З АУДІОСУПРОВОДОМ

7

Оксана Карпюк
Крістіна Карпюк

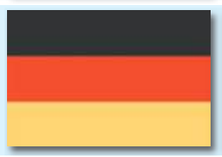
АНГЛІЙСЬКА МОВА

ENGLISH

Student's Book

KIDS ONLINE



Flag	Country	Capital	Language
EUROPE			
	Ukraine	Kyiv	Ukrainian
	The United Kingdom	London	English
	France	Paris	French
	Germany	Berlin	German
	Spain	Madrid	Spanish
	Italy	Rome	Italian
ASIA			
	China	Beijing [ˌbeɪˈdʒɪŋ]	Chinese
	India	New Delhi	Hindi, English

Flag	Country	Capital	Language
	Japan	Tokyo	Japanese
THE AMERICAS			
	Canada	Ottawa	English, French
	The United States	Washington, DC	English
	Brazil	Brasilia	Portuguese
AFRICA			
	Egypt	Cairo	Arabic
OCEANIA			
	Australia	Canberra	English
	New Zealand	Wellington	English

Оксана Карпюк, Крістіна Карпюк

АНГЛІЙСЬКА МОВА



(7-й рік навчання)

Підручник для 7 класу закладів загальної середньої освіти

(з аудіосупроводом)

Рекомендовано Міністерством освіти і науки України

Тернопіль
Видавництво Астон
2024

УДК 811.111(075.3)
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(авт. Редько В. Г. та ін.).

Видано за кошти державного бюджету.
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Концепція підручника з англійської мови для 7 класу Нової української школи ґрунтується на підходах до вивчення іноземної мови, що враховують сучасні реалії життя і навчання учнів й учениць і які втілено в підручниках авторок для 5 і 6 класів НУШ.

Цей підручник — своєрідний інформаційно-комунікаційний проєкт, наповнений зразками онлайн-взаємодії дітей із різних країн, користувачів уявного вебсайту Kids Online. Навчальне видання передбачає розвиток умінь XXI століття: активного навчання, учнівської креативності, критичного мислення, співпраці, цифрової грамотності та використання англійської мови в умовах міжкультурної комунікації.

Доповнений аудіосупроводом, підручник підтримується також іншими компонентами авторської навчальної системи.

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Hello again!
Hello, my friends!
Communication
Never ends!

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UNIT 2	DO YOUR CHORES pp. 27-44	Chores, Household Appliances	Past Simple (wh-questions), Past Continuous
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READING & LISTENING	SPEAKING	WRITING
Back to School — Reason to Be Happy or Sad?	Expressing feelings and thoughts about coming back to school.	A list of steps to success at school.
Life After School. Special Days at School.	Asking and answering about interests. Expressing an opinion about clubs.	Messages. A blog for a school website.
Helping Mum. Doing the Chores. Household Duties.	Asking for and offering help. Asking and answering about duties at home. Expressing attitude to householding.	Notes on chores. An opinion blog about householding.
Table Manners. Culinary Skills as an Art. Understanding Recipes.	Talking about cooking and serving food.	A culinary blog. A recipe.
Various Cultures – a Variety of Traditions. New Year Around the World.	Asking and answering about a tradition/custom/holiday.	An e-mail about family traditions. A paragraph about a tradition.
Sports News. Olympic Games. Sports Competitions.	Talking about sports, games and sports clubs.	Presenting an athlete in a blog.
Accidents and Emergencies. Health Service. First Aid.	Asking and answering about health problems. Giving advice and offering help. Talking about symptoms.	An e-mail about an experience of being ill.
Film Reviews. Theatre House. Famous Actors.	Suggesting going to the cinema/ theatre. Expressing an opinion about a film/a play. Giving recommendations to watch a film.	Comments on a film/ play. A short film review. Presenting an actor/actress.
Interesting Facts about the UK. Landmarks Around the World. Places of Interest in Kyiv.	Interviewing a person about his/her travelling experience. Describing a landmark.	Texts for leaflets. Ads for tourists.

STARTER

BACK TO SCHOOL – REASON TO BE HAPPY OR SAD?

1 a) Listen to Emma and Bruce and answer the questions.



1 Who is sad and why?
2 What is good about the beginning of the new school year?
3 Why doesn't Bruce like Maths?
4 How many new subjects do they have this year?

b) Say which statements are true/false.

1 Emma hates getting up early.
2 She is happy to be back at school.
3 Bruce teases his sister.
4 He feels well before a test.
5 Emma has good marks at school.
6 She doesn't want to help Bruce with his studies.

c) Work in pairs. Ask your partner if he/she is happy about coming back to school and why. Then tell the class about him/her.

2 Read the list below and add 3 more tips. Share your tips with the class and say which one is the most important to you and why.

EIGHT STEPS To Success At School

1 Have a schedule.
2 Always take notes.
3 Learn in the way that works for you.
4 Learn in study groups.
5 Be active out of school.
6 ...
7 ...
8 ...



UNIT 1

IN AND OUT OF SCHOOL

Lead-in:

- What are your hobbies?
- What clubs do you go to?
- What special days do you have at school?



WHAT'S IN THIS UNIT?

LANGUAGE

- interests and hobbies
- school clubs and after-school activities
- Present Simple vs Present Continuous: tag questions
- Present Simple vs Present Continuous: wh-questions

SKILLS

- asking and answering about interests and hobbies
- talking about clubs and after-school activities
- expressing your opinion
- discussing school celebrations
- writing a message about a special day at your school
- writing a blog post about special school days in other countries



LIFE AFTER SCHOOL

Joining clubs and doing extracurricular activities are great ways to develop your hobbies and find friends who share the same interests with you. What do you do to combine fun with learning?



ADELINE, 11, France

I am crazy about drawing! However, I like comics, not traditional paintings. That's why I'm in the Comics Club at my school, not the Art Club. My partners Sophie and Lucas write the best stories ever, and I draw the best pictures to them!



EDDY, 12, USA

I love music very much. I sang in the school choir last year, but this year I want to join the school band. They play rock and roll, and it's my favourite type of music! I took drum lessons during summer, and I'm really good at it now, so I definitely have a chance to fit in!

1 Read the blogs and correct the statements below.

1 Eddy is in the school choir this year.
2 He took piano lessons in summer.
3 Marco is the school's photographer.
4 He writes all the stories alone.
5 Yan has been in the Science Club for a year.
6 She likes analysing theories the most.
7 Adeline prefers painting to drawing comics.
8 She thinks her friends' stories are the worst.

2 Fill in the gaps with the words from the *Words For You* box.

1 Ken plays the guitar in our school ...
2 Fred and Dave are learning a new ... now.
3 Mary ... shells and goes to our Nature Club.
4 It's easy to ... if you share the same hobbies.
5 Jackson is the new ... of our school blog.

CHAT MORE

Kids Online

I SEARCH search



MARCO, 13, Italy

I'm one of the school's journalists. We have meetings every Monday where we decide what weekly project we are going to do. I take pictures, my friends Paula and Leonardo collect information and then we write a story for our school blog. By the way, our English teacher is our editor and he's great!



YAN, 13, China

My passion is science, and I've been in our school Science Club for 3 years now! We meet three times a week after lessons, we analyse and we learn various theories. However, my favourite part is when we do different experiments to test everything in the school lab!



6 I like to ... my two hobbies: singing and dancing.
7 One of Sam's ... activities is playing table games.
8 My ... is chemistry, so I spend hours in our lab!

3 Read the blogs again and say what everyone does in his/her club.

1 Eddy ...
2 Marco ...
3 Yan ...
4 Adeline ...

4 Discuss the questions below in groups of 3-4.

1 What other reasons are there to do extracurricular activities?
2 What other clubs do you know?
3 What hobbies do you have? How do you develop them?

WORDS FOR YOU

band [bænd]
editor ['edɪtə(r)]
lab [læb]
passion ['pæʃn]
theory ['θɪəri]
extracurricular [ˌekstrəkə'rɪkjələ(r)]
to collect [kə'lekt]
to combine [kəm'baɪn]
● **to fit in**

VOCABULARY search

1 Listen and repeat.

a music addict, a chatterbox, a computer geek, a bookworm, a science geek, a drama queen, a dynamo, an art lover

2 Look at the pictures and match the words with their meanings.

Edna





Jacob

Rob



Clare



1	a bookworm	a	someone who is crazy about science
2	a chatterbox	b	someone who loves music
3	a computer geek	c	someone who is very active
4	a drama queen	d	someone who reads a lot
5	a dynamo	e	someone who is interested in computers
6	a music addict	f	someone who talks a lot
7	a science geek	g	someone who is full of emotions



Tim



Sally



Sam

3 Look through the list of clubs below and say:
a) what skills or interests you need to join each club
b) which clubs the kids in task 2 should join

Example: *I think that you need to be active and love music to join a dance club. That's why I believe that a music addict or a dynamo should join it.*

Drama Club, School Choir, Dance Club, Sports Club, School Football Team, Science Club, Computer Club, Music Club, School's Blog Team, Comics Club, School Music Band, Art Club, Literature Club

READING search

1 **Look at the photos and guess what events they show.**

2 **Read the article and answer the questions below.**

- What school celebrations are mentioned in the text?
- How do teachers and students celebrate them?

SPECIAL DAYS AT SCHOOL

Except for such well-known holidays as Christmas, New Year or Independence Day, there are also those days which are dedicated to school.





First, Knowledge Day on 1st September when a new school year starts. The headteacher, all the teachers and students gather around in the school hall or outside. The headteacher welcomes everyone and usually makes a speech.

Second, Teachers' Day – an international holiday which underlines the importance of teachers and their hard work in the world. Many students give flowers to their teachers on that day.





Third, Graduation Day — the day when a school year ends, usually in June. Most students are happy because it means that summer holidays begin and they are free from their studies for a while. On the other hand, there are graduates for whom this school year is the last one. They can feel a bit sad because they may never see their classmates and teachers again.

Finally, School's Anniversary — the date when your school was founded. Some students call it **'My School's Birthday'.** The headteacher often makes a speech. There may be a presentation on the school's history or even a big festival.



There are many other holidays that students and their teachers may have. The ways of celebrating these days often vary from country to country, from one school to another because all of them have their own traditions. However, the special spirit of celebration is what they all have in common.

3 a) Finish the sentences with the words from the *Words For You* box.

1 It's my last school year! I'm a ...!
2 Our joy during holidays is what we all ...
3 Yesterday was our school's 100-year ...!
4 At different schools all traditions always ...
5 Our headteacher likes festivals, and he always ...
6 Tomorrow's Knowledge Day, and we all feel its ...

b) Make your own 4 sentences with the 4 words that are left.

WORDS FOR YOU

anniversary [ˌænɪ'vɜːsəri]
graduate ['grædʒuət]
graduation [ˌgrædʒu'eɪʃn]
importance [ɪm'pɔːtns]
knowledge ['nɒlɪdʒ]
spirit ['spɪrɪt]
to dedicate ['dedɪkeɪt]
to vary ['veəri]
- **to have smth in common**
- **to make a speech** [spiːtʃ]

4 **Read the article again and choose the correct answer.**

1 What celebration is on the first of September?
a) Teachers' Day *b) Knowledge Day*

2 What does the headteacher do on this day?
a) gives a speech *b) shows a presentation*

3 What is Teachers' Day?
a) a national holiday *b) an international holiday*

4 What do teachers get on this day?
a) gift cards *b) flowers*

5 When is Graduation Day?
a) at the end of a school year *b) at the beginning of a school year*

6 How do some graduates feel on this day?
a) happy *b) sad*

7 How do students call their school's anniversary?
a) 'My School's Birthday' *b) 'My School's Discovery'*

8 What can there be on a school's anniversary?
a) a big festival *b) a big party*

9 What makes each school's celebration different?
a) rules *b) traditions*

10 What do all schools have in common?
a) their celebration spirit *b) the same celebrations*

5 **Discuss the questions below in pairs.**

- What other school celebrations do you know?
- How do teachers and students celebrate them?

6 **Search the Net for a special day or at someone's school. Make notes. Prepare some images. Present your findigs in class.**



GRAMMAR search

PRESENT SIMPLE VS PRESENT CONTINUOUS

1 **Read and compare.**

*Jim **does** aerobics at 8 am.*	⟷	*Jim **is doing** aerobics at the moment.*
*Tia **doesn't talk** too much.*	⟷	*Tia **isn't talking** right now.*
***Do** you **dance**? – **Yes, I do**.*	⟷	***Are** you **dancing** now? – **No, I'm not**.*

CAREFUL: We never use the **Present Continuous** with **mental verbs**:
think, believe, remember, etc.

*I **think** it is great.*		*I ~~**am thinking**~~ it is great.*
*We **believe** hobbies are fun.*	**NOT**	*We ~~**are believing**~~ hobbies are fun.*
*She **remembers** all the dates.*		*She ~~**is remembering**~~ all the dates.*

2 **a) Put the verbs in brackets into the Present Simple or the Present Continuous.**

Example: Anita *(think)* ... our new headteacher is great.
Anita thinks our new headteacher is great.

1 George *(not come)* ... to this club very often.
2 My classmates *(not talk)* ... to me at the moment.
3 They *(believe)* ... there should be a big ceremony.
4 I *(get)* ... ready for the school festival now.
5 Vicky *(not chat)* ... with Fred right now.

b) Turn the statements into questions.

Example: You sing in the school choir.
Do your sing in the school choir?

1 They like sport very much.
2 Wendy always celebrates her birthday.
3 His friends are skiing.
4 Dave is learning a poem.
5 Jane is reading a book.

We use **TAG QUESTIONS** to confirm information.

Present Simple:

*You like English, **don't you**?*	→	*– Yes, I **do**.*
*She goes to the club on Saturdays, **doesn't she**?*	→	*– Yes, she **does**.*
*We don't have music lessons today, **do we**?*	→	*– No, we **don't**. We have them tomorrow.*

Present Continuous:	
*You are joking, **aren't you**?* *It isn't raining right now, **is it**?* *The kids are playing, **aren't they**?*	*– No, I **'m not**.* *– No, it **isn't**. It is fine.* *– Yes, they **are**.*
CAREFUL: *I'm dreaming, **aren't I?*** **NOT:** ***I'm** dreaming, ~~**am not I?**~~*	

3 Put the words in the correct order to make tag questions.

1 aren't we? / the best football team, / We are
2 plays in / Stella / doesn't she? / the school band,
3 in the garden, / isn't working / Mum / is she?

4 Match to make tag questions.

1	I know that,	a	do they?
2	You are working,	b	doesn't he?
3	Tim isn't studying,	c	does she?
4	Helen doesn't like that,	d	don't I?
5	Your friend speaks Spanish,	e	aren't you?
6	They don't go there,	f	is he?

5 Finish the tag questions.

1 You aren't a dynamo, ...?
2 Jake is singing, ...?
3 I am not a drama queen, ...?
4 We are studying, ...?
5 Kelly isn't reading, ...?
6 Sam skates well, ...?

6 Write negative statements and positive question tags using the verbs in brackets.

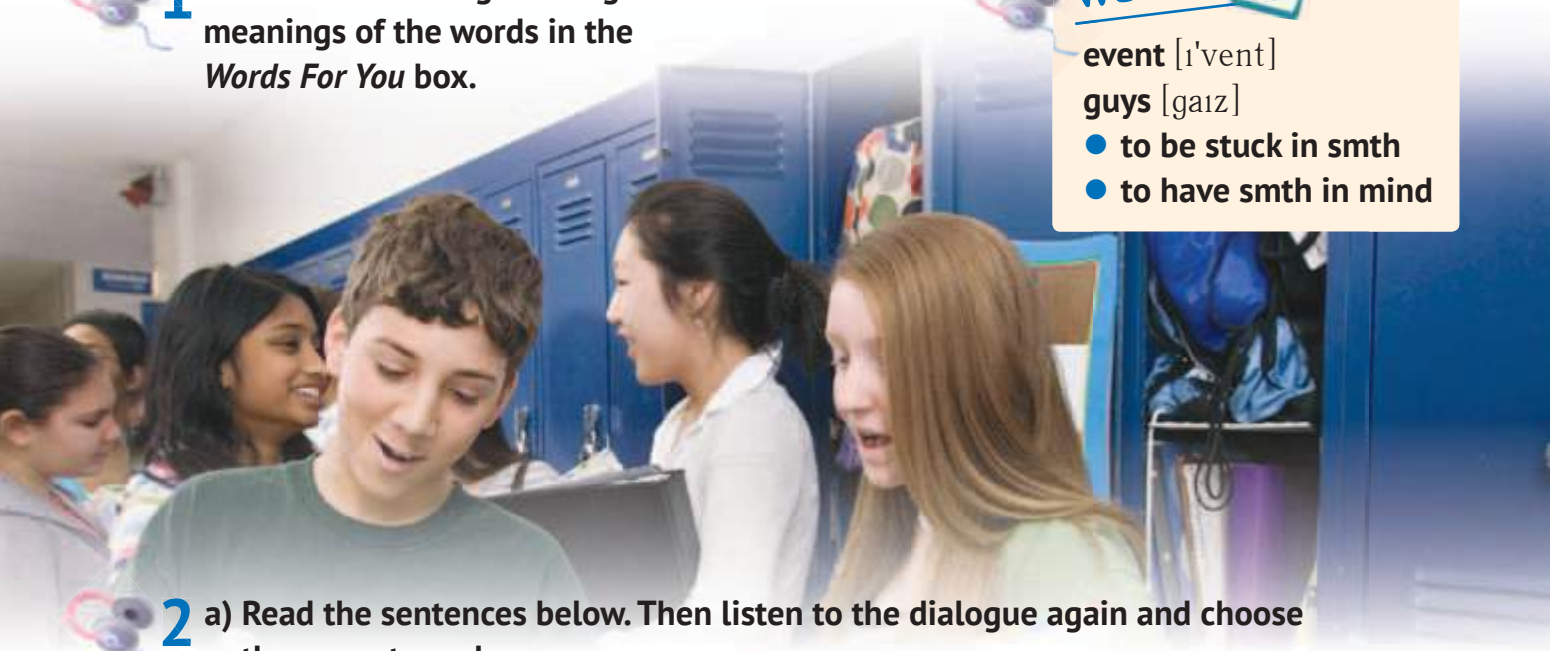
1 You ... listening to long speeches, ...? *(like)*
2 Most people here ... English ...? *(speak)*
3 Henry ... good marks, ...? *(have got)*
4 We ... out tomorrow, ...? *(go)*
5 Holidays in autumn ... long, ...? *(be)*
6 You ... my help, ...? *(need)*
7 Ron ... the guitar, ...? *(play)*

7 Put the tag questions to the answers below.

1 ...? – Yes, we do. We think parties are fun.
2 ...? – No, she isn't. Jane isn't listening.
3 ...? – No, he doesn't. Jack doesn't paint.
4 ...? – Yes, I am. I am writing a story.
5 ...? – Yes, I do. I learn Spanish.
6 ...? – No, they aren't. They aren't smiling.

LISTENING search

1 **Listen to the dialogue and guess the meanings of the words in the *Words For You* box.**



WORDS FOR YOU

event [ɪ'vent]
guys [gaɪz]
- **to be stuck in smth**
- **to have smth in mind**

2 **a) Read the sentences below. Then listen to the dialogue again and choose the correct word.**

1 The school is *40/50* years old.
2 The students from the *choir/Dance Club* are practising a new song.
3 The school band will play *rock and roll/classical music*.
4 The headmaster made a long speech on *the anniversary/Knowledge Day*.
5 *Jack/Terra* is the head of the Art Club.
6 The Drama Club guys are preparing something *special/simple*.
7 Bob is a *drama king/bookworm*.
8 Bob spends a lot of time in the *library/History Club*.

b) Answer the questions.

1 What are the students getting ready for?
2 What is Terra doing these days?
3 What does the headmaster want from the school band?
4 Who can make good decorations?
5 Which club is Ricky in?
6 Why is Bob stuck in the library these days?

3 **Use the phrases in the box and discuss the questions in pairs:**

- Why are school celebrations important?
- Which school celebrations are your favourite?
- How do you prepare for them?

I think ...
In my opinion ...
As for me ...

VOCABULARY search

1 **Look at the table and say when you do these things. Use the example.**

Example:

We give our teachers presents on Knowledge Day.

to make	a decoration a presentation
to give smb	a surprise a prize a present
to hold	a show an exhibition a game a concert a competition
to perform	a play a dance a song

2 **Choose the correct word.**

1 We *make/give* our teachers a surprise at Christmas.
2 Annie *held/performed* in the school play last year.
3 I *made/gave* our English teacher a present on her birthday.
4 The Sports Club students sometimes *hold/give* games.
5 Students have *made/given* a presentation on the anniversary.
6 The school band *performs/holds* many songs on Knowledge Day.

3 **Read the text below and fill in the gaps with the words from task 1.**

One of the important parts of school life is after-school activities. They gather everyone around and students get a chance to … dances or songs and develop their other skills besides schoolwork. There are also festivals where they can … exhibitions or different shows. Parents often come to school to see their children's hard work. Those who are creative often … decorations for school celebrations. They also … presentations on their artwork. Those students who are active may … a play or even … a concert. There are those days when students … presents to their teachers or … competitions and … prizes to the winners. All in all, all of these activities can make life at school more interesting and fun for everyone.



GRAMMAR search

WH-QUESTIONS IN THE PRESENT SIMPLE AND THE PRESENT CONTINUOUS

We use wh-questions to find out more information.

Present Simple:		Present Continuous:	
Who enjoys tennis?	– We do!	**Who** is talking?	– Steve is.
What do you do for fun?	– I draw.	**What** are you doing?	– I'm dancing.
Which dress do you like?	– This one.	**Which** bird is singing?	– That one.
Where does your family live?	– In London.	**Where** are they hiding?	– Behind the tree.
When does it start?	– At 11 am.	**When** is Sam coming?	– Tonight.
Why do you like it?	– It's fun!	**Why** are you smiling?	– I'm happy!

