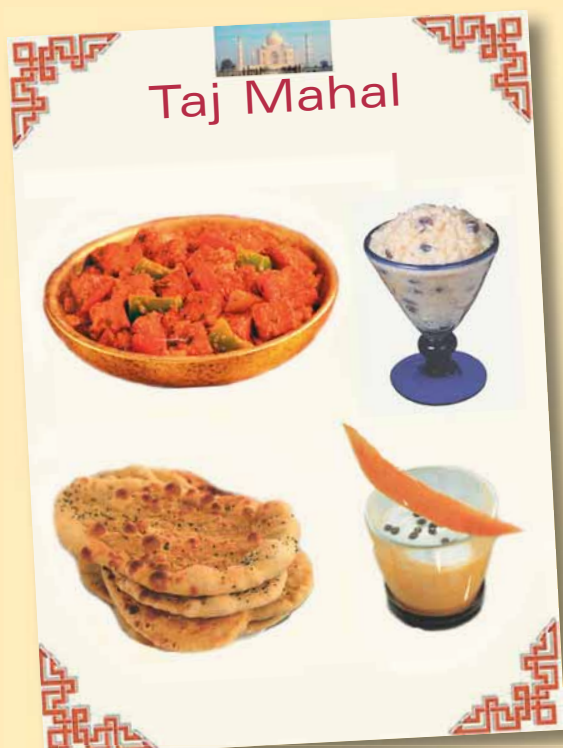
– The Foot Tunnel.

1. a person / works in a hospital at night
2. a game / begins with the letter 'h'
3. a place in London / has got a lot of animals
4. a very famous woman / lives in Buckingham Palace
5. a part of your arm / is between elbow and fingers

Unit 4 You are what you eat!

Takeaways in Greenwich

Sam and Emma are looking at these takeaway menus.





1 Takeaway menus (→ p. 38/ex. 1-2)

a) Which restaurant sells foods and drinks given in the table below?
Match the words in the table to the pictures above, as in the example.

Example: Spicy lamb curry is on the menu from the Taj Mahal.

✂ b) Copy the lists
from part a)
and add more
menu words
to them.

Main courses	Starters, desserts	Drinks
pizza with ham and cheese	minestrone soup	lassi
spicy lamb curry	Indian bread	tea
sweet and sour pork	rice	mineral
sausage and chips	salad	water
chicken and chips	rice pudding	lemonade
fish and chips		coke
spaghetti		



2 Let's talk: What food do you like?

Work in small groups. Tell about your favourite food. Use the prompts below.

► I like ...
I don't like ...
I hate ...



2.1 3 Let's listen: What's for supper? (→ p. 38/ex. 3)

- Which food does Sam hate?
a. soup b. spaghetti c. fish d. chips
- What can't Grandma eat now?
a. Indian food b. fish and chips
c. Italian food d. Chinese food
- What doesn't Mr Spencer order?
a. soup b. salad c. spaghetti d. sandwiches
- Where do they order their takeaway?
a. Taj Mahal b. Greenwich Supper Bar
c. Ching Ming d. La Caverna

My favourite food:
Turkish tea and 'baklava'



✂ 4 For my folder: A menu

a) Make a list of your favourite foods and drinks. You can illustrate them with pictures or photos.
b) Tell the class about your favourite foods and drinks, as in the example.

Example: My favourite food is Turkish. On my menu there is a dessert. It's ...

Comparing things and people

2.2 Fast food

Sam and Emma are setting the table. The bell rings.

Emma: That's what I call 'fast food'.

Sam: I think Ching Ming is faster.

Emma: Yes, but the food at La Caverna is better.

Sam: Well, Ching Ming can't be worse than school lunches.

Emma: School food isn't bad. The rice pudding is the best. The worst place is the Supper Bar. Everything is with chips!

Mr Spencer: Supper is ready! The soup is Grandma's and the salad is for me. Hands off!

Sam: Salad? No thanks, Dad. Nothing is more boring than salad.

Mr Spencer: Or healthier? Salad is healthy!

Emma: It's maybe the healthiest food, but it's also the most boring. Pizza is tastier. But this pizza is bigger than I can even imagine.

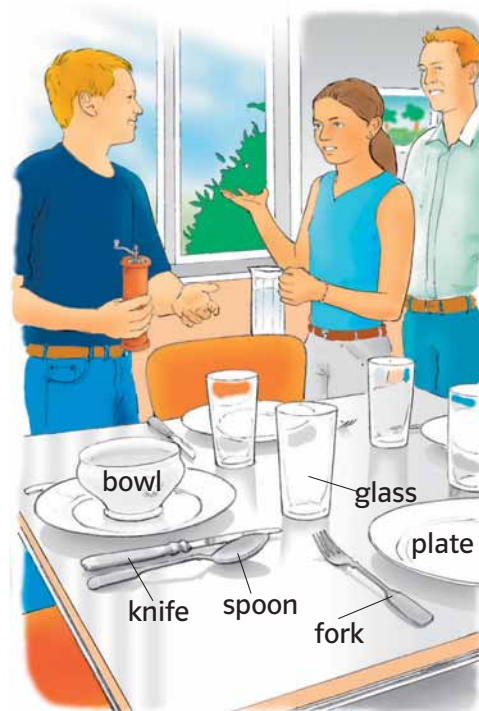
Sam: Don't worry. We can help you!

1 Comparing

a) *What do Sam, Emma and Mr Spencer think about salad?*

b) *Copy the table and complete it with the comparative and superlative adjectives.*

c) *Make a grammar rule for comparing adjectives.*



GRAMMAR

SKILLS

Making a grammar rule:

1. Find examples in the text and add them to your table.
2. How do you make the comparative of adjectives like 'fast', 'big' and 'healthy'?
3. How do you make the superlative of these adjectives?

adjective	fast	...	...
comparative	faster	bigger	...
superlative	...	...	(the) healthiest

2 Different kinds of food (→ p. 39/ex. 4)

Compare the foods, as in the example.

Example: **sweet** A banana is **sweet**. A cake is **sweeter than** a banana.
But chocolate is **the sweetest**.

1. healthy cheese • fish • vegetables
2. big German burgers • American burgers • Australian burgers
3. hot soup • tea with milk • tea without milk
4. nice apple cake • chocolate cake • birthday cake



3 I think pizza is the best! (→ p. 39/ex. 5)

- a) Compare the foods in the pictures, as in the example. Use the words in the box.



Example: I think chicken is good. It's better than ...
But ... is the best.



good → better → (the) best
bad → worse → (the) worst

→ G6

food ✓ • seasons • tests • days

- * b) Draw more things and compare them.

4 Comparing food (→ p. 40/ex. 6-7)

Choose adjectives in the boxes and compare different ideas, as in the example.

Example: I think Italian food is interesting, but Chinese food is **more** interesting.
Indian food is **the most** interesting.

- Italian food • Indian food • Chinese food
- green salad • old vegetables • cold soup
- old cheese • fish • cat food
- school food • fast food • baby food
- party food • food at home • food in a restaurant
- the recipe for pizza • the recipe for scones • the recipe for a chocolate cake

exciting interesting
expensive boring
terrible difficult

interesting → more interesting
→ (the) most interesting

→ G6



5 A group opinion: Food

- a) Collect superlatives about food from your group.

Example: The most interesting is Indian food.
The cheapest is ... The best is ...

- b) Tell the class about your group's opinions. Make a class chart.

WRITING

SKILLS

Reporting on opinions:

1. Make notes and use them.
2. Start with "We think ..."



6 Let's talk: People in your group

Find the three smallest/tallest/fastest/... in your group and compare them.

Example: Derek is tall. But Daniel is taller than Derek.
Robert is the tallest boy in our group.

small • tall • fast •
old • young • heavy
• funny

Giving advice or instructions, making suggestions

2.3 Should I go on a diet?

Mr Jackson isn't as fit as he would like to be. He imagines himself to be a child who is able to run. But now he feels tired and his trousers are too small.

Mr Jackson: Wow! I need to lose a few pounds. I must go on a diet!

Terry: Dad, we're learning about food in Science at the moment. Dr Bell comes to our lesson and talks about diets. He gives us these tips.

Mr Jackson: These tips look good, Terry. Let's go jogging in the park together!

DR BELL'S TIPS



1. You must watch what you eat, but you needn't go on a diet, and you mustn't stop eating.



2. You must plan your day. You mustn't go without a meal. Don't forget breakfast!



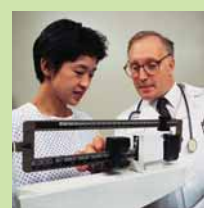
3. You needn't go without your favourite food, but you should eat a salad and fruit and vegetables every day.



4. You shouldn't eat between meals. But you should drink a lot of water.



5. You should exercise 3 or 4 times a week, but you needn't exercise for hours. Thirty minutes is OK.



6. Go to a doctor before you go on a diet or start to exercise.

 1 How to get fit (→ p. 41/ex. 8-9; p. 42/ex. 10)

a) Which tip do you think is the most important? Why?

b) What advice does Dr Bell give to Terry's class? Join a sentence beginning with an ending to make suggestions.

Example: You **must** see a doctor before you go on a diet.

▶ You **must** watch ...
You **mustn't** stop ...
You **needn't** go on ...
→ G7

You **must**
You **mustn't**
You **needn't**

+ eat more salads and vegetables. • feel hungry. • exercise. •
eat more fruit. • do sports every evening. • go without
breakfast. • watch what you eat. • plan your day.

 2 You mustn't do that here!

Make lists: What **must/mustn't** you do at home/at school?

What **needn't** you do at home/at school?

At home I must ...	At school I must ...
At home I mustn't ...	At school I mustn't ...
At home I needn't ...	At school I needn't ...
...	...

✧ 3 Terry's suggestions (→ p. 42/ex. 11; p. 43/ex. 12)

What are Terry's suggestions for his dad? Match sentences 1-6 to a-f. Use **should/shouldn't** in your suggestions, as in the example.

Example:

Mr Jackson: I'm on a diet and I'm always hungry.

Terry: You **shouldn't** go on diets! You **should** eat small meals.

► You **should** eat more fruit.
You **shouldn't** eat a lot of sweets.

→ G7

- | | |
|--|--|
| 1. I'm on a diet and I'm always hungry. ✓ | a. eat a lot of fast food • try different salads |
| 2. I get tired and red in the face when I run a lot. | b. go without a meal • always eat breakfast |
| 3. I'm not fit, but I can't do sport every day. | c. run • exercise every day |
| 4. I like fast food and hate boring salads. | d. go on diets • eat small meals ✓ |
| 5. I need sweet things when I'm tired. | e. do sport every day • exercise every week |
| 6. I never eat breakfast; I don't have time. | f. eat sweet things • eat fruit |

✧ 4 What do you eat?

a) Do this quiz. How many points do you get?

- How many times do you eat **vegetables** every week?
7 or more = 10 points 6-4 = 5 points fewer than 4 = 0 points
 - Do you have **breakfast** before school?
yes = 10 points no = 0 points
 - How much **milk** do you drink every day?
two glasses = 10 points one glass = 5 points none = 0 points
 - How many **apples** do you eat every week?
five or more = 10 points 2-4 = 5 points 0-1 = 0 points
 - How many times do you eat **sweets** every week?
0-1 = 10 points two or three = 5 points more than three = 0 points
 - How many times do you eat **chips** every week?
0-1 = 10 points two or three = 5 points more than three = 0 points
- 0-20: You don't eat the right food. Ask your parents or friends about healthy food.
21-35: Think more about what you eat. Don't eat between meals.
36-50: Not bad. You usually eat the right things. Don't forget a good breakfast!
more than 50: Very good. You always eat the right things.



b) Compare answers with your partner. What can/must/needn't you change?



5 Let's talk: My own questionnaire (→ p. 43/ex. 13; p. 44/ex. 14)

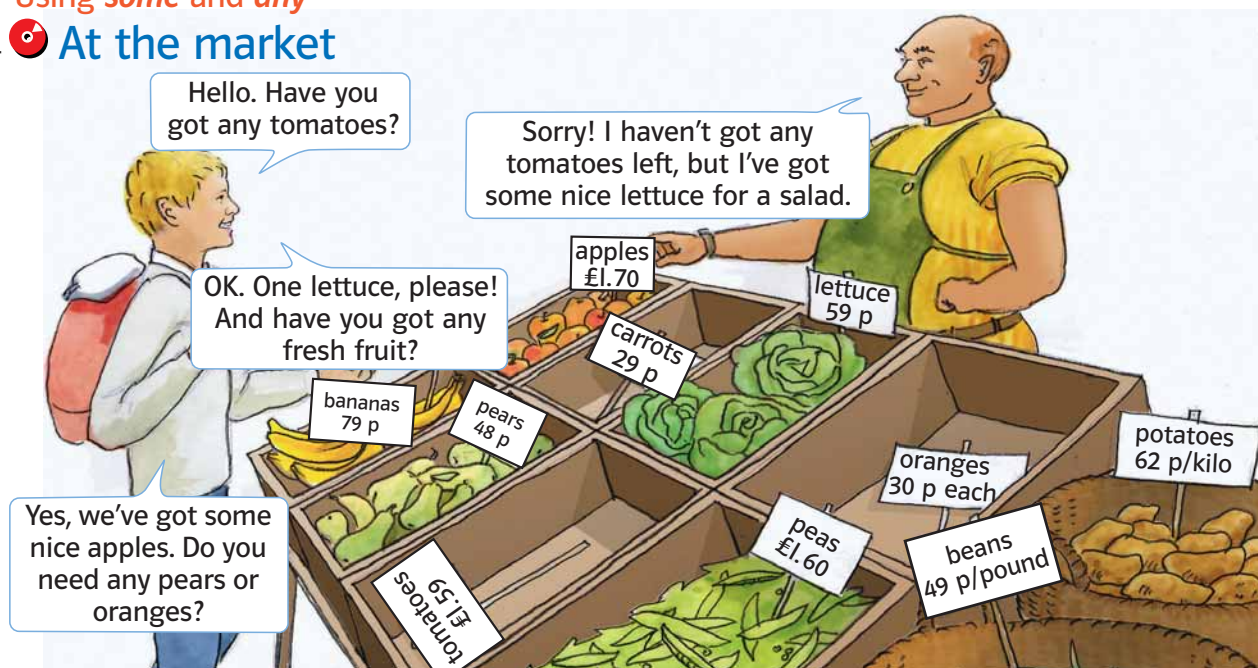
✧ Make your own questionnaire. Use other words for the words in **colour** in exercise 4 a). Use your list of foods and drinks. Ask the people in your group and tell the class about the answers.

✧ 6 For my folder: Healthy or unhealthy?

Imagine your mum or dad wants to go on a diet.

Make a list of healthy and unhealthy foods and drinks.

Healthy foods	Unhealthy foods	Healthy drinks	Unhealthy drinks
salad, apples, ...	crisps ...	water, ...	coke ...

Using *some* and *any*2.4 At the market1 *Some or any?* (→ p. 45/ex. 15)

Look at the picture of the stall at Greenwich Market and then make sentences.

Example: The stall holder has got **some** ..., but he hasn't got **any** ...

▶ + = some
 -- = any
 ? = any
 → G8

2 Grandma makes supper

Some or any? Choose the right word.

Sam: Can we have a fruit salad? We've got (*some/any*) apples and pears.

Grandma: I can't make a fruit salad. There aren't (*some/any*) bananas. I'd like to make a salad, but we haven't got (*some/any*) tomatoes. Have we got (*some/any*) lettuce?

Sam: I can find nice lettuce at the market.

Grandma: How about a green salad? And we can have peas and carrots with chicken. You can buy really nice food at the market these days.



3 Let's talk: A shopping dialogue (→ p. 45/ex. 16)

Work in pairs. Help Sam to finish his shopping, using the words from his list. Ask your partner to be a stall holder.

A: Have you got any carrots?

B: Yes. I've got some nice carrots today.

A: How much are they?

B: They're ...

A: Have you got any oranges?

B: No, I'm sorry, I haven't. Go on, please.

beans	lettuce
carrots	oranges
potatoes	pears
tomatoes	bananas
	peas

✦ 1 Before you listen: Healthy food

You want to get fit. What should or shouldn't you eat?

2.5 🎧 2 Let's listen: Charlie's diet

Charlie is having a break today. Burt Brown phones him but he doesn't tell Charlie that he is on the air.

Use the listening skills and find the right answers.

- | | |
|--------------------------|-----------------------|
| 1. Charlie wants to lose | 3. Tracy and Todd are |
| a. 10 pounds. | a. his doctors. |
| b. 30 pounds. | b. his children. |
| c. 20 pounds. | c. two young people. |
| 2. He is having | 4. Charlie orders |
| a. lunch. | a. a big green salad. |
| b. breakfast. | b. rice pudding. |
| c. a snack. | c. spicy chicken. |

2.6 🎧 👤 3 Let's listen: At the café

Listen and answer the questions.

- What would the parents like?
- What do they order for dessert?
- How much change do they give the waiter?

2.7 🎧 4 Let's listen: Tongue twisters

a) *Listen and practise saying the tongue twisters.*

- My favourite foods are fish and fresh vegetables.
- When I eat vegetables and drink water, I feel very fit.

✦ b) *Make up your own tongue twister with [v] and [f] sounds.*

5 Let's talk: At the restaurant

Work in pairs. Use the phrases in the box to have a conversation in a restaurant between a waiter and a customer.

LISTENING

S K I L L S

1. Before you listen:

- Write down some words about the topic.
- Read the title of the text and make sure you understand it.
- Read the introduction.

2. When you listen the first time:

- Don't take any notes.
- Try to find out who is talking, where and about what.

3. Before you listen the second time:

- Read the questions. Make sure you understand them.
- Write down the answers which you already know.

4. When you listen the second time:

- Write down the answers which you now know.

5. When you listen the third time:

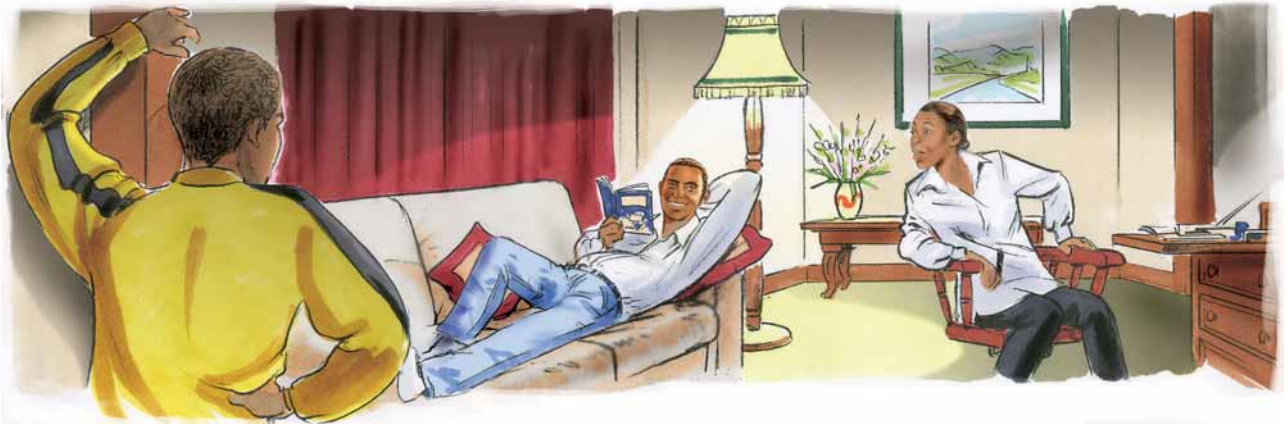
- Check your notes. Are they correct?



- Good afternoon. What can I bring you?
 Would you like to order now?
 Would you like a starter/dessert/drink/... ?
 We'd like ..., please.
 May we have the bill, please?
 Here's Keep the change.
 Thank you very much. Have a nice day.

2.8-10 Sport can be dangerous!

1 Before you read: What dangerous sports do you know?



A It is six o'clock on Tuesday evening and Mr and Mrs Jackson are in the living room. Terry comes in. "Hey, Dad, we aren't having supper until a quarter to seven. Let's go jogging," says Terry.

"I am very tired after a busy day at work. Besides, it's dark now. I don't like jogging when it's dark. It can be dangerous," says Mr Jackson.

"Don't worry," says Terry. "It isn't dangerous. There are two of us. And do not forget that your doctor keeps saying you need more exercise."

"Terry is right," says Mrs Jackson. "He advises you to do something like jogging or swimming."

"OK, OK, you two," says Mr Jackson. "Let's go jogging. But tell me first what we're having for supper. I'm getting hungry."

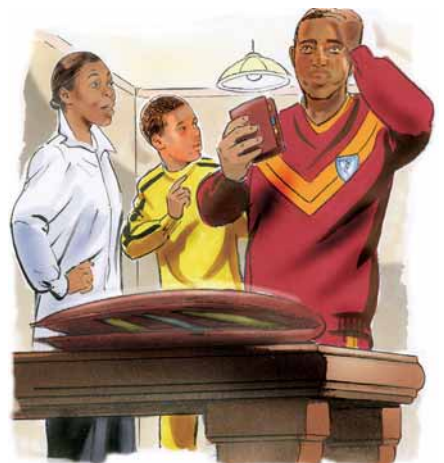
"It's fish and a salad for you," says Mrs Jackson.

"Should I buy some chips?" asks Mr Jackson.

"No, you shouldn't," says Mrs Jackson. "We don't need any tonight."

More stories? P. 136

OK. No problem.



2 First impressions

Does the end make you laugh?

Do you want to know what may happen next?

3 Test your understanding

Read a continuation of the story on p. 136. Work with your partner and decide if statements 1-8 are true (T) or false (F). Find the information in the text to prove your answers.

1. Terry's dad doesn't want to go jogging after a busy day at work.
2. Terry and his dad see a young man in front of them because it is light in the park.
3. Mr Jackson thinks that the young man has got Mr Jackson's wallet.
4. The young man feels sorry when Mr Jackson is shouting at him.
5. Mr Jackson feels very happy after he gets a wallet back.
6. Back at home Terry and father discuss the accident with Mrs Jackson.
7. Mrs Jackson can see Mr Jackson's wallet on the table.
8. They decide to go to the police.

4 What happens first?

Look at the sentences and put them in the correct order.

Example: 1. – “Let's go jogging,” says Terry.

- Mr Jackson and Terry run after the young man.
- “This isn't my wallet,” says Mr Jackson.
- “Terry, it's so cold and dark, and I don't see any other people who are jogging,” says Mr Jackson.
- “Let's go jogging,” says Terry.
- “It's here on the kitchen table.”
- “Oh, Terry, I'm so tired,” says Mr Jackson.
- He takes the wallet from his pocket and throws it to Mr Jackson.

* 5 Mr Jackson's phone call (→ p. 46/ex. 17)

Work in pairs. Take turns asking the questions.

What does Mr Jackson say to the young man when he phones him?

What does the young man say?

What do they want to do?

Write a short dialogue and act it out.

Mr Jackson: Hello! This is Is that ... ?

Young man: Yes, it is.

Mr Jackson: I need to see you.
I am in the park.
Go on, please.

▶ Hello / Good evening /
This is ... / My name is
Is that ... ? / Are you ... ?
We meet ... /
I am in the park
I'm very sorry, but ... /
You won't believe it, but
I don't know how to tell you
this, but

2.11 1 Let's listen: A picture rhyme (→ p. 47/ex. 18)

VOCABULARY

S K I L L S

Pictures and rhymes can help you to remember words.

a) Look at the pictures and say the words.

I don't like stupid vegetables like



and

I never eat



but I always like some



I sometimes eat an



or an



or some



But I never eat



and there's nothing worse than



You can always give me



or



legs with



And I sometimes like a



with a



and



that's nice!

But my favourite food's



and I don't care what you say;

With a



and



I can eat it every day!

b) Listen and check. Have you got the correct words?



c) Rewrite the last two lines. Use different food words.

2 Time for a rhyme

Start a list of rhyming words.

Add more rhyming words to your list.

3 A food quiz (→ p. 47/ex. 19–20)

1. Where can you find the spiciest food?

2. Where can you get the healthiest food?

3. Where can you buy the cheapest food?

4. Where can you eat the nicest food?

café • Indian restaurant •

fish and chips shop

cake shop • burger bar • salad bar

restaurant • burger bar •

school cafeteria

at home • at school •

in a burger bar

peas	ham	tea	rice
cheese	lamb	me	nice
trees	...	...	...
...			

1 Comparing things (-er, -est/more, most → G6) (→ p. 48/ex. 21)

Complete the sentences with the comparative or superlative forms of the adjectives.

Example: Soup must be It should be ... than spaghetti, but tea should be (*hot*)
 Soup must be **hot**. It should be **hotter** than spaghetti but tea should be **the hottest**.

1. The vegetable curry is It is ... than the fish curry but the lamb curry is (*spicy*)
2. The ham sandwiches are They are ... than the cheese sandwiches. But the fish sandwiches are (*expensive*)
3. Fish and chips are not ... food. Are they ... than a cake? Salads and vegetables are ... food. (*healthy*)
4. Sam thinks salad is ... food. It's even ... than soup. But vegetables are ... food. (*boring*)
5. The doctor thinks walking is But jogging is ... and swimming is ... sport. (*good*)
6. Terry's teacher says cakes are ... for you. Are they ... than sausages? She says burgers are ... food for you. (*bad*)

* 2 In town (must/shouldn't → G7) (→ p. 48/ex. 22)

What do these signs mean?

Match pictures 1-5 to descriptions a-e.



- a. You shouldn't give bread to the birds.
- b. You must turn off your mobile.
- c. You shouldn't eat ice-cream on the bus.
- d. You mustn't go right.
- e. You shouldn't ride your bike here.

3 Have we got any tomatoes? (Using some and any → G8) (→ p. 48/ex. 23)

Complete the sentences. Then put them in the correct order.

What do Terry and his dad have for lunch?

Mr Jackson: Oh, no! I must eat ... vegetables today.

Mr Jackson: I want to make ... lunch for us, Terry. Have we got ... tomatoes or ... lettuce?

Terry: Well, we've got ... carrots and ... beans. You can make ... vegetable burgers.

Terry: No, we haven't got ... salad things.

Terry: You're right. But there's ... rice in the cupboard.

Mr Jackson: But we haven't got ... potatoes. I can't eat just burgers!

1 Do you see Jake every day?

Complete the conversation with **do/don't**, or **does/doesn't**.

Sam: ... you see Jake every day at school, Terry?

Terry: No, I But ... he go to the club with you and Emma?

Emma: No, he And he ... leave a message on my mobile.

Terry: I think he can be at Lisa's house this evening. ... he tell you, Sam?

Sam: No, he Lisa invite him for supper?

Terry: Yes, she

Emma: Lisa ... tell me about it. ... Jake phone you, in the morning, Terry?

Terry: Yes, he But he ... want to talk about it.

Sam: Well, let's ask them. There they are at the lockers!

2 A phone call from Mum!

a) Sam's mum phones him from Greece to hear how his week is going. What are her questions?

Example: ... in History class? (What / do?)

– What do you usually do in History class?

1. ... late for school on Wednesday? (Why/be)

2. ... at the ice rink? (Who/meet)

3. ... at the weekend? (What/do)

4. ... your computer game? (Where/find)

5. ... the football match? (How/be)

6. ... in English every week? (What/write)

– What do you usually do ...



b) Match sentences a-f to sentences 1-6 in part 2 a).

a. Emma and Lisa.

d. Terry and I go to a football match.

b. Terrible! Our team loses.

e. My bike chain falls off, so I walk to school.

c. Stories about our best friends.

f. Under my bed!

3 A new plan

The school is about to make a new plan. Some teachers are not at school this week.

Work in pairs. Look at the new plan on the right and compare it with the old plan on the left. What can't the pupils do? What can they do? Answer the questions using the correct forms of the verbs. Take turns.

Example: They can't interview the teacher on Monday. They can read a book.

Week 6

Monday – English : interview the teacher

– Maths : learn about money

Tuesday – PE : play football

Wednesday – Science : do experiments

– History : finish project

Thursday – German : go on class trip

– French : start Unit 4

Friday – Drama : talk about problems

Week 6 – new

Monday – read a book

– play computer games

Tuesday – jog in the park

Wednesday – make a poster

– watch a video

Thursday – tell stories

– do exercises on worksheet

Friday – act role plays

4 Pupils get fit.

Thomas Tallis School magazine does a survey on the student after-school activities. What does the reporter write? Complete the sentences with the correct forms of the adjectives.

Do you know that pupils at Thomas Tallis fancy sport? We talk to fifty pupils at school. Eight out of ten think the (*more/most*) interesting activities after school or at the weekend are sport or exercise. They find these activities (*more/most*) exciting than soaps on TV! Only two out of ten think TV is the (*good/better/best*) activity of all.



First we talk to the teachers. They tell us that pupils who play in a team are not just (*healthy/healthier/healthiest*) than other kids. They are also (*good/better/best*) at lessons than kids who watch a lot of TV.

Now let us see what the pupils say. Some are (*more/most*) interested in sport than at exercise. We ask them, "What is the (*good/better/best*) thing of all about team sports?" They say, "It is (*more/most*) fun to play in a team than to do exercise."

Others don't like team sports. "It's just so much (*cool/cooler/coolest*) to take my skateboard out to the park than to run around a football field," says Robert Fisher. "The (*bad/worse/worst*) thing is when it rains. Then we must find something that's (*good/better/best*) than TV."

Some pupils say they do a sport or exercise because they think they are not (*fit/fitter/fittest*). "It's much (*easy/easier/easiest*) to go on a diet if you also go jogging or swimming two or three times a week," says Sue Brown. And what about TV?

"TV isn't so (*bad/worse/worst*). But you must know where to find good programmes," says Paul Hunter. "You can learn a lot from some shows, and it can't be (*bad/worse/worst*) than playing computer games. I like to watch a good film about Australia. Do you know that the biggest crocodiles live in Australia?"

✦ 5 Happy birthday! (*Some* and *any* → G8)

Lisa and her mum are planning Lisa's birthday party later in the week.

Complete the dialogue with *some* or *any*.

Example: Mrs Taylor: Do you want a burger, Lisa?

Lisa: No, I don't want a burger. I'd rather have some Italian food.

Mrs Taylor: Can you give me ... ideas then?

Lisa: Yes, Mum. I'd like ... pizzas, ... salads and ... fruit. I don't want ... chips and please don't buy ... biscuits; ... of my friends are on a diet.

Mrs Taylor: Don't you want ... cake at the party, then?

Lisa: Oh, yes, we need ... cake, and ... ice-cream, too.

Mrs Taylor: Funny diet! Do you want ... coke? Or would you rather have ... milk?

Lisa: Milk? No, thanks. I don't want ... milk, just ... coke. Have we got ... more of that nice fruit tea?

Mrs Taylor: No, we haven't got ... fruit tea. But I can get ... green tea at the Indian shop.

Unit 5 Media: Music and more!



1 Who are they? (→ p. 52/ex. 1-2)

Do you know these people?

I know Napoleon from History classes

Shakespeare

Elizabeth I

Beethoven

✓
Napoleon

2 Busy people

Match the activities with the famous people and say what they are doing.

Example: Napoleon is taking pictures with his digital camera.



3 Other uses

What else can you do with the things on the poster?

Example: A digital camera: You can copy pictures onto your PC or laptop. You can also delete pictures which *Go on, please.*

- ▶ Take / delete pictures
- Surf the Internet ... Download ...
- Send a text message
- Send an e-mail
- Record / watch ... DVDs
- Download / listen to music
- Play games / do homework

4 Let's talk: My media



PC
digital camera
mobile phone



laptop
MP3 player
DVD player ...

2.12 5 Let's listen: Terry's new webcam (→ p. 52/ex. 3)

Sam and Terry are sending pictures of Terry's room to Sam's cousin, Phil, in New York.

Listen and look at the pictures. Are these pictures of Terry's room? Why or why not?

Example: Number 1 is a picture of Terry's room. There is a poster on the door. Number 2 isn't



6 For my folder: Our favourite music

a) Work with a group of three or four pupils. Ask and answer what favourite songs your partners have. Make a list. Tell the class what you learn about your partners.

b) Put a photo of your favourite star in your folder.

favourite songs:

1. ...
2. ...
3. ...
4. ...

Saying what you usually do and what you are doing at the moment

2.13 There's something for you, Terry!

At 4:00 on Friday afternoon Sam arrives at Terry's house. They want to make a CD.



Sam and Terry are making a CD for Phil for his birthday. Sam is downloading music and Terry is taking pictures of Sam for the cover.



The CD is great! There are ten songs there. And look at the cover, the photos on it are fantastic!



Sam is surfing the Internet. He is looking for things to do this weekend. He is clicking on Greenwich Youth Club's address.



There's a text about an audition for *The Wizard of Oz* on their website. Terry and Emma like to act in it at the school Drama club.



Terry wants to go to the audition with Emma. She is going to Bristol today. Maybe she's still at home. Sam phones her to explain.



Emma is in Bristol now. Her parents stay at home. Emma is busy. She is looking for her phone. She can't find it.



Terry and Sam are filling in two forms. They have to send them in today. They are writing Emma's e-mail address on one form.



He can't tell Emma about the audition. Her phone does not answer. But he can see her tomorrow.



1 A CD for Phil (→ p. 53/ex. 4-5)

Join parts of the sentence to describe the boys' usual activities.

Example: Sam visits Terry at the weekends.

► Sam visits ...
Sam and Terry
decide ...

→ G1

Sam
Terry
Sam and Terry



visit Terry
make a CD
download some music
surf the Internet
print the cover
take pictures



in the afternoons.
on Fridays.
at the weekends.

2 An interesting website (→ p. 54/ex. 6)

Arrange the words to make sentences about pictures 2-4 on page 66 to add some more information.

Example: Sam likes to surf the Internet and he always finds many interesting websites.

► Sam always finds ...
Emma and her parents
usually leave

→ G1

1. Sam • like • surf the Internet • and • always • find • many interesting websites
2. Terry and Emma • usually • act in it
3. Terry • decide to go to the audition

4. Sam • always • phone Emma
5. Parents • at home • Emma's • stay • usually
6. Emma • usually • go • to Bristol • on holidays

3 In the evening (→ p. 54/ex. 7; p. 55/ex. 8-9)

What do the Taylors do in the evening?

Example: Ben makes spaghetti for supper.

1. Ben • make spaghetti for supper
2. The Taylors • eat supper
3. Mr and Mrs Taylor • go to the cafe
4. Lisa • do her homework
5. Lisa and Jade • take Barker to the park

6. Barker • play with • his ball
7. Jade • always • leave her caps in the park
8. Ben • find the cap again

4 Let's talk: Things to do

What do you have to do?



I have to clean my shoes...

And I have to do...

WRITING

SKILLS

Making a list:

- Write the things-to-do.
 - Tick what you have to do.
- do my homework
clean my shoes ✓
send a card to Grandma ✓
phone ...

Questions and short answers

2.14 **Have you two gone bananas?** (→ p. 56/ex. 10)

It's Saturday evening. Emma is at home. She wants to meet her friend Lisa and to tell her some news. But first she reads her e-mail, when the doorbell rings.

Emma: Hi, Lisa! Come in. Look at this. There's an e-mail from Steve Jones about *The Wizard of Oz* in my mail-box.

Lisa: Who's Steve Jones? Do you know him? And do you go to Greenwich Youth Club?

Emma: No, I don't.

Lisa: Maybe Mrs Carter knows him. Is there an e-mail from her too?

Emma: Let's look. Hmm ... No, there is not. Wait, the doorbell is ringing. Listen!

Sam: Hi, Emma! Hi, Lisa!

Terry: Hi, Emma. Is there an e-mail from Steve Jones?

Emma: Yes!?

Terry: Calm down, Emma. That's us. Steve Jones has got your two forms because of us.

Emma: So it's you! Have you two gone bananas? An audition tomorrow? OK, we usually act parts of *The Wizard of Oz*, but we don't do it outside school.

Lisa: But you are really good at dancing and singing.

Sam: Oh, come on, Emma. It's Saturday. You can practise tomorrow.

Emma: But I don't have the plan for my story for English yet.

Lisa: I can help you, Emma. I have it.

Dear Wizard of Oz fan,
I am reading your e-mail about the audition. It's on Sunday evening at six o'clock in the hall at Greenwich Youth Club. Do you like our youth club? Can your mum or dad sign the form? Please, call me before Sunday.
Steve Jones

1 **Questions about the audition** (→ p. 56/ex. 11)

What are you doing now? Rearrange the words to make questions in the Present progressive.

Example: now? • dancing • Emma and Terry • singing • are • and
– **Are Emma and Terry dancing and singing now?**

1. now? • an e-mail • is • sending • she
2. in • are • you • at the moment? • a play • acting
3. your mum or dad • now • signing • the form? • are
4. two forms • are • now? • sending • Sam and Terry
5. practising • now? • Emma and Terry • are
6. her English homework? • is • now • Lisa • doing



► **Are they singing...?
Is she doing...?**

→ G14

2 Things they are doing

Arrange the words to make negative sentences in the Present progressive.

Example: Terry/ close/ the door at the moment – Terry isn't closing the door of his shed at the moment.

1. Emma/ phone/ Lisa/ at the moment
2. The girls/ make/ cake/ at the moment
3. Ben/ put on/ jacket/ at the moment
4. Barker/ eat/ food/ at the moment
5. Emma's parents/ sign/ form/ at the moment
6. Sam/ do/ homework/ at the moment

▶ He isn't eating ...
at the moment.
They aren't making
...at the moment
→ G15



3 Does Emma ... ? (→ p. 56/ex. 12; p. 57/ex. 13)

a) Work in pairs. Practise the conversation about Emma, as in the example.

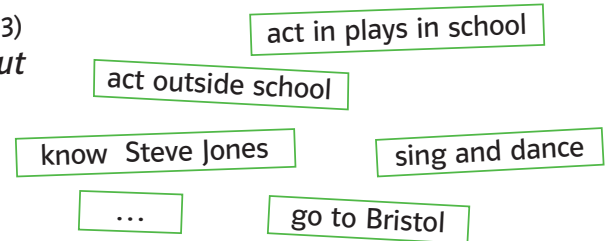
Example:

A: Does Emma act in plays in school?

B: Yes, she does.

A: Does she ...? Go on, please

b) Do you also do these things?



▶ Do you ...?
- Yes, **I do.**/ No, **I don't.**
Does she ...?
- Yes, **she does.**
No, **she doesn't.**
→ G1



4 Mr Brook's shop assistant (→ p. 58/ex. 14)



Alison is Mr Brook's new shop assistant.
She wants to go home, but she still has
a lot of things to do.

Look at the picture and her 'to-do' list. Say what
she has still to do.

Example: She has to close the window.



Things to do:
close window
phone Mr White
put new CDs on the shelf
turn off computers
clean tables
throw away old boxes
find the key to the cupboard

5 Let's talk: A class survey

A: Do you like to act out in plays?

B: Yes, I do. What about you?

Do you like...?

Go on, please.

▶ to go to a play • to make music •
see the *Wizard of Oz* • to cook
supper for friends • to work
in a shop • ...

Asking questions with question words

2.15 What's with your hair?

It's five o'clock on Sunday, an hour before the audition. Emma and Terry are practising their song and they are now getting ready. Sam and Lisa are helping them.



Emma: Where are my red shoes? I can't play Dorothy without them. Maybe they're in the car.

Sam: And where's the CD player? I can't find it.

Lisa: I think it's in Terry's bag. Oh, Terry! What's with your hair?

Terry: Don't worry. It's only a wig!

Lisa: Whose wig is it?

Terry: I don't know.

1 Five o'clock

1. What are Emma and Terry doing?
2. Where are Emma's shoes?
3. Where's Lisa's CD player?
4. What's with Terry's hair?

► What is...?
Where is...?
→ G4

2 An hour before the audition

Rearrange the words to make the questions.

Example: Terry's • with • hair? • is • What
– What **is with** Terry's hair?

1. CD player? • Where • the • is
2. my • is • camera? • Where

3. Where • jacket • Lisa's • is?
4. What • my wig • with • is • ?
5. forms? • Where • are • the
6. is • my • MP3 player? • Where

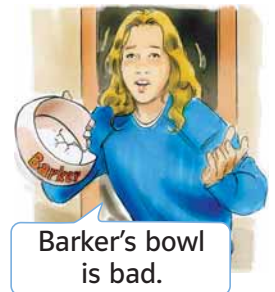
3 Where? Who? What? and Why? (→ p. 58/ex. 15; p. 59/ex. 16)

Complete the questions with the correct forms of the verbs in brackets.

Example: The boy often loses his hat when he plays outdoors.

"Where ... (to be) ... ?" Lisa asks, "Where is his hat?"

1. The boy often loses his hats when he plays outdoors
"Where...(to be)..."
2. The girl's shoes aren't there. She asks, "Where...(to be)..."
3. The man can't find his glasses. He asks, "Where...(to be) ...?"
4. The child feels sick. Her mum asks, "How...(to be) you?"
5. Sam comes late. Lisa asks, "Why...(to be)... late?"
6. Emma leaves for a party. Mum asks her, "Why...(leave)..."
7. Lisa starts crying. Emma asks, "Why...(cry)..."



4 Let's talk: Today

Work in pairs. Practise the conversation about today.

► What are you doing?
Where are you going?
Who is driving you home after school?

2.16 1 Let's listen: The evening of the audition

a) Charlie is talking to Steve Jones from Greenwich Youth Club about their play, *The Wizard of Oz*.

*Listen for the answers
to finish sentences 1-8.*



1. The youth club is in
2. Steve and Charlie are in Steve's
3. Steve likes to work in the club. His work experience here is ... months.
4. The bullies are
5. They have a ... every week.
6. The wizard lives in
7. The auditions are this
8. A name for Australia.

b) Now write down the first letter of your answers in part a). Sort the letters and finish this sentence:

Dorothy must find the wizard because she wants

2.17 2 Sounds: Which word is it?

Listen to the sentences. Look at the words and write down the words which you hear.

- | | |
|--------------------|-----------------------|
| 1. free/three/tree | 4. plays/place/please |
| 2. bed/bad/bet | 5. cats/kits/kids |
| 3. big/pig/pick | 6. Oz/does/ours |

2.18 3 A song: We're off to see the wizard (Text: E. Y. Harburg © Leo Feist Inc.)

Follow the Yellow Brick Road.
Follow the Yellow Brick Road.
Follow, follow, follow, follow,
follow the Yellow Brick Road.
Follow the Yellow Brick, follow the Yellow Brick,
Follow the Yellow Brick Road!
You're (we're) off to see the wizard,
the wonderful Wizard of Oz.
You'll find he is a whiz of a wiz
if ever a wiz there was.
If ever, oh ever, a wiz there was,
the Wizard of Oz is one because,
Because, because, because, because, because –
Because of the wonderful things he does!
You're (we're) off to see the wizard, the Wonderful Wizard of Oz!



2.19-21 **Where's my bag?**
1 Before you read

Do you know what audition is? Can you describe it?

A It's 6:30 on Sunday evening. It is time to start an audition. Terry and Emma are worrying, though their preparation is at a high level and their music is wonderful. Now they are changing their clothes. Terry is going to the toilet for the third time. Lisa is waiting outside the hall with Emma.

Emma: Is my make-up OK, Lisa? What about my hair? And my shoes?

Lisa: Yes, Emma. You're asking me the fourth time. They're still fine. Don't worry. You look great. It's only an audition.

Emma: I know but –

Lisa: Here's Terry. Wow, you look like a really fierce lion, Terry. Is this a new jacket?

Terry: No, it's not. It's my dad's. I sometimes borrow it.

Sam: Come on, you're on.



More stories? P. 137

2 What is happening now?

Look at the three pictures. What is happening?

Example: Picture 1: Emma and Terry are changing ...

3 Impressions (→ p. 60/ex. 17)

a) What can you say about the people in the story? How do you think they feel? Match the names to the adjectives.

Example: I think Terry feels **nervous**.

Terry ✓ Steve Jones Emma Sam Lisa worried nervous ✓ helpful excited angry

b) There are clues in the story which tell you that the people feel like this.

Write sentences about how people feel.

Find the information to support your idea.

Example: I think Terry feels nervous. He is going to the toilet for the third time.

4 Emma's e-mail (→ p. 60/ex. 18)

a) Terry can't find his e-mail about the auditions, so he writes some notes from Emma's e-mail.

Finish his notes.

Auditions

The auditions start at 6 o'clock on Sunday. The doors are open from 4 o'clock. When you arrive, go to the room behind the hall and change there. Then put on your make-up in the toilets. Please bring a drink and sandwiches or fruit with you.

WRITING

S K I L L S

Finding facts:

Write down what you need to know.

-the time

-the place

-the date

-...

Use short forms of words,

e.g. Sun = Sunday



b) Write notes about one part of the story. Use your notes and tell this part of the story to your partner.

Notes:

start: 6:00 Sun

open: 4:00

change: room behind hall.

make-up: ...

bring: ...

VOCABULARY

S K I L L S

1 Things you can make, do and take (→ p. 61/ex. 19)

a) Use the words in the box and make three lists under **make**, **do** and **take**.

a cake • a mistake • my dog to the park • your homework • exercise • scones
• a lot of noise • different things • a photo • notes • a wallet • a role play • a CD • a list • the bus

make	do	take
a list	different things	a photo
different things	...	...
...	...	...

b) Add more words to your lists.

c) Which of the things on your lists do you do at the weekend?

Example: I take my dog to the park, but I don't do my homework.

2 The odd one out (→ p. 61/ex. 20)

Look at the things on the magazine covers.

What is the odd one out and why?

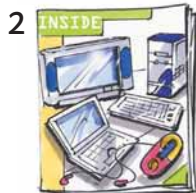
watch DVDs

phone your friends

listen to music ✓

send an e-mail

Example: 1. In the first magazine cover the odd one out is the digital camera.
You can't listen to music with it.



3 A picture story (→ p. 61/ex. 21)

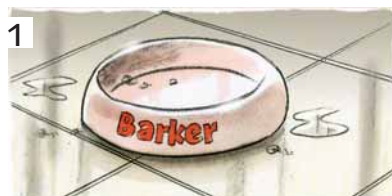
Work in pairs and name the pictures to make a complete story.

Terry is making a . He's the Internet. He pushes some off his and then he can't find his . He's looking behind a when Sam comes in. Sam thinks his friend has gone . "Can I help you?" asks Sam. "No!" says Terry. "I'm looking for my . I think it can be behind this ." "Well, maybe Tiger can help. All can catch ."

1 Saturday morning at the Taylors' house (→ p. 62/ex. 22)

Look at the pictures. What can you see? What do they do? Use **always**, **when**, **after**, **because** to join the sentences.

Example: 1. Barker's bowl is always empty, **because** he eats his food.



empty • eat food



clean • wash



helpful • set the table



hungry • jog in the park



late •
turn off the alarm clock



happy •
get a new sweatshirt

2 On the phone

Complete the conversation with **is/isn't**, **do/don't**, **does/doesn't**, **are/aren't**.

Emma: Hi, Lisa....you.... (have) breakfast now?

Lisa: No, I ..., but I... (go) ...to eat now.

Emma: ...your Dad ... (make) breakfast this morning?

Lisa: Yes, he Mum ... (go) to the park.

Emma: ... she (keep) ... a diet these days?

Lisa: No, she She wants to start tomorrow.

Emma: Oh, ... we ... (go) to hang out this evening?

Lisa: Yes, we We can go to the cinema, but I don't have any pocket money.

Emma: Don't worry. I've got ten pounds.

Lisa: Great! I must go, Emma. Mum ... (wait) ... for me.

3 Steve's questions (→ p. 62/ex. 23)

Steve isn't happy about many things. What questions does he ask? Work in pairs.

Example: 1. He can't find his shoes. (Where / shoes)?

–Where are my shoes?

1. He is looking for his book. (Where / book)?

2. His sandwich looks funny. (Why / funny)?

3. He needs the manager. (Where / he)?

4. His water glass is empty. (Where / the water)?

5. He can't read a message without his glasses. (Where / the glasses)?

Unit 6 It's our world!

2.22  A trip to Exmoor (→ p. 63/ex. 1)

Terry's class is doing a project on water. They learn about the weather, flash floods, water power and rivers. They want to find out more about these things on Exmoor.

A TRIP TO EXMOOR



YOU CAN:

- learn about water power
- ride ponies
- walk on the moor
- learn about the environment
- study our plants and trees
- fish in our rivers
- sleep and eat at our school centre

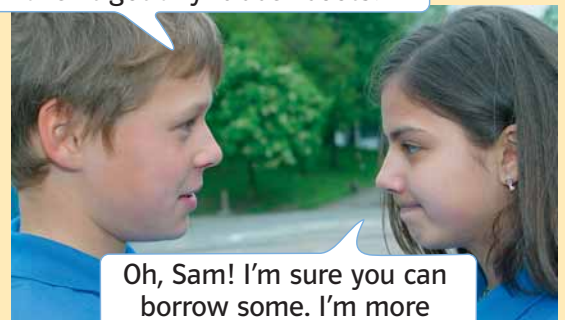
Why are we going to Exmoor? It's miles from the nearest town. Why can't we stay here and watch the weather in Greenwich?



Oh, Terry! Don't be a wet blanket! Exmoor is great! You can ride ponies there. You're just mad because Tracy Brown isn't coming on the trip.



OK, I know the environment is important and I like walking – even in an April shower – and I think a trip to Exmoor is a great idea, but I haven't got any rubber boots!



Oh, Sam! I'm sure you can borrow some. I'm more worried about the showers in the centre. I hope we can wash our hair!



1 Important things

What is important for the friends?

1. Sam is thinking about
2. Emma is worried about
3. Terry is mad because
4. Lisa wants

2.23 Let's listen: A week before the trip

a) *Listen for the missing words.*

1. ... asks about his laptop.
2. Sam hasn't got any
3. It can be very wet on Exmoor in ... and May.
4. Mr Rose tells them a bit about the
5. Lisa! ... in big trouble.
6. The day room has got a lot of ... and games.
7. The centre is not a fast food
8. The trip is ... for pupils in Year Seven.
9. The showers aren't very
10. The centre is not ... the road.

b) *Why does Terry want to stay in Greenwich?*

You will know the answer if you write the first letters of the missing words in part 2 a.



3 Let's talk: Let's go on a day trip!

Work in pairs. Plan a class trip. What should you take? What shouldn't you take? What can you do? Use the phrases in the box. Compare your ideas with the class.

Take	Don't take	Do
rubber boots	MP3 player	go swimming
...	...	...

- ▶ Let's plan a day trip. •
- Where can we go? •
- We can go to ... •
- What can we do there? •
- We can visit the museum/go swimming/... •
- What should/shouldn't we take?

4 For my folder: A class trip (→ p. 63/ex. 2)

*Imagine your class goes on a trip.
Write about it.*

*Where do you usually go?
What do you usually do?
How is the trip?
What happens?*

Offering help and making promises

2.24 I'll give them ten minutes!

1 Just before they leave (→ p. 64/ex. 3-4)

Join sentence beginnings 1-8 with endings a-h, as in the example.

Example: 1. It won't fit inside.

1. It
2. The boys
3. You
4. He
5. Peter and I
6. They
7. I
8. We

+ will
+ won't

- a. check the weather on the Internet.
- b. miss Barker.
- c. give them ten minutes.
- d. fit inside.
- e. help you, Emma.
- f. wait for them this time.
- g. be late for their trip.
- h. be fine.

 2 Let's help!

Work in pairs. Match sentences 1-8 to a-h, as in the example.

Example: 1. I'm bringing my MP3 player with me.

– I will not tell the teacher.

▶ I'll /He'll
I won't
He won't

→ G9

1. I'm bringing my MP3 player with me.
2. Look, there's Sam!
3. Look! That dog likes your sandwich.
4. I don't have any ideas for a project.
5. I have the best idea for a project:
rivers.
6. Oh, no. I forget my alarm clock.
7. Have you got a pen?
8. My bag is too heavy.

+ Don't
worry.
That's OK.
+ Wait.

- a. I'll wake you up.
- b. I'll tell Mrs Carter.
- c. I'll tell the teacher.
- d. He won't eat it.
- e. I'll help you think
of some.
- f. I'll help you carry it.
- g. I won't steal your
idea.
- h. I'll look in my bag.

3 What can you say?



close



get



open



feed



help



carry

4 Promises, promises (→ p. 65/ex. 6; p. 66/ex. 7)

*What do they promise? Use **will** or **won't**.*

Example: 1. Terry: I promise I won't forget to phone.

2. Sam: I promise I will wake up early.

1. Terry: not forget to phone
2. Sam: wake up early
3. Mrs Taylor: take Barker to the park
4. Barker: take Jade to the park
5. Tiger: not sleep on the roof
6. Mr Rose: not drive too fast



5 Let's talk: I'll help you!

Your partner tells you about a problem which he or she has. You offer some help.

I don't know what to do for the English homework

I'll help you. It's easy.

In the afternoon I walk with the dog, but this time I'm going to the club.

I'll go with you!



- ▶ finish English homework •
- write to Grandma •
- wash the car •
- do the shopping •
- walk the dog •
- get you some food

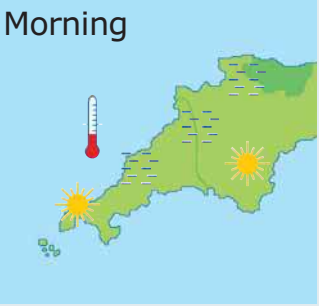
Forecasting: Asking questions about forecasts with and without question words

2.25  **What will the weather be like?** (→ p. 66/ex. 8; p. 67/ex. 9)

>Home >Weather >Europe >UK

Search Southwest  Devon, Cornwall and the Scilly Isles

Morning



Forecast: On Friday it will be foggy and cold in the early part of the morning in the far west and on Exmoor. Later it will be warm and sunny there. Temperatures will rise to fifteen to eighteen degrees Celsius. In the early evening rain will move in from the Southwest and it will be cloudy and stormy. By midnight there'll be rain over most of Devon and Cornwall. On the Scilly Isles it will be hot most of the day. There will be some rain in the late evening.

Evening



Mr Jones from North Devon asks, "What will the weather be like in the Southwest at the weekend? Will I still need heating at the weekend?"
 Our answer: *Well, you will need heating on Exmoor and in North Devon. It will be windy and rainy there. You can escape to the Scilly Isles. It will be hot and sunny there. South Devon and Cornwall will be cloudy but warm, with temperatures around twenty degrees Celsius.*

1 Weather maps (→ p. 67/ex. 10)

What do the symbols on the maps mean?

sunny • rainy • cloudy • stormy • foggy

 **2 The weather in England** (→ p. 68/ex. 11)

a) Ask your partner.

1. Will it be cold in Devon on Friday morning?
2. Will the temperatures rise to 20°?
3. Will it be foggy on Exmoor?

b) Make a dialogue about the forecast.

▶ Will it be cold? Yes, it **will**.
 No, it **won't**.
 Will the temperatures reach...?
 Yes, they **will**.
 No, they **won't**.

→ G10

3 Questions for the weatherman (→ p. 68/ex. 12; p. 69/ex. 13)

Look at the forecast and answer the questions.

1. Where is it hot in the afternoon?
2. What time is a good time to go to Exmoor?
3. What is the weather like on Exmoor?
4. When is it rainy on the Scilly Isles?
5. Where is the best weather?
6. Where will the best weather be at the weekend in the Southwest?

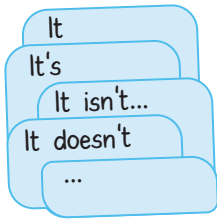
▶ Where is it hot?
 When is a good
 time ... ?

→ G4



4 A card game: Weather forecasts

a) Make 40 cards with words on them (ten for each colour):



b) Shuffle the cards. Each pupil gets five cards and tries to make a sentence with four of them.

Example: A: It's often foggy in London.

B: It doesn't snow in Kyiv in summer.

c) Sometimes you don't have the cards which you need. Then you can take a new card and miss a turn. The person who makes the most sentences wins.

5 Let's talk: The weather in Kyiv

a) Write a weather forecast for today.

b) Draw a map with symbols.

c) Present your weather forecast in class.

GRAMMAR

SKILLS

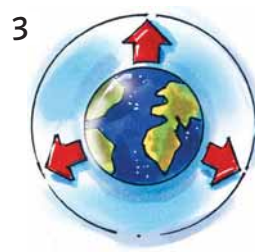
Presenting a forecast

1. Use **will/won't** for forecasts.
2. Your symbols must match your forecast.
3. Say what you are forecasting.
4. Leave time for questions.

6 From CO₂ to flash floods

Match pictures 1-6 to sentences a-f. What happens?

Start like this: 1. → e. Cars, planes and heating produce more CO₂.



- a. The heat doesn't escape from the earth.
- b. CO₂ forms a blanket around the earth.
- c. The temperature rises.
- d. We have more floods.
- e. Cars, planes and heating produce more CO₂.
- f. There are more storms and rain.

Making predictions

2.26



TEEN HOROSCOPES



AQUARIUS: Be careful! You won't be bored in the next few days. You will have a big adventure. Water will play an important role. Something frightening will happen. But stay calm and use your head. You won't find the answers to the problems at first. Some people don't know how important you are and will laugh at you. Don't worry! Your friends will see you as a leader at the end. You will save the day!

1 Emma's horoscope (→ p. 69/ex. 14–15)

Emma tells Lisa about her horoscope on the bus. What does she say?

Match sentences 1-8 to a-h.

- | | |
|--------------------------|--|
| 1. It says I | a. will not find the answers to their problems at first. |
| 2. Aquarius people | b. will happen. |
| 3. Some of us | c. should be careful. |
| 4. Water | d. won't be bored in the next few days. |
| 5. Something frightening | e. will see me as a leader in the end. |
| 6. I | f. will have a big adventure. |
| 7. Some people | g. will laugh at me. |
| 8. My friends | h. will play an important role. |

▶ You will have an adventure.
You won't be bored.

→ G9



2 For my folder: A horoscope

Write a horoscope for a person in your group. Write about two of these things:

money

family

friends

job

love

adventure

Example: You have a good job which you enjoy. You have a lot of ...

2.27



3 Let's listen: The signs of the zodiac

a) Look at the names of the signs and listen.

What dates are they?

Example: Leo is from 23rd July to 22nd August.

b) What is your sign? What do you know about it?

zodiac ['zəʊdiæk]

Leo ['li:əʊ]

Scorpio ['skɔ:piəʊ]

Pisces ['paɪsi:z]

Cancer ['kænsə]

Gemini ['dʒemɪnaɪ]

Capricorn ['kæprɪkɔ:n]

Libra ['li:brə]

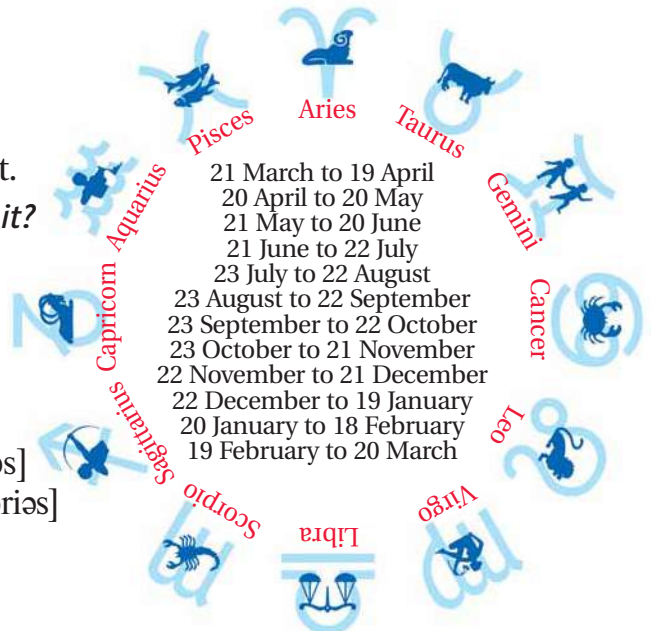
Aries ['eəri:z]

Aquarius [ə'kweəriəs]

Sagittarius [sædʒɪ'teəriəs]

Virgo ['vɜ:gəʊ]

Taurus ['tɔ:rəs]



2.28 **1 Let's listen: A school project** (→ p. 70/ex. 16)

Listen. What can you say about ... Match questions 1-7 to answers a-g.

- | | |
|---|---|
| 1. ... the weather today in London? | a. There are floods more often now. |
| 2. ... changes in the weather? | b. They walk or go by bike. |
| 3. ... the weather project at T.T.? | c. It's rainy and cold. |
| 4. ... how a lot of the pupils get to school? | d. They close doors and windows. |
| 5. ... how careful they are in the school? | e. It has got plants, flowers and trees. |
| 6. ... the garden? | f. They want to buy umbrellas and tables. |
| 7. ... their plans for the garden? | g. They call it "Stop the rain". |

2.29 **2 Let's listen: More rain will fall**

Listen and find the missing words. Listen for the missing words.

- | | |
|---|--|
| 1. Charlie just chats to ... | 5. We must ... or the temperature will rise. |
| 2. Let's talk to their ... teacher Mr Rose. | 6. And then we get more storms and bad... |
| 3. We all know about ... | 7. More rain falls and we have ... |
| 4. We are... in a big green house. | |

2.30 **3 Let's listen: Mr Rose's tongue twister**

Whether the weather be fine
or whether the weather be not.
Whether the weather be cold
or whether the weather be hot.
Whatever the weather,
We'll weather the weather
Whether we like it or not.

2.31 **4 Sounds: Which letter is missing?**

1. **b or p?** _lane, _roject, _oots, Su_ertram_, ex_lain, im_ortant, _onies, esca_e, _lanket
2. **t or d?** Lon_on, momen_, star_, _ry, ri_e, gar_en, a lo_ of

2.32 **5 A song: It's raining again**

It's raining again.
Oh no, my love's at an end.
Oh no, it's raining again
and you know it's hard to pretend.
Oh no, it's raining again
Too bad I'm losing a friend.
Oh no, it's raining again
Oh, will my heart ever mend?
Oh no, it's raining again

(Text: Rick Davies and Roger Hodgson © Almo Music Corp./
Delicate Music Ltd. Rondor Musikverlag GmbH, Berlin)



2.33 **The Rescue****1 Before you read** (→ p. 71/ex. 17–18)*What do you already know about Exmoor?**What can you do and see there?*

In April Emma's class goes to a center in Exmoor National Park. They want to do a project on the rivers and streams there.

"It's raining at the moment," says Mr Rose. "The radio says it is going to be wet and windy today, so make sure you've got anoraks and rubber boots. And don't forget your bottles, your worksheets and your pens".

Terry, Emma, Sam and Lisa are in the group with two other boys, Peter and Martin.

"I've got my digital camera in my bag," says Peter. "So we can get some good pictures for our project."

"Please be back here at Tarr Steps at one o'clock," says Mrs Carter. "And stay together in your groups".

"There's a path over there," says Terry. "We can try that".

Five minutes later it starts to rain.

"Hey, wait for me," says Emma. She stops and opens her pink umbrella.

Sam laughs. "Just the thing for a field trip! Emma, what else have you got in your bag?"

"Oh, just some things," says Emma. "An extra sweatshirt and some lip balm because it's windy on the moor, my mobile...".

"Lip balm? We're doing a project on rivers, Emma," says Terry, "not on fashion! Ha-ha! Come on now!"

Soon they find a good place on the river. There are large stones in the water and a small island with a tree on it. They walk over to the island on the stones. They take out their bottles, worksheets and pens and leave their bags under a tree. There they take pictures of different plants and collect water in bottles from the stream. It starts to rain harder, so they sit down under the tree to do their worksheets. An hour later, Emma jumps up.

"Oh, my God!" she says.

"What is it now, Emma?" laughs Terry. "Where is your lip balm?"



*More
stories?
P. 138*

2 After you read

Work in pairs. Test how well you remember the details in the text.

Mark the sentences true (T) or false (F)

1. In April Emma's class goes to a center in Exmoor National Park.
2. They want to do two projects on the river and wildlife in the National Park.
3. They are sure about the forecast.
4. They can leave their worksheets at home.
5. They need a camera to take some good pictures.
6. Pupils can work individually.
7. Sam likes Emma's pink umbrella.
8. Emma thinks it is important to take some lip balm on the trip.
9. They can't find a good place on the river.
10. They collect water in bottles from the stream.

* 3 Finding evidence (→ p. 71/ex. 19)

a) What have all the kids got with them on their trip? What has Emma got?

How does she use it to save the day?

b) Complete these sentences.

1. The radio says
2. The pupils want to do a project on
3. Emma opens her umbrella because
4. When it starts to rain harder

4 Work in pairs. Match sentences 1-8 to a-h.

- | | |
|--|--|
| 1. If they don't take a camera | a. they won't walk over to the island. |
| 2. If it isn't wet | b. they won't take pictures for their project. |
| 3. If it isn't windy | c. They won't collect water from the stream. |
| 4. If there are no large stones | d. they won't go to Exmoor National Park. |
| 5. If there are no bottles | e. they won't take rubber boots. |
| 6. If they do not do a project on the rivers | f. they won't take their notes. |
| 7. If they don't take worksheets and pens | g. Terry won't laugh at her. |
| 8. If Emma doesn't have her lip balm | h. Emma won't have some lip balm in her bag. |

5 Peter's photo

Look at Peter's photo. What happens before?

- ... find an island • ... under a tree •
 ... start to rain • ... it is very fast •
 ... shout • ... call Mr Rose •
 ... wave her umbrella • ... rescue us

Start like this: On the way to the river it starts to rain.
 We find an



1 A trip to Exmoor

a) Complete the table with the words in the box.

an anorak • an umbrella • an MP3 player • rubber boots • a football •
a torch • a worksheet • trousers • a sweatshirt • some flowers •
a blanket • a pen • an alarm clock • a helicopter • ...

	You will need	You won't need
Projects	a worksheet, ...	an alarm clock, ...
Activities	...	...
Clothes	...	...

✱ b) Add five more things to your table which you will/won't need.

2 Weather photos (→ p. 72/ex. 20)

a) What do these weather photos show?



b) Draw your own pictures for: stormy, hot, cold, sunny and foggy weather. Can your partner guess what kind of weather you have?

3 Let's rhyme (→ p. 72/ex. 21)

a) Look at the words. Match the words that rhyme.

shower • storm • rain • flower • train • hot • cool • pool • spot • warm

b) Read the rap and say it in class.

Hot and stormy,
Cloudy and gray,
Rainy weather
All through the day.

Umbrella in hand,
I brave the wet streets,
Dodging the puddles
With my soaking wet feet.

But despite the downpour
And the lightning's bright flash,
The heat still lingers
And makes me sweat and splash.

c) Think of more words that rhyme. Write a verse.

✱ 4 Words with two meanings

Find words with two meanings and use them in sentences.

Examples: 1. Do they have **showers** in the centre?
The bathroom has a separate shower cubicle.

words
shower ✓
soap
head
foot
fly

1 Girls are girls (‘ll, will or won’t → G9) (→ p. 73/ex. 22–23)

When they get back to Greenwich, Lisa phones Emma with a problem.

Lisa: Hi, Emma. Have you got this week’s “Star” magazine?

Emma: No, Amina has got it at the moment. I ... go and get it from her.

Lisa: No, wait. Listen to my horoscope for the next week.

Emma: OK, just a moment. I ... close the door. What does it say?

Lisa: It says, “Be really careful! Things ... go wrong for you at the weekend. A new friend ... not be very nice to you. Saturday ... not be a very happy day for you.”

Emma: So what’s the problem? Just don’t go out with a boy on Saturdays and everything ... be OK.

Lisa: But I want to go to *Spiderman III* with Peter tomorrow.