CAREFUL: ***Who*** *draws?* **NOT** ***Who*** ~~*does*~~ *draw?*

1 **Match.**

1	Which lesson begins at 10:30?	☐	Jane does.
2	When do you have Graduation Day?	☐	To the classroom.
3	Why is Jill laughing?	☐	The experiment.
4	Where are you going?	☐	Geography.
5	What is Bill talking about?	☐	At the end of May.
6	Who goes to the Drama Club?	☐	I told her a joke.

2 **Put as many questions as you can.**

Example: We are watching a Chinese puppet show.
What show are you watching?
Where are you watching a Chinese puppet show?
Who is watching a Chinese puppet show?

1 Many schools have a choir and they hold concerts.
2 Over 300 people enjoy food and activities at the festival.
3 Pupils are displaying their hobby collections in the Assembly Hall.

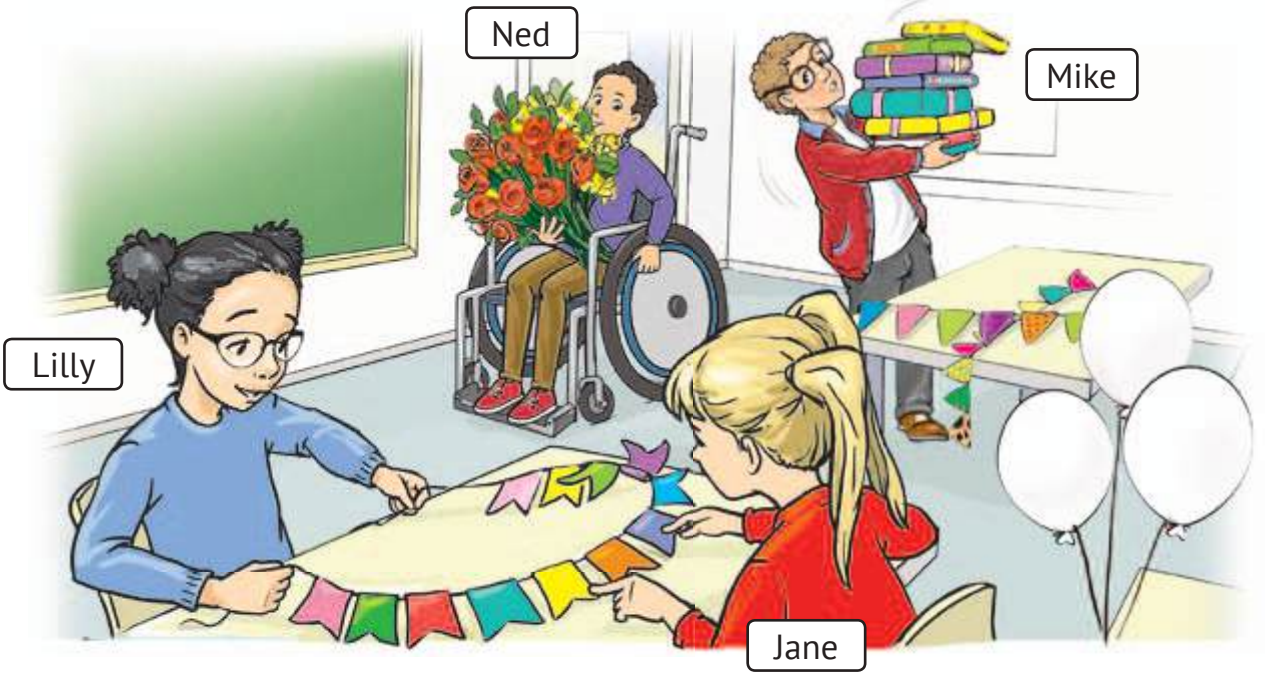
3 **Work in pairs. Ask your partner:**

- what his/her hobbies are
- why he/she likes them
- what he/she needs to do them
- where he/she does them
- when he/she does them
- who he/she does them with

4 **Work in pairs. Look at the pictures and make wh-questions in the Present Continuous, as in the example. Take turns.**

– What are Jane and Lilly doing?
– They're making decorations.

– Who is holding flowers?
– Ned is.

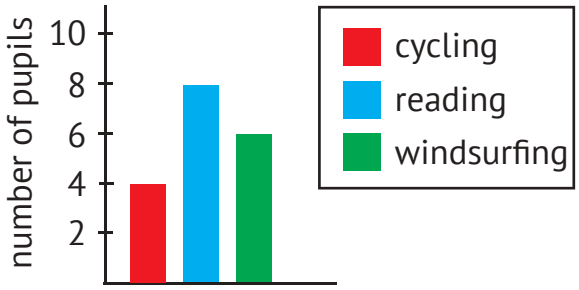




SPEAKING search

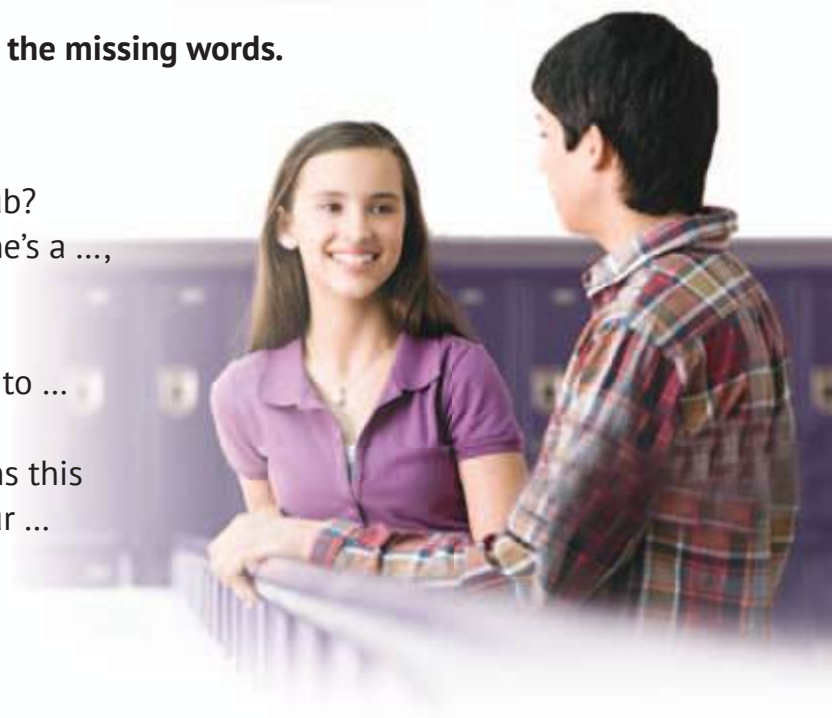
1 **Do a survey[1] of your classmates' favourite free-time activities. Draw a graph.**

A: What do you like doing most in your free time?
B: I love going cycling.



2 **a) Listen to the dialogue and fill in the missing words.**

Dave: ... are you doing, Sam?
Sam: I'm signing up for the ...
Dave: Oh. Who's the ... of this club?
Sam: Mike is. Some people say he's a ..., but he sings very well.
Dave: Is he in the ..., too?
Sam: No, but they often ask him to ... when they ... concerts.
Dave: Well, I took some ... lessons this summer and I want to join our ...
Sam: Good luck!
Dave: ... too!



b) Act out the dialogue in pairs.

3 **Work in pairs. Look at the ads on page 21 and say which club you want/don't want to join and why, as in the example. Use the phrases from the box and the words below the ads (p. 21).**



I want to join the Literature Club because I like reading. I think it is interesting. But I don't want to join the Olympics Sports Club because I'm not into sport. In my opinion, it is tiring. What about you?

Keep in Mind!

EXPRESSING OPINION

I think ...
I believe ...
I suppose ...
In my opinion, ...

[1] a survey ['sɜ:veɪ] – опитування

SCIENCE LOVERS CLUB

Wednesday, 3 to 5 pm

Do you want to explore the world around you?

Do you like doing experiments and training your brain well?

Science Lovers Club welcomes you!

Chemistry classroom, Mrs Williams

LITERATURE CLUB

Friday, 4 pm

Are you into reading?

Do you enjoy discussing texts and poems?

Sign up for the **Literature Club**!

School library, Mr Jones

DRAMA CLUB

Monday and Thursday, 3 to 4:30 pm

Are you an expressive person?

Would you like to be someone else sometimes?

Join the **Drama Club**!

Concert hall, Ms Smith

Olympics Sports Club

Monday, Wednesday and Saturday, 2 to 4 pm

Are you full of energy?

Do you like sport?

Then the **Olympics Sports Club** is just for you!

(We are also looking for some new football players for our school's football team.)

Gym, Mr Beckett

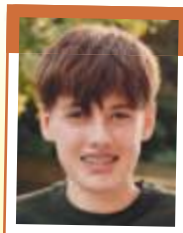
☺ interesting	☹ tiring
☺ helpful	☹ boring
☺ fun	☹ awful
☺ fantastic	☹ terrible



WRITING search

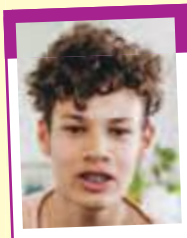
1 a) Read the kids' messages and answer the questions.

- How do English pupils celebrate Teachers' Day?
- What does Paulo say about his school's 100-year anniversary?
- What is special about the graduation in the American school?



TOM, 13, England

We celebrate Teachers' Day on 5th October and give hand-made gift cards to our teachers. They love them!



PAULO, 13, Italy

Our school had a 100-year anniversary last year, and our headmaster gave a 15-minute speech. Luckily, it was Friday, so we also enjoyed a wonderful party for everyone in the evening!



KATE, 13, USA

We always have a big school dance called 'the prom' after the graduation ceremony[1]. What is special about it is the fact that everyone is invited to join it, not only the graduates.

b) Write your own message about any special day at your school.

2 Choose a country and find out how Knowledge Day, Teachers' Day and Graduation Day are celebrated there. Write a blog post for your school website. Use the scheme below.



SPECIAL DAYS IN SCHOOLS OF ... *(country)*

Every country has its own way of celebrating such special days as Knowledge Day, Teachers' Day and Graduation Day at school.

In ... *(country)* they ... *(traditions)* on Knowledge Day.

On Teachers' Day they ... *(traditions)*.

Finally, there is Graduation Day. *(traditions)* ... on this day.

[1]ceremony ['serəməni] — церемонія

Look Back

1 Choose *a* or *b*.

1	Daphne ... meetings in the club every Friday.	*a) has*	*b) is having*
2	We ... a new theory at the moment.	*a) learn*	*b) are learning*
3	Eddy ... his best friend a surprise now.	*a) gives*	*b) is giving*
4	They often ... competitions at our Sports Club.	*a) hold*	*b) are holding*
5	I ... dancing is a great extracurricular activity.	*a) believe*	*b) am believing*
6	Chuck ... to the headmaster right now.	*a) talks*	*b) is talking*

2 Finish the tag questions.

1 Bill doesn't collect postcards, ...?
2 Ann isn't going there, ...?
3 They don't give prizes, ...?
4 You are joking, ...?
5 It sounds silly, ...?
6 I'm right, ...?

3 Put the wh-questions to the answers below.

1 ...? — Jay does. He likes skateboarding.
2 ...? — Drawing. I am drawing right now.
3 ...? — In York. Rick and Sam live there.
4 ...? — At 6 pm. The school play starts then.
5 ...? — Sue is. She is singing at the moment.
6 ...? — Tim is studying because he has a test tomorrow.

4 a) Complete the sentences with the words from the box.

1 I think the ... of clubs lies in fun they bring.
2 This exhibition is ... to Knowledge Day.
3 We really want to ... with the School's Blog Team.
4 Mike is such a ... — he spends hours in the lab!
5 Our graduation will be an amazing ...!
6 Sarah ... her knowledge with practice.
7 The Drama Club guys always ... great plays.
8 Anita paints something every week — she's an ...

science geek, art lover, event, combines, dedicated, fit in, importance, perform

b) Make your own 8 sentences with the words from the box below.

a chatterbox, decorations, passion, spirit, to vary, to be stuck in, to have in common, to hold

5 a) Read the ads for different school clubs (p. 24) and answer the questions below.

- What clubs are there?
- When are the meetings held in each club?
- What do students do in each club?

Look Back

CLUBS and EXTRACURRICULAR ACTIVITIES

BOLTON MIDDLE SCHOOL

Clubs meet at 4:30, right after school.

Art Club:  Are you keen on painting? Then, join us! We work in groups and learn how to draw and paint. We also go on trips to art museums!
Meetings: Wednesdays & Fridays

Drama Club:  Are you good at acting? Our drama club is the club for you. We write and present our own plays! We also go to the theatre a lot!
Meetings: Mondays

Sports Club:  Do you want to have fun? Go cycling, swimming and windsurfing with us, or play football, basketball or baseball in one of our teams!
Meetings: Tuesdays

Computer Club:  Are you interested in computers? Learn new programmes, use our PCs to do your homework and play the best computer games ever!
Meetings: every day

Book Club:  Are you fond of literature? Read exciting novels, talk about them and exchange books.
Meetings: Mondays, Thursdays & Fridays

Music Club:  Are you mad about music? Then join one of the bands in our club and ... let the good times rock!
Meetings: Fridays

Photography Club:  Are you interested in photography? Come to our club, print your own pictures and meet people who love photography!
Meetings: Tuesdays & Thursdays

b) Role-play the situation in pairs. Imagine you are students of Bolton Middle School. Ask your partner about his/her hobbies and guess what club he/she wants to join. Use tag questions and the scheme below.

– What are your hobbies, ...?
– Well, I like ...
– So, you want to join the ..., don't you?
– Yes/No!

6 Work in pairs. Ask your partner which school celebration he/she likes the most and why. Make notes. Then tell the class about him/her.

7 **Read and think what extracurricular activities are popular at your school. Then write a short letter to your email friend about it.**

Extracurricular activities are part of school life. Parents often go to their children's school to see their work. Sometimes schools hold exhibitions of the students' artwork or projects. Many schools have a choir and an orchestra and they hold concerts. Plays at the end of each school year are also very popular. Some of the parents help teachers with these activities.

8 **Read the blogger's report from the school festival and say if the sentences below are true or false.**

1 The festival takes place in the USA.
2 The students are showing their art collections.
3 They are doing African dancing and holding a Chinese puppet show.
4 The students have worked much on the project.
5 The headteacher is modelling clothes.
6 It is the best festival the school has ever had.

Today we are at Newburg School in Great Britain. The school has its annual[1] International Festival. Over 300 people enjoy food and activities. The students serve dishes from many different countries. Students' groups give performances at the festival. We can watch African dancing. We can listen to Japanese storytelling. We can watch a Chinese puppet show and much more. There is an international fashion show. Students model clothes from different countries. Everyone has a great time at the festival. Mrs Jones, the school headteacher, says, 'All of our students and teachers have worked hard on the project. I can say this year's festival is the best we have ever had.'

9 **Do your project.**

MY DREAM SCHOOL EVENT

1 Work in groups of three-four. Think what sort of school event you want to have.
   a Share your ideas and write them down.
   b Discuss them and choose the best ones.
   c Arrange your ideas into the plan of the event.
2 Advertise[2] your event.
3 Make a poster. Design it.
4 Present your project in class.



[1]annual ['ænjuəl] – щорічний [2]to advertise ['ædvətaɪz] – рекламувати

Self-Check

Vocabulary

1 **Complete the sentences with the words from the box.** Score: ☐ / 6

editor, lab, music addicts, dedicated, perform, vary

1 This artwork is … to Knowledge Day.
2 Jake is the new … of our school blog this year.
3 Annie is doing an experiment in the … now.
4 I often … songs in our school's music band.
5 The extracurricular activities … here very much.
6 My brothers are such … — they sing and dance every day!

Grammar

2 **Put the words into the correct order to make questions.** Score: ☐ / 6

1 the choir,/you/don't/join/You/ want to?
2 playing/is/he/Henry/football,/isn't?
3 Jane/at the moment/is/doing/What?
4 is/at the hall/When/ our presentation?
5 aren't/doing/I/am/it/right,/I?
6 to/they/talking/Who/are?

Communication

3 **Match the questions to the answers.** Score: ☐ / 6

1	Why do you celebrate the sixth of May?	a	Yes, she does.
2	Nick isn't holding the flowers, is he?	b	No, they aren't.
3	Where does Luke go after school?	c	About the party.
4	Sue plays the piano, doesn't she?	d	It's our anniversary!
5	What are you talking about?	e	Yes, he is.
6	They are joking, aren't they?	f	He goes to the gym.

TOTAL SCORE: ☐ / 18

NOW I CAN

- ☐ talk about extracurricular activities
- ☐ express my own opinion about clubs
- ☐ discuss school celebrations and traditions
- ☐ ask and answer tag questions in the Present Simple/Present Continuous
- ☐ ask and answer wh-questions in the Present Simple/Present Continuous
- ☐ write a message about a special day at my school
- ☐ write a blog post about different school celebrations in other countries
- ☐ make a plan and describe a school event

UNIT 2

DO YOUR CHORES

Lead-in:

- Do you sometimes forget to make your bed?
- How often do you help your mum around the house?
- Who usually does the shopping in your family?



WHAT'S IN THIS UNIT?

LANGUAGE

- household chores
- household appliances
- Past Simple (wh-questions)
- Past Continuous (wh-questions)

SKILLS

- identifying chores
- understanding texts about doing the chores
- describing someone's work around the house
- asking and answering about someone's household duties
- expressing my attitude to householding
- writing a post about household duties in my family

RADIO for KIDS

THE KID OF THE



Reporter
What do you do in your free time?

Amanda
I don't have much free time. Every morning before going to school I deliver the newspapers and in the afternoons after school I help out in a shop.

Reporter
You are really very hard-working then. Right?

Amanda
I have to be. My parents are divorced and I live with my mum. She doesn't earn much so I have to help out. Besides, I want to save some money. I want to buy a computer.

Every year *Radio for Kids* does a survey and chooses the Kid of the School Year. This year it's Amanda Harris. Here is a podcast interview with her.

1 **Before listening to the podcast, guess why Amanda is the Kid of the School Year.**

It is because ...

a she is the best student;
b she is a good student and she does some extra work;
c she is the best athlete in her school.

2 **Listen to the podcast, then read the text of the interview to check your answer in task 1.**

3 **Match the words/phrases with their paraphrases.**

1	divorced	4	to deliver	7	confused
2	an only child	5	to get on well	8	household chores
3	to earn	6	to save		

WORDS FOR YOU

garbage ['gɑ:bɪdʒ]
divorced [dɪ'vɔ:st]
to deliver [dɪ'lɪvə(r)]
to earn [ɜ:n]
to hoover ['hu:və(r)]
to iron ['aɪən]
to save [seɪv]
to split [splɪt]
to wash up [wɒʃ ʌp]

MUSIC CHAT MORE

Kids Online

I SEARCH search

SCHOOL YEAR

Reporter

Do you have to work hard at home?

Amanda

We split the chores. Mum does the cooking, ironing and washing-up and I have to tidy up my room, do the hoovering and take out the garbage.

DO IT NOW



When you have a job
that's not much fun,
And you wonder when
you'll get it done,
Don't wait till later –
time may not allow!
Don't wait till later – do it now!

When you have some work that's not much fun,
A job to do before day is done,
Don't wait till tomorrow – better not delay[1]!
Don't wait till tomorrow – do it today!

[1]to delay [dɪ'leɪ] — відкладати

Reporter

And who does the shopping?

Amanda

We do it together! That's fun. I love doing the shopping with Mum.

- ☐ have a friendly relationship
- ☐ no longer husband and wife
- ☐ not to spend, but keep money
- ☐ bring smth to people's home
- ☐ a person who has no brothers or sisters
- ☐ work you do at home to keep it clean
- ☐ not understanding what's going on
- ☐ make money

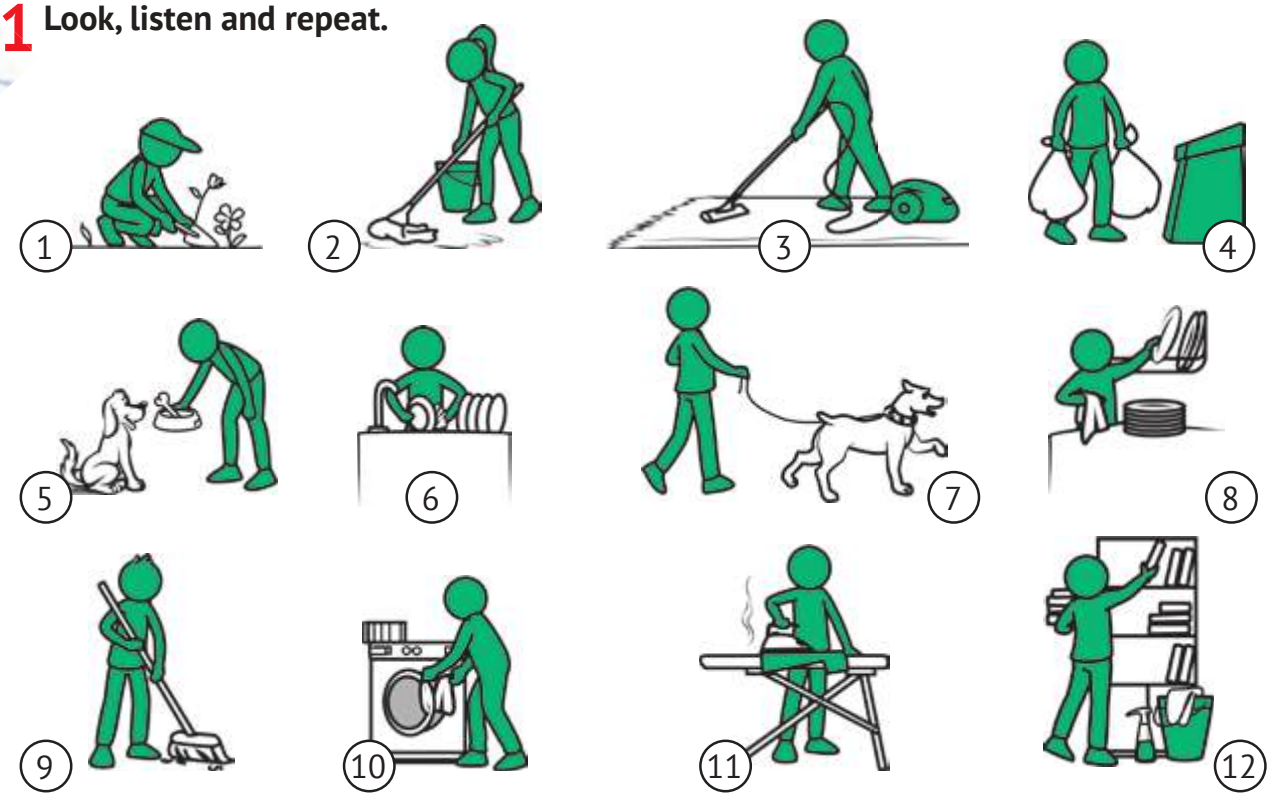
4 Finish the sentences about Amanda. Then write your comment.