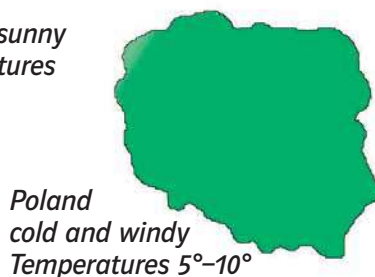
Emma: Lisa, Peter isn’t a new friend. You know him and Martin and I ... go to the cinema too. Tell Jake too.

Lisa: Who? Me? I ... not say a word. But what’s all this with Martin?

Emma: I ... tell you later. Bye!

2 European weather (Will → G10)

Look at the countries. What will the weather be like in Italy, Poland and Ireland next week?



3 Is the note right? (Will, won’t → G9/G10)

Today Tina has got a note. Read what the note says and look at the picture. Is it right?

Go to the café at the station. An old mouse comes to your table. He doesn’t order anything. He gives you a big book. There is some money with it. He doesn’t smile, but he asks you a question.



You can:

1. Describe the weather.
2. Ask questions about the forecast.
3. Make predictions.

1 Things change.

Put the verbs in brackets into the correct form of the Simple present.



Taras's grandma (*live*) in Kyiv. She (*be*) more than sixty years old. She (*see*) all the changes in the city. Some of her school friends (*move*) to other towns or they (*live*) in other countries. Two of her friends (*be*) in America.

The street (*change*) too. They (*take*) away the old buildings and (*put*) new houses there. A little café near the station (*change*) too. It is now a burger bar. There (*be*) no shops in the old centre only the old market. The old hospital (*disappear*), too. A lot of people (*forget*) about it. There is a really nice new hospital near the river now.

They (*close*) the little church school and the youth club (*use*) it now. "Times (*change*)," says Grandma. "And sometimes things are really better".

2 Help!

Emma is calling Fiona. Complete the conversation, using the correct form of the verbs.

Emma:you (*like*) to send e-mails, Fiona?

Fiona: Yes! It (*be*) lovely! But if the letter (*not*) arrive, then this (*be*) the problem with PC.

Emma:you often (*have*) problems with your PC?

Fiona: Well, it (*be*) slow sometimes.

Emma: Then you send it again, don't you?

Fiona: Yes, I try to do it again and again.
I always (*send*) e-mails.

Mrs Brook: Hurry up, Emma. Supper (*be*) ready.
It (*be*) on the table.

Emma: Just three minutes. I (*wait*) for Fiona's e-mail.



3 Are they doing it?

a) Mrs Taylor leaves a list for her children. She is phoning them to check what they are doing now. Lisa is answering. Work in pairs. Ask and answer the questions, as in the example.

Example: Lisa, is Ben doing his homework?
No, he isn't. (or) Yes, he is.

Ben, do your homework ✗

Lisa and Ben, make the beds. ✓

Lisa and Jade, take Barker to the park. ✗

Lisa, turn off the computer. ✓

Jade, put your games back in the cupboard. ✗

Barker, find my keys. ✗

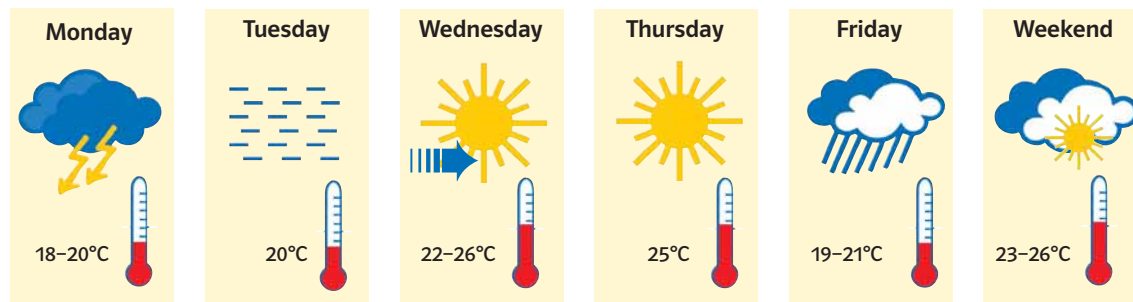
All of you eat your supper. ✓

4 Visitors to Greenwich ('will'-future → G9)

a) Look at the forecast for next week and answer the questions.

Example: What days are good for a trip to the museum?

– Monday and Friday because the weather is rainy.



1. What is the weather at the weekend?
2. When does it rain in Greenwich this week?
3. When is it sunny?
4. What is it like on Friday?
5. Is an umbrella necessary on Thursday?
6. Is Tuesday a good day for photos?

b) Write a weather forecast for next week in Greenwich.

Start like this: On Monday it will be cloudy and there will be ...

5 Lisa's horoscope ('will'-future → G9)

Look at the picture. What is the weather like? What happens to Lisa?

Example: It is a beautiful, sunny day.



I can see:

- ... a beautiful, sunny day
- ... you with a young man in the park
- ... two boys arrive
- ... they have a football
- ... one boy kicks the ball
- ... it goes into the river
- ... you run and get it

6 Wait! I'll help you. ('will'-future → G9)

What can you say? Match sentences 1-6 to a-f.

1. Your dad wants to clean the windows.
 2. It is starting to rain.
 3. You see a boy doing tricks on his bike.
 4. You are saying goodbye to a friend at a station.
 5. Your sister goes to Italy.
 6. Your friend buys new trousers.
- a. I won't see you very often.
 - b. Stop! You will fall and break your arm.
 - c. I hope you will have good weather.
 - d. I will get the water for you.
 - e. They will look great with your pink T-shirt.
 - f. Wait, we will take our umbrellas.

Unit 7 A holiday in Ireland

3.1 Swapping houses (→ p. 75/ex. 1)

The O'Briens live with their children Patrick and Helen in an old farmhouse on the west coast of Ireland, not far from Limerick. They are good friends with a family from Kyiv and every year they want to swap houses with them.



There is a play room in the barn. We can play table-tennis, basketball or computer games there. Grandad says there is a ghost there, but we don't believe him.

You probably think it's boring here, but in the summer there's lots to do. We all go swimming in the sea or spend an afternoon fishing or riding the farmer's ponies.

I'll miss him and my dog, Rover, when we fly to Kyiv, but I can't wait.

I know Dublin. We go there every summer and it's great. And Limerick is the place where there are a lot of old castles. Some of my friends like this place very much. I know that there are a lot of old castles in the west of Ireland.



And three weeks with my parents and my sister is not my idea of an exciting holiday. Mum says the clean air and peace and quiet will be good for us all. But I'd rather go out with my friends in dirty air.

The Petrenkos live in a flat in Kyiv. Mrs Petrenko speaks English and her children Oksana and Nazar speak two foreign languages.





1 Two different worlds

Oksana and Nazar have different ideas about the west coast of Ireland. What are they? Use these words:

clean air

peace and quiet

ghost

old castles

lots to do

play room

2 Let's talk: Swapping houses (→ p. 75/ex. 2)

I'd like to swap houses with a family from ...

Why?



Because ...

That's a good idea./ I'd rather swap ...

► Because:
I like big cities.
The sea is calm near ...
I want to visit ... and it's near ...
I like ... food/music/ ...
I have friends/family/ ... there.

3.2 Let's listen: What's wrong? (→ p. 75/ex. 3)

Oksana and Nazar are in the kitchen. Their Mum is talking over the telephone. Listen and correct the sentences.

1. Everything is OK for the house swap this month.
2. They'll give us the keys to their flat and their car.
3. He's worrying about the airport in Ireland.
4. I'd like to spend the weekend with my friends, too.
5. They can't all be over 40.
6. I'm sure they've got lots of friends.

4 For my folder: A project on Ireland

Imagine you and your family want to go to Ireland. Find out more about Ireland. Collect pictures, draw a map and make a poster.

Ireland has two parts,
Northern Ireland and
...
people?
rivers?



Saying how people do things

3.3 That's a good idea!

It's the evening before the Petrenkos leave for Ireland. Mrs Petrenko is ironing happily in the kitchen. Then she goes to her bedroom. She's busily packing a bag for the journey and Nazar is quietly surfing the Internet. Oksana is worried. She's looking for her anorak. "I must find it," she says worriedly.

"If you can't find it," says her brother helpfully, "I'll lend you my green coat. Maybe they'll think you're a leprechaun."

Oksana looks at him. "What's a leprechaun?" she asks.

"An Irish goblin," says Nazar. "He makes shoes and guards a pot of gold." The phone in the kitchen rings.



Mrs O'Brien: Hello, Ivan. I'm just calling you quickly to say that there's a problem with our meeting tomorrow. Our flight time is 12 o'clock. Your plane arrives at 10:30. Is that right?

Mr Petrenko: Yes, that's right. But we'll need to collect our luggage and get through customs.

Mrs O'Brien: OK. Let's say 11:15. If you come to the departures desk near gate 10 by 11:15, I'll give you the car keys and the map. If you aren't there, I'll leave the keys in an envelope at the information desk. I'll write your name on it clearly, so there shouldn't be any problem. I'll leave the house key with the neighbours. Just one more thing, we've got a new burglar alarm. We'll set it before we leave. If you ask the neighbours, they will show you how it works.

Mr Petrenko: Thank you, Mary. ...

1 Getting ready (→ p. 76/ex. 4)

a) What are the people doing?

Example: Nazar is surfing.



Oksana



Mrs Petrenko



▶ happily
quietly
→ G11

b) We use adverbs of manner to say how people do things.

Most adverbs of manner end in -ly. Find examples in the text.

c) How are the people doing the things in part a)?

Example: Nazar is quietly surfing the Internet.

2 How do they do it? (→ p. 76/ex. 5)

a) Example: 1. She sings loudly.

sing • walk • smile • watch • write • drive



careful

clear

happy



worried

slow

loud

b) How do you or your parents do these things?

Adjectives	Adverbs
slow	slowly
happy	happily

► If you go to ..., they will ...

→ G12

* 3 If you have any problems ... (→ p. 77/ex. 6-7)

Mrs O'Brien leaves some notes for the Petrenkos.

Work in pairs. Match sentences 1-9 to a-i, as in the example.

Example: 1. If you have any problems, my sister will help you.

1. If you have any problems,
2. If you go to the neighbours' house,
3. If you want a Ukrainian magazine,
4. If you need more milk,
5. If you leave the gate open,
6. If you don't turn off the alarm,
7. If you ask the neighbours,
8. If you walk our dog, Rover, every day,
9. If you want fresh vegetables,

- a. the farmer's brother will bring it.
- b. sheep will come into the garden.
- c. it will make a terrible noise.
- d. they will give you the door key.
- e. the farmer will bring them.
- f. he will be happy.
- g. my sister will help you.
- h. the newsagent will order it for you.
- i. they will show you how it works.

* 4 The 'if' game (→ p. 77/ex. 8)

Write 10 different wishes on cards. Shuffle the cards.

Each person in the group takes a card and says what he or she will do if the wish comes true.

A: If I win 1000 Euros, I will fly to ...

B: Why? What will you do/see/visit there?

A: I will ... What about you?

C: If I meet ..., I will ...

win 1000 Euros

see a ghost

meet a leprechaun

...

get a ... for my birthday

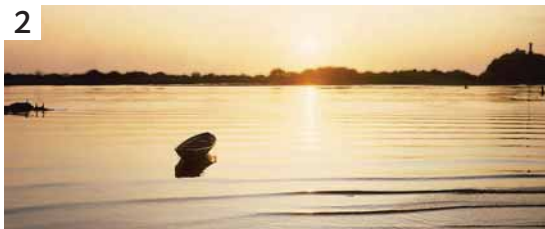
'Reading' pictures

Ukraine or Ireland?

1



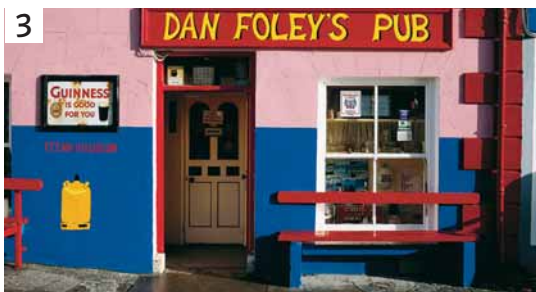
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5



3



4



6



7



8



1 Where is it? (→ p. 78/ex. 9; p. 79/ex. 10)

GETTING INFORMATION FROM PICTURES

S K I L L S

Before you start:

1. Answer these questions:

- Are there any words in the pictures?
- Are there any signs?
- Do you know the things or places in the pictures?

2. Look carefully at the small things in the pictures.

Look at each picture and find out:

1. Is it in Ukraine? Why?
2. Is it in Ireland? Why?
3. Some pictures are difficult. You can't say where they are: Which pictures are they?

- I think it looks like ... because
 I think these pictures are of a place ...
 It looks like a place /town/street ...
 in ... because
 I'm not sure about this picture.
 The ... looks Ukrainian and Irish.

3.4 1 Let's listen: On holiday in Ireland

Where are Laura, Malik and Nazar? What can they do there?

The Cliffs of Moher

Kilkenny Castle

The River Shannon



3.5 2 Limericks

Limericks have five lines.

The last words in lines **1**, **2** and **5** rhyme.

The last words in lines **3** and **4** rhyme.

a) *Read the limericks.*

There is a young lady of Wilts
Who walks up to Scotland on stilts
When they say it is shocking
To show so much stocking
She answers, "Well, what about the kilts?"

There once is a wonderful star
Who thinks she will go very far
Until she falls down
And looks like a clown
She knows she will never go far

b) *Put in the missing words:*

There once is a hungry, old.....
Which lives in a place near the.....
But it always comes.....
When the breakfast is.....
And it eats all the butter and

here

toast

near

coast

ghost

c) *Find the rhyming words.*

Easter Bunny
There once is a nice Easter bunny
He hops around looking very 1_____
He injures his leg
While hiding his 2_____
Then he doesn't feel very 3_____.

Answers

1	2	3
funny	egg	sunny



3.6 Things that go bump in the night!

1 Before you read

What do you know about the house where the Petrenkos are staying?

It is the second week of their holiday in Ireland and the Petrenkos are all in bed asleep. It is a bit windy and there are a few clouds in the sky. Somewhere downstairs a window bangs, then again and again. Nazar wakes up. He turns over in bed and listens. A barn owl hoots somewhere not far from the house. He gets out of bed and goes to the window. All is quiet again but the light on the wall of the barn is on. Someone or something is in the garden. Suddenly ...

More stories? P. 139

2 Feelings

How do you feel about the story? Choose some phrases from the list.

Example: This story is ...

► This story is interesting/scary/
boring/ ... because ...

3 All about stories (→ p. 80/ex. 11; p. 81/ex. 12)

- Who is in this story? When do things happen? Where are the people?*
- Things happen in the middle part of a story. What happens in this story? Think about the garden, the figure and the camera.*
- This story doesn't have an ending. What do you think will happen next? Here are some ideas. Choose a good ending and draw a picture.*
 - The burglar alarm goes off and the kids run to their parents' bedroom.
 - Nazar and Oksana go down into the garden with a torch. The 'ghost' is a big white sheep!
 - Nazar wakes up. It is a dream.

WRITING

S K I L L S

Finding the parts of a story:

Every story has got a beginning, a middle and an ending.

1. Where? When? and Who?

The beginning tells you where it happens, when it happens and who is in the story.

2. What?

The middle tells you what happens. There is often a problem or a question in it.

3. Why?

The ending gives you an answer to the problem or question.

4 A good ending (→ p. 81/ex. 13–14)

Choose a good ending from Exercise 3c) and write a short story.

Who or what do you think the white figure is?

5 Let's talk: If I ever ...



If I ever see a ghost,
I'll call for help! run
away/
talk to it.

What will you do if
you ever see a ghost?

1 Adjectives (→ p. 82/ex. 16)

VOCABULARY

SKILLS

Some adjectives have two forms: an **-ing** form and an **-ed** form.

Compare: The film is **exciting**. – The kids are **excited**.

a) Complete the sentences with the correct forms of the adjectives.

1. Kevin is ... in ghosts. He finds them very (*interesting / interested*)
2. Oksana thinks ghosts are very She is ... in the garden. (*frightening / frightened*)
3. Some people think farms are They are ... in the country. (*boring / bored*)
4. The Petrenkos are ... when they see the house. It is ... how many rooms it has. (*surprising / surprised*)
5. Trips are The dog is ... when they arrive. (*exciting / excited*)

b) Collect more similar pairs of adjectives. You can find them on the vocabulary list at the back of your book.

2 An adjectives poster (→ p. 82/ex. 15)

a) Say how the people in the pictures are feeling.



b) Collect more adjectives and find pictures for them.
You can use old magazines or draw a picture.

3 Technical things

Match the words to pictures 1-6.

Example: 1. You can turn off an alarm.



turn off ✓

press

set

change

wave

use

put in



1 In town (Adverbs of manner → G11)

Complete the sentences with the correct adverbs.

1. Drive a car ... when the roads are wet.
2. If you ride your bike ..., there will be an accident.
3. Ring your bell ... before you go past people in the park.
4. Skate ... when you are near old people.
5. You can play music ... on the bus.
6. Give a sign ... before you turn left or right.
7. Peter is playing the violin ...
8. He speaks English ...

slowly

carefully

quietly

crazily

correctly

nicely

loudly

beautifully

2 Tom's week (Adverbs of manner → G11) (→ p. 83/ex. 17-18)

a) Copy the tables and complete them with the adverbs of manner.

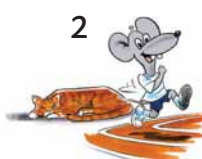
adjective	adverb of manner
angry	angrily
bad	...
beautiful	
correct	
quick	

adjective	adverb of manner
excited	...
healthy	
hungry	
nervous	
soft	

b) Use the adverbs with these verbs and say how Tom acts.

Example: 1. Tom shouts angrily.

shout ✓ • run • sing • cook • dance •
wait • watch • write • whisper • eat



* 3 Finish the sentences (If'-clauses → G12)

Example: If it rains, I (take / umbrella).

If it rains, I **will take my umbrella.**

1. If it is sunny, we (go swimming / river).
2. If the plane is late, they (wait / café).
3. If sheep come into the garden, the dog (bark / angrily).
4. If you go to Ireland, I hope you (send / postcard).



Six situations in Greenwich

*Work in pairs. Choose the conversation and talk with your partner.
You can change some information in the conversation.
Use the phrases below.*



You are on holiday in London and want to buy something from a takeaway for lunch. Choose two dishes and order them.

- ▶ Is this where the queue starts?
I'd like a chicken curry and a lamb curry with rice, please.
How much is a bottle of water, please?
That's £ 6.25 altogether, please.



You go to the doctor because you don't feel well. Tell the doctor what's wrong.

- ▶ I've got a very sore throat.
I think I've got a temperature.
I'll give you a prescription for some tablets.
Go to bed and drink a lot of tea and water.



You are in a café. You order a drink and some sandwiches. You want to go to the toilet but the door is locked.

- ▶ Have you got any sandwiches without meat?
May I have the key to the toilet, please?
Yes, of course, but please, bring it back to me.



You go to the market to buy things for a party. Tell the stall holder what you want to make and buy the things you need.

- ▶ Have you got any new potatoes?
I'd like some fruit for a fruit salad, please.
How much are the grapes?



You are in a clothes shop. You want to buy a T-shirt. You find something, but it's the wrong size or colour. You ask the shop assistant for help before you buy it.

- ▶ Excuse me, have you got this in pink, please?
Can I exchange it if it's too small?
Yes, if you have the receipt.

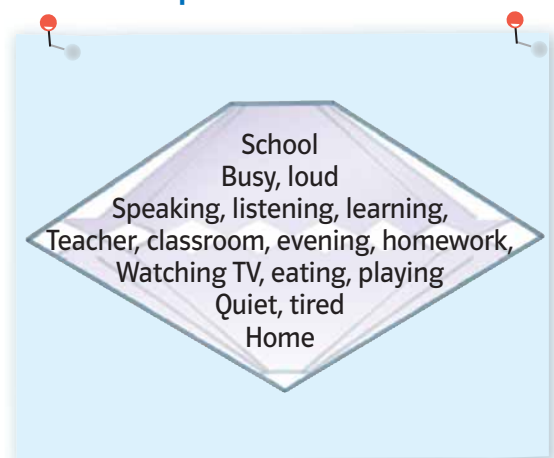


You meet your neighbour in the park and offer to look after her dog for 5 minutes. She wants to run to the bakery. It's a nice dog and you are very happy.

- ▶ Could you look after him for 5 minutes, please?
Sure. It's no trouble!
Good dog, Bonzo! Sit!
Oh, dear. Where is he going?

Poems and songs

A diamond poem: School



Acrostic

In acrostic poems, the first letters in each line are aligned vertically to form a word. The word often is the subject of the poem.

Friend is
Ready to help,
Interested in your life,
Energetic,
Nice,
Different.

Alphabet

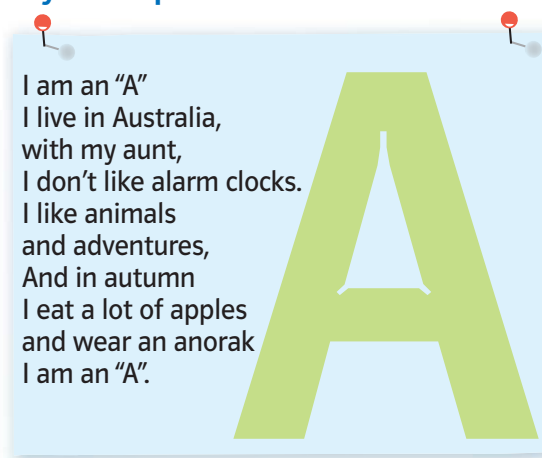
Each line begins with the letters of the alphabet in order.

A young girl is
Busy working on her school project.
"Can I do it nicely? I have many
Different ideas. It is not
Easy to choose one," she says

Step 3: Write your poem or song

1. Work in small groups. Write two or three poems.
2. Use your dictionary to help you. Ask your teacher for help.
3. Now read your poems again. Are you happy with them?
 Can you make them more interesting?

My letter poem: A



Step 1: Prepare your project

1. Work in groups of three to six pupils.
2. Practise reading poems.
 Which poems do you like? Why?



Step 2: Collect ideas for your project

1. Find an idea for a poem or song.
2. Collect words, pictures, music or other things you need for your poem or song.

An action poem: Barny the ghost

Say the poem and do the actions, too.

It's midnight	(close your eyes)
Barny, wake up!	(open your eyes)
Barny, fly around!	(wave your arms)
Barny, make a sound!	(clap your hands)
Barny, laugh madly!	(laugh)
Barny, sing sadly!	(sing)
Barny, dance!	(dance)
Barny, whisper!	(whisper)
Oh, no! It's morning!	(look worried)
Barny, disappear!	(hide under your desk)

A chant: Cats and dogs

You need two groups for this song, group A and group B.

A: Dogs	
B: Cats	
A: Dogs	
B: Cats	
A: We like dogs – they're very, very nice!	
B: We like cats – they find a lot of mice!	
A: Woof!	
B: Meow!	
A: Woof!	
B: Meow!	
A & B: Dogs and cats.	

Step 4: Present your poem or song

1. You can make a poster or use your computer to illustrate your poems/songs.
2. In your group decide who will read a poem and practice telling it.
3. When practicing, be enthusiastic. Make your poem/song sound alive.
4. Ready for a project party? Let's listen to your poems and sing songs together (you may prepare lyrics for the class too).

Useful phrases:

I will tell you a poem about... .
 I will sing you a song about... .
 My poem/ song is about... .
 Thank you for your attention.

Step 5: How good is your poem?

1. Now talk to your teacher and the other pupils in your class.
 Which three poems are the best?
2. Which poems do you like? Why?

► I like the poem / song about
 The poem about ... is good because
 I like / the pictures / the actions / the music / ...
 I think ... is good.

Mediation and communication

Unit 1 School rules

COMMUNICATION

S K I L L S

You will learn about Thomas Tallis School more. Is it exciting to have school rules?

Situation:

You are reading Thomas Tallis School rules. Decide what school rules you have in your school and what school rules you would like to follow.

School Rules:

- 1) Be on time.
- 2) Do not shout in the classroom.
- 3) Keep mobile phones in bags and shut them off.
- 4) Raise your hand when you would like to speak.
- 5) Stay seated during the class.
- 6) Do not speak when another student or teacher is speaking.
- 7) Do not be afraid to ask questions if you are unsure.
- 8) Be respectful of others and yourself.
- 9) Do not eat in the classrooms.
- 10) Do not speak to or look at your classmates' papers during a test.



Unit 2 An exciting story

COMMUNICATION

S K I L L S

You can read a story. You will know what an exciting story is like. Is it interesting? Is it funny? Is it boring?

Is it an exciting story? Why?

A: I have two cats. Their names are Pumpkin and Shadow.

B: Oh! It's great. I have a cat, too. His name is Cookie.

A: I love taking care of my cats. I always brush their hair and feed them.

B: So do I. I usually clean his box, feed him, brush his hair.

A: My cats are very funny and energetic.

B: My cat isn't. Cookie is lazy and only loves to eat. He usually sits on my bed.

A: Pumpkin and Shadows are young. They are both two years old.

B: That's interesting! My cat is also young, he's three years old.

A: My cats are my best friends. I love them very much.

B: Me too! Cats are the best pets!

One more exciting story?

Work in pairs. Read the conversation and fill in the phrases.

Listen to your partner carefully.

Alison: We are on holiday in the West of Scotland.

We are camping in a really isolated place.

What does ... mean?

You: Isolated? What does that mean?

Alison: Well, there aren't other people or houses. OK. My parents are in the caravan and my sister and I are in our tent. I am fast asleep.

You: ...

Alison: Suddenly Katy wakes me up. She is frightened.

And then what?

You: ...

Alison: She is scared. There is someone outside the tent.

frightened?

We think it is a poacher.

I don't understand what a ... is.

You: ...

Alison: That's a man who kills animals to sell or eat them. Then we hear strange noises. It is an animal – maybe a wild cat or a dog. We are terrified.

You: ...

Alison: We are really scared. The noises get softer.

You are what?....?

You: ...

Alison: We are curious! I take my torch and open the tent.

What do you do then?

But all we see is a big horse. It is eating grass!

Unit 3 Letters**COMMUNICATION****S K I L L S**

E- mails are popular. Is writing letters a hard job? Is it the same as writing e-mails?

Holly and Dean enjoy their holidays in different places.

Read to get to know.

Every year we go to Devon with my friend Kerry and her mum and dad. We usually stay in a holiday flat with a fantastic garden and a swimming pool. It is always sunny and we meet some really

nice kids on the beach. I still write e-mails to one of them. His name is Steve and he lives in London. Maybe he can visit me for holidays.

Holly

I go to Wales with my class for a week every year in May. We usually stay in tents and do different activities every day. Sometimes we go rowing. I don't usually like water, but still it's great! And we

always have a karaoke competition. Mr Roberts, my teacher, sings songs and has fun with us. Mr Roberts is always strict at school, but out of it he is really cool.

Dean

Unit 4 A fast food menu

COMMUNICATION

SKILLS

Is eating out useful? What is your favourite eating out place?
Let's look through Burger King menu and choose something delicious.
Is fast food healthy? Can you explain your choice?

- David: OK, What can I eat? What's number 2?
Jane: Small cheeseburger, my favourite.
David: Hm. I'd like something without cheese.
Is number 3 without cheese?
Jane: It's bigger size with cheese.
David: It's not interesting. It looks funny for me. What is more, it is spicy, isn't it?
Jane: Why not to try number 8!
David: Really? What does "noodles" mean?
Jane: They look like long strips of flour.
David: Woow! Can I have noodles, please?

Burger King	
1. Small Hamburger	1.29
2. Small Cheeseburger	1.59
3. Double Cheeseburger	2.29
4. Thickburger	2.99
5. Fries Sm	1.49
Med	1.59
Lg	2.29
6. Chicken soup	3.65
7. Vegetable soup	1.89
8. Noodles	2.20
Drinks:	
Coke (0,33 l)	1.25
Fanta (0,33 l)	1.25
Water (0,33 l)	1.00

Food Quiz

Let's see how much you know about food you eat. Take a quiz with your friend and find out. There are questions on food including fruit, vegetables and meat.

1. Pig meat is known by what name?
2. True or false? India is the world's largest producer of bananas.
9. What is another name for crisps?
4. True or false? Chips are fried strips of flour.
5. What food is the base of a hamburger?
6. We make butter and cheese from... .
7. True or false? Fast food is good for your health.
8. What food do we dye at Easter?
9. What is the popular food used to carve jack-o-lanterns during Halloween?
10. Chocolate, cakes, ice cream are what?
11. Apples, oranges, and grapes are what?
12. Potatoes, beans, and peas are what?

Food Quiz Answers

1. Pork	2. True	3. Chips	4. False
5. Ham	6. Milk	7. False	8. Eggs
9. Pumpkins	10. Dessert / sweets	11. Fruit	12. Vegetables

Unit 5 Reading about your favourite stars

COMMUNICATION

SKILLS

Why are people the best? Are they really special? You are one of them!
You can tell your friends more about people whom you admire.

The best!

David Beckham is the best football player in the world. Now he isn't playing for Real Madrid. He is helping PSG Football Club and giving all his money to children who are in need.



Charles III, king of the United Kingdom, lives in Buckingham Palace in London. He has been a passionate champion of sustainability. His philosophy of harmony is "that by understanding the balance, the order and the relationships between ourselves and the natural world we can create a more sustainable future."

Bill Gates has got his own Microsoft company. He introduces new technologies. Now he is one of the richest people in the world and gives a lot of money to charity.



Halle Berry is a popular film star. Her roles are very exciting. She is the first black actress to win an Oscar.

Practice

Write five sentences about the people in the photos.



Unit 6 What can they say?

COMMUNICATION

SKILLS

There are different real life situations. You can react to them saying in English.

Look at the pictures. Think what they are about.
Match the sentences with the pictures

1



2



3



4



5



6



Dad will go up the wall!

That'll teach you!

Wait! I'll give you a hand!

I will be in a minute.

She'll go a long way!

He feels on top of the world.

Unit 7 A joke

COMMUNICATION

SKILLS

You enjoy reading different stories. However, jokes are funnier than stories.
It's time for a joke.

One day a violinist is in the jungles with his violin. He likes to play the violin everywhere. When he starts to play his violin all the animals come to listen to him. There's an old lion who immediately eats him. All the animals look at him with the question.

"What is bad about the violinist?" asks a gorilla.

The old lion holds his paw to his ear and says, "What?"

Funny questions

1. What does one snowman say to the other snowman?
2. How does a snowman lose weight?
3. What do you call an old snowman?
4. How does Easter end?
5. How many eggs can you put in an empty basket?
6. What does a hungry ghost want?
7. What does the boy squirrel say to the girl squirrel on Valentine's Day?
8. What do you call a very tiny Valentine?
9. What does the Valentine card say to the stamp?
10. Why does the teacher wear sunglasses?
11. What is black and white and very hard?

Answers

1. Can you smell carrot?
2. He waits for the weather to get warmer.
3. Water.
4. With the letter 'R'
5. Only one – after that it is not empty anymore.
6. Ice cream.
7. I'm nuts about you.
8. A valentiny!
9. Stick with me and we'll go places!
10. Because her class is so bright.
11. An exam paper.

"A day without laughter is a day wasted"

Charles Chaplin

Unit 1 Back to school

start [stɑ:t]	початок, старт
term [tɜ:m]	семестр, чверть
to try [traɪ]	намагатися, старатися
assembly [ə'sembli]	зібрання
correct [kə'rekt]	правильний
sweatshirt ['swetʃɜ:t]	бавовняний спортивний светр
trousers ['traʊzəz]	брюки
skirt [skɜ:t]	спідниця
shorts [ʃɔ:ts]	шорти
Physical Education [ˌfɪzɪkəl ˌedʒʊ'keɪʃn]	фізична культура (урок)
physical ['fɪzɪkəl]	фізичний
education [edʒʊ'keɪʃn]	освіта
locker ['lɒkə]	шафка або індивідуальний ящик, що зачиняється
History ['hɪstəri]	історія
Science ['saɪəns]	природничі науки
Technology [tek'nɒlədʒi]	технічні науки
Maths [mæθs]	математика
foreign ['fɒrɪn]	іноземний
Art [ɑ:t]	мистецтво
(to) hate [heit]	ненавидіти, ненависть
PE kit [ˌpi:ˌi: kɪt]	спорядження до уроку фізкультури
etc. [ɪt'setrə]	і так далі, та інші
registration [ˌredʒɪ'streɪʃn]	реєстрація
role [rəʊl]	роль
same [seɪm]	один і той же, однаковий
to underline [ˌʌndə'laɪn]	підкреслювати
skill [skɪl]	майстерність, уміння
note [nəʊt]	запис, примітка
as [æz; əz]	як, в той час як
to go red [gəʊ 'red]	почервоніти
with [wɪð]	з

A lot of English schools have *assembly* in the morning.

to correct → *correct*



Emma's new *skirt* is very nice.

PE is short for *Physical Education*.

Sam is putting his things into the *locker*.



Robert isn't good at *Maths*. *Foreign Language*

hate ↔ love

You can also buy pens, pencils, *etc.*
Pupils must be in their classroom for *registration*.
We do *role* plays in the drama club.