1 Amanda gets on well with her …
2 She splits the …
3 She loves doing the …
4 She doesn't have much …

5 a) Listen to the song and discuss its message in groups.
b) Listen and sing along.

VOCABULARY search

1 **Look, listen and repeat.**



2 **Read and match to the pictures above.**

- ☐ do the washing-up
- ☐ dry the dishes
- ☐ sweep the floor
- ☐ walk a dog
- ☐ take out the garbage
- ☐ mop the floor
- ☐ tidy
- ☐ do the gardening
- ☐ do the washing
- ☐ do the hoovering
- ☐ do the ironing
- ☐ feed a pet

3 **Work in pairs. Have a talk about family members' duties at home. Use the words from the box below and task 2.**

A: Who waters the plants at your home?
B: Sometimes I do, sometimes my sister does.
A: And who usually walks your dog?
B: My father does.

air the room, do the ironing, cook dinner, tidy the room, do the washing-up, do the shopping, sweep the floor



READING search

1 a) Answer the questions.

1 Do people in Great Britain work at weekends?
2 What is the attitude of the British to their homes?
3 Try to guess what 'DIY' is.

b) Read the note on the lifestyle in Great Britain to check your answers.



In Great Britain, people usually work five days a week. Many of them also work at home at the weekend. They do the chores and gardening. They also do repairs[1] and make improvements[2] to their houses. This is called DIY (Do It Yourself). The British love DIY because they are very proud of their homes.

2 a) Read and finish the sentences below.

Doing work around the house is often called **doing the chores**. It helps a family to keep up their house or in other words — **to household**. Usually each member of a family has got a **household duty**. It means he or she has got a part of the chores to do. There are things like feeding a pet, cleaning carpets or doing the shopping...

1 Doing the chores means ...
2 A household duty is ...

b) Read Jane's blog and explain why she thinks that doing the chores is never done.

JANE'S BLOG



At weekends my family members are rarely all at home at the same time, so we write notes to each other. They help to remember things to do.

My mother is the busiest person in doing the household chores. And I must admit[3] my elder sister is the greatest helping hand for her.

[1] a repair [rɪ'peə(r)] — ремонт
[2] an improvement [ɪm'pru:vmənt] — поліпшення
[3] to admit [əd'mɪt] — визнати

READING search



pot



frying pan



kettle



teapot



tablecloth



dishwasher



Every morning my mother cooks breakfast. She fries some eggs in a frying pan. My sister sometimes boils sausages in a small pot. When the eggs are ready, Mum serves them to us with nicely decorated salad and boiled sausages. While my mother is doing that, my sister is cutting some bread and taking out a teapot, cups and plates.

When the water in the kettle boils, my sister puts some tea into the teapot, pours some boiling water into the pot and the tea is ready.

Sometimes my mum prefers coffee to tea. Then my father prepares it. He is good at making coffee. I never drink coffee. I prefer tea. My sister sometimes drinks coffee with milk or cream. After breakfast I go to my school and my father goes to his office. My sister puts the dishes into the dishwasher to clean and dry them. My mum cleans the table and takes off the tablecloth.

My sister puts clean cups and dishes onto the cupboard and goes to her work.

And what about Mum? She stays at home and does lots of things around the house. There is always something to do, work around the house is never done...



3 **Say if the statement is true or false based on Jane's blog.**

1 Everyone must know that he/she has to do his or her part of chores.
2 Doing the shopping is not a household duty.
3 The elder sister is usually the greatest helping hand for Jane's mother.
4 They usually boil sausages in a frying pan.
5 They usually fry in kettles.
6 They need a kettle and a teapot to make tea.
7 Her father is good at making coffee.
8 Her elder sister never drinks coffee.
9 After breakfast Jane's father washes up with a dishwasher.
10 Jane's mother cleans the table after breakfast.
11 The elder sister stays at home and does lots of things around the house.

4 **Complete the sentences according to Jane's blog.**

1 Doing work around the house is called ...
2 Usually each member of a family has got a ...
3 Writing notes to each other helps family members to ...
4 Usually parents are the busiest in ...
5 We can ... or ... eggs for breakfast.
6 When the dish is ready, we can ...
7 To make tea we should ...
8 We can wash up and dry the dishes with ...
9 We should put clean dishes ...
10 Work around the house is ...

5 **Work in groups. Speak of the following.**

1 Have you got a household duty? What is it?
2 What household duties do other members of your family have?
3 Are your parents the busiest in doing chores? Prove that.
4 Who is the greatest helping hand for them?
5 Have you got any gadgets to help you with householding?
6 Do you write notes to each other to remember things to do?

New Words TIP

When you read or listen to some information in English, there are often words that you don't know. Here is a piece of advice for you:

1 Don't worry. You can understand a lot, even if you don't know all the words.
2 Try to understand the meaning of new words from the context. Don't stop listening or reading.
3 After the lesson use a dictionary to look up the new words. Write them down in your vocabulary notebook.
4 Try to learn some new words each week.

GRAMMAR search

1 **Listen and read the kid's poem, then write out all the verbs in the Past Simple.**



I'd like to tell you all about
A very stormy day,
When Daddy stayed at home with me
While Mummy went away.
He made the beds and swept the floor,
And did the washing-up.
(And do you know, he broke a plate,
Two saucers and a cup.)
Then, when he bathed me, after tea,
He taught me how to swim.
(And there were puddles on the floor,
And drips all over him!)
Then Mummy came home just in time
To see me getting down.
"Next time I'll stay at home," she said,
"While Daddy goes to town."

2 **a) Put the words into the correct order to make questions.**

Example: did/with the kid/Daddy/stay/When/at home?
When did Daddy stay at home with the kid?

1 he/What/make/did?
2 do?/did/What else/he
3 break?/What/Daddy/did
4 When/bath/the kid?/did/he
5 he/What/teach?/did
6 What/on the floor?/there/was
7 Mummy/did/come?/When

b) Ask and answer the questions in pairs. Take turns.

PAST SIMPLE (question forms)

Question word	did	subject	verb	...?
When	did	you	come	home?
What	did	Mother	cook	for dinner?
Where	did	Mike	walk	the dog?
Why	did	he	go	to the shop?

Questions with 'WAS' / 'WERE'

Question word	was / were	subject	...?
Where	were	you	last Saturday?
Why	was	he	late?
When	was	Liz	at school?

3 **Find and correct eight mistakes. Two of the sentences are correct.**

1 Did you cooked breakfast yesterday?
2 Where did you an hour ago?
3 Did you sweep the floor when you were at your grandma's?
4 How many minutes ago were you boil your eggs?
5 Where do you go shopping last weekend?
6 Do you wash up yesterday?
7 What household duties do you have last Saturday?
8 Are you interested in cooking when you were younger?
9 Did you feed your pet this morning?
10 When do you do the gardening last time?

4 **Put the words in order to make subject questions. Then answer them. Work in pairs.**

1 last Saturday? / did / Who / the chores
2 happened / What / last weekend?
3 good / Who / at / coffee? / is / making
4 What / you / to save / helped / money?
5 the dinner? / cooked / Who
6 the busiest / in your family? / Who / person / is
7 breakfast? / the table / after / cleaned / Who
8 you / What situation / more attentive? / to be / taught

SUBJECT QUESTIONS		
Who	help**ed** **swept**	you? the floor?
What	**fell** happen**ed**	down? yesterday?

5 **Find and correct six mistakes. Two of the sentences are correct.**

1 Who fed the cat?
2 Who dry the dishes?
3 Who does the gardening last autumn?
4 What did the shopping yesterday?
5 What happen with the washing machine?
6 What made her so upset?
7 Who switch the dishwasher?
8 Who washes the dirty clothes two days ago?



LISTENING search

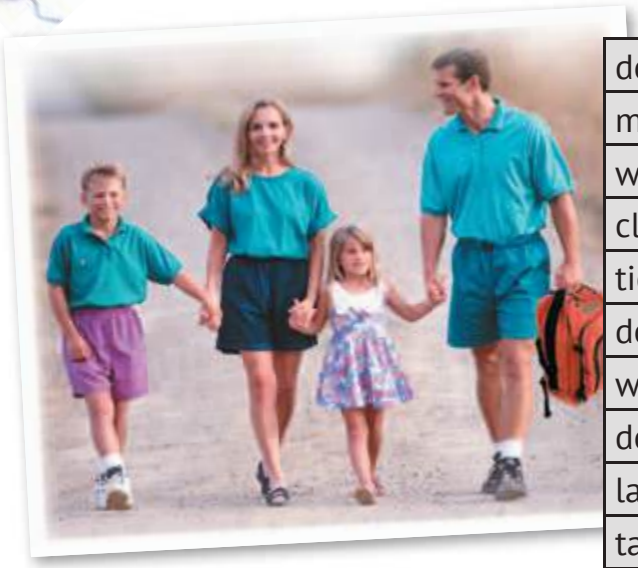
1 **Work in pairs. Ask and answer the questions.**

- Do you share your room with your brother/sister or are you alone in your room?
- What do you usually do to keep your room tidy?

2 **Listen to Alan who is talking about his family and the household chores. Find out if the following statements are true or false.**

1 They always fight over the household chores.
2 They share the chores.
3 Mum and Dad don't like animals.
4 They have a dishwasher.

3 **Copy the grid. Listen again and tick (✓) the right box.**



	Alan	Vicky	Mum	Dad
do the hoovering				✓
make the bed				
walk the dog				
clear the table				
tidy up the room				
do the ironing				
wash up				
do the cooking				
lay the table				
take out the garbage				
feed the dog				

4 **Give a two-minute talk about yourself. Use the questions below.**

- Do you have anything in common with Alan's family?
- Do you share the household chores in your family?
- What does everybody do in your family? Use the table in task 3.
- How do you get on with your parents?



VOCABULARY search

1 **Listen and read the names of the electrical appliances. Then say what we use them for.**

We use ... for ...



microwave oven



hairdryer



toaster

fast cooking or warming up food, cutting wood, making toast, drying our hair, cleaning the floor and carpets, washing our clothes



electric saw



vacuum cleaner



washing machine

WORDS FOR YOU

appliance [ə'plaɪəns]
improvement [ɪm'pru:vmənt]
oven ['ʌvn]
electrical [ɪ'lektrɪkl]

Keep in Mind!

switch on / off
turn on / off

the washing machine / the microwave oven / the dishwasher / the computer / the TV / the vacuum cleaner / the radio / the lights / the smartphone

Turn off the gas.
Close the fridge / the door.



Switch off / **Turn off** the toaster!



Turn off the water!

2 **Match to make sentences.**

1 When I want to wash up the dishes,
2 When my mum wants to cook dinner,
3 When the carpet is clean,
4 When I want to sleep,
5 When my sister wants to wash her clothes,
6 When we need some wood for our fireplace,

a she switches on the washing machine.
b I switch on the dishwasher.
c my brother switches off the vacuum cleaner.
d she turns on the gas cooker.
e I turn off the radio.
f my father switches on his electric saw to cut wood.

GRAMMAR search

PAST CONTINUOUS (question forms)				
Question word	**was/were**	**subject**	**verb**	**...?**
What	**was**	Dave	do**ing**	for an hour?
When	**was**	Jade	clean**ing**	her room?
Where	**were**	you	mopp**ing**	the floor?
Why	**were**	they	wash**ing**	the dishes?

BUT: Which room was Ned cleaning for two hours?
What cat was sitting here then?

SUBJECT QUESTIONS			
Question word	**was/were**	**verb**	**...?**
Who	**was**	hoover**ing**	at that time?
What	**was**	mak**ing**	that noise?

1 **Match.**

1	What were you doing then?	a	After lunch.
2	Who was cooking breakfast?	b	In the bathroom.
3	Why was John doing the gardening?	c	I was washing the dishes.
4	Which knife were you using?	d	This one.
5	When were the children playing?	e	Diane was.
6	Where was Edna mopping the floor?	f	Because I asked him to.

2 **Put the words into the correct order to form wh-questions.**

1 Why/the dog/was/jumping?
2 in the kitchen/going on/was/What?
3 was/Helen/When/making dinner?
4 were/the children/Where/eating?
5 apron/Which/wearing/were/you?
6 singing/was/Who/for so long?

3 **Work in pairs. Choose a time, ask your classmate what and where they, their family members or friends were doing at that time yesterday.**

What were you doing at 8 pm yesterday? — I was watching TV.
Where were you doing that? — In the living room.
What was your mother doing then? — She was reading a book.
Where was she reading her book? — In the bedroom.

SPEAKING search

1 **Look and say how the Robinsons feel about their duties.**

To feed and walk the dog? Why me again? To make my bed? That's really boring.



Tim Robinson

Well, shopping as usual. It's OK. And no cooking. That's great! Now I can fix Jane's phone at last.



Mr Robinson

To wash up the dishes? I've already done it. Now I can help Dad with the shopping.



Liz Robinson

I think Mr Robinson likes shopping but doesn't like...



2 **a) Read and think what Jane may say.**

Jane's mother went away for the weekend.
She left sticky notes with the instructions for her daughter.



Take the video game back to the shop

Make your bed and tidy your room

Phone for a pizza. There is some money on the kitchen table

Cook some spaghetti. The sauce is in the fridge

Do your homework now

Wash the dirty clothes

b) Role-play the telephone talk the mother and the daughter had in the evening. Work in pairs.

A is Mother. She asks about the things Jane has to do.
B is Jane. She tells Mum about the things she has or hasn't done.

3 **Role-play the situation in pairs. You are sisters/brothers and you'd like to please your mother on her birthday. Have a talk about sharing the household chores before Mum comes home from work.**

WRITING search

1 **It was Saturday yesterday, but Mrs Smith had to go to work in the hospital. Read the notes Mrs Smith wrote to the members of her family for yesterday. Write a short story about what they were doing from 3 pm till 4 pm yesterday before their mother came.**

Jane,
Thanks for cleaning the carpets. Don't forget to wash up. Please, help Dad to do the shopping today.
Mum

Tommy,
Feed the parrot and water the flowers. Don't forget to make your bed, you, lazy bone.
Mum

Sam,
I can't do the shopping. Can you do it? Don't worry about the dinner. Mrs Brown invited us to dinner.
See you.
Sally

2 **Read the girls' messages and join their chat with your opinion.**



Kathy

I think that parents shouldn't ask their children to do housework. They are going to do it when they get older. I hate cooking and cleaning. They are really boring.



Linda

And I enjoy helping mum with cooking and cleaning the house. It's wonderful to do something with your own hands. I'm sure that doing housework will give me a good experience for the future.

You

.....
.....
.....



3 **Think about your usual work on weekdays and at weekends.**
Write a short blog post about your part in the household chores.
Describe your attitude to different kinds of duties and the ways you carry them out.

Look Back

1 Look and match the phrases to the pictures.

- ☐ 1 tidy a room
- ☐ 2 do the washing-up
- ☐ 3 do the cooking
- ☐ 4 do the ironing
- ☐ 5 sweep the floor
- ☐ 6 water the plants
- ☐ 7 do the washing
- ☐ 8 do repairs
- ☐ 9 do the hoovering


a


b


c


d


e


f


g


h


i

2 Odd one out.

Example:

MAKE	a mess	a sandwich	trouble	homework

*Homework, because you **do** homework.*

1	**TIDY UP**	a room	a house	a book	a bathroom
2	**SHARE**	a desk	a room	a daughter	a sandwich
3	**GET**	upset	up in the morning	sky	a present
4	**CLEAN**	the house	the mess	the floor	the homework
5	**PICK UP**	socks	an eye	toys	shoes

Look Back



3 **Answer the questions below.**

1 When was the last time you cleaned your room?
2 What did you do exactly?
3 What things did you use?
4 Who was helping you?
5 What else was happening then?
6 Where were your friends then?
7 Why was it hard?



4 **Put wh-questions to the answers below.**

1 ...? – Yesterday. I tidied my room then.
2 ...? – Ann was washing the dishes at that time.
3 ...? – David was. He was there.
4 ...? – In the bedroom. Ed was hoovering there.
5 ...? – I was happy because everything was clean.
6 ...? – This one. Sue chose this microwave.
7 ...? – We loaded the dishwasher.
8 ...? – At 1 pm. Sam was cooking then.
9 ...? – That one. That kettle was dirty.
10 ...? – The dog was. It was making that noise.
11 ...? – Fred washed the car because I asked him to.
12 ...? – After lunch. Wendy came back then.



5 **Read the poem on page 34, then answer the questions.**

- Have you ever stayed at home without your mother?
- If yes, what did you usually do?
- Did you cook?
- Did you do something around the house / flat?
- Has anybody taught you how to cook?
- Have you ever had the situation like the one described in the poem?



6 **Work in pairs. Ask and answer the questions.**

1 Do your parents get upset when they see your room?
2 Do you tidy up your room only when your parents tell you to?
3 Have you ever done the ironing / washing?

4 Can you fix things? If yes, what did you fix last time?
5 Who usually does the cooking in your family? What about you?

7 Work in groups. Share your information with others. Speak of the following.

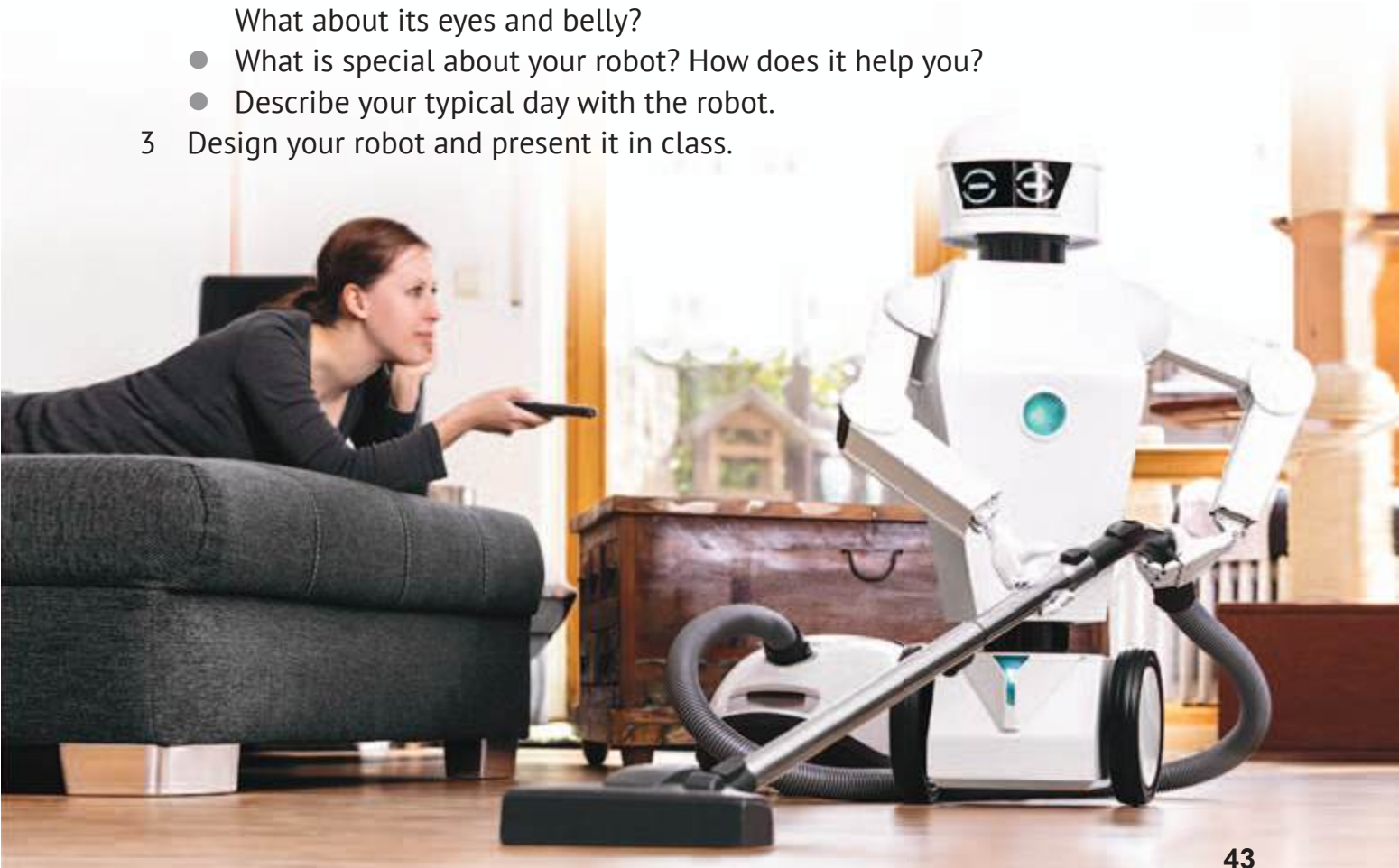
1 Does your family work around the house at weekends?
2 What is your family's attitude to the home?
3 How often does your family do repairs and improvements to the house or flat?
4 Do these days have special names?
5 What is your usual part of work then?

8 Do your project.

THE ROBOT OF MY DREAM

1 Work in groups of 3-4. Think of a robot that can help with householding.
2 Consider the following items.
- What does it look like? How many hands has it got? What about its eyes and belly?
- What is special about your robot? How does it help you?
- Describe your typical day with the robot.

3 Design your robot and present it in class.



Self-Check

Vocabulary

1 **Match the words to make phrases.** Score: ☐ / 12

1	to pour	☐ money
2	to split	☐ the garbage
3	to earn	☐ the dishes
4	to serve	☐ upset
5	to turn off	☐ duties
6	to make	☐ the vacuum cleaner
7	to get	☐ the floor
8	to take out	☐ the microwave oven
9	to switch on	☐ the hoovering
10	to mop	☐ a dog
11	to do	☐ water
12	to feed	☐ a mess

Grammar

2 **Put the words into the correct order to make wh-questions.** Score: ☐ / 6

1 Who/the car/washed?
2 it/clean/you/did/When?
3 was/Why/tired/Pam?
4 apron/was/Which/dirty?
5 you/were/What/doing?
6 Rick/was/hoovering/Where?

Communication

3 **Put the sentences into the correct order to make a dialogue.** Score: ☐ / 6

☐ *Brad:* I was cleaning my room while Dad was washing the car.
☐ *Mum:* Brad, what were you doing all day?
☐ *Brad:* To the gym. Where were you, Mum?
☐ *Mum:* At the supermarket.
☐ *Mum:* Good. Where did your dad go after that?

TOTAL SCORE: ☐ / 24

NOW I CAN

☐ name household gadgets
☐ understand texts about the chores
☐ speak about household duties
☐ ask and answer wh-questions in the Past Simple
☐ ask and answer wh-questions in the Past Continuous
☐ express my attitude to householding

UNIT 3

ARE YOU READY TO COOK?

Lead-in:

- Have you ever cooked?
- What dishes can you make?
- What do you think about cooking?



WHAT'S IN THIS UNIT?

LANGUAGE

- kitchen items
- kitchen appliances
- ways of cooking
- table manners
- Present Perfect (wh-questions)

SKILLS

- discussing table manners
- talking about cooking and serving food
- writing a recipe
- writing a blog about favourite dishes
- making a presentation on table manners
- doing a project on unusual dishes







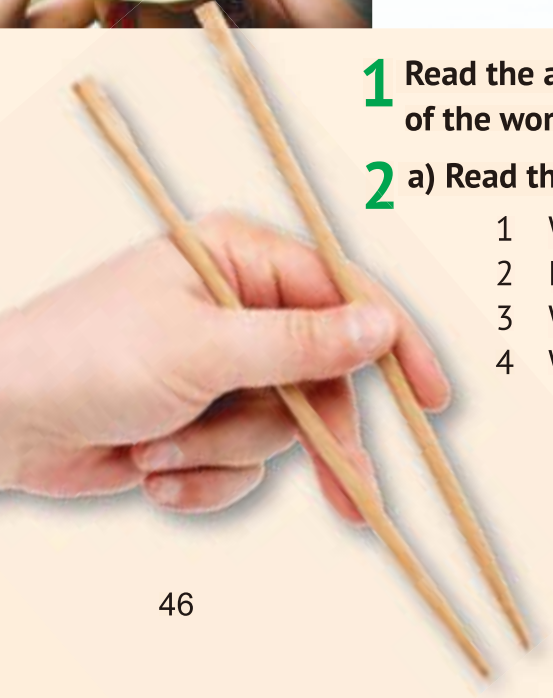


YOUR TABLE MANNERS SHOW

Politeness is the key to getting respect from others, improving your communication skills and becoming more sure of yourself. Many people expect you to have good manners in different places and situations, including at the table.

Proper eating includes the kind of food you have, the way of cooking it, the manner of serving it and the way of eating it.

In old times, people usually used their hands to eat everything until they invented kitchen items — forks, knives, spoons, plates, bowls, glasses, cups and so on. The way of cooking and serving meals has also become different. Today, we not only have a big table but also do not build a fire to make food. Instead, there are many items of technology that help us with it — a cooker, a fridge, a blender, a toaster, etc.





WORDS FOR YOU

Bangladesh [ˌbæŋglə'deʃ]
chopstick ['tʃɒpstɪk]
device [dɪ'vaɪs]
respect [rɪ'spekt]
utensil [ju:'tensl]
to consider [kən'sɪdə(r)]
to expect [ɪk'spekt]
to serve [sɜ:v]
- **item of technology** ['aɪtəm əv tek'nɒlədʒi]

1 **Read the article and guess the meanings of the words in the *Words For You* box.**

2 **a) Read the article again and answer the questions below.**

1 Why does politeness play a big role in life?
2 How did people cook and eat in the past?
3 What things are helpful in cooking and eating today?
4 What norms and traditions are there in different countries?

b) Say if the statements below are true or false.

1 You are expected to be polite at the table.
2 People never ate food with their hands in old times.

Kids Online

I SEARCH search

WHO YOU ARE



Table manners vary from one country to another. For example, in Europe people use forks and knives, while in Asia chopsticks are the main device. There is a world standard to eat at the table. However, there are some countries, like India or Bangladesh, where people have a tradition to eat sitting on the floor. Even among families there can be differences in table manners. Some still eat food with their hands or use only a fork and no knife. Others always wash their hands before a meal, use all the kitchen utensils and even put a napkin on their knees or necks.

All in all, our world is different in many ways, even when it comes to eating and serving food. The way you behave at the table can show everyone what kind of person you are. What we all have in common is the wish to be respected. That is why it is always important to consider where and with whom you are having your meal.







3 Cooking food is the same today as it was in the past.
4 Asians do not usually use forks and knives while eating.
5 Forks and knives are the devices used in Europe.
6 In all countries people have meals sitting at the table.
7 Each family has the same table manners.
8 Everyone wants to be respected.

3 a) Read the comments to the article (p. 48) and say who:

- thinks that forks and knives are not always needed
- gets upset when people watch him/her eating on the floor
- is sometimes annoyed with his/her mother about the table manners
- is surprised to know that manners can show others what you are like





VANESSA, 13, Portugal

Interesting article. I never thought my table manners could show my personality to others.



WILLIAM, 13, Wales

Such true words! But I must say, it sometimes drives me crazy when my mum makes me use a knife when I eat meat or fish.



CARLOS, 12, Brazil

I don't think that eating with your hands is bad as long as they are clean. I mean, why do I need a fork and a knife to eat an apple? It's not like I'm having a fancy[1] dinner.



TEJ, 12, India

Like it says in the article, different nations eat differently. That's why I don't understand why some people look so surprised when I eat my lunch sitting on the floor.

[1]fancy ['ænsi] — тут: званий



b) Have a discussion in groups of 3-4. Tell others what you think about good table manners and different ways of eating and serving food. Also say what norms and traditions at the table you have in your own family.

4 Work in pairs. Choose a country and make a presentation about the table manners there. Say:

- what norms and traditions of serving food they have
- what kitchen items they use to cook and eat
- what behaviour at the table is polite and impolite there

VOCABULARY search

1 a) Listen and repeat.

apron, chopping board, frying pan, grater, kettle, ladle, oven gloves, saucepan, teapot, whisk

b) Complete the sentences with the words from a).

1 ... is used to mix eggs, cream, etc.
2 ... is used to grate food.
3 ... are used to hold something hot.
4 ... is used to fry food in it.
5 ... is used to boil water in it.
6 ... is used to keep tea in it.
7 ... is used to keep yourself clean when cooking.
8 ... is used to cut food on it.
9 ... is used to boil food in it.
10 ... is used to serve soup.

2 a) Listen and repeat. Then sort out the words from the box. Add any others you know.

bowl, cooker, spoon, teaspoon, blender, cup, fork, microwave, oven, plate, fridge, glass, toaster, knife, mixer, coffee maker

Non-Electrical Appliances	Electrical Appliances

b) Play a game in pairs. Choose one item from the box in a) and say what it is used for. Let your partner guess what item you are talking about. Use the scheme on the right.

We use it to ...

Is it a ...?

Yes/No!

3 a) Complete the dialogue with the words from task 2. Then listen and check your answers.

A: Hi! What are you doing?
B: I'm making dinner. Can you pass me the ..., please?
A: Sure. Personally, I think the whisk is better. Do you need a ...?
B: Of course not. I need a ... Oh, and some eggs.
A: They're in the ..., aren't they?
B: Yes.
A: Are you going to use the ... for the meat?
B: No. I want to bake it, so I'm going to put it in the ...
A: Okay. Do you need anything else?
B: No, thank you.



b) Act out the dialogue in pairs.

READING search



1 **Read the statement below and discuss its meaning in groups of 3-4.**

‘Cooking is an art, but you eat it too.’
Marcella Hazan



2 **a) Read the text and decide if the statements (1-8) are T (true), F (false) or D (the text doesn’t say).**



FOOD ARTIST

I wasn’t much of an eater when I was a child. That used to drive my mum crazy. ‘Don’t play with food!’ were the words I heard so many times. But that was the only thing I liked about lunch. While sitting at the table and looking at the plate in front of me (not wanting to eat), I imagined that the pieces of broccoli were a forest and the beans were the ground. The forest was nice to look at, but the broccoli was not nice to eat. Mum looked at me happily every time I took a fork. However, I almost never used it to put food into my mouth. I used it as a brush to do a painting from mashed potatoes. I loved art at school and I thought that food was the most perfect material for it.

Years later, I became a food artist. You must be wondering what that means. Well, a plate is a canvas for me. I still sometimes play with food instead of eating it, but now I do it professionally. People hire me to decorate their tables. I carve pumpkins, watermelons and other fruit and vegetables. I make sculptures using rice and chocolate, pasta, sweets,

biscuits and other kinds of food. You can't even imagine what a food artist can do with an orange!

Some people think I create food art for the rich only. But that is not true. I enjoy preparing food for my friends, too. I make dinner for my family every day and they love it. First, they take photos of the food and then they eat it. I use those photos to promote my work.






1 The man loved eating very much in his childhood.
2 His mother got angry when he played with his food.
3 His favourite food was vegetables.
4 The man saw broccoli as a park.
5 He never used any forks.
6 Now he plays with food as a professional.
7 He uses different food to make sculptures.
8 The man makes a lot of money as a food artist.

b) Finish the sentences.

1 The man's mother told him not to ...
2 He imagined that broccoli and beans were ...
3 He used his fork to ...
4 The man sees a plate as a ...
5 People hire him to ...
6 Some people believe that ...
7 Before eating, his family ...
8 He uses the photos to ...

WORDS FOR YOU

canvas ['kænvəs]
material [mə'tɪəriəl]
to carve [kɑ:v]
to hire ['haɪə(r)]
to promote [prə'məʊt]
to wonder ['wʌndə(r)]

3 Discuss in pairs if being a food artist is a good job and why/why not.

GRAMMAR search

PRESENT PERFECT

- We use the **Present Perfect** for actions that happened in the past and their results are important in the present.
  *I **have had** my lunch, so I'm not hungry.*
  *Tom **has baked** a cake, so we have dessert.*
- We also use the **Present Perfect** for unfinished states/actions or to say what we have done in an unfinished period of time. We often use *for, since* and *how long* to talk about the duration of a state or action.
  *Ann **has dreamt** of being a chef since childhood.* (She still dreams of being a chef.)
  *We **have eaten** chicken three times this week.* (This week is not over yet.)
  *This mixer **hasn't worked** for a long time.* (It is still not working.)
  *How long **have** you **had** that coffee maker?* (You still have it.)

1 **Read the sentences and say where the Present Perfect is used to show a result and where it expresses an unfinished action or period of time.**

1 Joe has used that oven for ten years.
2 Jack has made a mess in the kitchen.
3 Sue hasn't stopped cooking yet.
4 I have been to this cafe twice this month.
5 They're not thirsty because they've had some water.
6 You haven't finished your homework, so you're not free.
7 We have made a cake for our mother's birthday.
8 My granny has kept true to this recipe for years.

2 **a) Put the verbs in brackets into the Present Perfect.**

1 Ricky *(lose)* ... the whisk.
2 My dogs *(not eat)* ... anything yet.
3 I *(do)* ... all of my tasks already.
4 This *(be)* ... my dream since college.
5 We *(not see)* ... each other for years.
6 Sally *(not be)* ... on holiday this summer.
7 He *(use)* ... this blender for 2 years.
8 Liz *(boil)* ... 3 eggs for this salad.

b) Make your own six sentences in the Present Perfect: three that express a result and another three for unfinished states or periods of time.

LISTENING search

1 **Listen and read the words. Then look at the pictures and guess their meanings.**


dill


mixture


salmon fillet


sprigs of fresh oregano


vinegar


to fry


to grill


to squeeze

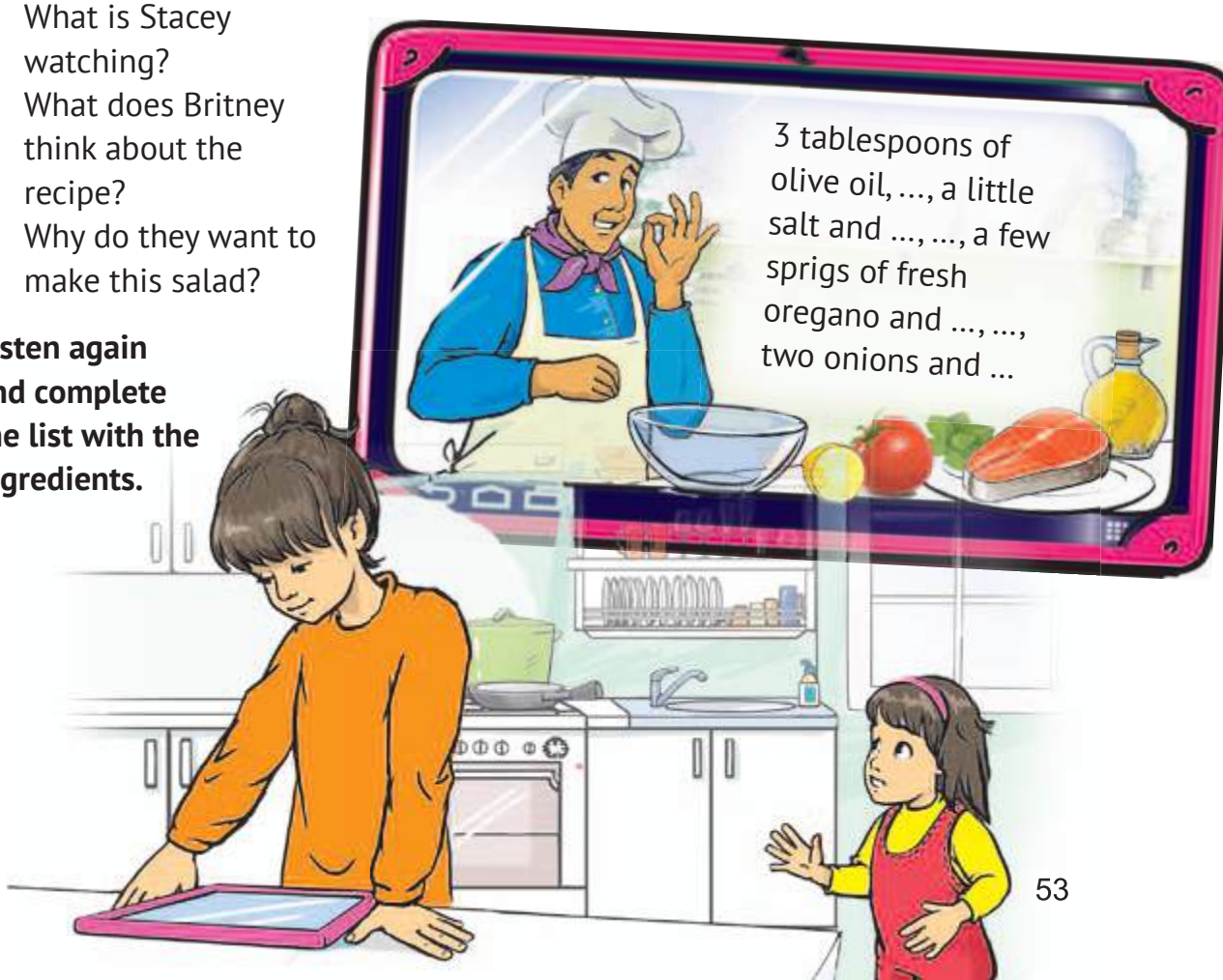

to pour


to cool down

2 **a) Listen to the dialogue between two sisters and answer the questions below:**

- What is Stacey watching?
- What does Britney think about the recipe?
- Why do they want to make this salad?

b) Listen again and complete the list with the ingredients.



c) Listen to the recipe itself and put the sentences into the correct order.

WARM SALMON SALAD

____ Pour this mixture over the salmon and add the oregano on top.
____ Add some salt and pepper to them.
____ Fry the fish in all this mixture in a pan or on a grill.
____ Cut the tomatoes and onions into circles and put them in a bowl.
____ Pour some olive oil and lemon juice over them.
____ Mix it all well.
____ Squeeze the lemon and mix its juice with the olive oil, salt and pepper.
____ Add some dill to it and pour a little bit of vinegar.
____ Mix everything together again.
____ Put it into the bowl with all those vegetables.
____ When the salmon is ready, wait a few minutes for it to cool down a bit.
____ Cut the oregano into small pieces.

3 Work in pairs. Speak of the following.

1 What do people do in the kitchen?
2 Who does the cooking in your house?
3 What is salad usually made of?
4 What cooking methods do you know?
5 Do you know the difference between baking and boiling?

4 Listen to the part of a TV show and complete the sentences.



1 There are different knives on the table: ...
2 Englishmen usually use different forks: ...
3 In the oven Englishmen bake ...
4 Boiling means ... and frying means ...
5 A cup of coffee means ...
6 A coffee cup may be ...
7 The difference between 'a pot of tea' and 'a teapot' is that a ...

VOCABULARY search

1 **a) Listen and read the words.**
Then look at the pictures and guess their meanings.


to add


to bake


to blend


to boil


to chop


to stir


to roast

b) Match the words from a) to their meanings below.

1 … – to mix two or more ingredients with a whisk/in a blender.
2 … – to mix two or more ingredients with a spoon in a bowl.
3 … – to cut something into small pieces with a knife.
4 … – to cook cake, bread, etc. in an oven.
5 … – to cook meat, vegetables, etc. in an oven.
6 … – to put in another ingredient.
7 … – to cook something in hot water in a saucepan.
8 … – to cook something, usually in oil, in a pan.

2 **Complete the sentences with the words from task 1.**

1 I'm going to … the onions on this board.
2 They want to … a cake for Anita's birthday.
3 Let's use this pan to … these vegetables.
4 I need the oven to … this big chicken.
5 You have to … eggs in a bowl.
6 We can't … this mixture with a whisk.
7 … some salt to the meat, please.
8 Let's … some potatoes for the soup.

3 **Work in pairs. Think of your favourite dish and tell your partner how to cook it.**

GRAMMAR search

PRESENT PERFECT (WH-questions)

We use **wh-questions** to find out more information about some recent events.

Who* *has done* *this?	*– Sam **has**.*
What* *have* *you* *made?	*– A pie.*
Which* *blender* *has broken* *down?	*– This one.*
Where* *has* *she* *gone?	*– To the cafe.*
Why* *has* *she* *cooked* *it?	*– To make Bill happy.*

CAREFUL! We do NOT use **when** to ask questions in the Present Perfect because we are talking about an exact time in the past. Instead, we use the **Past Simple**.

When did he leave? – At 5 pm. **NOT** ~~When has he left?~~ – At 5 pm.

1 **Put the words into the correct order to make questions.**

1 have/been/Where/you?
2 this/salad/has/Who/made?
3 baked/she/has/What?
4 Why/broken/you/it/have?
5 Why/they/have/left?
6 one/turned off/has/Which?

2 **Put the questions to the answers.**

1 ...? – I have fried some vegetables.
2 ...? – He has put the fork on the table.
3 ...? – Tina has. She has fixed it.
4 ...? – This one. This chef has baked these biscuits.
5 ...? – It has turned off because the battery is low.
6 ...? – We have washed the dishes.

3 **Play a game. Look around the classroom. Then close your eyes and let the teacher make some changes. After that, one by one, ask your teacher wh-questions in the Present Perfect to find out what has changed. For example:**

– Where have you put your English book?
– On the chair.
– What have you done with your bag?
– I've hidden it.

SPEAKING search

1 **In pairs, play the game.**

- Think of as many kitchen gadgets as you know.
- Choose an item and tell your partner how it is used.
- Let him/her guess. After that, write it down. Take turns.
- In the end, show your lists of gadgets to the other pairs.
- The pair that has the biggest number of kitchen gadgets wins.

We use it to ...

Is it a ...?

Yes/No!