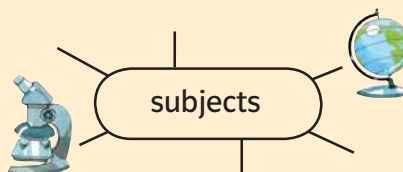
Emma *goes red*.

silly ['sɪli]	дурний
to imagine [ɪ'mædʒɪn]	уявляти собі
language ['læŋɡwɪdʒ]	мова
timetable ['taɪmteɪbl]	розклад, графік руху
meeting ['mi:tɪŋ]	зустріч, збори
Religious Education (RE) [rɪ'lɪdʒəs,edʒʊ'keɪʃn]	релігійна освіта (урок)
religious [rɪ'lɪdʒəs]	релігійний
break [breɪk]	перерва
past [pɑːst]	після; минуле, минулий
subject ['sʌbdʒɪkt]	предмет, тема
difficult ['dɪfɪklt]	важкий
experiment [ɪk'sperɪmənt]	дослід, експеримент
some [sʌm]	якийсь; дещо, трохи
spaghetti [spə'ɡeti]	спагеті
clue [kluː]	натяк, ключ до розгадки
It's your turn [ɪts jɔː 'tɜːn]	Твоя черга
to bet [bet]	укладати парі, битися об заклад
suntan ['sʌntæn]	засмага
to look after [lʊk 'ɑːftə]	доглядати за, піклуватися про
g'day [ɡə'deɪ]	доброго дня (австралійське привітання)
hungry ['hʌŋɡri]	голодний
which [wɪtʃ]	який, котрий
menu ['menjuː]	меню
tucker ['tʌkə]	їжа (австралійський вираз)
I'm having [aɪm 'hævɪŋ]	Я їм

No, silly!
That's silly!



to meet → *meeting*



What do you know about the *past*? Not all.

easy ↔ *difficult*.

Some girls wear skirts, *some* boys wear shirts.

Is it *your turn* now?

Зараз твоя черга?

I *bet* he likes pizza.

Б'юся об заклад йому подобається піца.

He has got a great *suntan*.

Він має чудову засмагу.

Ben, can you *look after* Jade, please?

Ben, can you *look after* Jade, please?



I'm *hungry*.

– Я голодний.

I'm having pizza.

chips (pi) [tʃɪps]
That's what I call ...
 [ˌðætʃ wɒt ˈaɪ kɔːl]
to practise ['præktɪs]
singer ['sɪŋə]
best [best]
weather ['weðə]
surfing ['sɜːfɪŋ]

чіпси, картопляна стружка
 Ось що я називаю.

тренуватися, займатися
 співак / співачка
 найкращий
 погода
 серфінг

to surf the Internet
 [sɜːf ðɪ ˈɪntənət]
to surf [sɜːf]
Internet ['ɪntənət]
a lot [ə ˈlɒt]
to talk to [ˈtɔːk tə]
fruit [fruːt]
banana [bəˈnɑːnə]
vegetable ['vedʒtəbl]
carrot ['kærət]
soup [suːp]
grammar ['græmə]
hockey ['hɒki]
to understand
 [ˌʌndə'stænd]

займатися пошуком
 в інтернеті
 займатися серфінгом
 інтернет
 багато
 розмовляти з
 плід, фрукт
 банан
 овочі
 морква
 суп
 граматики
 хокей
 розуміти

Chats with Charlie.

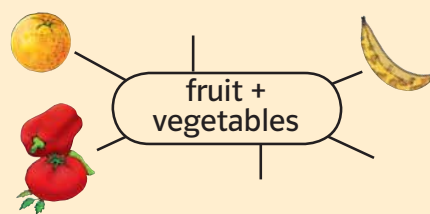
life, lives (pl) [laɪf; laɪvz]
Down Under [daʊn ˈʌndə]
(to) interview ['ɪntəvjuː]

життя
 Австралія,
 Нова Зеландія
 інтерв'ювати; інтерв'ю

chips; Chips – crisps
That's what I call good food.

to sing → *singer*

The *weather* is sunny today.
 My hobbies are music and *surfing*.



I play basketball and *hockey*.
 Sorry, I can't *understand* you.
 I don't speak French.

Charly *interviews* Jake about his shool.

Verb und Noun

work	працювати, робота	start	починати, початок
hate	ненавидіти, ненависть	answer	відповідати, відповідь
call	окликати, оклик	visit	відвідувати, візит
help	допомагати, допомога	interview	інтерв'ювати, інтерв'ю
love	любити, любов	look	виглядати, погляд

plan, planner, teach, teacher	планувати, плановик вчити, вчитель/ вчителька
sing, singer run, runner	співати, співак/співачка бігти, бігун
meet, meeting	зустрічати, зустріч

to learn [lɜːn]
Story
to leave [liːv]
to whisper ['wɪspə]

вивчати
 від'їжджати
 говорити пошепки,
 шепотіти
 божевільний;
 захоплений чимось
 курс (навчання), урок

mad [mæd]
class [klaːs]

The kids
 are *whispering*.
 You are boy, *mad*!



classes = lessons

surprise [sə'praɪz]	дивувати, вражати
that's why ['ðæt̩ ,waɪ]	ось чому
French [frentʃ]	французький
true [tru:]	правдивий, справжній
to turn round [tɜ:n 'raʊnd]	обертатися
empty ['empti]	порожній
angry ['æŋɡri]	сердитий, розгніваний
to pick up [pɪkʊ'ʌp]	піднімати, заїжджати, заходити (за кимсь, чимсь)
beside [br'saɪd]	поруч з, коло
the next morning [ðə ,nekst 'mɔ:nɪŋ]	наступного ранку
on the bus [ɒn ðə 'bʌs]	в автобусі
time [taɪm]	час, раз
to look round [lʊk 'raʊnd]	оглядатися навколо
to be nuts about [bi: ,nʌts.ə'baʊt]	схиблений (на чомусь) шаленіти від (когось)
interested ['ɪntrəstɪd]	зацікавлений
to underline [ˌʌndə'laɪn]	підкреслювати
to pass to [pɑ:s]	передавати
to drop [drɒp]	крапати, падати
to believe [br'li:v]	вірити
cinema ['sɪnəmə]	кіно
tomorrow [tə'mɒrəʊ]	завтра
that evening [ˌdæt̩'ɪ:vɪnɪŋ]	того вечора
sad [sæd]	сумний
to see [si:]	бачити
to get onto [get ˌɒntə]	сісти в
onto [ˌɒntuː; ˌɒntə]	на, в, у
to turn back [tɜ:n 'bæk]	повертати назад
each other [i:tʃʊ'ʌðə]	один одного
next [nekst]	наступний
ending ['endɪŋ]	закінчення, кінець
definition [ˌdefɪ'nɪʃn]	визначення
vocabulary [vəʊ'kæbjəlri]	словниковий запас, словник
own [əʊn]	свій, власний
verb [vɜ:b]	дієслово

That's why I'm asking.
Tim is learning *French* at school.



The bottle is *empty*.
The teacher is *angry* with the children.
There is a pen on the floor, please *pick it up*.

She sits *beside* her friend.
The *next morning*/evening/day they meet again.
He's *on the bus/on the train*.
I help you, but it's the last *time*.

Lisa is *nuts about* football.
Emma is *nuts about* Jake.

Can you *pass* me the butter, please.
to drop ↔ *to pick up*
She can't believe it!

Tomorrow is Saturday! Great, no school!
That evening/morning/day she writes a letter.



on + to = *onto*

They look at *each other*.

still [sti:l]	ще, все ще
to need [ni:d]	потребувати, бути необхідним
choice [tʃɔɪs]	вибір

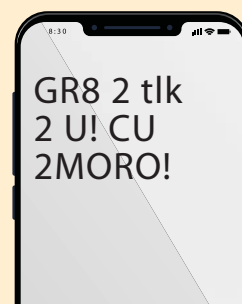
They are *still* friends.

For my folder: I love/hate

I love/hate...because
She's boy mad
He goes red.
You are nuts about....

Word game

CU	see you	tlk	talk
GR8	great	TXU	thanks (=thank you)
FYI	for your information	2	to
PLS	please	2moro	tomorrow
PCM	please call me	u	you
RUOK	Are you OK?		



Unit 2 What a week!

What a week! [ˌwɒt ə ˈwi:k]	який тиждень!
knight [naɪt]	лицар
arena [əˈri:nə]	арена, кругла сцена
I'd rather [aɪd ˈrɑːðə]	Я б краще...

zoo [zu:]	зоопарк
------------------	---------

pocket money [ˈpɒkɪt ˌmʌni]	кишенькові гроші
pocket [ˈpɒkɪt]	кишеня

I'd like to [aɪd ˈlaɪk tə]	Я б хотів...
-----------------------------------	--------------

market [ˈmɑːkɪt]	ринок
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hundred [ˈhʌndrəd]	сто
thousand [ˈθaʊznd]	тисяча
million [ˈmɪljən]	мільйон



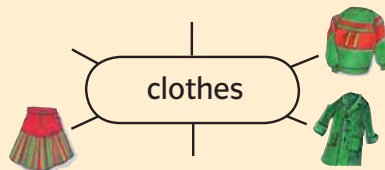
I'd rather watch TV, but she wants to play cards.
There are lots of animals in a *zoo*.
Don't spend all your *pocket money*.
Sarah has got 50p in her *pocket*.
I'd like to go to the zoo this afternoon.
You can buy a lot of things at a *market*.

Numbers 101–1,000,000

101 one hundred and one [wʌn ˌhʌndrəd ənd 'wʌn]	1,000 one thousand [wʌn 'θaʊznd]
102 one hundred and two [wʌn ˌhʌndrəd ənd 'tuː]	2,000 two thousand [tuː 'θaʊznd]
110 one hundred and ten [wʌn ˌhʌndrəd ənd 'ten]	10,000 ten thousand [ten 'θaʊznd]
200 two hundred [tuː 'hʌndrəd]	100,000 one hundred thousand [wʌn ˌhʌndrəd 'θaʊznd]
300 three hundred [θriː 'hʌndrəd]	200,000 two hundred thousand [tuː ˌhʌndrəd 'θaʊznd]
451 four hundred and fifty-one [fɔː ˌhʌndrəd ənd 'fifti wʌn]	1,000,000 one million [wʌn 'mɪljən]

clothes [kləʊðz] [kləʊz]	одяг
open ['əʊpən]	відкривати/відкритий
flight [flaɪt]	політ
lab (laboratory) [læb; lə'bɒrətəri]	лабораторія
plane [pleɪn]	літак
ice rink ['aɪs rɪŋk]	ковзанка
ice hockey ['aɪs ˌhɒki]	хокей (на льоду)
ice [aɪs]	лід
team [tiːm]	команда
seat [siːt]	місце
popular ['pɒpjələ]	популярний
concert ['kɒnsət]	концерт
piggy bank ['pɪgi bæŋk]	скарбничка

Emma's *clothes* are nice.



skating *rink*, ice skating *rink*

There are six people in an ice hockey *team*.

The ice rink has *seats* for 12,500 people.

All my friends like her - she's really *popular*.

Let's go to the *concert* next Saturday!

Tomorrow the *Knights* are playing at the *Arena*.
Sam's *mum* is coming after school.

Завтра команда «Лицарів» грають на арені.
Мати Сема прийде після школи.

is [ɪz]	бути, він, вона, воно є
match [mætʃ]	гра/змагання
are [ɑː]	бути, ми, ви, вони є
bored [bɔːd]	що нудьгує
to be cold [biː 'kəʊld]	мерзнути
horrible ['hɒrəbl]	страшний, жахливий
that (bad) ['ðæt bæd]	так погано
bell [bel]	дзвоник
panther ['pænθə]	пантера

How *is* your weekend?
Can we watch the *match* this evening?

We *are* fed up.

to be boring – бути нудним

to be *bored* – нудьгувати

She *is* cold.



warm [wɔ:m]	теплий
thanks [θæŋks]	дякую
half an hour [hɑ:fən'aʊə]	півгодини
to go in [gəʊ 'ɪn]	заходити
to fall [fɔ:l]	падати
ground [graʊnd]	земля
to be angry with [bi: 'æŋɡri wið]	бути сердитим на
stick [stɪk]	палиця
zookeeper ['zu:ki:pə]	служитель зоопарку
embarrassing [ɪm'bærəsɪŋ]	збентежений
hat [hæt]	капелюх
to get [get]	одержувати, одержав
signal ['sɪɡnəl]	сигнал
domino ['dɒmɪnəʊ]	доміно
irregular [ɪ'reɡjələ]	неправильний
present ['preznt]	теперішній час

She is *warm*. Їй тепло.

She is *angry with* her little sister.

zoo → *zookeeper*

This *hat* looks nice.



<i>to write</i>	писати	<i>to eat</i>	їсти
<i>to read</i>	читати	<i>to find</i>	знаходити
<i>to come</i>	приходити	<i>to throw</i>	кидати
<i>to go</i>	іти	<i>to see</i>	бачити
<i>to have</i>	мати	<i>to sit</i>	сидіти
<i>to buy</i>	купувати	<i>to leave</i>	покидати
<i>to give</i>	давати	<i>to put</i>	покласти
<i>to fall</i>	падати	<i>to run</i>	бігати
<i>to take</i>	брати	<i>to say</i>	сказати

to continue [kən'tɪnju:]	продовжувати
hair [heə]	волосся
to talk to ['tɔ:k tə]	розмовляти з
Good grief [ɡʊd 'ɡri:f]	боже мій
to dye [daɪ]	фарбувати
blond [blɒnd]	білявий
sick note ['sɪk ,nəʊt]	пояснення відсутності у зв'язку з хворобою
wig [wɪɡ]	перука
hairdresser ['heə,dresə]	перукар
to mark [mɑ:k]	позначити
store detective ['stɔ: dɪ'tektɪv]	охоронець у магазині
store [stɔ:]	магазин, крамниця

Her *hair* is long.
Terry is *talking to* Lisa.

I want to *dye* my hair.
He has got *blond* hair.



the *hairdresser's* перукарня
Mark the short forms, please.
It says, '*Store detective*'.

department store

detective [dɪ'tektɪv]	детектив
to go down [gəʊ 'daʊn]	опускатися, сходити вниз
down [daʊn]	вниз, донизу, внизу
high [haɪ]	високий
to look up [lʊk ʹʌp]	дивитися вгору
up [ʌp]	угору
to jump [dʒʌmp]	стрибати
to climb ['klaɪm]	видиратися, вилазити
no one ['nəʊwʌn]	ніхто
voice [vɔɪs]	голос
police officer [pə'li:s 'ɒfɪsə]	поліцейський
office ['ɒfɪs]	офіс
to watch [wɒtʃ]	пильнувати, спостерігати
quickly ['kwɪkli]	швидко
adventure [əd'ventʃə]	пригода
fact-file (on) ['fækt,faɪl]	фактографічний файл (про)
fact [fækt]	факт

Unit 3 We all need friends.

to laugh at ['lɑ:fət]	сміятися над
Scottish ['skɒtɪʃ]	шотландський
accent ['æksnt]	акцент
to cry [kraɪ]	плакати, кричати, звати
once [wʌns]	колись, одного разу
bully ['bʊli]	задирака, хуліган
tall [tɔ:l]	високий
Dear [diə]	любий, дорогий
one day [wʌn 'deɪ]	одного дня
to push off [pʊʃ ɒf]	відштовхнути
Yours [jɔ:z]	Ваш
to hit [hɪt]	ударяти, влучати
head [hed]	голова
hospital ['hɒspɪtl]	лікарня
how to.... ['haʊ tə]	як.....

down → downstairs
I can't look over the wall, it's too *high*.

up ↔ down

He is *climbing* out of the window.

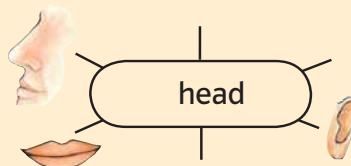
He wants to become a *police officer*.

Watch the time!

The kids *laugh at* Susan's Scottish *accent*.



Look! They are *pushing him off* his bike.



capital letter [ˌkæpɪtl 'letə] велика літера
youth [ju:θ] молодь

message ['mesɪdʒ] повідомлення
to go out [gəʊ 'aʊt] виходити
tired ['taɪəd] втомлений

real [riəl] справжній

to go over [gəʊ 'əʊvə] переходити
for supper [fə 'sʌpə] на вечерю

Is there a *youth* club in your town?

I don't want to watch TV.
 I am *tired*.
 Do you want a *real* English breakfast?
 Let's *go over* to Sam's house.

for tea на чай
for me для мене
for my birthday на мій день народження
with a pen ручкою

I'm with Lisa. Я з Лізою.
go to school ходити до школи
talk to розмовляти з
a visit to the doctor відвідування лікаря

to think of ['θɪŋk əv] думати про
girlfriend ['gɜ:lfrend] подруга
I'm sorry about.... вибачте за ...
 [aɪm 'sɒri ə,baʊt] ввічливий
polite [pə'laɪt]
to fall off [fɔ:l 'ɒf] падати, зменшуватися
to hurt [hɜ:t] завдати болю, боліти
arm [ɑ:m] рука
chain [tʃeɪn] ланцюг
to clean [kli:n] чистити
paint [peɪnt] фарба
doctor ['dɒktə] лікар
ear [ɪə] вухо
to feel [fi:l] почуватися

He's angry with his *girlfriend*.



My foot still *hurts*.

Clean the board, please,
 to paint → some *paint*
 'Dr' is short for '*doctor*'.

How do you feel?

to <i>hurt</i>	завдати болю	to <i>send</i>	посилати	to <i>feel</i>	почувати
to <i>tell</i>	розповідати	to <i>do</i>	робити	to <i>get</i>	отримувати
to <i>hit</i>	ударяти	to <i>ride</i>	їхати	to <i>think</i>	думати
				to <i>begin</i>	починати

accident ['æksɪdnt] нещасний випадок,
 аварія
body ['bɒdi] тіло
nose [nəʊz] ніс
mouth [maʊθ] рот



When your tooth hurts you,
 open your *mouth* to show it
 to a dentist.

hand [hænd]	рука
finger ['fɪŋɡə]	палець (руки)
back [bæk]	спина
elbow ['elbəʊ]	лікоть
stomach ['stʌmək]	шлунок
leg [leg]	нога
knee [ni:]	коліно
toe [təʊ]	палець (ноги)
who [hu:]	хто/кого/кому/ким
which [wɪtʃ]	який/якого/якому/яким
person ['pɜːsn]	людина, особа
to change [tʃeɪndʒ]	змінювати(ся), міняти(ся)
life, lives (pl) [laɪf; laɪvz]	життя
title ['taɪtl]	назва, заголовок
cover ['kʌvə]	палітурка, обкладинка
across [ə'krɒs]	вздовж (по горизонталі) вниз (по вертикалі)
down	
enemy ['enəmi]	ворог
film [fɪlm]	фільм
following ['fɒləʊɪŋ]	наступний
hero, heroes (pl) [ˈhɪərəʊ; ˈhɪərəʊz]	герой, герої
What's the film about? [wɒts ðə ˈfɪlm əbaʊt]	Про що цей фільм?
president ['prezɪdnt]	президент
spelling ['spelɪŋ]	орфографія
test [test]	тест
to get ... right/wrong [get ... ˈraɪt/rɒŋ]	зрозуміти вірно/невірно
mark [mɑːk]	оцінка (в школі)
another [ə'nʌðə]	ще один, другий, інший
to be upset [biː ʌp'set]	засмучуватися
What does it say? [wɒt dɪz ɪt 'seɪ]	Про що йдеться?
I'm scared , [aɪm 'skeəd]	Я наляканий.

Clap your hands.

Emma is the girl *who* comes from Bristol.
I like the house *which* you can see over there.

Change places with your partner.

Do you like the *title* of the book?

friend ↔ enemy
a film



We have a Maths *test* every Monday.
How many questions do you get *right*?

These cakes are fantastic. Can I have *another* cake, please?



They bully me.
I'm scared.

They bully me. *I'm scared.*

jealous (of) ['dʒeləs]	зздрісний
jazz [dʒæz]	джаз
to catch [kætʃ]	піймати
The bullies say they are sorry. [ðə ˈbʊlɪz seɪ ðeɪ ə 'sɒri]	Задираки говорять, що вони просять вибачення.
to worry ['wʌri]	турбувати
kangaroo [ˌkæŋɡər'u:]	кенгуру
to feel sick [fi:l 'sɪk]	почуватися погано
sick [sɪk]	хворий
dictionary ['dɪkʃnəri]	словник
if [ɪf]	якщо
shy [ʃaɪ]	сором'язливий
side [saɪd]	бік
city ['sɪti]	місто
to get ... wrong [get ... 'rɒŋ]	невірно зрозуміти
at night [ət 'naɪt]	вночі
to begin [brɪ'ɡɪn]	починати(ся)
part [pɑ:t]	частина

Unit 4 You are what you eat!

takeaway ['teɪkəweɪ]	ресторан з готовими стравами, які можна купувати додому
opposite ['ɒpəzɪt]	навпроти
main [meɪn]	головний
course [kɔ:s]	страва (за обідом)
ham [hæm]	шинка
spicy ['speɪsi]	гострий
lamb [læm]	м'ясо молодого баранчика
curry ['kʌrɪ]	гостра індійська приправа
sour ['saʊə]	кислий
pork [pɔ:k]	свинина
sausage ['sɒsɪdʒ]	ковбаса

Are you *jealous* of other pupils?

Sorry, I don't want to *worry* you.

I feel sick.

Я почуваюся погано.
When I'm cold, I feel *sick*.

Do you sleep on your back or on your *side*?



At night you need a torch.
In England school *begins* with registration.

Let's get a takeaway from the new *takeaway* in town.

I'd like fish and chips for the *main course*, please.

Do you like lamb *curry*?

A pig is an animal. *Pork* is the name for pig meat.



chicken [ˈtʃɪkɪn]	курча
starter [ˈstɑːtə]	закуска
dessert [dɪˈzɜːt]	десерт
minestrone [ˌmɪnɪˈstrəʊni]	м'ясний суп з овочами
Indian [ˈɪndiən]	індійський
bread [bred]	хліб
rice [raɪs]	рис
salad [ˈsæləd]	салат
pudding [ˈpʊdɪŋ]	пудинг
lassi [ˈlasi]	солодкий індійський напій з йогуртом
mineral [ˈmɪnərəl]	мінеральний
coke [kəʊk]	кока-кола
Chinese [tʃaɪˈniːz]	китайський
to order [ˈɔːdə]	замовляти
fast food [ˌfɑːst ˈfuːd]	їжа швидкого приготування
plate [pleɪt]	тарілка
bowl [bəʊl]	чаша
knife, knives [naɪf; naɪvz]	ніж, ножі
fork [fɔːk]	виделка
spoon [spuːn]	ложка
glass [glɑːs]	склянка
to set the table [ˌset ðə ˈteɪbl]	накривати (на) стіл
The bell rings. [ðə ˈbel rɪŋz]	Дзвенить дзвінок.
fast [fɑːst]	швидкий
to think [θɪŋk]	думати
better [ˈbetə]	кращий
worse [wɜːs]	гірший
worst [wɜːst]	найгірший
everything [ˈevriθɪŋ]	все
ready [ˈredi]	готовий
Hands off! [hændz ˈɒf]	руки геть
nothing [ˈnʌθɪŋ]	нічого
healthy [ˈhelθi]	здоровий
tasty [ˈteɪsti]	смачний
Pizza is tastier.	Піца смачніша.
[ˈpiːtsə ɪz ˈteɪstɪə]	
comparative [kəmˈpærətɪv]	вищий ступінь

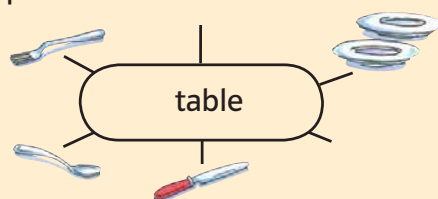
to start → *starter*

In the morning I always drink *mineral* water.

Let's *order* a pizza.
Hamburgers are *fast food*.

A *plate* for pizza must be big enough.
You eat soup from a *bowl*.

You can't eat pizza with a *spoon*.
Can I have a *glass* of coke, please?



Everything is okay!

Fruit and vegetables are *healthy*.
to taste → *tasty*



superlative [su:'pɜ:lətɪv]	найвищий ступінь
kind [kaɪnd]	добрий
American [ə'merɪkən]	американець
Australian [ɒs'treɪliən]	австралієць
interesting ['ɪntrəstɪŋ]	цікавий
exciting [ɪk'saɪtɪŋ]	захопливий
opinion [ə'pɪnjən]	думка
to report [rɪ'pɔ:t]	доповідати
heavy ['hevi]	важкий
should [ʃʊd]	слід (порада)
diet [daɪət]	дієта
to go on a diet [ˌgəʊ.ɒn.ə 'daɪət]	сісти на дієту

Jake is an *American*.

You can see *interesting* things in a museum.

I am excited → this is *exciting*;
I am bored → this is *boring*.



I can't carry this, it's too *heavy*.

You don't eat? Are you on a *diet*?

to go to school	ходити до школи	to get lost	заблукати
to go down	спускатися, сходити	to get off	зійти, злізти
to go shopping	ходити за покупками	to get up	вставати, підводитися
to go on	продовжувати	to get to school	дістатися до школи
to get into	попасти		

as... as [æz ... æz; əz ... əz]	так само як
as [æz; əz]	оскільки, як
fit [fɪt]	придатний
would like [wʊd 'laɪk]	хотів би
to lose [lu:z]	губити
a few [ə 'fju:]	кілька
pound [paʊnd]	фунт
tip [tɪp]	натяк, порада
to jog [dʒɒg]	бігти підтюпцем
mustn't ['mʌsnt]	не повинен
to stop [stɒp]	припиняти
to plan [plæn]	планувати
to go without [ˌgəʊ wɪ'daʊt]	обходитись
meal [mi:l]	їжа
to exercise ['eksəsaɪz]	тренуватися
a week [ə 'wi:k]	тиждень

Here's a new pencil. Don't *lose* it!

I can give you tips for your trip to England



I can give you a few *tips* for your trip to England.
You can go *jogging*.

You can go *swimming*.
You *must* ↔ You *mustn't*
Stop making that noise!
To make a *plan*.

I can't *go without* chocolate!
The three *meals* are breakfast, lunch, and dinner.

We have English four times a *week*.

for hours [fərˈaʊəz]	протягом годин
advice [ədˈvaɪs]	порада
to match up [ˈmætʃʊp]	підходити
to see a doctor [siː əˈdɒktə]	показатися лікарю
suggestion [səˈdʒestʃn]	пропозиція
sweet [swiːt]	солодкий
point [pɔɪnt]	пункт, бал
usually [ˈjuːʒli]	зазвичай
questionnaire [ˌkwɛstʃəˈneə]	запитальник, анкета
unhealthy [ʌnˈhelθi]	нездоровий

any [ˈeni]	будь-який
left [left]	лівий, залишатися

nice [naɪs]	гарний
lettuce [ˈletɪs]	салат
fresh [freʃ]	свіжий
pear [peə]	груша
pea [piː]	горох
orange [ˈbrɪndʒ]	апельсин, помаранч
bean [biːn] beans [biːnz]	квасоля
potato, potatoes [pəˈteɪtəʊ, pəˈteɪtəʊz]	картопля
kilo [ˈkɪləʊ]	кілограм

1 mile (m)	1,609 km	1 kilo (kg)	1,000 g
1 foot (ft)	30.48 cm	1 pound (lb)	453.59 g

stall holder [ˈstɔːl ˌhəʊldə]	людина, яка орендує або працює у кіоску
to get [get]	отримувати
on the air [ɒn ðiˈeə]	(передається) в ефірі
snack [snæk]	легка закуска
to make sure [meɪk ˈʃʊə]	впевнитися
introduction [ˌɪntrəˈdʌkʃn]	вступ
to take notes [teɪk ˈnəʊts]	записувати
change [tʃeɪndʒ]	зміна
waiter [ˈweɪtə]	офіціант

tongue twister [ˈtʌŋ ˌtwɪstə]	скоромовка
restaurant [ˈrestərənt]	ресторан
may [meɪ]	можливо
bill [bɪl]	рахунок
to keep [kiːp]	тримати



That's right, one *point* for you!

Question = *questionnaire*

Un + healthy = *unhealthy*

Un + fit = *unfit*

Have you got *any* apples?

I'm hungry. Is there *any* pizza *left*?

Can you make some *fresh* tea?

Oranges are orange.



"Do you like *potatoes*?"
– "Well, I like *chips*."

to change – *a change*

The *waiter* brings your food in a restaurant.



I *may* be late .

Can I *keep* the CD for another day, please?

Have a nice day. [hæv.jə naɪs 'deɪ]	Гарного дня.
dangerous ['deɪndʒərəs]	небезпечний
until [ʌn'tɪl; n'tɪl]	до, поки
to be right [bi: 'raɪt]	бути правим
something ['sʌmθɪŋ]	щось
to get hungry [get 'hʌŋɡri]	зголодніти
path [pɑ:θ]	доріжка
CD player [si:'di:ˌpleɪə]	програвач компакт-дисків
headphones ['hedfəʊnz]	навушники
wallet ['wɒlɪt]	гаманець
back [bæk]	задній, назад
run [rʌn]	біг
through [θru:]	через
to steal [sti:l]	вкрасти
to pull [pʊl]	тягнути
somewhere ['sʌmweə]	десь
right away [raɪt.ə'weɪ]	негайно
impression [ɪm'preʃn]	враження
end [end]	кінець
phone call ['fəʊn kɔ:l]	телефонний дзвінок
I don't care [aɪ dəʊnt 'keə]	Мені байдуже.
to rewrite [ri:'raɪt]	переписати
rhyming ['raɪmɪŋ]	те, що римується
instruction [ɪn'strʌkʃn]	інструкція
bird [bɜ:d]	пташка

Don't go so fast – it's *dangerous*.
We can stay in bed *until* 10.

I always get *hungry* after the second lesson.



to push ↔ *to pull*
some → something →
somewhere
Please call your parents
right away.

to end → an *end*



The *bird* is eating my sandwich.

Unit 5 Media: music and more!

media ['mi:diə]	засоби масової інформації
to update [ʌp'detɪ]	оновлювати
to take pictures [teɪk 'pɪktʃəz]	фотографувати
digital ['dɪdʒɪtl]	цифровий
camera ['kæmrə]	фотоапарат
MP3 [empi:'θri:]	МП3 формат

Books, e-mails and the cinema are all *media*.

Sam takes a lot of pictures of Greenwich with his *camera*.

MP3 player [empi:'θri: ,pleɪə]	МП3 плеєр	
DVD [di:vi:'di:]	DVD формат	
DVD player [di:vi:'di: 'pleɪə]	DVD плеєр	
queen [kwi:n]	королева	
use [ju:s]	використання	
to copy ['kɒpi]	списувати, копіювати	
PC [pi:'si:]	ПК	
to delete [di'li:t]	видалити, стерти	
to download [daʊn'ləʊd]	завантажити	
to record [rɪ'kɔ:d]	записувати	
webcam ['webkæm]	веб-камера	
star [stɑ:]	зірка	
to decide [di'saɪd]	вирішувати	
cover ['kʌvə]	палітурка, титильна сторінка	
to print [prɪnt]	друкувати	
photo ['fəʊtəʊ]	фотографія	
to click [klɪk]	клацати	
audition [ɔ:'dɪʃn]	прослуховування	
website ['websaɪt]	веб-сайт	
to explain [ɪk'spleɪn]	пояснювати	



Don't *delete* your e-mail!
The teacher will check it.
I often *download* music from the Internet.

"Coke or lemonade?" – "I don't know, I can't *decide*."
Is Robbie on the *cover* of youth magazine?



That's a *photo* of your house.

You can find the Thomas Tallis *website* on the Internet.
Can you *explain* the rules of ice hockey to me?

to ask	запитувати	to call	звати
to answer	відповідати	to cry	кричати, плакати
to say	сказати	to laugh	сміятися
to speak	говорити	to shout	кричати
to talk	розмовляти		
to tell	розповідати		
to agree	погоджуватися	to interview	брати інтерв'ю
to explain	пояснювати	to invite	запрошувати
to ask for	просити	to offer	пропонувати

to fill in [fɪlˈɪn]	заповнити
form [fɔ:m]	бланк, анкета
to have to ['hæv tə]	змушений
to send in [sendˈɪn]	подавати (заяву)
to tick [tɪk]	позначати галочкою

to fill in = to complete

You *have to* practice before you go to an audition.

Put a tick in the box if you agree.

<i>to do your homework</i>	робити домашнє завдання	<i>to make sandwiches</i>	робити бутерброди
<i>to do a project</i>	робити проект	<i>to make lunch</i>	готувати обід
<i>to do a play</i>	грати у спектаклі	<i>to make noise</i>	шуміти
<i>to do sports</i>	займатися спортом	<i>to make a list</i>	складати список
<i>to do the shopping</i>	робити покупки	<i>to make your bed</i>	заправляти ліжко
<i>What are you doing?</i>	Що ти робиш?	<i>to make a poster</i>	виготовляти плакат

to go bananas [ˌgəʊ bəˈnɑːnəz]	з'їхати з глузду
not... yet [jet]	ще ні
doorbell ['dɔːbel]	дверний дзвінок
fan [fæn]	уболівальник, фан
to sign [saɪn]	підписувати
ever ['evə]	коли-небудь
to practise ['præktɪs]	практикувати(ся), займатися
plan [plæn]	план

shop assistant ['ʃɒp əsɪstnt]	продавець
key [kiː]	ключ
to get ready [get 'redi]	приготуватися

whose [huːz]	чий
lion ['laɪən]	лев
to break [breɪk]	ламати

for [fɔː]	протягом
wizard ['wɪzəd]	чарівник
fierce [fɪəs]	лютий, несамопитий
to be on [biː ɒn]	проходити
over ['əʊvə]	через
wicked ['wɪkɪd]	злий, недобрий
brilliant ['brɪljənt]	блискучий
judge [dʒʌdʒ]	суддя
part [pɑːt]	роль

above [əˈbʌv]	вгорі, над
someone ['sʌmwʌn]	хтось
to panic ['pænɪk]	панікувати
everywhere ['evriweə]	всюди, скрізь

microphone ['maɪkrəfəʊn]	мікрофон
floor [flɔː]	підлога

Have you got a dessert?
No, *not yet*.

He's a real football *fan*.



Draw a *plan* of your house,
please.

Get ready! I can see the school
bus coming.
Whose CD is this? - It's Sam's.

Be careful! Don't *break* your leg
when you go surfing."

I break my leg when surfing.
a wizard



The race *is on!*

I like this game. It's *brilliant*.

What *part* do you play in the
school musical?