2 **a) Listen and read the talk. Then answer the questions (1-6) below.**



Jade: Dave, no! Don't use that blender!
Dave: Why? We've had it only for a month, Jade.
Jade: Annie has broken it.
Dave: What? No, it can't be! Ah!!!
Jade: Now look what you've done!
Annie: Hi, everyone! Whoa! Dad, what happened to you?
Jade: Your daddy wanted to use the blender that you'd broken lately.
Annie: Oh. Sorry, Dad ...
Dave: Young lady, first you've broken the toaster, then the whisk and now this!
Annie: Well, you can always use a fork to mix everything up. I'll get you a bowl.
Jade: Annie, watch out! Ah!
Annie: Oops! Sorry, Mum ...
Dave: I've had it! Go!
Jade: Both of you should go. Now.
Dave: Honey, let me help you clean this mess.
Jade: Thanks, but no. You've both done enough.



1 How long have the family had the blender?
2 What has Dave done?
3 Who has broken the blender?
4 What else has Annie broken?
5 Why has Dave got angry?
6 Why has Jade got angry in the end?

b) Act out the talk in groups of three.

3 **Discuss the questions in groups of 3-4.**

1 What do you think about cooking? Is it hard?
2 Should we order food or cook it ourselves? Why?
3 Do you like cooking? Why/Why not?

WRITING search

1 **Read Katie's blog and answer the questions.**



Katie, THE COOK









YUMMY CHICKEN

I've always loved chicken because it's light meat. There are many ways to prepare it. My favourite recipe is called 'Yummy Chicken'. It's a bit difficult to cook, so I usually make it at weekends when I have enough time. Here is the recipe:



Ingredients:
chicken — 4 wings
soy sauce — 100 ml
honey — 2 tablespoons
oil — 120 ml
pepper
salt

How to cook:

1 Cut every wing into three pieces.
2 Throw away the pieces that only have bones.
3 Put the other pieces into a bowl.
4 Add the honey and then the soy sauce to them.
5 Mix everything up.
6 Add a little salt and pepper to the meat and mix again.
7 Pour the oil into a frying pan and let it heat up a little.
8 Put the meat into the pan and fry everything for 15-20 minutes.
9 Enjoy!



1 Why does Katie like chicken?
2 When does she cook it?
3 Have you ever tried 'Yummy Chicken'?
4 If not, would you like to try it? Why/Why not?

2 **Think of your favourite dishes: one for the main course and another one for dessert. Write a blog post about them. Include:**

- what they are
- why you like them
- how often or when you eat them
- their ingredients
- recipes for them

Look Back

1 **a) Read the sentences below and explain why the Present Perfect is used there.**

1 I've had some juice, so I'm not thirsty any more.
2 Ed has baked some biscuits. Let's try them!
3 We've had that cooker for ten years now.
4 Mia hasn't washed the dishes yet.
5 They haven't been to this cafe for years.
6 You have served us twice today, thank you.

b) Make your own six sentences in the Present Perfect: three that express a result and another three that describe an unfinished period of time.

2 **a) Put the questions to the answers.**

1 ...? — I've fried the meat.
2 ...? — She's left because she's tired.
3 ...? — Tod has. He's eaten all the cake.
4 ...? — This one. This microwave has stopped working.
5 ...? — They have gone to the supermarket.

b) Make your own 5 wh-questions in the Present Perfect.

3 **a) Complete the sentences with the words from the box.**

1 Add a few ... of oregano to this salad.
2 They ... us to be in time for dinner tonight.
3 I ... what it is like to be a chef these days.
4 Just ... the lemon and pour its juice over here.
5 Bill imagines his boiled potatoes are a ... for art.
6 You should always ... what everyone likes for dessert.

canvas, sprigs, consider, expect, squeeze, wonder

b) Write your own 6 sentences with the words from the box below.

material, device, vinegar, to carve, to hire, to respect

4 **a) Match the pictures of food to their descriptions.**

☐ a small bar of chocolate
☐ traditional British take-away food
☐ a roll of rice with some fish inside
☐ a famous American sandwich









Look Back

b) Discuss in pairs.

1 Have you ever tried the food/snacks presented in **a)**?
2 Are they tasty? Are they healthy?
3 How are they made?
4 What other snacks do you know?

5 Say which kitchen appliances you use to make:

- grilled chicken
- vegetable soup
- rice with vegetables
- mashed potatoes
- a fruit salad
- a pie

6 a) Look at the photo and read the list of ingredients. Complete the recipe with the words from the box.

serve, grate, put, toast, mix, add, grill

COMFORT CHEESE TOASTIE

INSTRUCTIONS:

1 ... the cheese in a bowl.
2 ... the onions, paprika and pepper.
3 ... them together with the mayonnaise.
4 ... the bread lightly.
5 ... a slice of toast on a grill and cover it with the cheese.
6 ... until the cheese has melted and the toast is crispy.
7 ... with some salad.

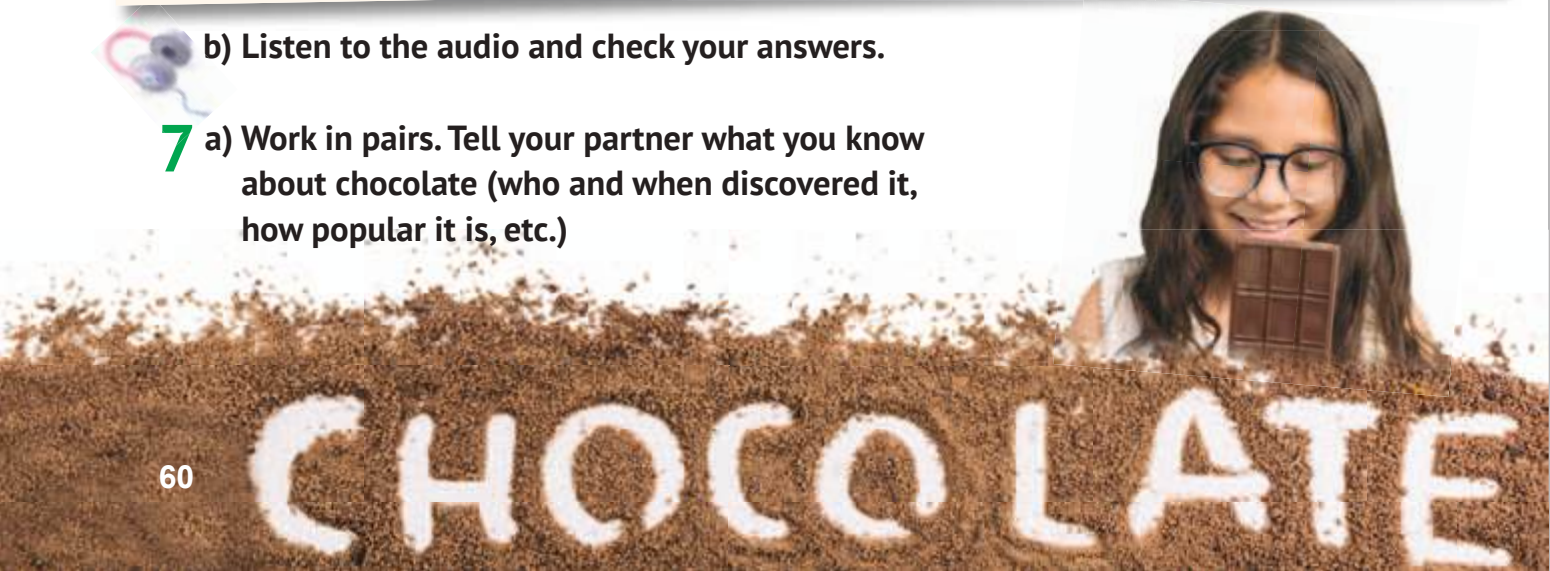


INGREDIENTS:

- 2 slices of toast bread
- 60g of cheese
- 3 sprigs of onions
- 1 tablespoon of mayonnaise
- a little paprika
- black pepper
- some salad

b) Listen to the audio and check your answers.

7 a) Work in pairs. Tell your partner what you know about chocolate (who and when discovered it, how popular it is, etc.)



b) Read the text and finish the sentences (1-8).



THE MOST POPULAR SWEET IN THE WORLD

Many people love chocolate but not everyone knows a lot about it. When you hear 'chocolate', the words 'eat' and 'sweet' come first to mind. However, in the past, chocolate was a drink that had a bitter taste. Christopher Columbus was the one who brought the cocoa beans from Central America to the Spanish king and queen, but it was actually Hernan Cortes who made the drink popular in Europe in the 16th century.

Not everyone likes an original bitter taste of chocolate, so now they add milk and sugar to it. They have also learnt how to make snacks out of it — chocolate bars, sweets and so on.

Today chocolate is a very popular drink as well as the food that many people love. Plus, it is used as an ingredient added to many other dishes such as pancakes, pies, biscuits, ice cream, etc. There are even people who are called 'chocoholics' because they cannot imagine their lives without chocolate.

1 **Chocolate used to be a ...**
2 **The person who discovered chocolate was ...**
3 **Chocolate comes from ...**
4 **It became popular in ...**
5 **To make chocolate sweet, people ...**
6 **There are such chocolate products as ...**
7 **Chocolate is added to ...**
8 **'Chocoholics' are ...**

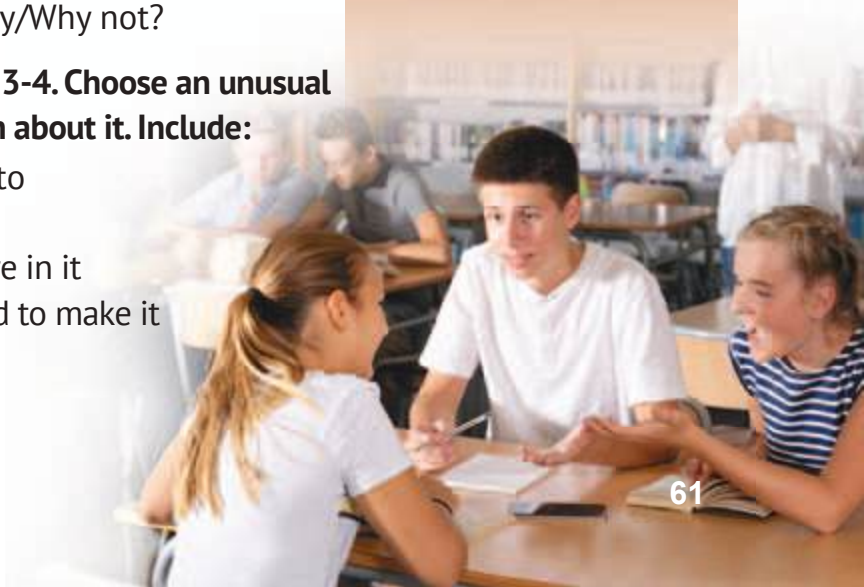
c) Discuss the questions below in groups of 3-4.

1 What comes to your mind when you hear the word 'chocolate'?
2 Do you like chocolate? Why/Why not?
3 How often do you eat it?
4 Do you think it is healthy? Why/Why not?

8 Do your project in a group of 3-4. Choose an unusual dish and make a presentation about it. Include:

- what cuisine it belongs to
- how popular it is
- what ingredients there are in it
- what appliances you need to make it
- how you cook it

Present it in class.



Self-Check

Vocabulary

Score: ☐ / 6

1 Choose the correct word.

1 *Boil/Fry* the potatoes in a saucepan.
2 I need the *bowl/oven* to bake a pie.
3 Jim uses this website to *develop/promote* his work.
4 Use a blender to make this *mixture/dish*.
5 Let's prepare the salmon *sprigs/fillet* together.
6 We *expect/consider* a perfect dinner on this day.

Grammar

Score: ☐ / 12

2 Put the verbs in brackets into the Present Perfect.

1 Mum *(cook)* ... this meat twice this week.
2 We *(buy)* ... the dill and vinegar already.
3 I *(not eat)* ... anything since this morning.
4 Tim *(work)* ... as a chef for a long time.
5 They *(not be)* ... to this restaurant.
6 The fish *(not cool down)* ... yet.

3 Put the words into the correct order to make questions.

1 been/you/have/all day/Where?
2 made/Julie/for lunch/What/has?
3 Why/done/this/have/your parents?
4 that toaster/How long/they/used/have?
5 Who/my/eaten/chocolate bar/has?
6 has/Which/fallen/glass/down?

Communication

Score: ☐ / 6

4 Put the sentences into the correct order to make a dialogue.

☐ No, thank you. Ah!
☐ Do you need any help?
☐ Oh, here they are. Phew!
☐ Careful! Where are your oven gloves?
☐ Hi! My favourite chocolate biscuits.
☐ Hi! What have you baked this time?

TOTAL SCORE: ☐ / 24

NOW I CAN

☐ name kitchen items
☐ identify ways of cooking
☐ say what different gadgets are used for
☐ discuss table manners and food serving
☐ talk about cooking as a form of art
☐ use the Present Perfect to describe results and unfinished periods of time
☐ ask and answer wh-questions in the Present Perfect
☐ write a blog post about cooking dishes
☐ make a presentation about table manners
☐ do a project on unusual dishes

UNIT 4

TRADITIONS... TRADITIONS...

Lead-in:

- Is there a tradition of a big Christmas dinner in your family?
- What other Christmas traditions are there in Ukraine?
- What traditions do they have in the UK on St Valentine's Day?



WHAT'S IN THIS UNIT?

LANGUAGE

- dates
- holiday symbols
- traditions and beliefs
- festive occasions and events
- celebrating activities
- Present Simple Passive

SKILLS

- identifying holidays
- defining holiday symbols
- understanding various cultures
- asking and answering about ways of celebrating
- presenting a tradition
- comparing customs and traditions
- writing an e-mail about a holiday in Ukraine



Our world differs in culture. Various cultures often help define who we are and where we belong. Tradition is linked to culture. Tradition relates to a specific activity, event or behaviour that has been repeated over and again from generation to generation. Culture can include things such as traditional clothing, music, dance, ceremonies and culinary traditions. Many cultures around the world have traditions that relate to celebrating.

KATHY, 12, England

Morris dance is a very old traditional English folk dance. It is also performed in other English-speaking countries such as the USA and Australia. In this dance men dress up in costumes with hats and ribbons and bells around their legs. They dance through the streets.





ROSIE, 12, Wales

Hot-cross buns are small, lightly sweet buns that contain raisins and sometimes chopped candied fruit. They are eaten throughout the Easter season. There is a cross filled with sugar icing on the top of the bun.

YANINA, 13, Poland

In my country spiders or spider webs are common Christmas tree decorations. According to legend, a spider wove a blanket for Baby Jesus. In fact, Polish people consider spiders to be symbols of goodness and prosperity at Christmas.



1 **Listen and read the new words in the *Words for You* box.**

2 **Read the blog posts. Guess the meanings of the new words.**

3 **Choose *a, b,* or *c* to complete the sentences.**

1 Culture helps … who we are.
a) belong b) define c) vary

2 Culture can … music, clothing, culinary traditions, etc.
a) help b) define c) include

3 Tradition is … culture.
a) linked with b) different from c) other than

4 Tradition … to an event, an activity or even behaviour.
a) repeats b) belongs c) relates

WORDS FOR YOU

Bethlehem ['beθlihem]
eve [i:v]
goodness ['gʊdnəs]
mass [mæs]
pattern ['pætn]
common ['kɒmən]
to belong [bɪ'lɒŋ]
to define [dɪ'faɪn]
to link [lɪŋk]
to receive [rɪ'si:v]
to relate to [rɪ'leɪt tu]

Kids Online

I SEARCH search

BOB, 13, Australia

In Australia people enjoy a hot summer Christmas rather than the cold European and North American white Christmas. Instead of sitting inside by the fire, we usually go to the beach for a big Christmas celebration, and Santa typically arrives by boat instead of a sleigh.





MUSTAFA, 12, Syria

In Syria, children receive presents from one of the Wise Men's camels. It was the youngest and smallest one in the Wise Men's caravan and it fell down tired at the end of the long journey to Bethlehem.



ALVARO, 13, Bolivia

Bolivians celebrate Misa del Gallo ('Mass of the Cock') on Christmas Eve, with people bringing cocks to midnight mass to symbolise the belief that a cock was the first animal to announce the birth of Jesus Christ.

4 Match the columns.

1	In Poland ...	a	people bring cocks to midnight mass.
2	In Bolivia ...	b	Santa arrives by boat.
3	In England ...	c	children receive presents from the smallest camel belonging to the Wise Men.
4	In Australia ...	d	spiders and spider webs are common Christmas decorations.
5	In Wales ...	e	men dress up in costumes with hats and ribbons with bells around their legs to dance.
6	In Syria ...	f	they eat sweet buns with a cross filled with sugar icing on top.

5 Think of any Ukrainian tradition that relates to celebrating. Write a short blog.

VOCABULARY search



Talking About Dates

His birthday is on the tenth of May.
The party is on the thirty-first of May.
My brother was born in 1995.
(nineteen ninety-five)
She was born in 2017.
(two thousand and seventeen)

1 **Look at the example and write the date the way it is spoken in English. Write the numbers in words.**

Example: *11 Nov. 2012 – the eleventh of November, two thousand and twelve*

22 Nov. 1925	12 Jul. 1787	21 Mar. 1968	2 Apr. 1999	3 May 1256
1 Jan. 2013	5 Sep. 1011	4 Oct. 2002	20 Jun. 1979	9 Feb. 1567

2 **Look at Betty's table of dates and say, as in the example.**

Example: *New Year's Day is on the first of January.*

A chooses a date.
B gives the correct greeting.

New Year's Day	1 Jan.
St Valentine's Day	14 Feb.
Mother's Day	9 Mar.
Good Friday	28 Mar.
Easter	31 Mar.
May Day holiday	5 May
Christmas Eve	24 Dec.
Christmas Day	25 Dec.
Boxing Day	26 Dec.
New Year's Eve	31 Dec.



Personal dates to remember:

My birthday	9 Apr.
Mum's birthday	28 Jun.
Dad's birthday	4 Aug.
David's birthday	3 Oct.





READING search

1 Think of how much you know about New Year traditions and do the quiz.

1 New Year's Day (1 January) is the first day of the year ...
a) in the Gregorian calendar *b) in the old Egyptian calendar*

2 New Year's Eve (31 December) is a time for ...
a) parties and celebrations *b) roasting turkey*

3 Many cities around the world have spectacular ... at midnight on New Year's Eve.
a) fancy-dress parties *b) firework displays*

4 A New Year's resolution is a ...
a) decision one makes to change something in a new year, e.g. not eat chocolate
b) dream of becoming a better person

2 Read to find out the ways different cultures celebrate New Year.

NEW YEAR AROUND THE WORLD

Even though different cultures celebrate the ending of a year and the beginning of another one in different ways, celebrations are almost always tied to tradition and hope of having better luck, more money, more love or more happiness in the coming year.



In China, many people paint their front door red as it is a lucky colour. They also hide their knives so that nobody cuts themselves as it would mean bad luck for the whole family in the coming year. Chinese New Year is usually between 21 January and 19 February.



In Colombia, people carry a suitcase around with them on 31 December, in the hope of travelling a lot in the coming year.



WORDS FOR YOU

coal [kəʊl]
Colombia [kə'lʌmbiə]
Denmark ['denmɑ:k]
midnight ['mɪdnaɪt]
to represent [ˌreprɪ'zent]
to smash [smæʃ]
according to [ə'kɔ:dɪŋ tu]

In Spain, people eat 12 grapes at midnight. Each grape represents good luck for one month of the coming year.



In Scotland, there is a tradition of 'first-footing'. According to it, you will have good luck all year round if the first visitor to your house on 1 January is a tall, dark-haired man with a piece of coal.





In Denmark, people smash plates down on their neighbours' doorstep. The more broken plates at your door, the better your luck for the coming year. They also stand on chairs and jump off them together at midnight. They believe that 'jumping into the new year' will bring them good luck.

3 Complete the sentences with the correct countries.

1 In ..., you will have good luck if a tall, dark-haired man gives you a piece of coal.
2 In ..., people paint their front door red as it is a lucky colour.
3 In ..., you eat 12 grapes at midnight to have good luck for the next twelve months.
4 In ..., people smash plates on their neighbours' doorstep to bring them good luck.
5 In ..., people hide their knives so that nobody cuts themselves.

4 a) Read the texts again. Then ask and answer in pairs.

1 What hope unites all the New Year traditions?
2 When do Chinese people celebrate New Year?
3 Why do people in Colombia carry a suitcase around with them?
4 How many grapes should people in Spain eat at midnight?
5 Will you be angry at your neighbours in Denmark if they smash plates?

b) Ask your own questions. Work in pairs.

5 Surf the Net for New Year traditions in some other countries. Write a short paragraph. Use the texts above as examples.

GRAMMAR search

ACTIVE AND PASSIVE VOICE

The tense forms of the verbs can be used in the **active**:
*People **use** flour, eggs and milk to make pancakes.* (**Present Simple Active**)
or in the **passive**:
*Pancakes **are made** **of** flour, eggs and milk.* (**Present Simple Passive**)

- We often prefer the passive form when it is unknown or not so important who or what does the action: *This holiday **is celebrated** in many countries.*
- When you want to say who or what does the action, use **by** in the passive:
  *The letters **are sent** **by** robots every day.*
  *The website **is visited** **by** lots of people.*

Questions:	*Answers:*
Is dinner **cooked** in the evening?	**Yes**, it **is**.
Are presents **put** in boxes?	**Yes**, they **are**.
Is this plan **made** by Ned?	**No**, it **isn't**.

Keep in Mind!

In the **Present Simple Passive**, use the correct form of the verb **'be' (am/is/are) + past participle**:
am done, is done, are done

1 **Put the verbs into the passive form, as in the example.**

Example:
The British cook roast turkey with carrots, potatoes and peas for Christmas dinner.
Roast turkey with carrots, potatoes and peas is cooked by the British for Christmas dinner.

1 They call very strong tea with milk 'English tea'.
2 They make Yorkshire pudding from eggs, flour and milk.
3 They usually serve fruit pudding for dessert.
4 English families often grow beautiful gardens near their houses.
5 The British use written invitations to invite their friends or relatives to a special party.
6 They say the British are great tea drinkers.
7 Now most people prefer cereals or muesli for breakfast.

2 **Match.**

1 Is the floor mopped?	a No, they aren't. They don't work.
2 Are the meals served?	b Yes, it is. It's clean now.
3 Is Sue inspired by that?	c No, it isn't.
4 Are you allowed to do it?	d No, I'm not.
5 Is this tradition followed here?	e Yes, they are.
6 Are the lights fixed?	f Yes, she is.

LISTENING search

1 **Ask and answer in pairs.**

- Who does Christmas celebrate?
- When is Christmas Eve?
- Where do children put their stockings?
- What do people do on Christmas Day?
- What is Christmas pudding?
- What is holly?
- What are Christmas crackers?
- What does a snowman eat for breakfast?
- When is Boxing Day?
- What is Hogmanay?

WORDS FOR YOU

Auld Lang Syne [ˌɔ:ld læŋ 'saɪn]
cracker ['krækə(r)]
fireplace ['faɪəpleɪs]
Hogmanay ['hɒgməneɪ]
stroke [strəʊk]
evergreen ['evəgri:n]
local ['ləʊkl]
shiny ['ʃaɪni]
to fill [fɪl]
to provide [prə'vaɪd]

2 **Listen and check your answers.**



3 **Listen again and complete the sentences.**

The special church service that celebrates the birth of Jesus Christ is called ...
Christmas Eve is on ... On that day children ...
On Christmas Day ...
After the turkey comes ...
Christmas pudding is packed with ... Some families put a coin in it for ...
There are also some ... on the table.
Christmas Day ends with ...
The next day, 26 December, is ... It's called so because ...
New Year's Eve is often celebrated with ...
In ..., New Year's Eve is called *Hogmanay*. At the stroke of midnight, people in ... welcome the new year by singing 'Auld Lang Syne', a song about ...

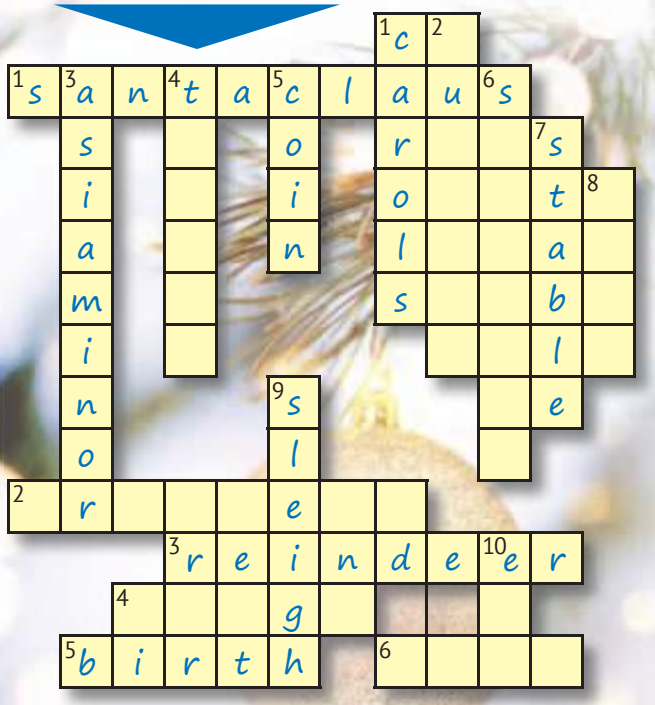
4 **Talk about Christmas and New Year celebrations in Ukraine in groups of 3-4.**

VOCABULARY search

1 **Work in pairs. Do the puzzle.**

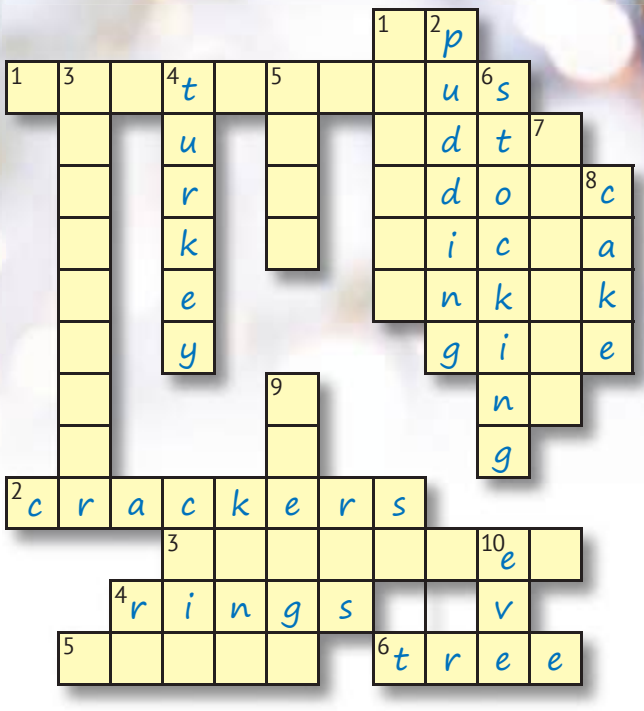
Student A, you've got half of a Christmas crossword puzzle. To complete it, ask your partner for the clues you need. Your partner will ask you to define your words so that he/she can complete his/her crossword. Write the clues to read out.

Across: 1... 3 ... 5 ... **Down:** 1 ... 3 ... 5 ... 7 ... 9 ...



Student B, you've got another half of a Christmas crossword puzzle. To complete it, ask your partner for the clues you need. Your partner will ask you to define your words so that he/she can complete his/her crossword. Write the clues.

Across: 2... 4 ... 6 ... **Down:** 2 ... 4 ... 6 ... 8 ... 10 ...



Keep in Mind!

DEFINING & PARAPHRASING

It's a person who ...
a place where ...
a day when ...
food that ...
a thing that ...
an animal that ...

They are things that ...
people who ...
songs that ...

2 **Work in groups of 3-4. Make a puzzle about symbols of any holiday you like. Draw a crossword and give clues for another group. Exchange your puzzles. Do the puzzle of another group.**



GRAMMAR search

PRESENT SIMPLE PASSIVE (WH-QUESTIONS)

We use **WH-questions** in the **Present Simple Passive** to get more information about some present passive events or actions. For example:

What is it **called**?	– It is called 'Boxing Day'.
Who is left?	– Frank.
Where is it **done**?	– At home.
When are the decorations **made**?	– Before the holidays.
Why are the rooms **cleaned** up?	– We have guests tonight.
BUT	
Whose presents **are packed**?	– Theirs.
Which decoration **is broken**?	– This one.
By whom are presents **given**?	– By family and friends.

1 **Put the words into the correct order to make wh-questions.**

1 Who/invited/is?
2 they/are/made of/What?
3 is/Where/celebrated/it?
4 clothes/Which/are/worn?
5 this/By whom/written/is?
6 made/surprises/are/Why?
7 are/pictures/Whose/here/shown?
8 honoured/it/is/When?

2 **Make the questions to the answers.**

1 ...? – Mine are. My clothes are washed.
2 ...? – By Tim. These decorations are made by Tim.
3 ...? – In Ukraine. These traditions are followed there.
4 ...? – On 25th December. Christmas is celebrated then.
5 ...? – Angela is. She is asked to come.
6 ...? – That one. That Christmas tree is chosen.

3 **Put as many wh-questions to each sentence as possible.**

Example: This holiday is celebrated on 11th December by kids.
– *Which holiday is celebrated on 11th December?*
– *When is this holiday celebrated?*
– *By whom is it celebrated?*

1 This costume is worn at Halloween.
2 Easter is celebrated in May this year.
3 Presents are prepared before holidays.
4 Surprises are arranged to make people happy.
5 Our decorations are often chosen by Jessica.
6 Lenny's cake is put on that table.

SPEAKING search

1 a) Read the questions about Thanksgiving Day and match them to the answers below.

1 Is the holiday celebrated all over the world?
2 Is it a family holiday?
3 Did the first Thanksgiving festival take place in the 18th century?
4 Was that the official beginning of the festival?
5 Do Americans eat roast turkey with cranberry sauce and sweet potatoes for Thanksgiving?
6 Do they watch parades and football on this day?

WORDS FOR YOU

blessing ['blesɪŋ]
cranberry ['krænbəri]
century ['sentʃəri]
gravy ['greɪvi]
settler ['setlə(r)]
dreadful ['dredfl]
to survive [sə'vaɪv]

☐ No, it didn't. On December 16, 1620, after a long voyage on the ship called the 'Mayflower', a group of English settlers known as the Pilgrims landed in Plymouth, Massachusetts. They set up a colony. The first dreadful winter killed about half the members of the colony. The Indians helped the Pilgrims survive the harsh winter. They taught them how to farm, hunt and fish in the New World. So the Pilgrims had a dinner party to celebrate their first harvest. They invited the Indians to join them. The celebration lasted three days.

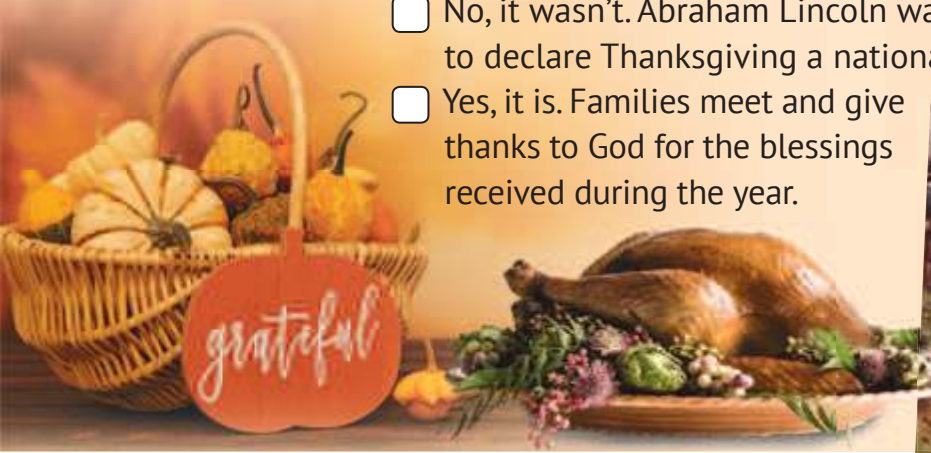
☐ Yes, they do. They also eat pumpkin pie, corn, peas and gravy.

☐ No, it isn't. Only in the USA and Canada.

☐ Yes, they do. Parades are held all over the country. The most famous one is Macy's Parade. ('Macy's' is a famous department store in New York.)

☐ No, it wasn't. Abraham Lincoln was the first US President to declare Thanksgiving a national holiday.

☐ Yes, it is. Families meet and give thanks to God for the blessings received during the year.





b) Act out the interview above.

2 Work in pairs. Think of any family holiday in Ukraine. Make up questions and answers about it like those in task 1. Present your dialogue to the class.

WRITING search

1 **Read the e-mail from Marija and write your answer to her.**



New Message

To

From Marija Mandic

Subject Easter

Hello!
Easter is a great Christian holiday. It is in spring. Its symbols include the Easter bunny and Easter eggs. I usually spend Easter with my family. We always have Easter breakfast together. We have bread, ham, eggs and cheese. The day before Easter my brother, father and I paint and decorate the eggs. We go to church, watch some cartoons and eat chocolate eggs. In the afternoon, we go for a walk. Sometimes our grandma visits us. I always send Easter cards to my aunt.
I love Easter because it is usually sunny and there is no school.
What does Easter look like in Ukraine? How do you spend this holiday?



Send

2 **Write a paragraph about any tradition you like. Include the following:**

- What is it called?
- When does it take place?
- What does it look like?

Lent is the period of forty days before Easter.

It's a time to give up something, for example, to stop eating sweets. Then at Easter, children in Britain eat lots of sweet things, especially chocolate eggs! Lent begins on Wednesday, and many people eat something special the day before called Shrove Tuesday.
In Britain the day before Lent is also called Pancake Day.
On that day they eat pancakes.
Pancakes are made of eggs, flour and milk.



TIP

Develop your writing skills

This is a **paragraph**. The first sentence tells you what the paragraph is about. The other sentences give you more information.

WORDS FOR YOU

Lent [lent]
- **to give up smth**

Look Back





1 **Complete the sentences with the words from the box. Put the verbs in the correct form.**

Eve, mass, belong, receive, relate, midnight, coal, represent, according to, fill, evergreen, blessings

Easter is (1) *represented* by many symbols like a lamb, a bunny, a painted egg. On Easter Day the Ukrainians go to church to honour Jesus Christ and get (2) … They (3) … their Easter baskets with a special cake, painted eggs, sausages and ham.

Christmas is a short form of 'Christ's (4) …', an old name for this day. There are many traditions that (5) … this holiday. The tradition of decorating a Christmas tree, for example, (6) … to Germans. A decorated (7) … tree is one of the symbols of celebrating this holiday. On Boxing Day people give and (8) … presents.



New Year's (9) … is called Hogmanay in Scotland. At (10) … they hold hands and sing the traditional song 'Auld Lang Syne'. It's a custom in Scotland to take a piece of (11) … when you visit someone for the first time in the new year. (12) … 'first-footing' tradition, a dark-haired man brings good luck.

2 **Change the sentences to use the passive forms.**

Example: On this day they celebrate the birth of Jesus Christ.
The birth of Jesus Christ is celebrated on this day.

1 Santa Claus brings children presents in the United States and Canada.
2 In Sweden, an elf brings gifts and goodies for kids.
3 Children make gifts and cards for their mothers on Mother's Day.
4 The girl with the crown represents Saint Lucia in Sweden on St Lucia Day.
5 In Italy they also celebrate her day.
6 People honour her with candles and parades on 13 December.

3 **Complete the tag questions. Choose the correct answers.**

1 They have made a list of presents, …?
a) They never invite us to join them.
b) Well, they haven't. They are not happy.
c) Yes, they have. They opened it the day before yesterday.

2 The Chinese all over the world celebrate New Year in January, ...?
a) Well, they do. But they celebrate it at the end of January.
b) I don't think they do.
c) Yes. I think they live in their own world.

3 The calendar doesn't depend on the country's traditions or customs, ...?
a) Sure, it does.
b) Not very much. But the calendar shows the celebrations of this or that country.
c) Yes, it does.

4 Make a list of holidays that are celebrated in Ukraine and say when they are celebrated.

5 a) Read and say when Mother's and Father's Days are celebrated in English-speaking countries.

For Someone I Love

Even though you can show how much you love your mother on any day, a special day is set aside to honour mothers.

In the United States, Canada and Australia, Mother's Day is the second Sunday of May. This special day was first observed in the United States in 1908 through the efforts of Anna Jarvis.

On Mother's Day, some mothers get cards and gifts that their children have made for them. Other mothers might get sweets or flowers. Many women wear carnations[1] on Mother's Day. If a woman wears coloured carnations, it means her mother is living. If she wears white carnations, it means that her mother has died.

People in England celebrate a special day called Mothering Sunday. It comes about three weeks before Easter. On that day, sons and daughters living away come home with flowers and special cakes or sweets for their mothers. Some children give their mothers flowers that are blessed in church on Mothering Sunday.

What about fathers? Do they have a special day, too? Of course, they do. Fathers get cards and gifts their children have made for them as well as ties and other gifts. Father's Day is celebrated in June in the United States, Canada and England and in September in Australia.





[1] a carnation [kɑ:'neɪʃn] — гвоздика

b) Write an e-mail to your imaginary English-speaking friend about the day when you greet your mother/father and give her/him a special present. Describe the holiday and the ways you celebrate it in your family.

6 Compare the English Christmas celebrations to the ones we've got in Ukraine. Speak on the following:

- When is it?
- What do you do?
- Do you eat special food?
- Are there traditional stories about it?
- What traditions relate to Christmas in Ukraine?

7 Get some information about a New Year tradition.



Think about your resolutions. Share your plans with a partner.

8 Use the Internet. Choose the custom you are most interested in and do a detailed project. Include some photos, pictures or drawings. Make a short presentation. Display it to your classmates.

9 Write a blog post about a custom in Ukraine. Describe it in detail.

10 Do your project.

THE HOLIDAY OF MY DREAM

1 Work in groups of 3-4. Invent your holiday (what you would celebrate, when and why).
2 Describe the ways you would celebrate it.
3 Share your ideas with other groups.

Self-Check

Grammar

Score: ☐ / 6

1 Change the sentences from the active into the passive.

1 Children write and send beautiful cards.
2 People make fancy costumes and put them on.
3 They decorate evergreen trees with lights and Christmas decorations.
4 They give presents to relatives and friends.
5 British fathers take their children to and from school.
6 In Great Britain they use the words 'please', 'thank you' and 'excuse me' very often.

Vocabulary

Score: ☐ / 6

2 Complete the sentences with the words from the box.

define, Lent, midnight, Hogmanay, survive, represents

1 The 40-day period before Easter is called ...
2 It was a difficult winter for the Pilgrims, but the Indians helped them to ...
3 ... is the name of New Year's Eve in Scotland.
4 Cultures help ... who we are and where we belong.
5 Each of the 12 grapes ... good luck for one month of the coming year.
6 At the stroke of ... people welcome the new year.

Communication

Score: ☐ / 12

3 Match the questions to their answers.

1 What do you know about the Chinese calendar?
2 Did people have a calendar long ago?
3 When is Jewish New Year?
4 When do the Chinese celebrate New Year?
5 Where does the famous Italian carnival take place?
6 How do they spend it?

☐ It is between 5 September and 5 October.
☐ In Venice. This carnival is the most famous in this part of the world.
☐ It divides the year into groups of 12. Each year has the name of an animal.
☐ It is celebrated between 21 January and 19 February.
☐ People wear fancy costumes and famous Venetian masks with wigs on their heads. So it's difficult to recognise them.
☐ The only calendar people had was the moon, the sun, the stars and the seasons.

TOTAL SCORE: ☐ / 24

NOW I CAN

☐ identify holiday traditions
☐ define holiday symbols
☐ use the Present Simple Passive
☐ present a custom or tradition
☐ ask and answer about a holiday
☐ compare traditions in different countries
☐ write an e-mail about spending a holiday

UNIT 5

SPORT FROM A TO Z

Lead-in:

- Do you do any sport?
- Are there any sports clubs at your school?
- What world sports events can you name?
- What famous athletes do you know?



WHAT'S IN THIS UNIT?

LANGUAGE

- names of sports
- sporting events
- athletes
- sports clubs
- Past Simple Passive

SKILLS

- describing common/unusual sports
- talking about sports games and competitions
- discussing sports clubs
- making a presentation about athletes
- writing a blog about an athlete



SPORT NEWS

If you want to keep up with events, read our *News* section! About sport today: it is not only about having fun and taking care of your health. It is also a style of living with lots of different challenges along the way!



Federico Valverde, a famous footballer from Uruguay, has played 150 matches in his *Real* T-shirt at the Spanish championship! He has scored 13 goals and lost only a few shots! Does his club T-shirt have something to do with it? The journalists have found out that *Real* was offered a €100 million contract for Valverde, but didn't want to let their star go!



The Ukraine national bodybuilding team won 30 medals at the World Championships in 2022! They got 18 gold, 8 silver and 4 bronze ones, which has led the sportswomen to the first place! Are they going to be even better at bodybuilding? There will be more news on that from the journalists tonight.

1 **Think and say when the last time was that you read or heard the news on sport.**

2 **a) Read the news and guess the meaning of the words in the *Words for You* box.**

b) Complete the sentences with the words from the *Words for You* box.

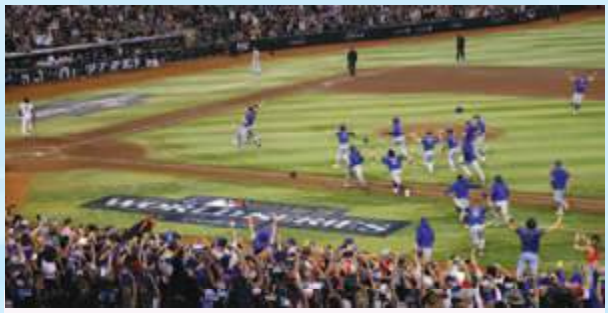
1 Let's ... the sports news.
2 She got a ... medal in the end.
3 This football ... was so long.
4 I believe we can ... their team!
5 That tennis player is from ...
6 They have always ... to be winners.
7 Alex will compete in the baseball ...
8 We have a ... with this company.
9 Watch out! The ... is running towards you!
10 George is our ... – he protects us well.

3 **Ask and answer the questions in pairs.**

1 Who are Federico Valverde, Marcus Semien, Tyson and Shane Fury?
2 How many goals has Valverde scored?

Kids Online

I SEARCH search



The *Texas Rangers* have won their first World Series baseball championship! It's the first biggest win in the team's 63-year history. They defeated the *Arizona Diamondbacks* 5-0. The *Rangers'* second baseman, who is also a professional baseball shortstop, Marcus Semien, said, 'Everything I've ever worked for is for this moment.'



Shane Fury is afraid that his brother Tyson may give up his career in boxing. There were many reasons why he almost lost the fight against Ngannou. As Shane explains, 'My brother hadn't boxed for 12 months.



His trainer wasn't with him and Ngannou turned out to be better than we expected. Plus, my brother is over 30 years old and this is the age when boxing becomes hard.'