I'm looking *everywhere*, but I
can't find my keys.



The book is on the *floor*.

owner ['əʊnə]	власник
few [fju:]	мало
to drive crazy [draɪv 'kreɪzi]	зводити з розуму
to collect [kə'lekt]	забирати з(в)
nervous ['nɜ:vəs]	знервований
helpful ['helpfəl]	корисний
to put on [pʊtʊ'n]	наносити
odd one out [ɒd wʌnʊ'aʊt]	викреслити зайве

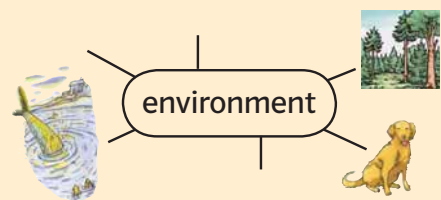
Unit 6 It's our world!

world [wɜ:ld]	світ
flood [flʌd]	повінь
flash flood ['flæʃ ,flʌd]	сильна повінь
power ['paʊə]	сила, потужність
pony ['pəʊni]	поні
moor [mɔ:]	заболочена місцевість
environment [ɪn'vaɪənmənt]	навколишнє середовище,
to study ['stʌdi]	довкілля
	вчитися, вивчати
plant [plɑ:nt]	рослина
mile [maɪl]	миля
wet blanket [wet 'blæŋkɪt]	людина, що псує іншим
wet [wet]	радість
blanket ['blæŋkɪt]	мокрый
	ковдра
important [ɪm'pɔ:tnt]	важливий
shower ['ʃaʊə]	злива, душ
rubber boots [rʌbə 'bu:ts]	гумові чоботи
will, won't [wɪl; wəʊnt]	допоміжне дієслово; слугує
	для утворення майбутнього
	часу
own [əʊn]	свій, власний
to fit [fɪt]	підходити, пасувати
to miss [mɪs]	сумувати за кимсь

He's got *few* friends.

Please *collect* your mobile from your teacher.

Put on your make-up!



If you *study* a subject, you learn about it.

1,609 m

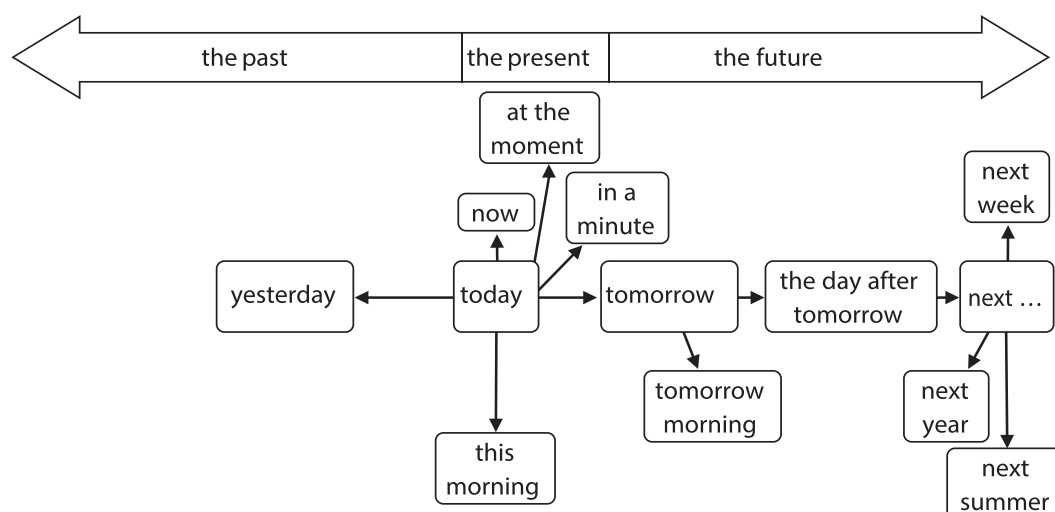
Our dog's bed is a box with a *blanket* in it.
This letter is *important*, Sam.
You must take it to school tomorrow.



won't = will not

my/your/his/her/ etc.;
Have you got your *own* room?

I'll *miss* you



promise ['prɒmɪs]
to promise ['prɒmɪs]
to offer ['ɒfə]

обіцянка
 обіцяти
 пропонувати

southwest [ˌsaʊθˈwest]
forecast ['fɔːkɑːst]
far [fɑː]
temperature ['temprətʃə]
to rise [raɪz]
degree [dɪˈɡriː]
Celsius ['selsiəs]

південний захід
 прогноз погоди
 далекий
 температура
 підніматися, вставати
 градус
 Цельсій

rain [reɪn]
to move [muːv]
cloudy ['klaʊdi]
stormy ['stɔːmi]
by [baɪ]
midnight ['mɪdnɑːt]
heating ['hiːtɪŋ]
to escape [ɪˈskeɪp]

дощ
 рухатися
 хмарний
 штормовий
 до, на
 північ
 опалення
 втікати

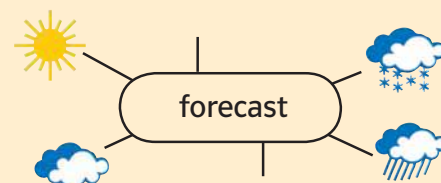
around [əˈraʊnd]
symbol ['sɪmbəl]
fog [fɒg]
to reach [riːtʃ]

навколо
 символ
 густий туман
 діставати, дотягуватися

weatherman, weathermen [ˈweðəmæn; ˈweðəmen]
(to) snow [snəʊ]
to shuffle [ˈʃʌfl]

метеоролог, метеорологи
 сніг, йти (про сніг)
 човгати

to give a promise = *to promise*
 Can I *offer* you a drink? Would you like a drink?



Today the temperature will *rise* to 25 C.

to rain → the *rain*
 Please don't *move*!



Let's have a *midnight* party!

The sheriff can't catch Robin Hood. He always *escapes*.

foggy – *fog*
 I'm too small. I can't *reach* the books on the shelf.

to snow → *snow* → *snowy*

to miss a turn [mɪs ə 'tɜ:n] пропустити чергу
 to win [wɪn] перемогти
 area ['eəriə] район
 to present [pri'zent] представити
 to forecast ['fɔ:kɑ:st] передбачати
 teen [ti:n] підліток

horoscope ['hɒrəskəʊp] гороскоп
 Aquarius [ə'kweəriəs] Водолій
 careful ['keəfl] обережний
 adventure [əd'ventʃə] пригода
 frightening ['fraɪnɪŋ] що лякає
 calm [kɑ:m] спокійний
 at first [ət 'fɜ:st] спочатку
 leader ['li:də] лідер, керівник

in the end [ɪn ði:'end] в кінці
 to save [seɪv] рятувати
 job [dʒɒb] робота
 to enjoy [ɪn'dʒɔɪ] насолоджуватися
 umbrella [ʌm'brelə] парасолька
 greenhouse ['gri:nhaʊs] теплиця

storm [stɔ:m] буря, шторм
 rescue ['reskjʊ:] порятунок
 national ['næʃnl] національний
 stream [stri:m] струмок, річка
 to make sure [meɪk 'ʃʊə] переконуватися

anorak ['ænəræk] тепла куртка
 lip balm ['lɪp bɑ:m] бальзам для губ
 fashion ['fæʃn] мода
 stone [stəʊn] камінь
 island ['aɪlənd] острів
 hard [hɑ:d] сильно, важкий

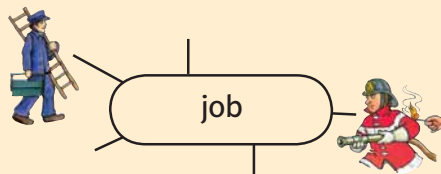
to jump up [dʒʌmpʊ'ʌp] скочити,
 зірватися з місця

My God! [maɪ 'ɡɒd] Боже мій!
 to disappear [ˌdɪsə'piə] зникати
 to be trapped [bi: 'træpt] потрапляти у пастку
 to be frightened (of) [bi: 'fraɪnd] боятися
 to rescue ['reskjʊ:] рятувати

forecast → *to forecast*
Teens are between 13-19 years old.

It's dangerous. Be *careful*!

At *first* you look right.
 The group has to follow the *leader*.



We have a small *greenhouse* for tomatoes in our garden.

A stream is a small river.
Make sure you've always got some money with you.



A *fashion* show

Roger Federer hits the ball very *hard*. It's hard to play it back.



Some people are *frightened* of big dogs.
 rescue → *to rescue*

to go	іти, їхати	to drive	вести (машину)
to go down	спускатися, сходити	to fly	літати
to go in	входити	to ride	їхати верхи
to go out	виходити	to run a race	брати участь в перегонах
to go over	переходити	to run away	тікати, ховатися
to go up	підійматися, сходити	to leave	залишати, від'їжджати
to come	приходити	to take home	доставляти додому
to come in	входити	to arrive	прибувати
to come over	переїжджати	to carry	нести
to get into	попасти	to climb	вилазити, дертися (вгору)
to get off	зійти, злізти	to disappear	зникати
to get out	вибратися	to follow	іти слідом
to get up	вставати, підводитися	to jog	бігти підтюпцем
to turn back	повернути назад	to skate	кататися на ковзанах
to turn left/right	повернути ліворуч/праворуч	to jump	стрибати
to turn over	перевертати(ся)	to jump up	скочити, зірватися з місця
to turn around	обертатися	to move	рухати(ся)
to walk	прогулянка пішки	to visit	відвідувати
to walk the dog	вигулювати собаку		

service ['sɜ:vɪs]	служба
helicopter ['helɪ,kɒptə]	гелікоптер, вертоліт
to get [get]	ставати, робитися
half [hɑ:f]	половина
to wave [weɪv]	махати (рукою)

evidence ['eɪvɪdəns]	доказ
end [end]	кінець

to go wrong [gəʊ 'rɒŋ]	розладжуватися, неладно
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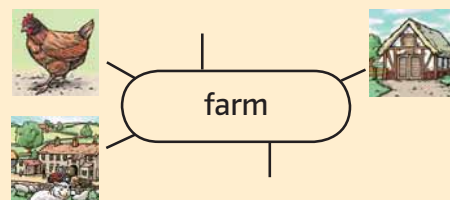
European [jʊərə'pi:ən]	європейський
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Emma waves at Sam when she sees him from the car window.

wrong – *to go wrong*

Unit 7 A holiday in Ireland

holiday(s) ['hɒlədeɪ(z)]	свято, канікули
swap [swɒp]	обмін
farmhouse ['fɑ:mhaʊs]	житловий будинок на фермі
coast [kəʊst]	морське узбережжя
barn [bɑ:n]	господарча прибудова
table-tennis ['teɪbl,tɛnɪs]	настільний теніс
to frighten away [ˌfraɪtn_ə'weɪ]	полохати



Tennis – *table tennis*
Frightened – *to frighten away*

probably ['prɒbəbli]
lots (of) ['lɒts_əv]
sea [si:]
to fly [flaɪ]
dump [dʌmp]
none [nʌn]
castle ['kɑ:sl]
peace [pi:s]
quiet [kwaɪət]
city ['sɪti]
to put down [pʊt 'daʊn]
airport ['eəpɔ:t]
to iron [aɪən]
journey ['dʒɜ:ni]

if [ɪf]
to lend [lend]
coat [kəʊt]
leprechaun ['leprəkɔ:n]
Irish ['aɪrɪʃ]
goblin ['gɒblɪn]
to guard [gɑ:d]
pot [pɒt]
gold [gəʊld]
luggage ['lʌgɪdʒ]
customs ['kʌstəmz]
departure [dɪ'pɑ:tʃə]

desk [desk]
gate [geɪt]

envelope ['envələʊp]
clear [klɪə]

neighbour ['neɪbə]

burglar ['bɜ:glə]
alarm [ə'la:m]
to set [set]
adverb ['ædvɜ:b]
adverb of manner
 [ædvɜ:b_əv 'mænə]
to end in ['endɪn]
loud, loudly [laʊd]

ймовірно, можливо
 багато
 море
 літати
 звалище, смітник
 ніхто, жоден
 замок
 мир
 тихий, спокійний
 велике місто
 записувати
 аеропорт
 прасувати
 подорож

якщо
 позичати (комусь)
 пальто
 ельф
 ірландський
 домовик, гоблін
 охороняти
 горщик
 золото
 багаж
 митниця
 відправлення

письмовий стіл
 ворота

конверт
 зрозумілий

сусід

грабіжник
 сигнал тривоги
 установлювати
 прислівник
 прислівник способу дії

кінчитися
 гучний, гучно

Lots of – a lot of
 The *sea*

No – no one – nothing – *none*



London is a *city*.

Let's meet at the *airport*.

It's a long *journey* from here to Berlin.

A *coat* is longer than an anorak.

The *Irish* flag.



Gold is good for medals.

Departure time is the time when a flight or train leaves.

When you go out of the garden, please close the *gate*.

If something is *clear*, you can understand it.

Isn't the *neighbours'* house nice?



"quickly" is an adverb of *manner*.

Don't sing too *loudly*.

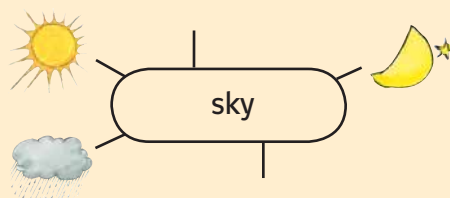
brave	хоробрий	alone	самотній
brilliant	блискучий	angry	сердитий
careful	турботливий	awful	жахливий
clever	розумний	bad	поганий
cool	крутий	boring	нудний
different	несхожий, інший	dangerous	небезпечний
excited	схвилюваний	difficult	важкий
famous	відомий	fierce	лютий
fantastic	вражаючий	gruesome	огидний
funny	смішний	mad	божевільний
good	гарний	nervous	нервовий
great	чудовий	odd	чудний
happy	щасливий	scared	переляканий, жахливий
important	важливий	scary	дурний
lucky	щасливчик	silly	дивакуватий,
nice	гарний	spooky	що лякає, страшний
popular	популярний	unhappy	нещасний

wish [wɪʃ]	бажання
to come true [kʌm 'tru:]	збуватися
to win [wɪn]	перемагати
cliff [klɪf]	стрімка скеля
to go bump [gəʊ 'bʌmp]	наштовхнутися, ударитися
to be asleep [bi: ə'sli:p]	спати
cloud [klaʊd]	хмара
sky [skaɪ]	небо
to bang [bæŋ]	ударити
to turn over [tɜ:n 'əʊvə]	перевертати(ся)
barn owl ['bɑ:n əʊl]	сипуха
to hoot [hu:t]	кричати (про сову)
to get out of bed [get əʊt əv 'bed]	встати
light [laɪt]	світло
to be on [bi: 'ɒn]	бути увімкнутим
to lean out [li:n 'aʊt]	вистромитися
figure ['fɪgə]	фігура
moon [mu:n]	місяць
to wake [weɪk]	прокидатися
to creak [kri:k]	скрипіти
in fact [ɪn 'fækt]	насправді
soft [sɒft]	м'який

He always
wins the race.



The *cliffs* on the Irish coast
are great.



The *light* is on.

You can't see the *moon* tonight;
there are clouds in the sky.

fact → *in fact*

sleepy ['sli:pi]	сонний
rubbish ['rʌbɪʃ]	сміття
flash [flæʃ]	спалах, виблиск
to press [pres]	натискати
button ['bʌtn]	кнопка
to put in [pʊtʃɪn]	вставляти
battery ['bætri]	батареяка
to set off [setʃɒf]	вирушати
feeling ['fi:liŋ]	відчуття
scary ['skeəri]	жахливий
middle ['mɪdl]	середина
to think about ['θɪŋkəbaʊt]	здуматися
to go off [gəʊʃɒf]	іти, покидати місце з якоюсь метою
beginning [brɪ'ɡɪnɪŋ]	початок
surprising [sə'praɪzɪŋ]	дивовижний
at the back [ət ðə 'bæk]	у кінці
technical ['teknɪkl]	технічний

He's *sleepy*.



It's easy to take a picture – just press the *button*.

Your mobile won't work if the *battery* is old.

to feel → *feeling*
to be scared → *scary*
middle = *centre*

We are *going off* to have lunch.

Stories

You're boy funny, Emma!

B Emma is really angry. She picks up her bag and runs to the bus. Lisa follows her and sits beside her. "Sorry!" she says.

Emma looks at her and the two of them laugh. The next morning they meet again on the bus. Suddenly Lisa says, "Don't look now, but Jake Howard is on the bus. I'm not joking this time. He's behind us." Emma looks round. Jake is talking to a friend. He doesn't see her. She goes red and looks very unhappy.

Lisa wants to help Emma. She sends a note to Sam in their German class. She writes:

She underlines the words 'nuts' and 'about'. She tries to pass it to Sam, but she drops it and Jake picks it up. He reads it and then gives it to Sam. "Oh no," thinks Lisa. "What can I do now?"

The girls meet on the bus after school. Emma is talking about Jake again when suddenly Emma's mobile rings.

"Hello! Yes. Oh, hi, Jake. Well, yes. That's great. See you at six o'clock! Bye!" She can't believe it! Jake wants to go to the cinema with her later. "I must go now," she says when they get off the bus. "See you tomorrow, Lisa."

C That evening Emma sends Lisa a text message:

Lisa is a bit sad, but she can always go and see Sam and Terry. On Monday morning Lisa gets onto the bus. Emma is sitting at the window with Jake.

"Hi, Lisa," Emma says. But Lisa turns back to Jake.



Sam, Emma is nuts about Jake but I don't think he's interested. What can we do?

Jake is 4 me.
I really ♥ him. He
wants me 2 meet his
mum 2morrow.
CU on Monday. M

In the next week Lisa only sees Emma in lessons. Emma walks home with Jake. She doesn't go on the bus with Lisa.

Two weeks later Lisa gets onto the bus at five past eight and Emma is sitting there.

"Hi," says Lisa. "What are you doing here?" Emma doesn't want to talk about it.

"Lisa, I'm sorry," she says. "That thing with Jake and me –"

"Jake?" says Lisa. "Who's Jake?" And they look at each other and start to laugh.

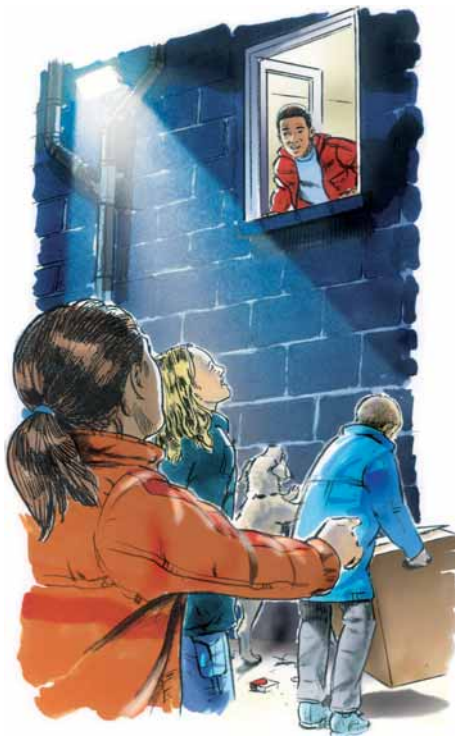
That's why Barker barks!

B They are behind the shop when suddenly Barker stops and listens. "He can hear a noise," says Lisa. Then he starts to bark. Lisa is worried. "What's up, Barker?" she asks. The dog runs behind the shop and the friends follow him. Barker stops at a high wall and looks up.

A boy shouts, "Sam!" The friends look up and see Terry. He is at a small window. "I'm in the toilet," he says. "I can't jump. It's too high. Can you help me?"

"That's why Barker barks!" says Lisa. "Look," says Emma. "There's a big box over there. You can jump onto that." She and Sam put the box under the window. Terry climbs out of the window and jumps. "Thanks," he says.

"Let's go home," says Lisa.



C Suddenly a voice says, "Stop." It's a police officer. The store detective from the shop is with him.

"This young man is on the TV at my desk," says the store detective.

"I'd like to check all your bags. Please come with us," says the police officer.

The friends go to the store detective's office and the police officer looks in their bags.

D The store detective looks at Emma. "Wait a minute," he says. "I know you. I remember you. Is that your friend from the shop? I think the kids are OK, Matt. I'm sure their story is true."

"OK," says the police officer.

"You can go home now. You've got a good dog there. But next time watch the time, and ask a police officer or a store detective for help before you jump out of a window."

"Thank you," says Terry. "And thank you, Barker!"



We're watching you!

B Lisa sends a message to her mum and then the two girls walk into town. Half an hour later Lisa gets another message on her phone. She is upset.

"What's up?" asks Emma. But Lisa still doesn't want to say. Then they see Sam and Terry in Burger Bonanza. "Let's go in here," Emma says. Lisa and Emma sit down next to the two boys. Lisa starts to talk to them, but then she gets another text message. Emma looks at Lisa. "Is it another message?" she asks.

"Yes," says Lisa. She is really upset now. "I want to go home."

"Why, Lisa? What does it say?" asks Emma. Lisa doesn't answer. "Tell me." Lisa shows the message to Emma. It says, "We know where you are."

C Sam and Terry read the message, too. "Who's it from?" asks Terry.

"I don't know," says Lisa.

"When does this start?" asks Emma.

"Today," says Lisa. "After last lesson. This is the third message in two hours."

"Maybe it's a joke," says Sam.

"Maybe," says Lisa, but she isn't sure. They leave the burger bar at half past four. They want to look in the music shop, but then the next message comes. It says, "We're watching you."

"I don't know what I can do," says Lisa.

"I'm scared. Maybe they're here."

D On Monday the four friends talk to Mrs Richards before school. She listens to their story. "Can I have your phone, please, Lisa?" she asks. Mrs Richards reads all the messages. "Do you know why you get these messages?"

"No, but maybe it's because I'm good at Maths. We get our marks on Friday and then the messages start. Maybe some kids are jealous."

"OK, thank you, Lisa," says Mrs Richards. "You do the right thing. This is not a joke."



Sport can be dangerous!

B The paths in the park are dark because there are a lot of big, old trees along them. "Terry, it's so cold and dark, and I don't see any other people who are jogging," says Mr Jackson. "Let's go and look in the department store next to the park. It's nice and warm there."

"Dad!" says Terry. "Come on, let's run!" Terry and his father don't see the young man in front of them. He has a CD player with headphones and he is running into Mr Jackson.

"Oh, I'm sorry," says the young man. "You know, it's so dark here under the trees."

"It's OK," says Mr Jackson. Terry and Mr Jackson start jogging again. After a minute Mr Jackson says, "Terry, stop. My wallet isn't in my right back pocket. I think that young man has got it." They run after him.

"Hey, you, give me my wallet," Mr Jackson is shouting at the young man.

"What?" says the young man. "What wallet?"

"It's in your pocket!" Mr Jackson is shouting. The young man feels really scared.

"OK," he says. "No problem." He takes the wallet from his pocket and gives it to Mr Jackson. Then he runs away.

"That is cool, Dad," says Terry.

"It isn't cool," says Mr Jackson. "I feel really scared. Let's go home now."

C Back at home, Terry and his father go into the kitchen. "How do you run through the park?" asks Mrs Jackson.

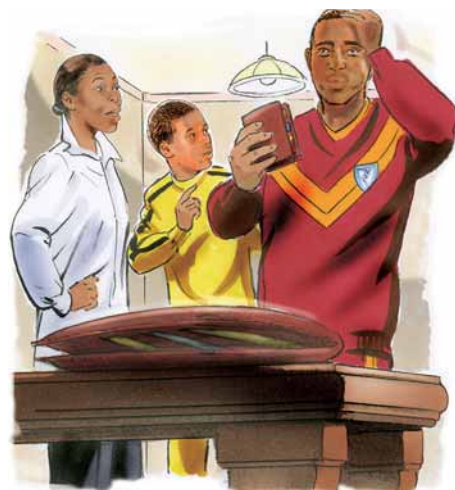
"A man has Dad's wallet!" says Terry. "After that Dad runs after him to get his wallet back." says Terry.

"His wallet?" says Mrs Jackson. "What do you mean? It's here on the kitchen table."

Terry and his father look at the table. There is a wallet on it. Then Mr Jackson pulls the wallet out of his back pocket.

"This isn't my wallet," says Mr Jackson. "Oh no! What should I do now?"

"I can't believe this! Look inside," says Terry. "The man's name must be in there somewhere. We can look up his phone number and call him right away."



Where's my bag?

B Ten minutes later it's all over.

Sam: Here's some water for you.

Lisa: You are brilliant. I can't wait to hear the judges' decision. I'm sure you've got the parts.

Emma: I don't know, Lisa. Steve Jones doesn't look very happy. Do you have any photos from the audition?

Lisa: Yes, I do. I have got a great picture of Terry on his knees.

Emma: I must phone my mum. Where's my bag, Lisa?

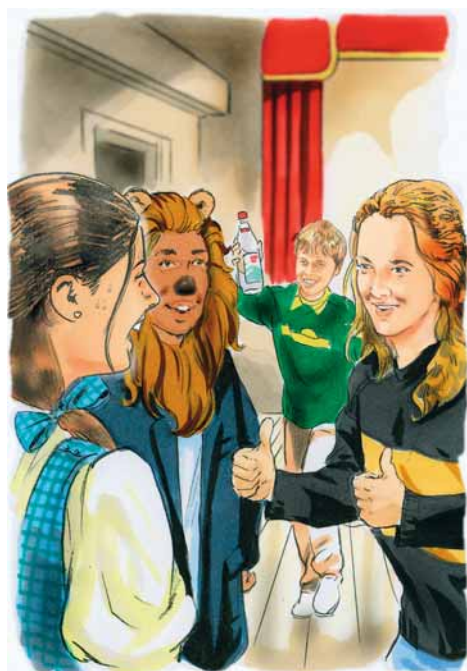
Lisa: It's on the shelf over there with the other bags, above the table.

Emma: OK, thanks. I'll go and get it.

Lisa: What's wrong, Emma?

Emma: My bag isn't there, Lisa? I can't find it anywhere. And my mobile phone.... Where is it?!

Lisa: OK, don't panic. Let's all look for it.



C The friends look everywhere – in the toilets, in the room where they change the clothes, in the cafeteria. But they can't find Emma's bag. They decide to ask Steve Jones to help them. When they go back into the hall, the auditions stop. Then they hear the voice at the microphone. It's Steve Jones.

Steve: Can you all listen, please? Someone finds this bag on the floor, and they give it to me. There's a mobile phone in it, and it is on. It rings every few minutes, and it is driving us all crazy. Can the owner please come and collect it and turn it off?

Terry: Well, now we know where your bag is, Emma!

Emma: Steve, I can explain everything.

2.33 The Rescue

2 What is there on the island

Look at the two pictures of the island.

“Look!” Emma shouts. “There are no stones.” The others look at Emma. The stream is now a very fast river. “It’s a flash flood,” says Terry. “We learn about it in Geography.” Peter is very excited. “This is a great picture,” he says.

“How can you take pictures at a time like this?” asks Emma. “We’re trapped on this island! Is it possible to get back?”

“I can’t swim,” says Martin. He is really frightened.

Sam tries to stay calm. “Let’s shout,” he says. “Maybe the others are near”. They all start to shout. “Help! Help!” They wait for a moment.

“Don’t worry,” says Lisa. “I’m sure the teachers will come and rescue us.” But no teachers come. Terry calls Mr Rose on his mobile and tells them where they are.

“Don’t worry,” says Mr Rose. “I will call the Rescue Services. They will send a helicopter.”

“Don’t be too late,” says Peter. “The water is getting higher! Look over there! The trees are half under water. And it’s raining really hard. I’m sure they will see us here under this tree”.

“Tell us what to do?” asks Martin.

“I’ve got an idea,” says Emma. “I hope it will work!” She jumps onto a stone next to the tree and waves her pink umbrella. The others shout.



3.6 Things that go bump in the night!

1 Before you read

What do you know about the house where the Petrenkos are staying? Look at the picture for help.

Suddenly the light goes out again and all is dark. Nazar opens the window and leans out. He thinks he sees a figure near the big tree. But it is difficult to see because the moon is behind some clouds. "Maybe Patrick and Helen's granddad is right," he thinks. "There is a ghost! I must wake Oksana and tell her." He walks to the door of his room and opens it. The floors creak in the old farmhouse. In fact everything creaks so he walks slowly and carefully to Oksana's bedroom.



"Oksana! Oksana!" he says softly. "Do you hear that noise?"

"You mean my door?" asks Oksana sleepily. "That wakes me up!"

"Oh, sorry, I see something outside in the garden. Do you remember what the O'Brien kids usually tell us about the ghost?" asks Nazar.

"Yes!" says Oksana. "But I hope you don't believe that rubbish."

"Of course not! But there's something or someone in the garden. Maybe it's a burglar. Mrs O'Brien tells us that there are burglars in the area. Let's wake Mum and Dad."

"Let's look from the bathroom window first. We can see more from there. If it is a burglar we'll tell them at once."

"Wait," says Nazar. "I want to get my camera."

They walk quietly past their parents' room to the bathroom. From the small window there, they can see the garden with the big tree and the barn. They wait for ten minutes. The moon comes out from behind a cloud. The figure is still there.

"Do you see that?" Oksana asks her brother.

"What?" says Nazar.

"Look!" says Oksana. There is a flash of white between the tree and the barn.

"It's white, like a..."

"Ghost?" asks Nazar.

"Rubbish," says Oksana. "Take some pictures!"

Nazar tries to get a good picture, but when he presses the button nothing happens. "Oh, no! I'm always forgetting to put in a new battery," he says.

"OK," says Oksana. "If it is a burglar, he'll try to get into the house."

"If he opens a door or window, he'll set off the alarm," says Nazar. "And he'll wake Mum and Dad," says Oksana.

"So let's wake them first! Come on!"

The mystery of Loch Ness

1. Find Scotland on the map. Where is it? 2. What do you know about Scotland?

A My family and I live in the most beautiful place in Scotland. From my bedroom window I can see Urquhart Castle and Britain's largest lake, Loch Ness. A "loch" is what we call a lake in Scotland.

Mum and Dad like Loch Ness so much that they don't want to live and work in the city.

My uncle and aunt live in a big city of Glasgow. My uncle works in a factory and aunt cleans other people's houses. My cousins get up really early every morning to catch the bus to a big school in the city. We like when they come to visit us. We go for walks in the green hills, walk along the blue waters of Loch Ness and visit Urquhart Castle. We enjoy a great holiday and don't want to go home.



Is this the creature in Loch Ness?

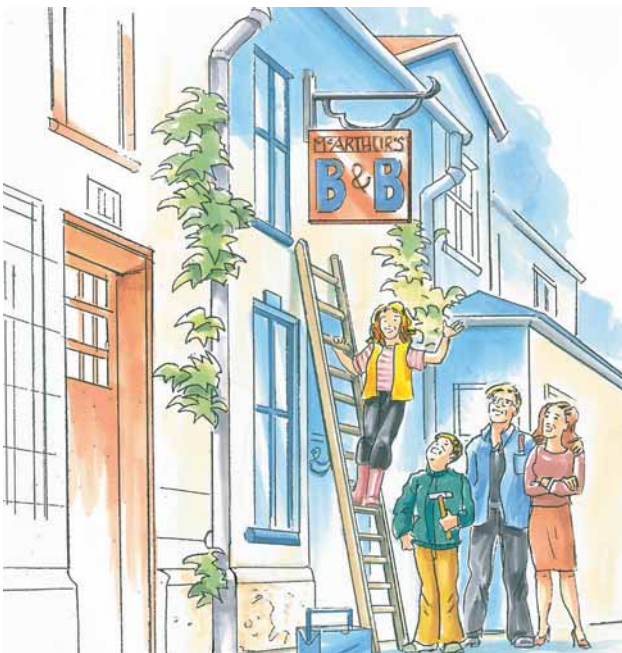


We live near the lake and Mum and Dad have a bed and breakfast near the castle so they don't go out to work. When they get home, they are always dog-tired.

Our school is really small and it's just down the road, so we can walk there.

B Sometimes in summer it rains a lot and not many guests come to stay at our B&B. Mum and Dad worry a lot because they don't want to close it and go to Glasgow.

"It's always raining. We're a new B&B, no one knows us. How are we going to live?"



“Don’t worry, love», says Dad. “There are always lots of tourists at McArthur’s B&B because of the mystery of Loch Ness”.

Maybe I should explain. For more than thousand years people tell stories about something strange in the Loch. In one story a big fish comes out of water and eats fishermen and their boats! In another story, some kids see a strange creature 15 metres long! It comes out of the Loch and walks on the land. People call it a dinosaur.

Others say it looks more like an elephant. Old pictures in the newspaper show something in the water in front of Urquhart Castle, but it isn’t very clear. The newspaper calls it “The Loch Ness Monster!” A lot of people call it Nessie. But no one really knows. It’s a mystery.



C One Saturday evening our family goes to a concert at Urquhart Castle. We listen to some great Scottish bagpipe music.

At the concert old Mr Muir comes to talk to us. He’s a really nice caretaker at the castle. “Well, do you young MacArthurs like the concert?” he asks Douglas and me.

“Yes, it’s great,” I say. “I love the bagpipes.”

“And I love the drums,” says Douglas.

“Ay, they all like the castle concerts,” Mr Muir laughs. There are more than three hundred people here tonight. Well, I must start to put these chairs away. We keep them down in the old dungeons, you know.”

“The dungeons?” says Douglas. “Are there the dungeons in the castle?”

“Oh, yes, there are the dungeons, my boy. Deep under the castle. In old days they put prisoners there. But today we only use them as the castle storerooms.”

Mr Muir starts to walk away.

“Can I help you, Angus?” asks Dad.



“No, no, thank you, Tom, I have my workmen. And there’s a lift down to the castle storerooms. It’s old and slow like me, but it works.”

Douglas and I watch the workmen put some chairs into the big lift. Mr Muir is right. The lift is old and slow. And it makes a terrible noise.