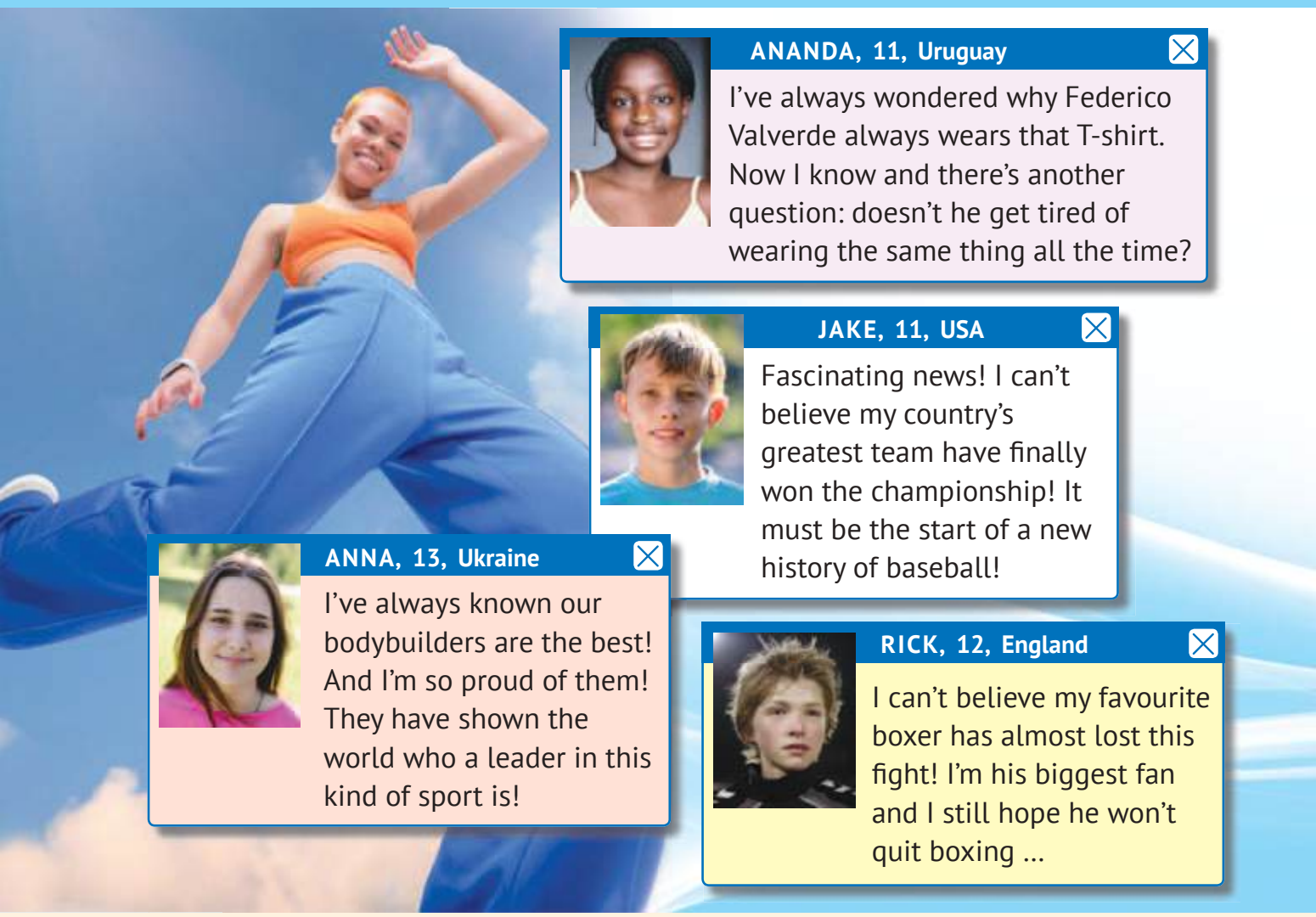
3 What is special about Valverde's T-shirt?
4 What did the national bodybuilding team of Ukraine do?
5 How many years ago did the *Texas Rangers* begin play?
6 What did Marcus Semien say about his team?
7 What is Shane Fury afraid of?
8 Why did Tyson Fury almost lose his fight?

4 Read the comments on p. 82 and complete the sentences with the names of kids who wrote them.

1 ... is interested in why Federico Valverde wears the same T-shirt to all his games.
2 ... says he is Tyson Fury's biggest fan.

WORDS FOR YOU

baseman ['beɪsmən]
championship ['tʃæmpiənʃɪp]
contract ['kɒntrækt]
match [mætʃ]
shortstop ['ʃɔ:tstɒp]
Uruguay ['jʊərəgwaɪ]
bronze [brɒnz]
to defeat [dɪ'fi:t]
- **to keep up with smth**
- **to turn out**



ANANDA, 11, Uruguay

I've always wondered why Federico Valverde always wears that T-shirt. Now I know and there's another question: doesn't he get tired of wearing the same thing all the time?

JAKE, 11, USA

Fascinating news! I can't believe my country's greatest team have finally won the championship! It must be the start of a new history of baseball!

ANNA, 13, Ukraine

I've always known our bodybuilders are the best! And I'm so proud of them! They have shown the world who a leader in this kind of sport is!

RICK, 12, England

I can't believe my favourite boxer has almost lost this fight! I'm his biggest fan and I still hope he won't quit boxing ...

3 ... is very proud of the bodybuilders of her country.
4 ... thinks the Ukrainian team are a leader in bodybuilding.
5 ... is surprised that the *Texas Rangers* have won the championship.
6 ... hopes his favourite boxer will continue his career.
7 ... wonders if Valverde ever gets bored of wearing his T-shirt.
8 ... thinks the American baseball team's win will bring changes to this sport.

5 Discuss the questions in groups of 3-4.

- Are you interested in sport?
- What kind of sport do you play?
- Do you watch or read any news on sport?
- In your opinion, is sport a challenge or fun? Why?

6 Find another 3-4 interesting pieces of news on sport. Make notes and report on the news to the class. You can show some pictures, too.

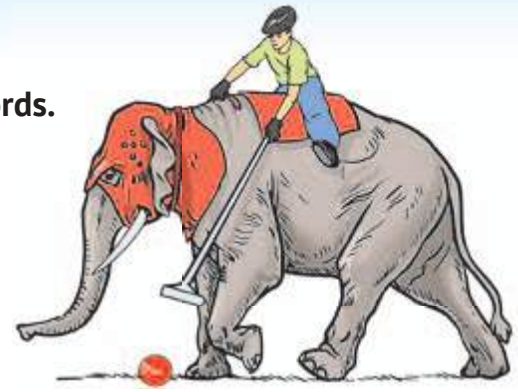
VOCABULARY search

1 a) Look at the pictures. Listen and read the words.


athletics


wrestling


cycle ball


elephant polo


weightlifting


zorbing


windsurfing


underwater hockey

b) Sort out the sports above into 'Common' and 'Unusual'. Add any other sports.

2 Complete the statements with the names of sports from task 1.

1 ... is a sport in which a person rides a sailboard across water.
2 ... is a game of football played on bicycles. It is also called 'Radball'.
3 ... is a sport in which a player has to roll downhill in a huge ball.
4 ... is a competitive kind of sport where the aim is to pick up and hold heavy weights.
5 ... is a sport that includes competitive running, throwing and jumping.
6 ... is a form of a regular polo game, except played with longer wooden sticks and on an elephant.
7 ... is a game of hockey played by two teams underwater in a pool. Each team has six players.
8 ... is a sport played between two people. The aim is to throw your opponent to the ground.

3 Work in pairs. Surf the Net for two unusual sports and make a digital presentation. Include:

- what they are and how they are played
- what equipment is used
- where they are popular
- names and pictures of athletes doing these sports

READING search

1 **Think of how much you know about the Olympic Games and answer the following questions.**

- How often are the Olympic Games held?
- Where do the Olympic Games come from?
- What is the motto of the Olympics?

2 **a) Read the first paragraph and check your answers in task 1.**

b) Read the text about the Olympics and guess the meanings of the words in the *Words for You* box. Then check them out in the Vocabulary List at the end of the Student's Book.

OLYMPIC GAMES

The Olympic Games are a modern international sports event. The best athletes from all over the world compete in different kinds of sports. The games started in ancient Greece, but now they take place in different countries every four years. All athletes are proud to represent their countries. The motto of the Olympic Games is 'Faster, Higher, Stronger — Together'.

☐ The flag is one of the symbols of the Olympics. It has a white background with five interlocking rings: blue, yellow, black, green and red. Why these six colours? Because they appear on all the national flags of the world. The five rings represent the five continents: the Americas, Europe, Asia, Africa and Oceania.

☐ The best athletes in each sporting event get medals: gold for the first, silver for the second and bronze for the third place. However, the most important thing is not to win, but to take part.



- ☐ During 2-3 summer weeks, athletes compete in more than 30 sports disciplines: gymnastics, athletics, rowing, badminton, wrestling and many others. The modern Summer Olympic Games started in 1896.
- ☐ Figure skating, ice hockey, skiing and snowboarding are some of the ice and snow kinds of sports that you can see during the games. There aren't as many sports as in the Summer Olympics, but they are also interesting. The first Winter Olympic Games were organised in France in 1924.
- ☐ The Paralympic Games are the games for athletes with disabilities. They are held every four years in the same year as the Olympic Games. They are parallel to the Olympics and that is where their name comes from. Thousands of athletes from many countries compete in events such as wheelchair basketball, para cycling, para swimming, para athletics, wheelchair tennis and many others.

Taking part in the Olympic Games not only includes competition to show that you are the best. These games also bring people from different countries together to communicate and have fun.

WORDS FOR YOU

disability [ˌdɪsə'bɪlətɪ]
discipline ['dɪsəplɪn]
motto ['mɒtəʊ]
rowing ['rəʊɪŋ]
parallel ['pærəlel]
to appear [ə'pɪə(r)]
to compete [kəm'pi:t]
to represent [ˌreprɪ'zent]
● **to be held**

3 **Read the text again and match the headings below to each paragraph.**

1 Olympic Flag
2 Summer Olympics
3 Paralympic Games
4 Winter Olympics
5 Medals

4 **Read and correct the sentences below.**

1 The Olympic Games take place every five years.
2 There are six colours on the Olympic flag: white, pink, yellow, purple, green and brown.
3 The most important thing about the Olympic Games is to win.
4 Athletes compete in more than 100 disciplines during 3-4 summer weeks.
5 The Winter Olympic Games started earlier than the summer ones.
6 The Paralympic Games are organised for senior athletes.
7 The Paralympic Games happen at a different time than the Olympics.
8 The Olympic Games are held for athletes only to compete and win in sports.

5 **Role-play the situation in pairs.**

A, you want to learn about the Olympic Games. Ask Student B about them.
B, you are an expert on the Olympics. Be ready to answer Student A's questions.

GRAMMAR search

PAST SIMPLE PASSIVE

- We **use** the **Past Simple Passive** to talk about past actions when the person who did them is unknown or not important.
- To **form** the **Past Simple Passive**, we put ***was/were*** before the ***past participle*** of the main verb. If the person who did the action is mentioned, we use ***by***.

Statements:
The game **was played** yesterday.
The competitions **were cancelled**.
The speech **wasn't made by** Tom.

Questions:
Was the game **played** yesterday?
Were the competitions **cancelled**?
Was the speech **made by** Tom?

Answers:
Yes, it **was**. / **No**, it **wasn't**.
Yes, they **were**. / **No**, they **weren't**.
Yes, it **was**. / **No**, it **wasn't**.

1 **Change the sentences from the Present Passive into the Past Passive.**

1 Balls are used in this sport.
2 The baseman is pushed away.
3 Their team isn't defeated by us.
4 The championship is held in Kyiv.
5 Surfing isn't included in summer sports here.
6 The sportsmen aren't trained by Dave Miller.

2 **Change the sentences from the active into the passive, as in the example.**

Example: *They made a few new rules. — A few new rules were made.*

1 They lost the equipment.
2 *Dynamo* won the match.
3 Jack didn't form our team.
4 They defeated the *Golden State Warriors*.
5 Our team captain Bella led us to victory.
6 They didn't finish all those competitions.

3 **a) Make the questions to the answers.**

1 ...? — Yes, he was. This athlete was born in Uruguay.
2 ...? — No, it wasn't. The football match wasn't cancelled.
3 ...? — Yes, they were. The Olympic Games were held in London.
4 ...? — No, they weren't. The sportswomen weren't trained well.
5 ...? — Yes, she was. Ann was expected to compete.
6 ...? — No, they weren't. The trainers weren't told about this.

b) Give your own answers to the questions below.

1 Were your sports lessons held outside last week?
2 Was your favourite athlete born in Ukraine?
3 Was your last pair of sports shoes made by this brand?
4 Were the Olympics organised in Odesa last year?
5 Was your gym teacher hit yesterday?
6 Were you injured in your last gym lesson?

LISTENING search

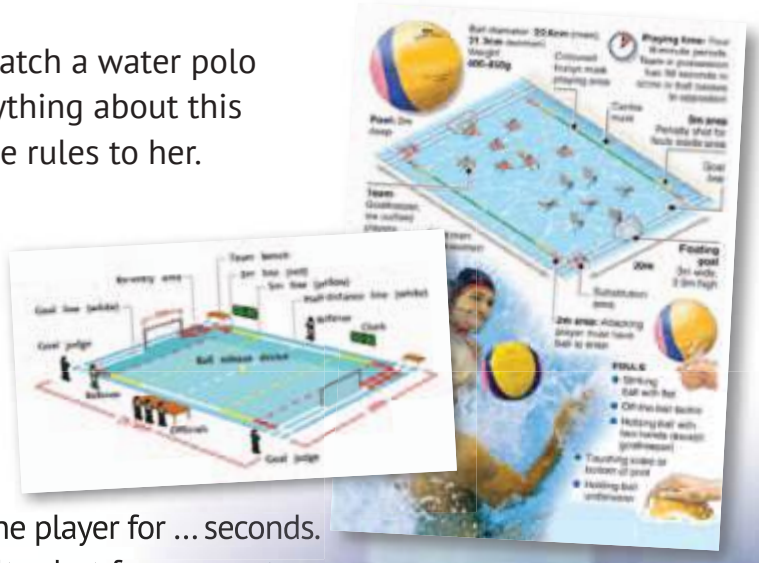
1 **Listen and read the words in columns. Look up their meanings in the Vocabulary List at the end of your Student's Book.**

a visiting team	a goal	a home team
an attacker	a penalty	a foul
a defender	a referee	to score
a whistle	a goalkeeper	to cheer

2 **a) Before listening to the dialogue, use the Internet to find out what water polo is.**

b) Read, listen and complete the rules.

Adrian and Celia are getting ready to watch a water polo match. However, Celia doesn't know anything about this kind of sport, so Adrian is explaining the rules to her.



WATER POLO RULES

1 Number of players in each team: ...
2 The game has ... parts.
3 Each part lasts for ... minutes.
4 Size of the pool: ... metres long, ... metres wide
5 Colour of the ball: ...
6 After a foul the referee can send out the player for ... seconds.
7 After a bad foul there can be a penalty shot from ... metres.

3 **a) Listen to the dialogue and complete the sentences.**

1 Brian's team is the ... one.
2 The visiting team wears ... caps.
3 Brian is a ... player.
4 The referee blows the whistle for the game to ...
5 ... shoots a penalty from five metres.
6 At the end of the match the score is ...

b) Listen again and answer the questions.

1 What match are Adrian and Celia watching?
2 Who is cheering?
3 How well does Brian play?
4 Why does the referee blow the whistle?
5 Who shoots the penalty?
6 Why is Celia asking a lot of questions?



VOCABULARY search

1 **Use the photos and the table to finish the sentences below.**









Game	Place	Equipment	Score
Basketball	court	basket, basketball	20–35 — twenty points to thirty-five
Football	pitch	goal, football	1-0 — one nil; 5–6 — five six OR six goals to one
Tennis	court	racket, tennis ball, net	5-7 — five seven OR five games to three
Ice hockey	rink	goal, stick, puck	2-4 – two three OR two goals to four

1 Football and ice hockey gates are called '...'
2 Tennis and basketball are played on a ...
3 In ice hockey we use ...
4 You get goals in ...
5 A pitch is a place where ...
6 In tennis you get ...
7 You get points in ...
8 In tennis we use ...
9 Baskets are used in ...
10 A rink is where ...

2 a) Match the words to their meanings.

1	at the top of the table/league	☐	to be in first place
2	half-time	☐	the number of goals/points at the end of a sports game
3	first/second half	☐	to get goals/points in a sports game
4	final score	☐	the first/second part of a sports game
5	to lead	☐	a break between the two halves of a game
6	to score	☐	the best in the table/league

b) Complete the sentences with the words from a).

1 The … score of the football match was ten goals to five.
2 Our team has more goals, so it's …
3 *Dynamo* has … ten goals in this match.
4 The … of the match has finished. Now it's the second one.
5 The … is 8-11. We've won!
6 Our score is 5 and theirs is 2. We … by 3 points.

3 Group up the sports into 3 columns. Mind the verbs you use with each sport.

rugby, cricket, soccer, rowing, cycling, tennis, karate, boxing, volleyball, skiing, basketball, sailing, swimming, horse riding, the high jump, judo, running, gymnastics, athletics, wrestling

PLAY	GO	DO

4 Work in groups. Make a Sports ABC.

1 Think of a sport for every letter of the alphabet.
2 Do some research work in groups.
3 Design your poster.
4 Present your poster to your classmates.

The group with a longer list is the winner!



GRAMMAR search

PAST SIMPLE PASSIVE (WH-QUESTIONS)

- We use **WH-questions** in the **Past Simple Passive** to get more information about some past passive actions. For example:

What was it **called**? — It was called 'Racquetball'.
Who was born in 1997? — Nina Kennedy, a famous Australian athlete.
Where was the game **held**? — In Los Angeles.
When were the athletes **interviewed**? — Last Saturday.
Why were the games **cancelled**? — Because of the weather.
Whose equipment **was lost**? — Theirs.
Which team **was defeated**? — The Brazilian basketball team.
Who were they **defeated** by? — By the Mexican team.

1 **Put the words into the correct order to make questions.**

1 defeated/were/they/Why?
2 injured/Who/was?
3 Which/was/chosen/team?
4 were/Where/taken/they?
5 stolen/was/What?
6 they/were/by/represented/Who?
7 When/they/founded/were?
8 was/hockey/stick/Whose/broken?

2 **Make the questions to the answers.**

1 ...? — Cleo was. She was asked about the team.
2 ...? — On the central rink. The hockey game was held there.
3 ...? — At six o'clock. The match was paused then.
4 ...? — The basket. It was broken during the basketball championship.
5 ...? — By the referee. The match was stopped by him.
6 ...? — Ours. Our athletes were chosen to take part in the Olympics.

3 **Make as many wh-questions to each sentence as possible.**

Example: The Olympic Games were opened in Tokyo on 5th June.
— What was opened on 5th June?
— Where were the Olympic Games opened?
— When were the Olympic Games opened?

1 Their motto was chosen by their team captain.
2 The ball was caught on the field by the defender.
3 This pitch was not prepared for the football game.
4 Three swimmers were injured and taken to hospital.
5 The home team was cheered by all of their fans in the match.
6 The sticks weren't used in the game because they were broken.

SPEAKING search

1 a) Listen and read the dialogue.

Amy: Jack, there are so many hockey posters in your room!

Jack: Well, I'm a huge fan of hockey. I never miss a single game on TV.

Amy: Wow. Do you play it?

Jack: Of course! I've been in our school's hockey team for two years! I'm the goalkeeper.

Amy: Is there any other kind of sport you're interested in?

Jack: Well, I'd like to try underwater hockey some day. I heard it's extreme but very exciting, too.

Amy: And again it's hockey. Well, I really like swimming and diving, and I go to the pool three times a week.

Jack: So, would you like to try underwater hockey with me?

Amy: No way! I like good competition, but that just sounds too dangerous.







b) Answer the questions.

1 What is Jack's favourite sport?
2 What club does he go to at school?
3 What would he like to do in the future?
4 What is Amy fond of?
5 Where does she go?
6 Why doesn't she want to try underwater hockey?

c) Act out the dialogue in pairs.

SPEAKING search

2 a) Listen to the audio and fill in the ads.



Time:
Place: school's court
Equipment:
Telephone: 09788723243

Time:
Place:
Equipment: balls given
Telephone: 09655541985





Time: Wednesday, Friday, 5 pm
Place:
Equipment:
Telephone: 09765430101

b) Role-play a situation in pairs. Choose one of the ads above. Student A, you do not know anything about this sports club, but you would like to try it. Ask student B questions about it. Student B, answer them. When you are done, switch roles. Use the scheme below.



Student A: I would like to try ...
Student B: Why?
Student A: Because ...
Student B: Well, join the ..., then.
Student A: Where is it?
Student B: It's in the ...
Student A: When is it?
Student B: It's ...
Student A: Do I need anything for it?
Student B: Yes/No ...You can call this number for more information: ...
Student A: Thank you.
Student B: You're welcome.

WRITING search

1 **Read the blog and say if the statements below are true or false.**



LIONEL MESSI

Lionel Andres Messi, also known as Leo Messi, is a famous football player from Argentina. He was born in Rosario in 1987 in a working-class family. His father was a factory manager and his mother worked as a cleaner.

Leo started playing football at the age of five, and his talent was soon noticed. When he turned 13, the sporting director of *FC Barcelona* asked him to join his youth academy but for that Leo had to move to Spain, which he did.

In 2006, Lionel Messi was Argentina's youngest scorer in the World Cup. In 2023, he won the Golden Ball for a record eight time.

Messi holds the Guinness World Record for the most goals scored in a calendar year: 91 goals.









1 Lionel Messi is a Spanish footballer.
2 He was born in a working-class family.
3 He joined the *FC Barcelona* youth club.
4 Messi was the oldest footballer to take part in the World Cup.
5 He won the Golden Ball ten times.
6 His record of 91 goals in a calendar year is still not beaten.