When we come home we see an old black van outside our B&B. There are a lot of boxes on its roof, but they don’t look like the normal



things that tourists take on holiday. The van has no windows so we cannot see inside, but there are strange white letters on the doors: S.A.M.

“S.A.M. What does that mean?” asks Douglas.

“It means we’ve got guests!” says Dad.

Mum and Dad are always happy when new guests arrive.

D A woman and a man wait in front of the house. The woman is very tall with small crocodile eyes and red lipstick. She is carrying a strange black bag and is wearing a big black winter coat. The man is short and has short grey hair. He doesn’t speak and he never even smiles.

“Two rooms on the east side of the house,” the woman says. “We want to see the Loch.” She does not say “please”.

“Oh, yes, the Loch is beautiful in the morning,” says Mum. “Breakfast is from seven until nine o’clock. Here are your keys.”

The woman takes the keys, but she does not say thank you”.

Dad asks, “Are you going fishing?”

The woman looks at Dad with her crocodile eyes. “Fishing?”

“Yes, all those things in your van. I hope you catch something.”

The woman smiles for the first time, but it is not a nice smile. “If there is something to catch in the Loch, Mr McArthur, we will catch it. You can be sure!”

They go upstairs and we do not see them again until the next morning.

“That van is weird, Stella,” says Douglas.

“Our new guests are weird, too,” I say.

“You can say that again! What does S.A.M. mean? “It’s on the van doors.”

“I’ve got an idea,” I say. “I’d like to know what’s inside. And look at those things on the roof. That looks like part of a telescope.”

“Yeah, and what’s this? A microphone?” Douglas asks.

“I don’t know, but they don’t look like fishing things,” I say. It is true. They look more like the things we use in science class. “Those two are not normal tourists,” I say.

“You are right. Come on, Stella. Let’s find out who our guests really are.”

The next morning, the woman and the man sit in the breakfast room. They aren’t eating breakfast. They are just drinking cup after cup of coffee. Black coffee.



Mum and Dad are telling them about nice places to visit, like Urquhart Castle and the gardens. "You can hear great concerts in the castle," says Mum. "Scottish bagpipe concerts are very popular." But our guests aren't really listening. They only listen when we tell them about Loch Ness.

"It's the deepest lake in Britain, and the largest, too," says Douglas. "A lot of people come here just to try to see Nessie."

The woman puts down her coffee cup. She looks at Douglas. "Nessie?"

"You know," laughs Douglas, "Nessie, the Loch Ness Monster. That's what they call the creature in the Loch."

"That's right, says Mum. "Tourists come here from all over the world to try to see her. But no one knows if there really is a creature in there. It's a mystery."

"Well. The Loch is really deep," I say. "They say there are deep caves under the water where a monster can hide."

"Yes," says Douglas. "I see pictures of a strange creature like a dinosaur. Some people say we can hear strange noises from the Loch at night."

The woman and the man look at us with big eyes.

"Now, Douglas and Stella. You are scaring our guests," laughs Mum. "They are going fishing on the Loch today, remember?"

"Oh, yes," says Dad. "What do you have in your van? A fishing boat? What fish do you want to catch?"

"Oh... fish. Just fish." The man and the woman get up suddenly. "We must go now."

E "I love to go fishing," says Dad. "May I go with you and show..."

The woman at the door turns round and says, "No!" Then she says, "Em, sorry, our boat is too small. There's only room for two."

Douglas and I go into the living room so Mum and Dad cannot hear us.

"Stella, those two aren't normal tourists," says Douglas. "They don't listen to a word Dad and Mum say about Urquhart Castle or going for walks in the hills."



“But they listen when we tell them about Nessie,” I say.

“Why don’t they want Dad to go fishing with them?” asks Douglas.

“Because they aren’t going fishing!”

“Well, where do you think they are going, Stella?”

“I’ve no idea,” I say. “But there’s only one way to find out.”

Douglas and I run and get our bikes, but the black van is not there.

“I think they are near the Loch!” I say. We take a shortcut to the lake through the castle gardens. Outside the castle, we pass the caretaker and his workmen.

“Hi, you two. We’re just having a break,” says Mr Muir. “We’re still taking the chairs from the lawn down to the storeroom. It’s a long way down.” Mr Muir wants to talk but we are in a hurry. “If you have some time now I can show you the dungeons deep under the castle. Would you like that?”

“Wow!” says Douglas. I know Douglas really wants to see the dungeons. But this is not the time for a visit to the dungeons. We need to find out what the strange pair is doing! We don’t want to lose them.

“Thanks, Mr Muir,” I say. “Maybe another time, we’re in a hurry just now.”

“But it’s the holidays,” says Mr Muir. “Kids today are always in a hurry.”

“You see,” I say. “We’ve got new guests at our B&B, and ... Mum needs bacon and eggs... for breakfast. We must go now. Good bye, Mr Muir! Come on, Douglas!”

Douglas really wants to stay but he comes with me. As we ride away, we hear Mr Muir say, “Breakfast? It’s already 11 o’clock!”

When we get to the road, we cannot see the black van.

“We do not see them!” I say.

“Now we don’t know where they’re going!”

“Or what they’re doing!” says Douglas. “Oh. Well. Hey! Let’s just go back and ask Mr Muir if we can visit the castle dungeons.”

“Douglas!” I say. “Don’t you want to find out what those two are doing? And what S.A.M. means?” Just then we see the black van! It is turning down a little road to the Loch.

“There they are!” I say. “Come on! After them!” We follow the van down a quiet road. It stops by the Loch where there are no people. Douglas and I put our bikes down and hide behind a tree. The man and woman get out of the van.

“W - What are they doing?” says Douglas.

“Shh!” I say. “They mustn’t see us!” We see them open the backdoors of the van. Together they take out a strange boat. It isn’t a fishing boat. It looks more like a mini-submarine!

“Quick, put the underwater microphones in the sub,” the woman says to the man.





"Yes, Professor," he says. It is the first time we hear him speak.

"Don't forget the infrared camera. We'll show them! There's no monster in Loch Ness. Nessie is a fake! The fake in the lake! Ha-ha! Science Against Monsters will show them! Let's go!"

Douglas and I watch them put the little submarine in the water. Then they get into the sub and close the doors.

"Look! It's going under!" says Douglas. We ride home on our bikes as fast as we can to tell Mum and Dad.

"What!? says Mum. "Science Against Monsters?"

"Yes, she's a professor," I say. "They're calling Nessie 'The Fake in the Lake'."

"And they have got this cool submarine," says Douglas. "But they want to prove that there's no creature in the Loch."

"Oh, no!" says Dad. "This is the end! Now we must go back to live in Glasgow"

"B-But why?" we ask. "We love it here!"

"Dad and I love it here, too," says Mum. "But when people hear that there's nothing in the Loch, we will have no guests. And without guests, how can we live?"

"Your mother is right," says Dad. "We must sell McArthur's B&B."

"No more playing at the Loch," I say.

"No more bike rides and walks in the hills," says Douglas.

"No more concerts in the castle," says Mum. We are all very sad.

Suddenly the door opens. The strange pair runs into the breakfast room. They look really scared.

"Quick!" shouts the woman. "We're leaving! We are back to get our things!"

They run upstairs and then come down again with their bags and get into the van.

"Run for your life!" they shout to us and run out of the door.

The next day the phone rings all morning. "More guests!" Mum says every time she answers it.

Suddenly a lot of guests want to stay at McArthur's B&B. "I just can't understand it," says Dad.

Scientists Hear Monster Noises in Loch Ness

When the newspaper arrives later in the morning, this is what we read:

Scientists from London come back from a visit to the famous Loch Ness in Scotland. Professor Gruntle and Dr Bland use a special submarine with infrared cameras and underwater microphones in the Loch just beside Urguhart Castle.

"We hear some very scary noises under the water. Terrible noises!" the Professor says. "It's no mystery! We are sure a terrible monster is hiding in the deep caves under Loch Ness! And this monster is big!"

"Now we know why so many people are calling our B&B," I say.

"Does this mean we don't have to go back to the city?" asks Douglas. "Can we stay here?"

"Yes, maybe," says Dad. "But what makes those terrible noises? Maybe there really is something in the Loch".

That afternoon, Douglas and I walk in the castle gardens. We see the caretaker.

"Hi, kids," calls Mr Muir. "Are you too busy to see the dungeons today?"

"No, we aren't!" says Douglas.

Mr Muir takes us into the castle. There are a lot of visitors there. But Mr Muir still takes the two of us down into the dungeons. We get into lift and close the door. It starts to go down. It is really loud in the lift so we cannot talk. When we get to the bottom, Mr Muir opens the door. It is dark and very cold down there. When we speak, there is a loud echo.

"This is cool!" we say. "Thanks, Mr Muir. It is interesting to be in the castle dungeons."

"Well, we're right under the castle here, and we're under the water of the Loch, too."

It is really scary. When it is time to take the lift back up, Mr Muir asks us about our weird guests. We tell him about the van full of unusual things like underwater microphones and infrared cameras. We also tell him about a mini-submarine.

"Now it's all in the newspapers," says Douglas.

"Really?" says Mr Muir. "Well, I have no time for newspapers."

"These people want to prove that Nessie is a fake," I tell him.

"Nessie a fake?" says Mr Muir. "Pah! Well, what do they know about it? Is it something unusual?"

"Yes! They tell about terrible noises... just like a monster! They are really scared! They tell us to run for our lives!"

Mr Muir just laughs.

"Do you think there really is a creature in the Loch, Mr Muir?" we ask.

"I don't know, kids. But I think I know what those scientists speak about".

Mr Muir presses a button and the lift starts to come down with a lot of noise.

It makes a terrible echo in the dungeons. "Do you hear that?" he asks. "If you're in the submarine under the Loch, I'm sure it sounds just like a terrible monster!"

"Wow!" we say. "You mean that's your old lift?"

"It's just an idea," smiles Mr Muir.

After the story

1. What is the best part of the story for you? Why? How does it feel?
2. Would you like to have a holiday in a place like Loch Ness? What can you do there?

A play: Robin Hood and his merry band



Robin Hood
Maid Marian
Dickens
Will Scarlet
Little John
Friar Tuck
a poor farmer
his wife
his son
the Sheriff of
Nottingham
the Sheriff's men
Storyteller

Scene 1. Robin Hood's camp in Sherwood Forest.

Robin Hood: Look at this poster, everyone. The sheriff of Nottingham and his men are coming to Sherwood Forest to collect taxes.

Maid Marian: It's terrible, Robin! They come to people's doors and ask for money.

Dickens: And poor people don't have any money to give them!

Will Scarlet: If you can't pay taxes, the Sheriff takes your animals, your cows or horses.

Little John: Or he puts you in jail!

Friar Tuck: That Sheriff of Nottingham is a cruel, cruel man.

Dickens: What does he do with all the taxes that he collects?

Robin Hood: He gives them to cruel King John.

Dickens: When is the sheriff coming to Sherwood Forest?

Robin Hood: On Monday.

Friar Tuck: B-But that's today, Robin!

Robin Hood: You're right. Listen to this: the cruel Sheriff of Nottingham is in the forest today. He's collecting taxes. He's even collecting taxes from the poor.

Maid Marian: Down with the Sheriff! Down with King John!

Robin Hood: We must stop them!



All the merry band:

We're Robin Hood and his marry band!
 We live in Sherwood Forest and
 We take from the rich to give to the poor!
 So when the Sheriff knocks on your door,
 Don't be scared, that does no good!
 Give a call to Robin Hood!
 He's the man they're talking about! He's the
 man who can sort it out!

Maid Marian: How can we sort it out Robin?
 Robin Hood: Er...I don't know... er ... That's
 why I am calling you.
 Maid Marian: I have a plan!



Scene 2 The Sheriff visits the poor farmer.

Storyteller: *The Sheriff of Nottingham and his men arrive in the forest. His first man knocks on the door of a poor farmer's home.*

Poor farmer: Who's there?

Sheriff: It's the Sheriff of Nottingham! It's time to pay taxes to your King!
 Open the door!

Poor farmer: G-Good day, Sheriff of Nottingham.

Wife: H-How do you do?

Son: (from behind his mother): Good morning, Mr Sheriff.



Sheriff: How many people live in this house?

Poor farmer: J-Just me and my wife.

Sheriff: But I hear three voices!

Wife: No, really! Only we two live here!

Sheriff: Hmm. Taxes from two people. That's ... 50 pounds!

Wife: 50 pounds!

Poor farmer: We don't have money like that!

Sheriff: No money, eh? *(to his men)* Take these two! It's jail for you! Ha-ha-ha!

Storyteller: *They take the farmer and his wife and they all leave. Then the boy runs out of the house and looks around. He runs off the other way.*

Poor boy: Only one man can help us!

Scene 3 The boy asks for help.

Poor boy: Robin Hood, Robin Hood!
The Sheriff and his men
are taking my mum and
dad to jail! Just because
we can't pay taxes to cruel
King John!

Merry band: Down with the Sheriff!
Down with King John!!

Poor boy: My dad says that you take
from the rich and give to
the poor! You must help us,
Robin Hood!

Robin Hood: Don't worry, my boy. Take us to the Sheriff and his men.
I have a plan.

Maid Marian: It is my idea.

Robin Hood: OK, OK. We have a plan!



Scene 4 The Sheriff's men want to sleep.

First man: It's too late to go back to Nottingham, Boss.

Second man: Yeah, Boss. I'm dog-tired. Let's sleep here for the night.

Third man: Sleep in Sherwood Forest? It's too windy.

Fourth man: A-And Robin Hood can find us!

First man: Or Maid Marian. She has all the ideas!

Second man: They take from the rich to give to the poor!

Sheriff: I'm not afraid of Robin Hood! Or Maid Marian! I'm the Sheriff
of Nottingham! *(He looks around.)* But you are right.
We can't sleep here.

Storyteller *The boy comes out from behind a tree. His parents see him, but he puts his finger to his mouth to tell them not to say anything.*

Poor farmer: *(to his wife)* Look, it's our son!

Wife: Ooh, my baby!



Sheriff: (to the parents) What do you say?

Poor farmer: N-Nothing, Sheriff!

Poor boy: Good evening, sirs! Excuse me, can I help you?

First man: Yes. We're looking for a good place to sleep.

Poor boy: Oh, I know the perfect place to sleep in the forest, Sir. It's out of the wind. Follow me!

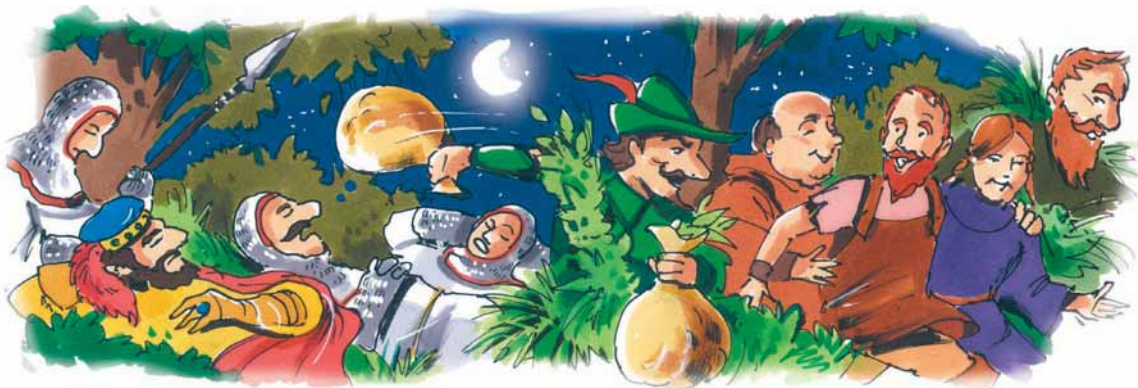
Scene 5 They find a place to sleep.

Storyteller: *The Sheriff and his men, the farmer and his wife arrive. There are lots of green trees which are moving in the wind.*

Poor boy: This is the perfect place to spend the night, Sheriff. The wind isn't so bad under these trees.

Sheriff: Ha! And Robin Hood can never find us here. Or Maid Marian. Tomorrow we go to Nottingham to give King John all this lovely, lovely money!

Storyteller: *The boy leaves. They all lie down to sleep. The trees are moving, but they are strange trees. They are Robin Hood and his merry band! They are wearing green and brown and have tree branches in their hands. When the Sheriff and his men are sleeping, Robin and his merry band take the bag of taxes, free the poor farmer and his wife, and tiptoe away.*



Scene 6 Robin helps the poor people.

Storyteller: *Robin and his band come back to the camp with the poor farmer and his wife. The boy runs to his parents.*

Poor boy: Mum! Dad!

Wife: Our baby!

Robin: Ha-ha-ha! The Sheriff is cruel, but he's stupid too!

Maid Marian: We trick him and his men!

All: Down with the Sheriff! Down with King John!

Robin Hood: Here you are. Here's some money. Now you aren't so poor!

Poor farmer: Oh! Thank you, Robin Hood! Thank you all!

Robin Hood: You're welcome!

All the merry band

We're Robin Hood and his marry band!
 We live in Sherwood Forest and
 We take from the rich to give to the poor!
 So when the Sheriff knocks on your door,
 Don't be scared, that does no good!
 Give a call to Robin Hood!
 He's the man they're talking about!
 He's the man who can sort it out!
 We hope you like our little play.
 Come back and see us soon one day!



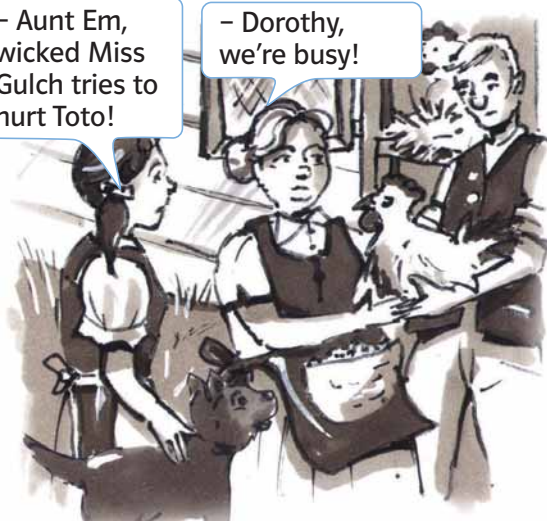
The Wizard of OZ

Dorothy lives on a farm in Kansas with her Aunt Em and Uncle Henry. They always have a lot of work to do. Her dog Toto is her only friend.

Dorothy is very unhappy. She wants to run away, but a big twister comes and she gets worried. She goes back to the house in a hurry.

– Aunt Em, wicked Miss Gulch tries to hurt Toto!

– Dorothy, we're busy!



Dorothy goes into the house. Suddenly a window flies open and hits her on the head. Then the house flies through the sky.

– Look, Toto! A twister! Let's go back home!



– Aunt Em! Uncle Henry! Where are you?



After the house lands, Dorothy goes to look outside and sees that she is not in Kansas anymore.

– Welcome to OZ. I'm Glinda, the Good Witch of the North. Because of you there is no wicked Witch of the East any more.



The people of Oz are grateful

Oh, no. It was an accident.

Glinda gives the dead witch's magic shoes to Dorothy. Suddenly the wicked Witch of the West appears. She is angry with Dorothy because her sister isn't alive anymore.

Dorothy is scared of the witch. She wants to go back to Kansas. But how? Glinda tells her where to get help.

- Because of you my sister isn't alive any more.

- It is not my fault.

- I can't have your shoes as long as you're alive, but I can get you, my little pretty, and your dog too!)



Dorothy tells her friends about the Wizard of Oz. She invites them to go with her to see him.

On the way, Dorothy makes friends: Scarecrow, Tin Man, and Cowardly Lion. They all need help.

- The Wizard of Oz can help you to get home. He lives in the Emerald City.

- How can I get there?

- Just follow the Yellow Brick Road.



After a long trip, they arrive at the Emerald City. They ask the wizard for help.

- I need a heart.

- ... a brain.

- ... courage

- We're off to see the wizard, the wonderful Wizard of Oz.



On their way to the witch's castle, the witch captures Dorothy and Toto.

– I can help you, but first bring me the broomstick of the Witch of the West.



– But then we must kill her first.

Dorothy throws water on the fire. It saves Scarecrow, and it kills the witch. Everyone thanks Dorothy.

- You don't have much longer to live. I can have those magic shoes soon.



– But I really don't want the shoes! I just want to go home.

Dorothy's friends want to rescue her. As they start to leave the castle, the witch sets fire to Scarecrow.

The friends take the broomstick to the wizard, but he is not a real wizard. He tries to help them with a diploma, a ticking heart and a medal.

- Don't throw that water!

– Help,
I'm on fire!

- Can we have her broomstick, please?

- Ding-dong, the Wicked Witch is dead!



– Here. Please take it with you!

The wizard's hot-air balloon leaves Oz without Dorothy. But Glinda tells her how to get home all by herself.



- You're right. But I can show you that you already have a brain, a heart and real courage. And I can help Dorothy get home, too.



- There's no place like home...

When Dorothy opens her eyes, she is back in Kansas. She is very happy to see her family and friends again. She tells them about her trip.



- Can you tell us about your dream?

- I'm on a trip. Some of it is beautiful, but there's no place like home!

Dictionary

A

a, an [ə; ən] неозначений артикль
about [ə'baʊt] приблизно, неподалік
above [ə'baʊv] вгорі, нагорі, вище
accent ['æksnt] наголос, вимова, акцент
accident ['æksɪdnt] випадок, аварія, катастрофа
across [ə'krɒs] впоперек, на той бік; через
to act [ækt] діяти, працювати
action ['ækʃn] дія, вчинок
activity [æk'tɪvəti] діяльність, активність
actor ['æktə] актор
to add [æd] додавати, приєднувати
address [ə'dres] адреса
adjective ['ædʒektɪv] прикметник
adventure [əd'ventʃə] пригода
adverb ['ædvɜːb] прислівник
advice [əd'vaɪs] порада
after ['ɑːftə] після, за, позаду
afternoon [ɑːftə'nuːn] час після полудня
again [ə'geɪn] знову
ago [ə'gəʊ] тому (про час)
air [eə] повітря, атмосфера
airport ['eəpɔːt] аеропорт
alarm [ə'lɑːm] сигнал тривоги
all [ɔːl] весь, всі, все
along [ə'lɒŋ] вперед, вздовж
alphabet ['ælfəbet] алфавіт, абетка
alphabetical [ælfə'betɪkl] алфавітний, абетковий
already [ɔːl'reɪdɪ] вже, раніше
also [ɔːlsəʊ] теж, також
always [ɔːlweɪz] завжди
American [ə'merɪkən] американець, американський
and [ænd] і, й, та
angry ['æŋɡri] сердитий, розлючений
animal ['ænɪml] тварина

anorak ['ænərəæk] тепла куртка на блискавці з каптуром
another [ə'nʌðə] другий, інший
answer ['ɑːnsə] відповідь
to answer ['ɑːnsə] відповідати (на запитання)
any ['eni] який-небудь, якийсь
anything ['eniθɪŋ] що-небудь, ніщо (як заперечення)
apple ['æpl] яблуко
April ['eɪprɪl] квітень
area ['eəriə] площа, простір, ділянка
arena [ə'riːnə] арена, місце подій
arm [ɑːm] рука (від кисті до плеча)
around [ə'raʊnd] усюди, навкруги
to arrive [ə'raɪv] прибувати, приїжджати, приходити
Art [ɑːt] образотворче мистецтво
as [æz; əz] який, котрий, що
to ask [ɑːsk] питати, просити
to be asleep [biːə'sliːp] спати
assembly [ə'sembli] збори, асамблея
shop assistant ['ʃɒp əsɪstnt] продавець
at [æt; ət] в, біля, при
audition [ɔː'dɪʃn] слухання, прослуховування
August ['ɔːɡəst] серпень
aunt [ɑːnt] тітка
Australian [ɒ'streɪliən] австралійський, австралієць
autograph ['ɔːtəɡrɑːf] автограф
autumn ['ɔːtəm] осінь
away [ə'weɪ] далеко, віддалік, здала

B

baby, babies ['beɪbi; 'beɪbiz] немовля, дитинча, немовлята
back [bæk] спина

back [bæk] назад, у зворотному напрямку
bad [bæd] поганий, кепський
badminton ['bædmɪntən] бадмінтон
bag [bæg] мішок, сумка, портфель
ball [bɔ:l] куля, м'яч
balloon [bə'lu:n] повітряна куля
banana [bə'nɑ:nə] банан
to **bang** [bæŋ] ударити(ся), стукнути(ся)
piggy **bank** ['pɪɡi bæŋk] скарбничка у вигляді поросяти
burger **bar** ['bɜ:gə, bɑ:] закусова
to **bark** [bɑ:k] гавкати
barn [bɑ:n] комора, сарай
basketball ['bɑ:skɪtbɔ:l] баскетбол
bathroom ['bɑ:θrʊm] ванна (кімната)
battery ['bætəri] батарея, акумулятор
to **be** [bi:] бути, жити, існувати
bean [bi:n] біб, квасоля
beautiful ['bju:tɪfl] вродливий, прекрасний, чудовий
because [br'kɒz] тому що, через те що
bed [bed] ліжко
bedroom ['bedrʊm] спальня
before [br'fɔ:] раніше, перед, до
to **begin** [br'ɡɪn] починати(ся)
beginning [br'ɡɪnɪŋ] початок
behind [br'haɪnd] позаду
to **believe** [br'li:v] вірити, довіряти
bell [bel] дзвін, дзвоник
beside [br'saɪd] поруч з, біля
best [best] найкращий
to **bet** [bet] битися об заклад
better ['betə] кращий
between [br'twi:n] між, поміж, серед
big [bɪɡ] великий
bike [baɪk] велосипед
bill [bɪl] чек
bird [bɜ:d] птах, пташка
birthday ['bɜ:θdeɪ] день народження
biscuit ['bɪskɪt] печиво
a bit [ə 'bɪt] трошки

black [blæk] чорний
blanket ['blæŋkɪt] шерстяна (вовняна) ковдра
bloke [bləʊk] чоловік
blond [blɒnd] білявий, світлий
to **blow up** [bləʊ'ʌp] надувати
blue [blu:] синій, блакитний
board [bɔ:d] дошка
body ['bɒdi] тіло, тулуб
book [bʊk] книга
rubber **boots** [ˌrʌbə 'bu:ts] гумові чоботи
bored [bɔ:d] що нудьгує
boring ['bɔ:ɪŋ] докучливий, нудний
to **borrow** ['bɒrəʊ] позичати (у когось)
bottle ['bɒtl] пляшка
bowl [bɔ:l] миска, чаша
box, boxes [bɒks; 'bɒksɪz] коробка, ящики
boy [bɔɪ] хлопець, хлопчик
bread [bred] хліб
break [breɪk] перерва
to **break** [breɪk] ламати(ся)
to **break-dance** ['breɪkdɑ:ns] танцювати брейк данс
breakfast ['brekfəst] перший сніданок
bridge [brɪdʒ] міст, місток
brilliant ['brɪljənt] блискучий, видатний
to **bring** [brɪŋ] приносити
broken ['brəʊkn] розбитий, зруйнований
brother ['brʌðə] брат
brown [braʊn] коричневий
bully ['bʊli] хуліган
to **bully** ['bʊli] задиратися, залякувати
to go **bump** [gəʊ 'bʌmp] вдарятися, стукатися
burger ['bɜ:gə] булочка, бургер
burglar ['bɜ:glə] злодій, грабіжник
bus, buses [bʌs; 'bʌsɪz] автобус, автобуси
bush [bʊʃ; 'bʊʃɪz] кущ, чагарник
busy ['bɪzi] зайнятий
but [bʌt] крім, але
butter ['bʌtə] масло
button ['bʌtn] ґудзик, кнопка

to **buy** [baɪ] купувати
by [baɪ] при, біля, коло, через
bye [baɪ] до побачення!

C

café ['kæfeɪ] кафе, кав'ярня
cafeteria [ˌkæfə'tɪəriə] кафетерій, кафе-закусочна
cake [keɪk] торт, тістечко
calendar ['kæləndə] календар
call [kɔ:l] телефонний виклик, сигнал
to **call** [kɔ:l] окликати, звати; називати
calm [kɑ:m] спокійний, тихий
camera ['kæmrə] фотоапарат, кінокамера
camping ['kæmpɪŋ] кемпінг, відпочинок на лоні природи
can [kæn] банка консервів, бляшана банка
cap [kæp] шапка, кепка
capital ['kæpɪtl] столиця, велика (про літеру)
car [kɑ:] автомобіль
card [kɑ:d] карта, квиток
careful ['keəfl] дбайливий, обережний
caretaker ['keətəɪkə] завідуючий господарчою частиною (у школі)
carrot ['kærət] морква
to **carry** ['kæri] носити, возити
pencil case ['pensl,keɪs] пенал
castle ['kɑ:sl] замок
cat [kæt] кіт, кішка
to **catch** [kætʃ] ловити, спіймати
CD [ˌsi:'di:] комп'ютерний диск
Celsius ['selsiəs] термометр Цельсія
centre ['sentə] центр, середина
chain [tʃeɪn] ланцюг, ланцюжок
chair [tʃeə] стілець
changer [tʃeɪndʒə] перетворювач, перемикач
to **change** [tʃeɪndʒ] змінювати(ся), міняти (ся)

charity ['tʃæɪti] добродійність, милосердя
chart [tʃɑ:t] схема, діаграма
chat [tʃæt] невимушена розмова
to **chat** [tʃæt] невимушено розмовляти
cheap [tʃi:p] дешевий
to **check** [tʃek] перевіряти
cheese [tʃi:z] сир (твердий)
chicken ['tʃɪkɪn] курча
child, children [tʃaɪld; 'tʃɪldrən] дитина, діти
Chinese [tʃaɪ'ni:z] китайський, китаєць
chips [tʃɪ:ps] шматочки смаженої картоплі
chocolate ['tʃɒklət] шоколад
choice ['tʃɔɪs] вибір, відбір
to **choose** [tʃu:z] вибирати, відбирати
church [tʃɜ:tʃ] церква
cinema ['sɪnəmə] кіно, кінотеатр
city ['sɪti] велике місто
to **clap** [klæp] плескати, аплодувати
class [klɑ:s] клас, урок
classroom ['kla:srʊm] класна кімната
to **clean** [kli:n] чистити
clear [kliə] чистий, прозорий
to **click** [klɪk] клацати
cliff [klɪf] круча, стрімка скеля
to **climb** ['klaɪm] лізти, дертися вгору
clock [klɒk] годинник
to **close** [kləʊz] закривати (-ся), зачиняти (-ся)
closed [kləʊzd] закритий, замкнений
clothes [kləʊðz] одяг
cloud [klaʊd] хмара
cloudy ['klaʊdi] хмарний
club [klʌb] клуб
clue [klu:] ключ (ключ до розгадки)
coast [kəʊst] узбережжя
coat [kəʊt] верхній одяг, пальто
coke [kəʊk] кока-кола
cold [kəʊld] холодний, холод; простуда

to **collect** [kə'lekt] колекціонувати, збирати (-ся)
colour ['kʌlə] колір, фарба
 to **come** [kʌm] приходити, приїжджати
comic ['kɒmɪk] комічний, смішний
comparative [kəm'pærətɪv] порівняльний, відносний
 to **compare** [kəm'peə] порівнювати
 to **complete** [kəm'pli:t] закінчувати
computer [kəm'pjʊ:tə] комп'ютер
concert ['kɒnsət] концерт
 to **continue** [kən'tɪnju:] продовжувати (-ся), тривати
cooking ['kʊkɪŋ] приготування їжі
cool [ku:l] прохолодний; крутий
 to **copy** ['kɒpi] знімати копію, копіювати
cornflakes ['kɔ:nfleɪks] кукурудзяні пластівці
 to **correct** [kə'rekt] виправляти, корегувати
correct [kə'rekt] правильний, точний
corridor ['kɒrɪdɔ:] коридор
could [kʊd] міг, міг би
country ['kʌntri] країна, батьківщина
countries ['kʌntriz] країни
course [kɔ:s] курс, напрям
cousin ['kʌzn] двоюрідний брат (сестра)
cover ['kʌvə] кришка, футляр
cow [kaʊ] корова
crazy ['kreɪzi] божевільний
 to **creak** [kri:k] скрипіти
ice-cream [aɪs 'kri:m] морозиво
cricket ['krɪkɪt] гра крикет
crisp [krɪsp] хрусткий, крихкий
crossword ['krɒswɜ:d] кросворд
 to **cry** [kraɪ] кричати, плакати
cupboard ['kʌbəd] буфет, шафа
curry ['kʌrɪ] індійська страва з м'яса або овочей
customs ['kʌstəmz] мито, митний збір

D

dad [dæd] тато, татусь
dangerous ['deɪndʒərəs] небезпечний, загрозовий
dark [dɑ:k] темрява, темний
date [deɪt] дата, число
day [deɪ] день
dear [dɪə] дорогий, любий
Dear [dɪə] у звертанні (дорогий, милий)
December [drɪ'sembə] грудень
 to **decide** [drɪ'saɪd] вирішувати
definition [ˌdefɪ'nɪʃn] визначення
degree [drɪ'ɡri:] ступінь, міра
 to **delete** [drɪ'li:t] викреслювати, витирати
department [drɪ'pɑ:tment stɔ:] відділ, управління
departure [drɪ'pɑ:tʃə] від'їзд, відправлення
 to **describe** [drɪ'skraɪb] описувати, зображати
desk [desk] письмовий стіл, парта
dessert [drɪ'zɜ:t] десерт, солодке
detective [drɪ'tektɪv] детектив(-ний)
dialogue ['daɪələʊg] діалог
dictionary ['dɪkʃnəri] словник
diet [daɪət] харчування, їжа, дієта
different ['dɪfrnt] різний, інший
difficult ['dɪfɪklt] важкий, тяжкий
digital ['dɪdʒɪtl] цифровий
dining room ['daɪnɪŋ rʊm] їдальня
dirty ['dɜ:ti] брудний, нечистий
 to **disappear** [ˌdɪsə'piə] зникати, пропадати
disco ['dɪskəʊ] дискотека, (стиль танцю) диско
divorced [drɪ'vɔ:st] розлучений
DJ [ˌdi:'dʒeɪ] ді-джей (диск-жокей)
 to **do** [du:] робити, виконувати
doctor ['dɒktə] лікар
dog [dɒg] собака
domino ['dɒmɪnəʊ] гра доміно

door [dɔ:] двері
doorbell ['dɔ:bel] дверний дзвінок
double ['dʌbl] подвійний
down [daʊn] вниз, внизу
Down Under [daʊnˈlʌndə] Австралія (розм)
to download [ˌdaʊnˈləʊd] завантажувати
downstairs [daʊnˈsteəz] вниз (по сходах)
drama ['dra:mə] драма (п'єса)
to draw [drɔ:] малювати
dream [dri:m] сон, мрія
to dress [dres] вдягатися
drink [drɪŋk] напій
to drink [drɪŋk] пити
to drive [draɪv] керувати, вести
 (про автомашину)
driver ['draɪvə] водій, шофер
to drop [drɒp] крапати, падати
drums [drʌmz] барабани
dump [dʌmp] купа сміття, смітник
DVD [di:vi:'di:] сучасний
 відеопрогравач цифрових дисків
to dye [daɪ] фарбувати, забарвлювати

E

each [i:tʃ] кожний
ear ['ɜ:li] вухо, слух
early [ɪə] ранній, рано
east [i:st] схід
easy ['i:zi] легкий, нескладний
to eat [i:t] їсти
education [ˌedʒʊˈkeɪʃn] освіта
egg [eg] яйце
elbow ['elbəʊ] лікоть
elephant ['elɪfənt] слон
else [els] ще, крім
e-mail ['i:meɪl] електронний лист
embarrassing [ɪmˈbærəsɪŋ]
 збентежений
empty ['empti] порожній
end [end] кінець
to end [end] закінчувати
ending ['endɪŋ] закінчення
enemy ['enəmi] ворог

English ['ɪŋɡlɪʃ] англійська мова
to enjoy [ɪnˈdʒɔɪ] отримувати
 задоволення
envelope ['envələʊp] конверт
environment [ɪnˈvaɪənmənt]
 середовище
to escape [ɪˈskeɪp] тікати
etc. [ɪtˈsetrə] і т. д.
euro ['jʊərəʊ] європейський (прикм.)
European [jʊərəˈpi:ən] європеєць
even ['i:vən] парне число; навіть
evening ['i:vniŋ] вечір
event [ɪˈvent] подія
ever ['evə] коли-небудь
every ['evri] кожний
everything ['evriθɪŋ] все
everywhere ['evriweə] усюди
evidence ['eɪdɪns] підстава, свідчення
example [ɪɡˈzɑ:mpəl] приклад
exchange [ɪksˈtʃeɪndʒ] обмін
excited [ɪkˈsaɪtɪd] схвилюваний
exciting [ɪkˈsaɪtɪŋ] хвилюючий
Excuse me! [ɪkˈskju:z mi] Вибачте!
exercise ['eksəsaɪz] вправа
to exercise ['eksəsaɪz] тренуватися
expensive [ɪkˈspensɪv] дорогий
experiment [ɪkˈspɛrɪmənt] дослід
to explain [ɪkˈspleɪn] пояснювати
eye [aɪ] око

F

face [feɪs] обличчя
fact [fækt] факт
fair [feə] ярмарок
to fall [fɔ:l] падати
family ['fæmili] сім'я
famous ['feɪməs] знаменитий
fan [fæn] фанат
fantastic [fænˈtæstɪk] фантастичний
far [fɑ:] далекий
farm [fɑ:m] ферма
farmer ['fɑ:mə] фермер

farmhouse ['fɑ:mhaʊs] житловий будинок на фермі
fashion ['fæʃn] мода
fast [fɑ:st] швидкий
favourite ['feɪvərɪt] улюблений
February ['febrʊəri] лютий
to **feed** [fi:d] годувати
to **feel** [fi:l] відчувати
feeling ['fi:lɪŋ] почуття
few [fju:] деякі
field [fi:ld] поле
fierce [fiəs] жорстокий
figure ['fɪɡə] цифра, фігура
to **fill in** [fɪl 'ɪn] заповнювати
film [fɪlm] плівка
to **find** [faɪnd] знаходити
fine [faɪn] гарний
finger ['fɪŋɡə] палець
to **finish** ['fɪnɪʃ] закінчувати
fire [faɪə] вогонь
first [fɜ:st] перший
fish, fish [fɪʃ] риба
to **fish** [fɪʃ] ловити рибу
fishing ['fɪʃɪŋ] рибальство
to **fit** [fɪt] підходити
fit [fɪt] придатний
flag [flæg] прапор
flash [flæʃ] спалах; несподіваний
flat [flæt] плоска поверхня; квартира
flight [flaɪt] політ
flood [flʌd] повінь
floor [flɔ:] підлога
flower ['flaʊə] квітка
to **fly** [flaɪ] літати
fog [fɒɡ] туман
foggy ['fɒɡi] туманный
folder ['fəʊldə] тека; папка
to **follow** ['fɒləʊ] слідувати
following ['fɒləʊɪŋ] наступний
food [fu:d] їжа
foot, feet [fʊt; fi:t] ступня, ступні
football ['fʊtbɔ:l] футбол

for [fɔ:; fə] для
forecast ['fɔ:kɑ:st] прогноз
to **forecast** ['fɔ:kɑ:st] прогнозувати
foreign ['fɔrɪn] іноземний
to **forget** [fə'get] забувати
fork [fɔ:k] виделка
form [fɔ:m] форма
free [fri:] вільний
French [frentʃ] французький
fresh [freʃ] свіжий
Friday ['fraɪdeɪ] п'ятниця
friend [frend] друг
to **frighten away** [ˌfraɪtn̩ ə'weɪ] налякати, відлякувати
to **be frightened** [bi: 'fraɪtnd] бути наляканим
frightening ['fraɪtnɪŋ] жахливий
from [frɒm] з, від
in front of [ɪn 'frʌnt əv] перед
fruit [fru:t] плід, фрукти
fun [fʌn] забава
funeral ['fju:nrəl] похорони
funny ['fʌni] смішний
furniture ['fɜ:nɪtʃə] меблі

G

game [geɪm] гра
garden ['ɡɑ:dn] сад
gate [ɡeɪt] ворота
g'day [geɪt] Доброго дня!
Geography [dʒɪ'ɒɡrəfi] географія
German ['dʒɜ:mən] німець, німецька мова
to **get** [get] діставати
ghost [ɡəʊst] привид
girl [ɡɜ:l] дівчина
girlfriend ['ɡɜ:lfrend] подруга
to **give** [ɡɪv] давати
glass [ɡlɑ:s] скло
to **go** [ɡəʊ] іти, їхати
goal [ɡəʊl] мета
goblin ['ɡɒblɪn] домовик
My God! [maɪ 'ɡɒd] Боже мій!

gold [gəʊld] золото
good [gʊd] гарний
goodbye [gʊd'baɪ] прощання
grammar ['græmə] грамати́ка
granddad ['grændæd] дідусь
grandma ['græn,mɑ:] бабуся
great [greɪt] великий
Greek [ɡri:k] грек, грецька мова
green [ɡri:n] зелений
greenhouse ['ɡri:nhaʊs] теплиця
grid [ɡrɪd] решітка
Good grief! [gʊd 'ɡri:f] Неймовірно!
ground [graʊnd] земля
group [ɡru:p] група
to guard [ɡɑ:d] охороняти
to guess [ɡes] відгадувати
gym [dʒɪm] спортзал

H

hair [heə] волосся
hairdresser ['heə,dresə] перукар
half [hɑ:f] половина
hall [hɔ:l] зал
ham [hæm] шинка
hand [hænd] рука
Hang on! ['hæŋ,ɒn] Тримайся!
to happen ['hæpən] траплятися
happy ['hæpi] щасливий
hard [hɑ:d] твердий, важкий
hat [hæt] капелюх
hate [heɪt] ненависть
to hate [heɪt] ненавидіти
to have [hæv] мати
he [hi:] він
head [hed] голова
headphones ['hedfəʊnz] навушники
healthy ['helθi] здоровий
to hear [hɪə] чути
heating ['hi:tɪŋ] нагрівання
heavy ['hevi] важкий
helicopter ['helɪ,kɒptə] вертоліт
Hello! [he'ləʊ] Привіт!
help [help] допомога

to help [help] допомагати
helpful ['helpfəl] корисний
her [hɜ:] її
here [hɪə] тут
hero, heroes ['hɪərəʊ; 'hɪərəʊz] герой, герої
hey [heɪ] привіт, вітання
Hi! [haɪ] Привіт!
to hide [haɪd] ховатися
high [haɪ] високий
him [hɪm] йому
his [hɪz] його
History ['hɪstəri] історія
to hit [hɪt] ударяти
hobby, hobbies ['hɒbi; 'hɒbiz] улюблене заняття, хобі
hockey ['hɒki] хокей
holiday(s) ['hɒlədeɪ(z)] свято, канікули
home [həʊm] дім
homework ['həʊmwɜ:k] домашнє завдання
to hoot [hu:t] кричати, улюлюкати
to hope [həʊp] сподіватися
horoscope ['hɒrəskəʊp] гороскоп
horrible ['hɒrəbl] страшний
horse [hɔ:s] кінь
hospital ['hɒspɪtl] лікарня
hot [hɒt] гарячий
hour ['aʊə] година
house [haʊs] будинок
how [haʊ] як
hundred ['hʌndrəd] сто
hungry ['hʌŋɡri] голодний
Hurry up! ['hʌrɪ,'ʌp] Поспішай!
to hurt [hɜ:t] боліти

I

I [aɪ] я
ice [aɪs] лід
idea [aɪ'diə] ідея
idiot ['ɪdiət] дурень
if [ɪf] якщо
to imagine [ɪ'mædʒɪn] уявляти

important [ɪm'pɔ:tnt] важливий
impression [ɪm'preʃn] враження
in [ɪn] у, в
Indian ['ɪndiən] індієць, індійський
information [ˌɪnfə'meɪʃn] інформація
inside [ɪn'saɪd] всередині
instruction [ɪn'strʌkʃn] інструкція
interested [ˌɪntrə'stɪd] зацікавлений
interesting [ˌɪntrə'stɪŋ] цікавий
Internet ['ɪntənət] інтернет
interview [ˌɪntəvju:] інтерв'ю
to interview [ˌɪntəvju:] брати інтерв'ю
into [ɪntə] в, у
introduction [ˌɪntrə'dʌkʃn] знайомство, передмова
invitation [ˌɪnvɪ'teɪʃn] запрошення
to invite [ɪn'vaɪt] запрошувати
Irish ['aɪrɪʃ] ірландці, ірландський
to iron [aɪən] прасувати
irregular [ˌɪrɪɡjələ] неправильний
island ['aɪlənd] острів
it [ɪt] воно
Italian [ɪ'tæliən] італієць, італійський

J

jacket ['dʒækɪt] піджак
jam [dʒæm] джем
January ['dʒænjʊəri] січень
jazz [dʒæz] джаз
jealous ['dʒeləs] ревнивий
job [dʒɒb] робота
to jog [dʒɒg] бігти підтюпцем
joke [dʒəʊk] жарт
to joke [dʒəʊk] жартувати
journey ['dʒɜ:nɪ] подорож
judge [dʒʌdʒ] суддя
July [dʒʊˈlaɪ] липень
long jump ['lɒŋ dʒʌmp] стрибки у довжину
to jump [dʒʌmp] стрибати
June [dʒu:n] червень
just [dʒʌst] якраз, точно

K

kangaroo [ˌkæŋɡəˈru:] кенгуру
to keep [ki:p] тримати, зберігати
key [ki:] ключ
to kick [kɪk] ударяти
kid [kɪd] дитина
kilo ['ki:ləʊ] кілограм
kind [kaɪnd] різновид
PE kit [ˌpi:ˌi: kɪt] спортивне спорядження
kitchen ['kɪtʃɪn] кухня
knee [ni:] коліно
knife, knives [naɪf; naɪvz] ніж, ножі
knight [naɪt] лицар
knock [nɒk] стукіт
to know [nəʊ] знати

L

lab (oratory)
 лабораторія [læb; ləˈbɒrətəri]
lamb [læm] ягня
land [lænd] земля
language ['læŋɡwɪdʒ] мова
lantern ['læntən] ліхтар
laptop ['læptɒp] невеликий портативний комп'ютер
large [lɑ:dʒ] великий
lassi ['lasi] лассі (індійський напій)
last [lɑ:st] останній
late [leɪt] пізній
later ['leɪtə] пізніше
to laugh [lɑ:f] сміятися
leader ['li:də] лідер
to lean out [li:nˈaʊt] висовуватися
to learn [lɜ:n] вчитися, навчатися
at least [ət 'li:st] принаймні; щонайменше
to leave [li:v] залишати; покидати; від'їжджати
left [left] лівий
left [left] те, що залишилось
leg [leg] нога
lemonade [ˌleməˈneɪd] лимонад

to lend [lend] позичати (комусь)
leprechaun ['leprəkɔ:n] ельф
lesson ['lesn] урок
let's [lets] давайте (спонукання)
letter ['letə] літера, лист
lettuce ['letɪs] салат-латук
life, lives [laɪf; laɪvz] життя
light [laɪt] світло
to like [laɪk] подобатися
like [laɪk] схожий, подібний;
 однаковий, рівний
line [laɪn] лінія
lion ['laɪən] лев
lip balm ['lɪp bɑ:m] гігієнічна губна
 помада
list [lɪst] список
to listen ['lɪsn] слухати
little [lɪtl] маленький
to live [lɪv] жити
living room ['lɪvɪŋ rʊm] вітальня
locker ['lɒkə] шафа, що замикається
long [lɒŋ] довгий
look [lʊk] погляд; вигляд, зовнішність
to look [lʊk] дивитися, оглядати
to lose [lu:z] губити, втрачати
a lot [ə 'lɒt] безліч
lots ['lɒts, əv] велика кількість
loud [laʊd] гучний, галасливий
love [lʌv] любов, кохання
to love [lʌv] любити, кохати
luck [lʌk] удача, доля
lucky ['lʌki] удачливий, вдалий
luggage ['lʌɡɪdʒ] багаж
lunch [lʌntʃ] другий сніданок, ленч
lunchtime ['lʌntʃtaɪm] час другого
 сніданку, обідня перерва

M

mad [mæd] божевільний, сказаний
magazine [ˌmæɡə'zi:n] журнал
main [meɪn] головний
to make [meɪk] робити, виробляти,
 готувати

make-up ['meɪkʌp] грим, макіяж
man, men [mæn; men] чоловік, чоловіки
manager ['mænɪdʒə] керівник,
 менеджер
adverb of manner [ædvɜ:zb_əv 'mænə]
 прислівник способу дії
many ['meni] багато
map [mæp] мапа, карта
March [mɑ:tʃ] березень
mark [mɑ:k] знак, позначка
to mark [mɑ:k] відзначати, позначати
market ['mɑ:kɪt] ринок, базар
married to ['mærid tə] одружений з
match [mætʃ] сірник
to match [mætʃ] підходити,
 бути до пари
Maths [mæθs] математика
may [meɪ] могли, мати можливість
May [meɪ] травень
maybe ['meɪbi] можливо, мабуть
me [mi:] мені, мене
meal [mi:l] прийняття їжі, їжа
to mean [mi:n] означати, мати на увазі
meaning ['mi:nɪŋ] значення
media ['mi:diə] засоби масової
 інформації
to meet [mi:t] зустрічатися,
 знайомитись
meeting ['mi:tɪŋ] мітинг, збори,
 засідання
menu ['menju:] меню
Meow! [mi:'əʊ] Ням!
message ['mesɪdʒ] повідомлення, лист,
 послання
mice [maɪs] миші
microphone ['maɪkrəfəʊn] мікрофон
middle ['mɪdl] середина
midnight ['mɪdnait] північ (про час)
mile [maɪl] миля
milk [mɪlk] молоко
million ['mɪljən] мільйон
to mime [maɪm] наслідувати,
 передражнювати

miming game ['maɪmɪŋ geɪm] мімічна гра
mineral ['mɪnərəl] мінеральний
minute ['mɪnɪt] хвилина
to miss [mɪs] пропустити
Miss [mɪs] міс, панянка
missing ['mɪsɪŋ] відсутній, недостатній
mobile ['məʊbaɪl] рухомий, мобільний
moment ['məʊmənt] момент, мить
Monday ['mʌndeɪ] понеділок
money ['mʌni] гроші
month [mʌnθ] місяць
moon [mu:n] місяць (світило)
moor [mɔ:] заболочена місцевість
more [mɔ:] більше
morning ['mɔ:nɪŋ] ранок
most [məʊst] найбільший
mouse [maʊs] миша
mouth [maʊθ] рот
to move [mu:v] рухатись, пересуватись
MP3 [em'pi:'θri:] МП3 плеєр
Mr ['mɪstə] містер, пан (у звертанні)
Mrs ['mɪsɪz] місис, пані
much [mʌtʃ] багато
mum [mʌm] мама
museum [mju:'zi:əm] музей
music ['mju:zɪk] музика
must [mʌst] повинність, зобов'язання
my [maɪ] мій, моя, мое

N

name [neɪm] ім'я
national ['næʃnəl] національний, народний
near [nɪə] близько, поблизу, коло
to need [ni:d] потребувати
neighbour ['neɪbə] сусід, сусідка
nervous ['nɜ:vəs] нервовий
never ['nevə] ніколи
new [nju:] новий
newsagent ['nju:seɪdʒənt] газетний кіоск

next [nekst] наступний
nice [naɪs] гарний, милий, хороший
night [naɪt] ніч, вечір
no [nəʊ] ні
noise [nɔɪz] шум
none [nʌn] ніякий
normal ['nɔ:ml] нормальний, звичайний
north [nɔ:θ] північ
nose [nəʊz] ніс
not [nɒt] не, ні
note [nəʊt] замітка, запис
nothing ['nʌθɪŋ] ніщо, нічого
November [nəʊ'vembə] листопад
now [naʊ] зараз, тепер
number ['nʌmbə] чисто, кількість
nurse [nɜ:s] няня, медична сестра
to be nuts about [bi: ,nʌts ə'baʊt] бути схибленим на чомусь/комусь

O

observatory [əb'zɜ:vətɹi] обсерваторія, спостережний пункт
October [ɒk'təʊbə] жовтень
odd one out [ɒd wʌn 'aʊt] зайвий (виходить)
of [ɒv; əv] вказує належність, приналежність
off [ɒf] відстань від, віддалений
to offer ['ɒfə] пропонувати
office ['ɒfɪs] офіс
often ['ɒfn] часто
oh [əʊ] о!, ох! ой!
OK [əʊ'keɪ] добре, правильно
old [əʊld] старий
on [ɒn] на
once [wʌns] колись, одного разу
one day [wʌn 'deɪ] одного разу
only ['əʊnli] тільки, лише, єдиний
onto ['ɒntu:] на, в
Oops [u:ps] ой!, ох!
to open ['əʊpən] відкривати
open ['əʊpən] відкритий

opinion [ə'pinjən] думка, погляд, переконання
opposite ['ɒpəzɪt] навпроти; протилежність
or [ɔ:] або, чи
orange ['ɒrɪndʒ] апельсин, жовтогогарячий
order ['ɔ:də] порядок, послідовність
to order ['ɔ:də] наказувати, розпоряджатися; замовляти
to organize ['ɔ:gənaɪz] організовувати, влаштовувати
other ['ʌðə] інший, другий, додатковий
our ['aʊə] наш, наша, наше
out [aʊt] з, зовні, назовні
outside [aʊt'saɪd] зовнішній
oven ['ʌvən] піч, духовка
over ['əʊvə] над, вище, через
own [əʊn] свій, власний
owner ['əʊnə] власник

P

to pack [pæk] упаковувати, укласти речі
packet ['pækɪt] пакет, пакунок, пачка
page [peɪdʒ] сторінка
paint [peɪnt] фарба, фарбування
to paint [peɪnt] фарбувати, розфарбовувати
pair [peə] пара; річ, яка складається з двох частин
to panic ['pænik] панікувати
panther ['pænthə] пантера, леопард
parents ['peərənts] батьки
park [pɑ:k] парк
part [pɑ:t] частина, частка
partner ['pɑ:tnə] партнер, учасник
party ['pɑ:ti] загін, команда; вечірка
to pass [pɑ:s] проходити повз, минати
past [pɑ:st] минуле, минулий час
past [pɑ:st] мимо, повз
path [pɑ:θ] стежка, доріжка
PC [pi:'si:] персональний комп'ютер
pea [pi:] горох
peace [pi:s] мир, спокій, тиша
pear [peə] груша
pen [pen] ручка
pence [pens] монета в один цент
pencil ['pensl] олівець
penknife, penknives складаний ніж, ножики ['pennnaɪf; 'pennnaɪvz]
people ['pi:pl] люди
per [pə:] через, по; за допомогою
person ['pɜ:sn] людина, особа, особистість
phone [fəʊn] телефон
to phone [fəʊn] телефонувати
photo ['fəʊtəʊ] фотографія, знімок
phrase [freɪz] фраза, словосполучення, вираз
physical ['fɪzɪkl] фізичний, матеріальний, тілесний
to pick [pɪk] збирати, вибирати
picture ['pɪktʃə] картина; малюнок; фотографія; зображення
pig [pɪg] свиня, кабан
piggy ['pɪgi] порося, свинка
pink [pɪŋk] рожевий колір
pizza ['pi:tʃə] піца
place [pleɪs] місце, помешкання, житло
plan [plæn] план, проект
to plan [plæn] планувати, проектувати
plane [pleɪn] площа; літак
plant [plɑ:nt] рослина
plate [pleɪt] тарілка, миска
play [pleɪ] гра; п'єса
to play [pleɪ] грати(ся); давати виставу
CD player [si:'di: 'pleɪə] програвач компакт-дисків
DVD player [di:'vi:di: 'pleɪə] програвач цифрових відео дисків
playground ['pleɪgraʊnd] майданчик для гри; спортивний майданчик
please [pli:z] будь ласка, будьте ласкаві

to be pleased with [bi: 'pli:zd wɪð]

бути задоволеним чимось

plural ['plʊərəl] множина, слово
у множині

pocket ['pɒkɪt] кишеня

point [pɔɪnt] крапка, пункт

to point [pɔɪnt] вказувати, показувати
пальцем

police [pə'li:s] поліція

police officer [pə'li:s 'ɒfɪsə]
поліцейський

Polish ['pɒlɪʃ] польський

polite [pə'laɪt] ввічливий, чемний

pony ['pɒni] поні; малорослий кінь

popular ['pɒpjələ] народний,
популярний

pork [pɜ:k] свинина

postcard ['pəʊstka:d] поштова листівка

poster ['pəʊstə] плакат, афіша,
оголошення

pot [pɒt] горщик; казанок

potato, potatoes [pə'teɪtəʊ] картопля

pound [paʊnd] фунт (грошова
одиниця)

power ['paʊə] сила; міць; енергія;
потужність

to practice ['præktɪs] практикуватися,
тренуватися; вправлятися

present ['preznt] теперішній час,
сьогодення; теперішній, сучасний;
подарунок

to present [prɪ'zent] підносити,
дарувати

president ['prezɪdnt] президент, голова

to press [pres] тиснути; давити

price [praɪs] ціна

to print [prɪnt] друкувати, публікувати

probably ['prɒbəbli] ймовірно

problem ['prɒbləm] проблема,
питання, завдання

project ['prɒdʒekt] проект, план,
завдання

promise ['prɒmɪs] обіцянка

to promise ['prɒmɪs] обіцяти,
зобов'язувати

pudding ['pʊdɪŋ] пудинг, запіканка

to pull [pʊl] тягти, витягувати

pupil ['pjʊ:pl] учень, вихованець

purple ['pɜ:pl] фіолетовий, ліловий;
пурпурний; багряний

to push [pʊʃ] штовхати, пхати

to put [pʊt] класти, ставити;
покласти, поставити

puzzle ['pʌzl] важке запитання, проблема;
головоломка

Q

quarter past ['kwɔ:tə] чверть на
(про час)

queen [kwi:n] королева

question ['kwestʃn] запитання, питання

questionnaire [kwestʃə'neə] анкета

quick [kwɪk] швидкий, жвавий

quiet ['kwaɪət] спокійний, тихий

quiet ['kwaɪət] спокій, тиша

quiz [kwɪz] вікторина; опитування

R

race [reɪs] гонка, перегони

radio ['reɪdiəʊ] радіо, радіомовлення

rain [reɪn] дощ

to rain [reɪn] дощити

rainy ['reɪni] дощовий

rap [ræp] легкий удар

to rap [ræp] злегка бити

to reach [ri:tʃ] простягатися, досягати

to read [ri:d] читати

ready ['redi] готовий; підготовлений

real [riəl] дійсний, реальний

really ['riəli] дійсно, насправді

recipe ['resɪpi:] рецепт, засіб

to record [rɪ'kɔ:d] записувати,
реєструвати

red [red] червоний; рудий

registration [ˌredʒɪ'streɪʃn] реєстрація,
запис

to **rehearse** [rɪ'hɜːs] репетирувати, повторювати
religious [rɪ'lɪdʒəs] релігійний
to **remember** [rɪ'membə] пам'ятати, згадувати
to **report** [rɪ'pɔːt] повідомляти, розповідати
reporter [rɪ'pɔːtə] репортер, кореспондент
rescue ['reskjʊː] рятування, порятунок
to **rescue** ['reskjʊː] рятувати, визволяти
restaurant ['restrənt] ресторан
revision [rɪ'vɪʒn] огляд, перевірка
to **rewrite** [rɪ:'raɪt] переписувати
rhyme [raɪm] рима
rhyming ['raɪmɪŋ] римувати
rice [raɪs] рис
to **ride** [raɪd] їхати верхи
right [raɪt] правий, справедливий
to **ring** [rɪŋ] дзвеніти, дзвонити
ice rink ['aɪs rɪŋk] ковзанка
to **rise** [raɪz] сходити (про сонце), збільшуватися; вставати
river ['rɪvə] річка
road [rəʊd] дорога, шлях
role [rəʊl] роль
roof [ruːf] дах; притулок
room [ruːm] кімната, місце, приміщення
rubber ['rʌbə] гумка, гумовий
rubbish ['rʌbɪʃ] мотлох; дурниці
rule [ruːl] правило; влада
ruler ['ruːlə] лінійка; правитель
run [rʌn] біг, перебіг
to **run** [rʌn] бігати; рухатися; управляти
runner ['rʌnə] бігун

S

sad [sæd] сумний
salad ['sæləd] салат

same [seɪm] той самий, однаковий
sandwich ['sænwɪdʒ] сандвіч, бутерброд
Saturday ['sætədeɪ] субота
sausage ['sɒsɪdʒ] ковбаса, сосиска
to **save** [seɪv] рятувати; заощаджувати
to **say** [seɪ] говорити, мовити
scared [skeəd] переляканий, зляканий
scary ['skeəri] жахливий
school [skuːl] школа, навчання
Science ['saɪəns] предмет природничо-математичного циклу
scone [skɒn] ячмінний коржик
Scottish ['skɒtɪʃ] шотландець, шотландський
sea [siː] море
season ['siːzn] сезон, пора року
seat [siːt] стілець, сидіння
second ['seknd] другий, другорядний
to **see** [siː] бачити, дивитися; розуміти
to **sell** [sel] продавати, торгувати
to **send** [send] посилати, відправляти
sentence ['sentəns] речення; вирок, рішення
September [sep'tembə] вересень
service ['sɜːvɪs] служба, обслуговування
to **set** [set] ставити, класти; розташовувати
she [ʃiː] вона
shed [ʃed] повітка
sheep, sheep [ʃiːp] вівця, вівці
shelf, shelves [ʃelf; ʃelvz] полиця, полиці
ship [ʃɪp] корабель, судно
shirt [ʃɜːt] сорочка (чоловіча), блуза
shoe [ʃuː] черевик; підкова
shop [ʃɒp] крамниця, магазин
shopping ['ʃɒpɪŋ] відвідання магазину, щоб щось купити
short [ʃɔːt] короткий; низький, невисокий

shorts [ʃɔ:ts] шорти
should [ʃʊd] модальне дієслово
 повинен, повинні, слід
to shout [ʃaʊt] кричати
show [ʃəʊ] показ, вистава
to show [ʃəʊ] показувати(-ся),
 демонструвати
shower [ˈʃaʊə] злива, потік
to shuffle [ˈʃʌfl] волочити (ноги),
 човгати
shy [ʃaɪ] сором'язливий
sick [sɪk] що почуває нудоту; хворий
side [saɪd] бік, сторона
sign [saɪn] знак, прикмета; вивіска
to sign [saɪn] підписуватися
 (відзначати)
signal [ˈsɪgnl] сигнал, знак
silly [ˈsɪli] нерозумний
to sing [sɪŋ] співати
singer [ˈsɪŋə] співак, співачка
sister [ˈsɪstə] сестра
to sit [sɪt] сидіти
to skate [sket] кататися на ковзанах
skateboard [ˈsketbɔ:d] скейтборд,
 роликова дошка
skates [skeɪts] ковзани
skill [skɪl] уміння, майстерність
skirt [skɜ:t] спідниця
sky [skaɪ] небо, небеса
to sleep [sli:p] спати, ночувати
sleeping bag [ˈsli:pɪŋ bæɡ] спальний
 мішок
sleepy [ˈsli:pi] сонливий
slow [sləʊ] повільний, тихий
small [smɔ:l] малий, маленький
to smile [smaɪl] посміхатися
snack [snæk] легка закуска
snow [snəʊ] сніг
to snow [snəʊ] сніжити
snowy [ˈsnəʊi] сніжний, сніговий
so [səʊ] так, так само, таким чином
soap [səʊp] мило
sofa [ˈsəʊfə] софа, диван

soft [sɒft] м'який, ніжний
some [sʌm] деякий, якийсь; трохи
someone [ˈsʌmwʌn] хтось, дехто,
 хто-небудь
something [ˈsʌmθɪŋ] щось, що-небудь
sometimes [ˈsʌmtaɪmz] іноді, інколи,
 часом
somewhere [ˈsʌmweə] де-небудь,
 куди-небудь
song [sɒŋ] пісня
soon [su:n] незабаром, скоро
sorry [ˈsɒri] який жалкує, шкодує
 (про щось, за чимось)
to sort [sɔ:t] сортувати, вибирати
sound [saʊnd] звук, шум
soup [su:p] суп
sour [ˈsaʊə] кислий, прокислий
south [saʊθ] південь
southwest [ˈsaʊθˈwest]
 південно-західний
spaghetti [spəˈɡeti] спагеті
to speak [spi:k] говорити, розмовляти
to spell [spel] писати, вимовляти
 по літерах
spelling [ˈspelɪŋ] правопис,
 орфографія
to spend [spend] витрачати,
 проводити(час)
spicy [ˈspaɪsi] пряний; гострий
sponge [spʌndʒ] губка
spooky [ˈspu:ki] страшний
spoon [spu:n] ложка
sport [spɔ:t] спорт
spring [sprɪŋ] весна
stall [stɔ:l] прилавок
star [stɑ:] зірка
start [stɑ:t] початок, старт
to start [stɑ:t] починати;
 братися (за щось)
starter [ˈstɑ:tə] закуска
station [ˈsteɪʃn] місце, пост,
 станція, вокзал
to stay [steɪ] зупиняти, затримувати

to steal [sti:l] красти
stepdad ['stepdæd] вітчим
stick [strk] палиця, ціпок
still [stɪl] спокійно, тихо, досі
stomach ['stʌmək] шлунок, живіт
stone [stəʊn] камінь; кам'яний
stop [stɒp] зупинка
to stop [stɒp] зупинятися
store [stɔ:] лавка, магазин, крамниця
storm [stɔ:m] буря, гроза
stormy ['stɔ:mi] бурхливий, штормовий
story ['stɔ:ri] оповідання, повість
strange [streɪndʒ] чужий, незнайомий; дивний
stream [stri:m] струмок
street [stri:t] вулиця
studio ['stju:diəʊ] студія, майстерня
to study ['stʌdi] вивчати, досліджувати
stupid ['stju:pɪd] дурний, безглуздий
subject ['sʌbdʒɪkt] предмет
suddenly ['sʌdnli] раптом, зненацька
suggestion [sə'dʒestʃn] порада, пропозиція
summer ['sʌmə] літо
Sunday ['sʌndeɪ] неділя
sunny ['sʌni] сонячний
suntan ['sʌntæn] засмага, загар
superlative [su:'pɜ:lətɪv] найбільший, найвеличніший
supermarket ['su:pə,ma:kɪt] великий магазин, супермаркет
supper ['sʌpə] вечеря
sure [ʃʊə] вірний, безпомилковий
to surf [sɜ:f] займатися серфінгом
surfing ['sɜ:fɪŋ] серфінг
surprised [sə'praɪzd] здивований, вражений
surprising [sə'praɪzɪŋ] несподіваний, дивний
survey ['sɜ:veɪ] огляд, опитування
swap [swɒp] обмін
to swap [swɒp] обмінювати

sweatshirt ['swetʃɜ:t] бавовняний спортивний светр
sweet [swi:t] солодкий; цукерка
to swim [swɪm] плавати, пливти
symbol ['sɪmbl] символ, емблема; знак

T

table ['teɪbl] стіл, дошка; таблиця
to take [teɪk] брати, взяти
takeaway ['teɪkəweɪ] їжа з собою
to talk [tɔ:k] говорити, розмовляти
tall [tɔ:l] високий
to taste [teɪst] пробувати на смак, покуштувати
tasty ['teɪsti] смачний
tea [ti:] чай
to teach [ti:tʃ] вчити, навчати
teacher ['ti:tʃə] вчитель, викладач
team [ti:m] спортивна команда
technical ['teknɪkl] технічний
Technology [tek'nɒlədʒi] технічні предмети, технології
teen [ti:n] підліток
to tell [tel] розповідати, говорити
temperature ['temprətʃə] температура
table-tennis ['teɪbl,tenɪs] настільний теніс
tent [tent] намет
term [tɜ:m] період, термін
terrible ['terəbl] жахливий
test [test] випробування, контрольна робота
to test [test] випробовувати, перевіряти
text [tekst] текст
than [ðæn] ніж, від, за
to thank [θæŋk] дякувати
thanks [θæŋks] Дякую!
that [ðæt] той, який
the [ðə; ði] означений артикль
their [ðeə] їхній, свій
them [ðem] їм, їх
then [ðen] тоді, потім

there [ðeə] та, туди
these [ði:z] ці
they [ðei] вони
thing [θɪŋ] річ, предмет
 to **think** [θɪŋk] думати, мислити
third [θɜ:d] третій
this [ðɪs] цей, ця, це
those [ðəʊz] ті
thousand ['θaʊznd] тисяча
through [θru:] через, крізь
 to **throw** [θrəʊ] кидати, закидати
Thursday ['θɜ:zdeɪ] четвер
 to **tick** [tɪk] робити позначку
ticket ['tɪkɪt] квиток
tiger ['taɪgə] тигр
time [taɪm] час, період
 to **time** [taɪm] зупиняти час
timeline ['taɪmlaɪn] хронологія
timetable ['taɪmteɪbl] розклад
tiny ['taɪni] крихітний
tip [tɪp] кінчик, чайові
tired ['taɪəd] втомлений
title ['taɪtl] назва
to [tʊ; tə] до
today [tə'deɪ] сьогодні
toe [təʊ] палець ноги
together [tə'geðə] разом
toilet ['tɔɪlɪt] туалет
tomato [tə'mɑ:təʊ] помідор
tongue twister ['tʌŋ ,twɪstə] скороговка
tonight [tə'naɪt] сьогодні ввечері
too [tu:] занадто
topic ['tɒpɪk] тема
torch, torches [tɔ:tʃ; 'tɔ:tʃez] факел, факели
town [taʊn] місто
train [treɪn] поїзд
transport ['træntsɜ:t] транспорт
to be trapped [bi: 'træpt]
 потрапити в халепу
tree [tri:] дерево
trick [trɪk] хитрість
trip [trɪp] подорож
trousers ['traʊzəz] штани

true [tru:] правдивий
to try [traɪ] пробувати
t-shirt ['ti:ʃɜ:t] футболка
turn back [tɜ:n 'bæk] повернути назад
turn left/right [tɜ:n 'left/'raɪt] повернути
 ліворуч / праворуч
to turn off [tɜ:n ʊ'ɒf] вимкнути
to turn over [tɜ:n ʊ'əʊvə] перевернути
to turn round [tɜ:n 'raʊnd] повертатися
tv [ti:'vi:] телебачення

U

umbrella [ʌm'brelə] парасолька
uncle ['ʌŋkl] дядько
under ['ʌndə] під
to underline [ʌndə'laɪn] підкреслити
to understand [ʌndə'stænd] зрозуміти
unhappy [ʌn'hæpi] нещасний
unhealthy [ʌn'helθi] нездоровий
uniform ['ju:nɪfɔ:m] форма
until [ʌn'tɪl; n'tɪl] доки
up [ʌp] вгору
to update [ʌp'deɪt] оновлювати
to be upset [bi: ʌp'set] бути
 засмученим
upstairs [ʌp'steəz] вгору, нагорі
us [ʌs] нам
use [ju:s] використання
usually ['ju:ʒli] зазвичай

V

van [væn] фургон, вантажівка
vegetable ['vedʒtəbl] овоч
verb [vɜ:b] дієслово
very ['veri] дуже
video ['vɪdiəʊ] відео
visit ['vɪzɪt] візит
to visit ['vɪzɪt] відвідати
visitor ['vɪzɪtə] відвідувач
vocabulary [vəʊ'kæbjəlri] словник
voice [vɔɪs] голос
volleyball ['vɒlɪbɔ:l] волейбол

W

to **wait** [weɪt] чекати
waiter ['weɪtə] офіціант
to **wake** [weɪk] будити, прокидатись
to **walk** [wɔ:k] ходити
wall [wɔ:l] стіна
wallet ['wɒlɪt] гаманець
to **want** [wɒnt] хотіти
wardrobe ['wɔ:drəʊb] гардероб
warm [wɔ:m] теплий
to **wash** [wɒʃ] мити
to **watch** [wɒtʃ] переглядати
water ['wɔ:tə] вода
to **wave** [weɪv] махати
way [weɪ] спосіб, шлях
we [wi:] ми
to **wear** [weə] носити, вдягати
weather ['weðə] погода
weatherman, weathermen ['weðəmən; 'weðəmen]
метеоролог, метеорологи
webcam ['webkæm] веб-камера
website ['websaɪt] веб-сайт
Wednesday ['wenzdeɪ] середа
week [wi:k] тиждень
weekend [wi:k'end] уїк-енд
to **welcome** ['welkəm] вітати
you're welcome [jʊə 'welkəm] будь-ласка
well [wel] добре
west [west] захід
wet [wet] вологий
what [wɒt] що
what about [wɒt ə'baʊt] як щодо?
what does it say? [ˌwɒt dɪz ɪt 'seɪ]
про що йдеться?
what's the film about? [wɒts ðə 'fɪlm ə'baʊt]
про що фільм?
what's the time, please? [ˌwɒts ðə 'taɪm ,pli:z]
котра година?
what's up? [ˌwɒts ʌp] у чому справа?
what's your name? [ˌwɒts jə 'neɪm]
як вас звати?
when [wen] коли

where [weə] де, куди
which [wɪtʃ] який, котрий
to **whisper** ['wɪspə] шепотіти
white [waɪt] білий
who [hu:] хто
whose [hu:z] чий, чия, чие, чий
why [waɪ] чому
wicked ['wɪkɪd] злий
wig [wɪɡ] перука
will [wɪl] заповіт
to **win** [wɪn] виграти
wind [waɪnd] вітер
window ['wɪndəʊ] вікно
windy ['wɪndi] вітряний
winter ['wɪntə] зима
wish [wɪʃ] бажання
with [wɪð] з
without [wɪðaʊt] без
wizard ['wɪzəd] чарівник
woman, women ['wʊmən; 'wɪmɪn]
жінка, жінки
woof! [wʊf] гав!
word [wɜ:d] слово
work [wɜ:k] робота
to **work** [wɜ:k] працювати
worksheet ['wɜ:kʃi:t] робочий лист
world [wɜ:ld] світ
to **be worried** [bi: 'wʌrɪd]
бути стурбованим
to **worry** ['wʌrɪ] турбуватися
worse [wɜ:s] гірше
worst [wɜ:st] найгірше
would like [wʊd 'laɪk] хотілося б
wow [waʊ] вау (здивування)
to **write** [raɪt] написати, писати
wrong [rʌŋ] неправильно
to **get wrong** [get ... 'rʌŋ] зрозуміти
невірно
to **go wrong** [gəʊ 'rʌŋ] скластися не так

Y

year [jɪə] рік
yellow ['jeləʊ] жовтий

yes [jes] так
yesterday ['jestədeɪ] вчора
not yet [nɒt jet] ще не
you [juː; jə] ти, ви
here you are ['hiə juː.ɑː] ось, будь ласка
thank you ['θæŋk.juː] спасибі
you are lucky [jʊə'lʌki] вам пощастило
you are welcome [jʊə 'welkəm] ласкаво
 просимо
young [jʌŋ] молодий
your [jɔː] ваш, твій
yours [jɔːz] ваш, твої
youth [juːθ] молодь

Z

zoo [zuː] зоопарк
zookeeper ['zuːkiːpə] наглядач зоопарку

Boys' Names

Angus ['æŋɡəs]
Ben [ben]
Bob [bɒb]
Burt [bɜːt]
Chandler ['tʃændlə]
Charlie ['tʃɑːli]
Daniel ['dænjəl]
David ['deɪvɪd]
Derek ['derɪk]
Dicken ['dɪkən]
Douglas ['dʌɡləs]
Eric ['erɪk]
Henry ['henri]
Jack [dʒæk]
Jake [dʒeɪk]
James [dʒeɪmz]
Jim [dʒɪm]
Jo [dʒəʊ]
Joey ['dʒəʊi]
John [dʒɒn]
Mark [mɑːk]
Matt [mæt]
Nelson ['nelson]
Patrick ['pætrɪk]

Paul [pɔːl]
Pete [piːt]
Peter ['piːtə]
Phil [fɪl]
Richard ['rɪtʃəd]
Rob [rɒb]
Robert ['rɒbət]
Roger ['rɒdʒə]
Ross [rɒs]
Sam [sæm]
Steve [stiːv]
Ted [ted]
Terry ['teri]
Thomas ['tɒməs]
Tim [tɪm]
Todd [tɒd]
Tom [tɒm]
Tony ['təʊni]

Girls' Names

Alison ['ælisən]
Anna ['ænə]
Dorothy ['dɒrəθi]
Elena ['elɪnə]
Em [em]
Emma ['emə]
Farah ['fɑːrə]
Fiona [fi'əʊnə]
Glinda ['ɡlɪndə]
Grace [ɡreɪs]
Helen ['helən]
Jade [dʒeɪd]
Jenny ['dʒeni]
Kate [keɪt]
Kath [kæθ]
Laura ['ləʊrə]
Lisa ['liːsə]
Maria [mə'riːə]
Mary ['meəri]
Monika ['mɒnɪkə]
Nadine [nə'diːn]
Nasreen [nəs'riːn]
Nicola ['nɪklə]

Nicole [ni'kəʊl]**Pat** [pæt]**Phoebe** ['fi:bi]**Rachel** ['reɪtʃl]**Sally** ['sæli]**Sarah** ['seərə]**Stella** ['stelə]**Sue** [sju:]**Susan** ['sju:zn]**Suzanne** [sju:'zæn]**Tamara** [tə'mɑ:rə]**Tess** [tes]**Tilly** ['tɪli]**Tina** ['ti:nə]**Tracy** ['treɪsi]

Surnames

Bell [bel]**Black** [blæk]**Bland** [blænd]**Brook** [brʊk]**Brown** [braʊn]**Carter** ['kɑ:tə]**Gruntle** ['grʌntl]**Gulch** [gʌltʃ]**Howard** [haʊəd]**Hunter** ['hʌntə]**Jackson** ['dʒæksn]**Lean** [li:n]**Marco** ['mɑ:kəʊ]**Martin** ['mɑ:tɪn]**McArthur** [mæk'a:θə]**Monte** ['mɒnteɪ]**Muir** [mjʊə]**Newman** ['nju:mən]**O'Brien** [əʊ'braɪən]**Pilch** [pɪltʃ]**Richards** ['rɪtʃədz]**Rose** [rəʊz]**Spencer** ['spensə]**Stavros** ['stʌvrəs]**Taylor** ['teɪlə]

Place Names

America [ə'merɪkə]**Australia** [ɒs'treɪliə]**Bath** [bɑ:θ]**Bow Church** [bəʊ 'tʃɜ:tʃ]**Bristol** ['brɪstl]**Britain** ['brɪtn]**British Isles** [brɪtɪʃ 'aɪlz]**Camden** ['kæmdən]**Cornwall** ['kɔ:nwɔ:l]**Cutty Sark Gardens** [kʌti sɑ:k 'gɑ:dnz]**Devon** ['devn]**Dublin** ['dʌblɪn]**England** ['ɪŋɡlənd]**Exmoor** ['eksmɔ:]**Germany** ['dʒɜ:məni]**Glasgow** ['glæzɡəʊ]**Greece** [ɡri:s]**Greenwich** ['ɡrenɪdʒ]**Hither Farm Road** [hɪðə fɑ:m 'rəʊd]**Holburne Road** [hɒlbɜ:n 'rəʊd]**Houses of Parliament** [haʊzɪz əv 'pɑ:ləmənt]**Ireland** ['aɪələnd]**Isle of Dogs** [aɪ əv 'dɒɡz]**Istanbul** [ɪstæn'bʊl]**Italy** ['ɪtəli]**Kansas** ['kænzəs]**Kilkenny** [kɪl'keni]**King William Walk** [kɪŋ 'wɪljəm ,wɔ:k]**Limerick** ['lɪmrɪk]**Loch Ness** [lɒk 'nes]**London** ['lʌndən]**Madrid** [mæ'drɪd]**Moher** ['məʊhə]**Nairobi** [naɪ'rəʊbi]**Neston** ['nestn]**New York** [nju: 'jɔ:k]**Nottingham** ['nɒtɪŋəm]**Paris** ['pæris]**Park Row** [pɑ:k 'rəʊ]**Perth** [pɜ:θ]**Poland** ['pəʊlənd]

Pond Road [ˌpɒnd ˈrəʊd]
Republic of Ireland [ˌrɪˌpʌblɪk əv ˈaɪələnd]
Royal Observatory [ˌrɔɪəl əbˈzɜːvətɹi]
Russia [ˈrʌʃə]
Scilly Isles [ˈsɪli ˌaɪlz]
Scotland [ˈskɒtlənd]
Shannon [ˈʃænən]
Sherwood Forest [ˌʃɜːwɒd ˈfɒrɪst]
Tarr Steps [ˌtɑː ˈsteɪps]
The Thames [ˌtemz]
Thomas Tallis School [ˌtɒməs tæɪlɪs ˈskuːl]
Tokyo [ˈtəʊkiəʊ]
Turkey [ˈtɜːki]
Urquhart Castle [ˌɜːkæt ˈkɑːsl]
Wales [weɪlz]
Wendover Road [ˌwendəʊvə ˈrəʊd]
Western Australia [ˌwestən ɒsˈtreɪliə]
Wildcroft [ˈwaɪldkrɒft]
Wiltshire [ˈwɪltʃə]

Other names

24-hour [ˌtwenti ʃɔː aʊə ˈklɒk]
Alice Fitzwarren [ˈæɪlɪs ˌfɪtsˈwɒrən]
Aquarius [əˈkweəriəs]
Arena [əˈriːnə]
Barker [ˈbɑːkə]
Barry Forge [ˌbɑːni ˈfɔːdʒ]
Blacky [ˈblæki]
Boxing Day [ˈbɒksɪŋ ˌdeɪ]
Buckingham Palace [ˌbʌkɪŋəm ˈpæɪls]
Burger Bonanza [ˌbɜːgə bəˈnænzə]
Charlie Smart [ˌtʃɑːli ˈsmɑːt]
Ching Ming [ˌtʃɪŋ ˈmɪŋ]
Cutty Sark [ˌkʌti ˈsɑːk]
Dick Whittington [ˌdɪk ˈwɪtɪŋtən]
Discman [ˈdɪskmən]
DLR [ˌdiː.ʃel ˈɑː]
Docklands Light Railway [ˌdɒkləndz ˌlaɪtˈreɪlweɪ]
Drayton Hall [ˌdreɪtn ˈhɔːl]
Eastenders [ˌiːstˈendəz]
Flight Lab [ˈflaɪt ˌlæb]

Friar Tuck [ˌfraɪə ˈtʌk]
George Buckingham [ˌdʒɔːdʒ ˈbʌkɪŋəm]
GMT [ˈdʒiː ɛm ˈtiː]
Greenwich Mean Time [ˌɡrenɪdʒ ˈmiːn taɪm]
Guy Fawkes [ˌɡaɪ ˈfəʊks]
Harrods [ˈhærədz]
Harry Potter [ˌhæri ˈpɒtə]
I spy [aɪ ˌspaɪ]
James Bond [ˌdʒeɪmz ˈbɒnd]
Lady Ann Fitzwarren [ˌleɪdi ˌæn ˌfɪtsˈwɒrən]
Lantern Procession [ˌlæntən prəˈseɪʃn]
Little John [ˌlɪtl ˈdʒɒn]
London Knights [ˌlʌndən ˈnaɪts]
Maid Marian [ˌmeɪd ˈmæriən]
Mario's [ˈmæriəʊz]
Meridian Line [ˌməˈrɪdiən ˈlaɪn]
MTV [ˌɛmtiːˈviː]
Napoleon [nəˈpəʊliən]
Nessie [ˈnesi]
Nottingham Panthers [ˌnɒtɪŋəm ˈpænθəz]
Oz [ɒz]
Queen Elizabeth [ˌkwiːn ˌlɪzəbəθ]
Radio Active [ˌreɪdiəʊ ˈæktɪv]
Robbie Williams [ˌrɒbi ˈwɪljəmz]
Robin Hood [ˌrɒbɪn ˈhʊd]
Rover [ˈrəʊvə]
Shakespeare [ˈʃeɪkspɪə]
Shrove Tuesday [ˌʃrəʊv ˈtʃuːzdeɪ]
Sissy Forge [ˌsɪsi ˈfɔːdʒ]
Spiderman [ˈspɪdəmæn]
Stouty Burke [ˌstaʊti ˈbɜːk]
Supermouse [ˈsuːpəmaʊs]
Taj Mahal [ˌtɑːdʒ məˈhɑːl]
Thames Festival Lantern Procession [ˌtemz ˈfestɪvl ˌlæntən prəˈseɪʃn]
Tiger [ˈtaɪgə]
Tom and Jerry [ˌtɒm ˌən ˈdʒeri]
Toto [ˈtəʊtəʊ]
Valentine [ˈvæləntaɪn]
White House [ˈwaɪt ˌhaʊs]
Will Scarlet [ˌwɪl ˈskaːlət]
Wizard of Oz [ˌwɪzəd əv ˈɒz]

G1 Revision

*The simple present***Affirmative**

I go to Thomas Tallis school.
 She likes music.
 Sam does his homework.
 They live in Greenwich.

I know the answer.
 She starts work at 9.30.
 He plays golf every day.
 We go on holiday in August.

Negative

I don't live in Greenwich.
 School doesn't start at 9 o'clock.
 We don't speak French.

I don't play golf.
 Paul doesn't listen to the radio.
 Our cars don't work.

General questions with short answers

Does he go to school by bike?
 – Yes, he does. / No, he doesn't.
 Do you like History?
 – Yes, I do. / No, I don't.

Do you work in the town centre?
 – Yes, I do. / No, I don't.
 Does she play the piano?
 – Yes, she does. / No, she doesn't.

Special questions with answers

What do you like? – I like cheese.
 Where do you live? – In Australia.
 How do you get to school? – On foot.
 When do you have PE? – On

Monday.

Why do you go surfing? – Because
 I don't like football.

Where do you go? – To school.
 What do you do? – My homework.
 How much does it cost? – £ 10.
 When does he come home? –

At 3 p.m.

Why do you go to the cinema? –
 Because I like films.



G2

Forms of the verb 'be'

Long forms

I am	I am new in Greenwich.
you are	You are late, Sam.
he is	He is eleven.
she is	She is from Bristol.
it is	It is a big school.
we are	We are at Thomas Tallis.
you are	You are here.
they are	They are my friends.



Short forms

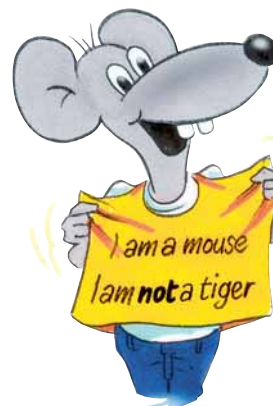
I'm	I'm new in Greenwich.
you're	You're late, Sam.
he's	He's eleven.
she's	She's from Bristol.
it's	It's a big school.
we're	We're at Thomas Tallis.
you're	You're here.
they're	They're my friends.



G3

Negation of the verb 'be'

I am not	I'm not new in Greenwich.
you are not	You aren't late, Sam.
he is not	He isn't eleven.
she is not	She isn't from Bristol.
it is not	It isn't a big school.
we are not	We aren't at Thomas Tallis.
you are not	You aren't in my class.
they are not	They aren't my friends.



G4

Questions/short answers with be

Am I late?

Are you from Greenwich?

Is he at Thomas Tallis?

Is she from Bristol?

Is it in your bag?

Are we late?

Are you new in Greenwich?

Are they in your class?

Am I ...?

Are you ...?

Is he ...?

Is she ...?

Is it ...?

Are we ...?

Are you ...?

Are they ...?



Yes, I am.

Yes, you are.

Yes, he is.

Yes, she is.

Yes, it is.

Yes, we are.

Yes, you are.

Yes, they are.

Yes!

No, I'm not.

No, you aren't.

No, he isn't.

No, she isn't.

No, it isn't.

No, we aren't.

No, you aren't.

No, they aren't.

No!



Questions with question words

Who are you?

How old are you?

Where are you from?

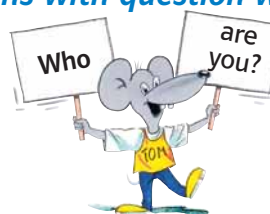
What's on the table?

– I'm Tom.

– I'm one.

– I'm from Greenwich.

– A book.



G5

Questions with "What ...?" and "Which ...?"

What languages do you know?

– English, French and Italian.

Which languages do you speak – English or French?

– English.

What clothes do you wear to school?

– A suit, a shirt and a tie.

Which shirt do you prefer, the red one or the blue one?

– The blue one.



Which flag is Greek?

G6

The comparison of adjectives

One syllable adjectives

small – smaller – (the) smallest
 nice – nicer – (the) nicest
 big – bigger – (the) biggest

long – longer – (the) longest
 wise – wiser – (the) wisest
 fat – fatter – (the) fattest

Two syllable adjectives ending with -y

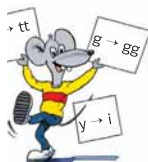
Healthy – healthier – (the) healthiest
 Tasty – tastier – (the) tastiest

happy – happier – (the) happiest
 hungry – hungrier – (the) hungrier

Two and more syllable adjectives

boring – **more** boring – (the) **most** boring
 difficult – **more** difficult – (the) **most** difficult

famous – **more** famous – (the) **most** famous
 careful – **more** careful – (the) **most** careful



He's older **than** my brother.
 I think French is **as** difficult **as** English.

Sweden is bigger **than** Britain.
 Helen earns **as** much money **as** Colin.



good and *better* are irregular and you must learn them.
 good – better – (the) best
 bad – worse – (the) worst

G7 The modal verbs 'must', 'mustn't', 'needn't', 'should' and 'shouldn't'

You must eat fruits every day.
 It's healthy.
 He mustn't eat chips. They're unhealthy.
 We needn't go jogging every day.
 Every second day is OK.
 You should drink more.
 They shouldn't think about the future very often.
 Must we go on a diet?
 – No, you needn't.
 What needn't we do today?

You must read this book. It's fantastic.
 You mustn't park here. It's not allowed.
 You needn't buy any paint.
 I have enough.
 You should look for a better job.
 You shouldn't spend so much money.
 Must we take part in the meeting?
 – No, you needn't.
 Do you need to go to the dentist?

I needn't stay home from school, but I mustn't do sports



G 8

'some' and 'any'

- I'd like some milk and some biscuits.
- Have you got any crayons?
- I haven't got any chocolate biscuits?
- I haven't got any pens and I haven't got any crayons. I have only got some pencils.
- I haven't got any milk and I haven't got any chocolate biscuits. I have only got some lemonade and some sweets.



A	S
NEGATIVE	POSITIVE
Y	M
	E

G 9

The 'will' future: Statements and negation

I		miss Barker.	I'll miss Barker.
You		have an adventure.	You will have an adventure.
He	'll	help her.	He won't help her.
She	will	eat it.	She'll eat it.
It	won't	rain.	It will rain.
We		wait for them.	We won't wait for them.
They		be late.	They won't be late.

G 10

The 'will'-future: Questions and short answers

General questions with short answers

Will you help me?

- Yes, I will. / No, I won't.

Will it be rainy?

- Yes, it will. / No it won't.

Will they wait for us?

- Yes, they will. / No, they won't.

Will you do this task?

- Yes, I will. / No, I won't.

Will it be hot?

- Yes, it will. / No, it won't.

Will they win this game?

- Yes, they will. / No, they won't.

Special questions

What will happen tomorrow?

Where will it rain?

When will the rain stop?

Who will help me?

What will the weather be like tomorrow?

What will you do next weekend?

Where will you go?

When will you come back?

Who will come with you?

How will you feel?



G11

Adverbs of manner

Quick → quickly

Helpful → helpfully

Happy → happily

Busy → busily



He's late. He's walking **quickly**. The score is 0:0. The whole team is playing very **badly**.

Mrs Petrenko has got a lot of work. She's walking around **busily**. Listen to the melody. Peter plays the violin **beautifully**.

G12

'If'-clauses

If you go by car, you will arrive late.
If you arrive late, you won't have supper.

He'll fail the exam if he doesn't work harder.
If he fails the exam, he won't have a good job.

If you don't turn off the music, I won't hear you.



Word Order

Subject (S)

Verb (V)

Object (O)

The pupils
Tom

wear
has got

school uniform.
a big family.

Time

S

V

O

Every
Sunday

Tom

plays

with his
friends
his grandma.

in the park every day.

Question word

Auxiliary verb

S

V

O

Why

Does
Do
do

Lisa
the Brooks
you

like
have
like

dogs?
a computer?
the film?

G13

The present progressive

I'm eating crisps.
 You're closing the window.
 He's sleeping on the sofa.
 She's singing a song.
 It's raining now.
 We're playing cards.
 You're making too much noise.
 They're dancing on the table.



make	+	ing	=	making
skate	+	ing	=	skating
dance	+	ing	=	dancing
sit	+	ing	=	sitting
get	+	ing	=	getting
put	+	ing	=	putting



G14

The present progressive: Questions/short answers

Am I using the right computer?
Are you having problems?
Is he looking for his mobile?
Is she taking Mark to school?
Is it raining?
Are we making too much noise?
Are you having fun?
Are they eating the flowers?



Yes, I am.
 Yes, you are.
 Yes, he is.
 Yes, she is.
 Yes, it is.
 Yes, we are.
 Yes, you are.
 Yes, they are.

Yes

No, I'm not.
 No, you aren't.
 No, he isn't.
 No, she isn't.
 No, it isn't.
 No, we aren't.
 No, you aren't.
 No, they aren't.

No.



What is Tiger doing?

Where are the Jacksons going?

G15

The present progressive: Negation

They aren't helping me!



I am not /	I'm not	joking.
You are not /	You aren't	watching TV.
He is not /	He isn't	drawing a picture.
She is not /	She isn't	helping him.
It is not /	It isn't	raining now.
We are not /	We aren't	leaving the bags here.
You are not /	You aren't	listening!
They are not /	They aren't	eating the flowers.

G16

Possessive Nouns

We add 's to singular nouns to show possession:

Sam's timetable
Jake's week
Lisa's friends

We add ' to plural nouns ending in -s:

This is my friends' school.
Those are girls' books.

But we use 's with irregular plural nouns:

Men	women	children	people
These are men's shoes.	Those are women's dresses.	Children's toys are very creative.	People's lives are precious.
We can use a possessive instead of a full noun phrase to avoid repeating words: Is that Lisa's tucker? No, it's Jake's. (NOT No, it's Jake's [tucker].) Whose coat is this? It's my father's. (NOT It's my father's [coat].)			

G17

Objective Personal Pronouns

me	you	him	her	it	us	them	whom
----	-----	-----	-----	----	----	------	------

Objective personal pronouns are used when they are:

A direct object (e.g., I saw **her**.)

An indirect object (e.g., Give **him** a chance.)

The object of a preposition (e.g., Sit next to **them**.)

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to be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]	бути
to bet [bet]	bet [bet]	bet [bet]	битися об заклад
to beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	бити
to blow [bləʊ]	blew [blu:]	blown [bləʊn]	дути
to break [breɪk]	broke [brəʊk]	broken ['brəʊkn]	ламати
to bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
to burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	горіти, палити
to buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
to catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити
to choose [tʃu:z]	chose [tʃəʊz]	chosen [tʃəʊzn]	вибирати
to dig up [dɪɡ 'ʌp]	dug up [dʌɡ 'ʌp]	dug up [dʌɡ 'ʌp]	копати, рити
to do [du:]	did [dɪd]	done [dʌn]	робити
to draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	малювати, тягти
to drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
to drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	кермувати автівою
to eat [i:t]	ate [et / eɪt]	eaten ['i:tn]	їсти
to fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]	падати
to feel [fi:l]	felt [felt]	felt [felt]	почувати (ся)
to fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати
to forget [fə'get]	forgot [fə'ɡɒt]	forgotten [fə'ɡɒtn]	забувати
to hang out [hæŋ 'aʊt]	hung out [hʌŋ 'aʊt]	hung out [hʌŋ 'aʊt]	гуляти, зустрічатися
to hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	чути
to hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	ховати (ся)
to leave [li:v]	left [left]	left [left]	залишати, покидати
to lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати
to lose [lu:z]	lost [lɒst]	lost [lɒst]	втрачати, губити
to mean [mi:n]	meant [ment]	meant [ment]	означати
to pay [peɪ]	paid [peɪd]	paid [peɪd]	платити
to ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	кататися, їхати
to rise [raɪz]	rose [rəʊz]	risen [rɪzn]	підніматися
to say [seɪ]	said [sed]	said [sed]	сказати
to sell [sel]	sold [səʊld]	sold [səʊld]	продавати
to shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkn]	трясти
to shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	знімати (фільм)
to show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показувати
to sleep [sli:p]	slept [slept]	slept [slept]	спати
to speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkn]	говорити, розмовляти
to spell [spel]	spelt [spelt]	spelt [spelt]	писати, вимовляти по літерах
to teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	навчати
to tell [tel]	told [təʊld]	told [təʊld]	розповідати, сказати
to think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
to throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
to understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]	розуміти
to wake [weɪk]	woke [wəʊk]	woken ['wəʊkn]	будити
to wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити, одягатися
to win [wɪn]	won [wɒn]	won [wɒn]	перемогати



Look at the map.
In which of these countries is English
the official language?

India

Brazil

the UK

the United States

Australia

South Africa

Ukraine

China

The "official language"
means for example
that people use it at
school, at work, at the
doctor etc.





UKRAINE

JAPAN

CHINA

INDIA

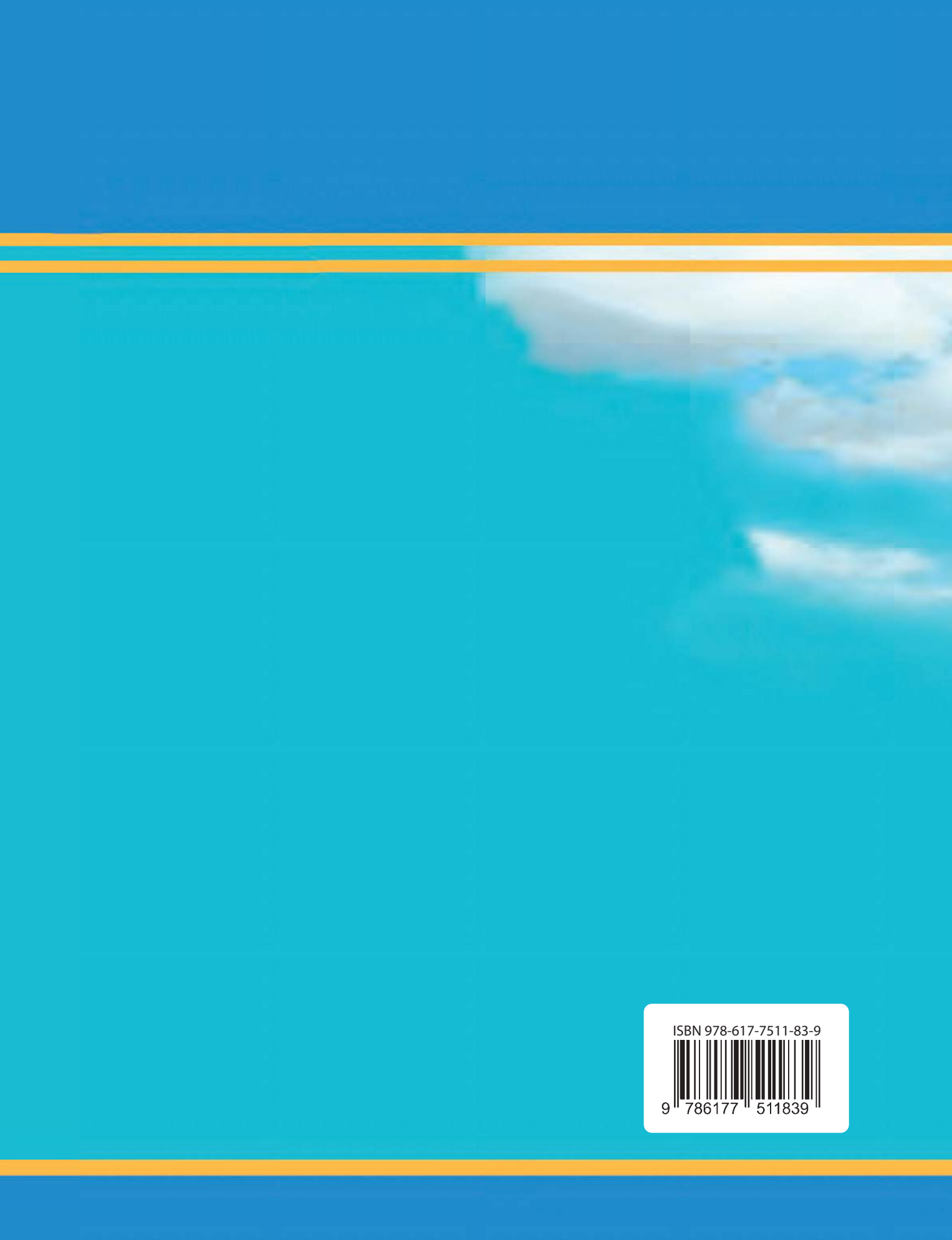
SOUTH
AFRICA

AUSTRALIA

NEW
ZEALAND

Did you know?

- More than 400 million people speak English as a first language.
- There are about 500,000 words in English.
- The main language on the Internet is English.



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