2 **Choose a sportsman/sportswoman and write a similar blog about him/her. Add a few of his/her photos, too.**

Look Back

1 a) Guess the names of sports.

1 … is played on a rink. Players use skates, sticks and a puck. Teams get goals.
2 … is done in a pool. You need goggles and a swimsuit.
3 … is done on a sailboard across water. You need a swimsuit, too.
4 … is played on bicycles on a pitch. Players use a ball and get goals.
5 … is done on a field. It includes competitive throwing, jumping and running.
6 … is played on a court. Players use a ball, a basket and get points.

b) Work in pairs. One by one, describe a kind of sport and let your partner guess what it is. Start like this: *'This sport is done/played …'*

2 Choose the correct word.

1 This year we are the *visiting/home* team because we will not play on our field.
2 Athletes who do *weightlifting/cycle ball* need to be very strong and well-trained.
3 It turned out our team *won/was defeated* this time and everyone got disappointed.
4 The *disciplines/sports games* included in this competition are athletics and wrestling.
5 The *attacker/goalkeeper* did not catch the ball and the 'Detroit Lions' scored a goal.
6 Their volleyball team got a *prize/penalty* for breaking the rules and ruining the net.
7 Athletes with *disabilities/sickness* are welcome to take part in the championship.

3 a) Complete the sentences with the words from the box.

attacker, half-time, motto, rowing, keep up with, Uruguay, whistle, bronze, appeared, are leading

1 I don't have enough time to … the latest news!
2 Our team's … is 'Don't let fear hold you back!'
3 Look at the …! He's running towards the defender!
4 The … in the football match only lasted 10 minutes.
5 Tim got so excited when Alan Shearer … on the pitch.
6 … took part in the Winter Olympics only once in 1998.
7 Georgia loves different water sports such as diving and …
8 The referee blew the … in the end and the final score was one-nil.
9 Bashir Abdi won a … medal at the 2022 World Championships.
10 The Ukrainian football team … the Germans by six goals now.



b) Make your own sentences with the words from the box below.

baseman, contract, foul, zorbing, to compete, to turn out, parallel, at the top of the league

4 Change the sentences into the passive.

1 They injured the defender.
2 *Arsenal* didn't win the match.
3 They founded surfing a long time ago.
4 Our captain didn't prepare the suits.
5 They hold basketball games every year.
6 Joshua didn't make the competition rules.
7 Sabrina ordered the new sports equipment.
8 They didn't interview the athletes yesterday.

5 Make the questions to the answers.

1 ...? — No, it wasn't. The competition wasn't organised by Rick.
2 ...? — Yes, they were. The Olympics were held in Paris last year.
3 ...? — No, we weren't. We weren't scared by the opposing team.
4 ...? — Yes, she was. Wendy was hurt by Alex at the volleyball game.
5 ...? — No, he wasn't. Ed wasn't asked to take part in this match.
6 ...? — Yes, it was. The contract was made between the captains.
7 ...? — No, they weren't. The sticks weren't broken by Ronald Herr.
8 ...? — Yes, they were. All the athletes were cheered at the championship.



6 Put the words into the correct order to make questions. Then give your own answers.

1 were/gym lessons/When/held/your last?
2 sports news/in the last/announced/What/was?
3 Where/the last Olympic Games/organised/were?
4 was/Who/in the 2023/defeated/boxing competition?
5 you/trained/by/Who/in your last gym lesson/were?
6 so many sports events/were/cancelled/Why/in 2020?
7 Whose/broken/was/at the last Olympic Games/equipment?
8 team/chosen/was/Which/at the 2022 tennis championships/to play?

Look Back

7 **Read the text. Then choose *a*, *b* or *c* to complete the sentences (1-8).**

FAMOUS UKRAINIAN ATHLETES

Sport has always been one of the ways in which Ukraine shows its strong and talented people to everyone. The Ukrainian athletes like the Klychko brothers in boxing and Andrii Shevchenko in football are widely known all around the world. However, these are only a few examples.

What about the younger generation in sport? They say there are less young athletes in Ukraine who are famous. Is it so? Let's see.

Six medals were won by swimmer Andrii Trusov at the 2020 Summer Paralympic Games in Tokyo. He even set a world record at the 2023 Para Swimming World Championships.

The first Olympic bronze medal for Ukraine in tennis was won by Elina Svitolina in Tokyo.

A bronze and a silver medal in Tokyo were given to swimmer Mykhailo Romanchuk. The fifth place was taken by his wife, Maryna Bekh-Romanchuk, who was in the long jump final.

In women's judo the first bronze medal was won by Daria Bilodid in Tokyo.

The athletes who are mentioned above were only 20-26 when they achieved these results. Many young Ukrainians are inspired by them to go into sport and become successful, too. What about you?



1 The Klychkos are famous Ukrainian ...
a) footballers *b) boxers* *c) wrestlers*

2 Andrii Shevchenko plays ...
a) basketball *b) volleyball* *c) football*

3 Andrii Trusov won some medals at the ...
a) European championships *b) Paralympics* *c) national championship*

4 The first Ukrainian tennis player to win an Olympic bronze medal was ...
a) Maryna Bekh-Romanchuk *b) Elina Svitolina* *c) Daria Bilodid*

5 In Tokyo, swimmer Mykhailo Romanchuk won ...
a) two bronze medals *b) two silver medals* *c) one bronze and one silver medal*

6 Maryna Bekh-Romanchuk took the fifth place in the ... final.
a) swimming *b) athletics* *c) long jump*

7 Daria Bilodid got her bronze medal in ...
a) Tokyo *b) Beijing* *c) Ankara*

8 The text is about young Ukrainian athletes who achieved success aged ...
a) 20-25 *b) 20-26* *c) 20-30*

8 Work in pairs. Discuss the following questions.

- What other famous Ukrainian athletes are there?
- What famous sports events do you know?
- Why do people compete in sports?

9 Work in groups. Choose a sport and make a digital presentation about three athletes who compete in it. Include:

- their ages and places of birth
- when they started to do this sport
- who/what inspired them
- their achievements in different competitions



Elina Svitolina

Mykhailo Romanchuk

Self-Check

Grammar

Score: ☐ / 10

1 Put the verbs in brackets into the Past Simple Passive.

1 Many disciplines *(include)* ... in the Olympic Games.
2 Women *(not allow)* ... to compete in sports in the past.
3 The competition *(organise)* ... by the city's sports department.
4 The tennis equipment *(not buy)* ... by Samantha Riddle.
5 This skating rink *(not build)* ... last year.
6 Many gold medals *(win)* ... by Ukrainian athletes two years ago.

2 Match.

1	Was Tom invited to the tennis game?	a	Jack Anderson.
2	What championship was held then?	b	No, he wasn't.
3	Were the athletes trained well for this?	c	No, they weren't.
4	Who was injured at the last game?	d	The judo championship.

Vocabulary

3 Choose the correct word. Score: ☐ / 6

1 The final *score/goal* in our tennis game was ten games to nine.
2 In *weightlifting/wrestling* you pick up and hold heavy weights.
3 Many challenges always *turn out/appear* in different competitions.
4 The *attacker/defender* protects the goalkeeper in the game of hockey.
5 The *shortstop/baseman* stands between the second and third bases in baseball.
6 The Paralympic Games are *parallel/held* every fours years with the Olympics.

Communication

4 Put the sentences in the correct order to make a dialogue. Score: ☐ / 6

☐ I'm just tired after my polo practice.
☐ Actually, there are competitions in this kind of sport, too.
☐ Why do you like it so much?
☐ I prefer something less competitive like athletics.
☐ Because it brings up the team spirits.
☐ Hey, Tom! Are you okay?

TOTAL SCORE: ☐ / 22

NOW I CAN

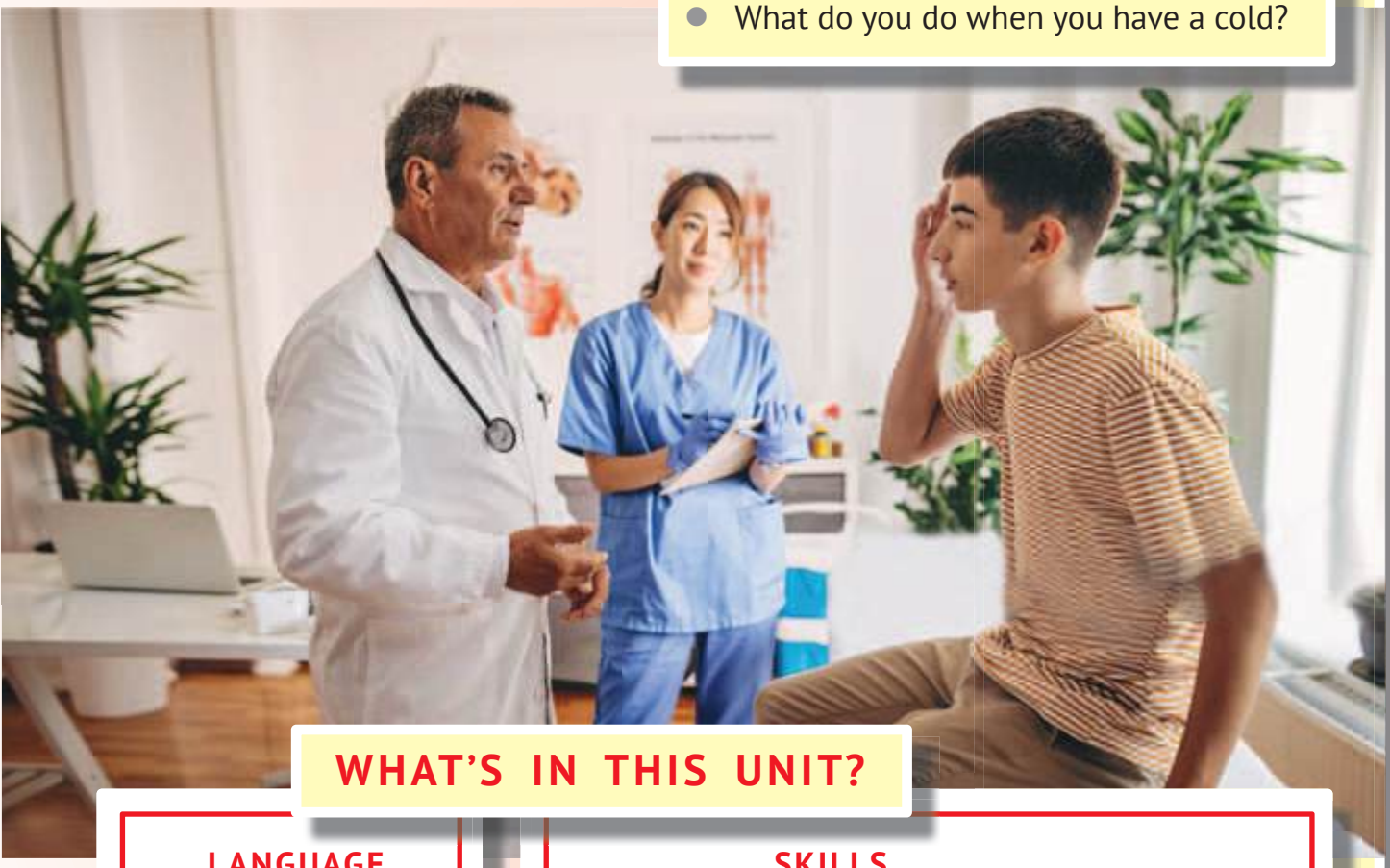
☐ identify common/unusual kinds of sports
☐ discuss different sports games and competitions
☐ share news on sport
☐ talk about sports clubs
☐ use the Past Simple Passive
☐ make a digital presentation about different athletes
☐ write a blog about an athlete

UNIT 6

WHAT'S THE MATTER?

Lead-in:

- Do you often go to the doctor's?
- What do you do when you have a cold?



WHAT'S IN THIS UNIT?

LANGUAGE

- parts of the body
- symptoms
- treatment
- Zero Conditional
- Past Perfect

SKILLS

- asking and answering about health problems
- giving advice or offering help
- talking about symptoms
- writing about an experience of being ill / an accident
- describing ways of first aid and medical services



We asked some people to describe accidents they had. What were you doing when the accident happened?

Emergencies happen when we least expect them and then we must think fast and react fast as well. If someone is seriously injured, we must call an ambulance immediately because it could be a matter of life and death. While waiting for the ambulance, we may be able to save someone's life by giving them first aid.

WORDS FOR YOU

aid [eɪd]
accident ['æksɪdənt]
ambulance ['æmbjələns]
breath [breϴ]
death [deϴ]
emergency [ɪ'mɜ:dʒənsi]
wound [wu:nd]
to bleed [bli:d]
to breathe [bri:ð]
to react [ri'ækt]
to save [seɪv]
backwards ['bækwədz]
immediately [ɪ'mi:diətli]
- **to get stuck**
- **to pay attention**

1 **Look up the meanings of *Words for You* in the Vocabulary List at the end of the book.**

2 **a) Listen and read about emergencies. Then do the quiz.**
b) Check your answers on page 102.
c) Tell the class about your findings.

3 **Think and answer the questions.**
- Do you know anything about first aid?
- Will you be able to react properly when you see a person in trouble?

QUIZ:
WHAT TO DO IN AN EMERGENCY

1 Someone is bleeding a lot.
- ☐ a Wash the wound with cold water.
- ☐ b Get a clean cloth or tissues and press hard on the wound with your hand.

2 Someone has a nosebleed.
- ☐ a They should sit still and lean forward pinching[1] the soft part of the nose together.
- ☐ b They should lie down with their head backwards.

3 Someone gets an electric shock.
- ☐ a Don't touch that person until the power is off.
- ☐ b Check if that person is breathing.

4 Someone burns their hand.
- ☐ a Put some sun cream on the burnt skin.
- ☐ b Cool the burnt skin with cold water.

5 Someone starts choking because food gets stuck in their throat.
- ☐ a First hit them on the back between the shoulders.
- ☐ b Try to take that food out with your fingers.

[1]to pinch [pɪntʃ] – стискати



- If someone is seriously injured, we must call an ambulance immediately. Do you know the phone number of the ambulance?
- Would you know what to do in the following situations (see Quiz)?

4 Listen to the kids and guess the meaning of the word 'accident'. Say what happened to Lee and Greta.

Example: *Lee fell off a ladder. He cut ...*

5 Work in groups. Read the texts on page 102. Describe an accident you had when you were younger. Use the questions below to help you.

Example: *I was nine years old. I was walking to school when ...*

a How old were you?

b What were you doing when the accident happened?

If you have 5 points – well done! You might save someone's life one day.
If you have 3-4 points – you know something about first aid but there are still some things to learn.
If you have 1-2 points – you should learn something about first aid. You never know when you might need it.

(Key 1b, 2a, 3a, 4b, 5a)



LEE, 14, China

Yesterday afternoon I was painting the ceiling. My little brother was holding the ladder, but he wasn't paying attention. While I was coming down, the ladder moved and I fell. I cut my hand, hurt my back and broke my arm. It was really painful.





GRETA, 13, Norway

My basketball team was playing a match. We weren't playing well, and the other team was really good. They were winning 34-21 when I got the ball. When I was trying to score a basket, I twisted my ankle[1] and fell. I hit my head and broke my nose. I was lucky I didn't break my neck.



[1]an ankle ['æŋkl] – щиколотка

c What happened after that?
d Were you hurt?

6 Think of an accident that happened to someone you know. Make notes of how you are going to describe it.

- what exactly happened
- where and when it happened
- what the person was doing at that time
- what happened in the end

VOCABULARY search

1 a) Match the sentences to the pictures.

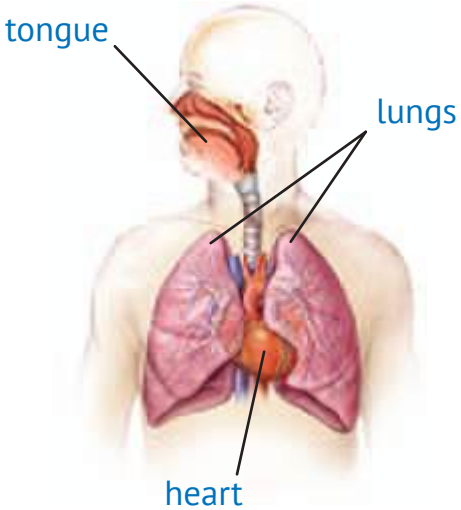
- ☐ He has a rash.
- ☐ He has a cough.
- ☐ He has a headache.
- ☐ She has a sore throat.
- ☐ He has a bruise.
- ☐ She has the flu.
- ☐ She has a cut.
- ☐ He has a stomachache.
- ☐ He feels dizzy.
- ☐ He has a toothache.
- ☐ He sneezes a lot.
- ☐ He has an earache.



b) Say how many words in the sentences are new to you. Guess their meanings, then check them in the vocabulary. Make your own sentences with them.

2 a) Look, listen and repeat.

b) Play the 'Parts of the Body' game. In turn, name as many parts of the body as you can. The one who names more is the winner.



READING search

1 **Read the article and choose the sentence (1-5) that best fits each gap.**

1 Doctors visit their patients at hospitals regularly.
2 There are two other useful things for your health: take vitamins regularly and have a complete physical[1] once a year.
3 So you have to make an appointment.
4 You have to pay there, but it's usually quick.
5 A specialist will examine you and prescribe some treatment, pills, tablets or other medicine, which you can buy at the chemist's.



HEALTH SERVICE

People need to see doctors if they have a cough, a high temperature or some other symptoms of any disease. If you are ill, you should see your local doctor first. ☐ ... As disease is usually characterised by a set of specific symptoms and signs, the doctor will ask you to describe the symptoms of your illness. Then they'll take your pulse, look at your tongue, listen to your heart and lungs and check your temperature. He or she will give you some treatment or send you to see a specialist. Specialists usually work in medical centres or in hospitals. ☐ ... If you feel too ill to go to the doctor's, you'll stay in bed and send for a doctor. If you have an accident, you go to the accident and emergency department[2] of the nearest hospital. Sometimes people need to stay at hospital for several days or weeks. Surgeons do operations, nurses take care of patients. ☐ ... There are many private hospitals today. So you can go to a private doctor or a dentist. ☐ ... Today many people can get private treatment. To be healthy a person needs to live a healthy lifestyle: do regular physical exercises, be outdoors every day, eat only healthy food and get enough sleep. ☐ ...

WORDS FOR YOU

disease [dɪ'zi:z]
illness ['ɪlnəs]
pill [pɪl]
surgeon ['sɜ:dʒən]
symptom ['sɪmptəm]
treatment ['tri:tmənt]
private ['praɪvət]
regular ['regjələ(r)]
regularly ['regjələli]
● **to make an appointment**

[1]a complete physical ['fɪzɪkl] — повний медогляд
[2]an accident and emergency department [ˌæksɪdənt ən ɪ'mɜ:dʒensi dɪ'pɑ:tmənt] — відділ екстреної медичної допомоги

2 **Say if the statements are true or false.**

1 If you have symptoms of any disease, you should make an appointment with a doctor.
2 If you are ill, you should see a surgeon first.
3 Specialists usually work at the dentist's office.
4 You should tell the doctor about the symptoms of your illness.
5 You can buy pills, tablets and other medicine at hospitals.
6 When somebody has an accident, they go to a specialist.
7 Surgeons do operations in hospitals.
8 Nurses take care of sick people.
9 You needn't pay at a private dentist's office.
10 A healthy lifestyle helps you keep fit.
11 To have a healthy lifestyle means to take vitamins regularly.

3 **Complete the sentences.**

1 Disease is characterised by ...
2 The doctor will take your pulse, ...
3 Your local doctor can send you to ...
4 A specialist will ...
5 If you feel too ill to go to the doctor's, you'll ...
6 The accident and emergency department will help you if you ...
7 At hospitals surgeons ... ..., nurses ... ... and doctors ...
8 If you go to a private doctor, you have to ..., but it's ...
9 To live a healthy lifestyle means ...
10 Taking vitamins and having a complete physical once a year ...

4 **Group up the words into 4 columns.**

a dentist, to sneeze, a sore throat, a tongue, to cough, lungs, a surgeon, a nurse, disease, treatment, a heart, to prescribe

symptom	illness	part of the body	health service

5 **Say what the doctor usually does when he/she comes to visit your family member. Use the words below.**

listens to his/her heart and lungs, checks his/her temperature, takes his/her pulse, tells him/her to take some medicine regularly, tells him/her how many times a day he/she should take pills or tablets

GRAMMAR search

ZERO CONDITIONAL

FORM:

- **If + Present Simple + Present Simple**
  If people are ill, they call a doctor. If I need some medicine, I go to the chemist's.
- **If + Present Simple + Imperative**
  If you feel dizzy, better sit down. If you've got flu, stay at home.

USE these sentence structures for **facts** that are generally true or to make a **suggestion** or an **offer**, or to give **advice**.

Note! You can reverse the sentence order.
I go to the chemist's if I need some medicine. (no comma)
Stay at home if you've got flu.

1 Match to make true sentences.

1 People need to take medicine
2 If you are ill,
3 If the doctor prescribes you some treatment,
4 If you feel too ill to go to the doctor's,
5 If you have an accident,
6 If you need to see a doctor,
7 If people are seriously ill,
8 If a person wants to be healthy,

☐ you should obey him/her.
☐ he or she needs to live a healthy lifestyle.
☐ you go to the accident and emergency department of the nearest hospital.
☐ you should see your doctor first.
☐ they need to stay at hospital for some time.
☐ you have to make an appointment.
☐ if they have a sore throat.
☐ you stay in bed and send for a doctor.

2 Choose the correct half of the sentence.

1 If you want to have good teeth, …
a) eat fewer sweets *b) they usually eat fewer sweets*
2 If people have an appointment with a doctor, …
a) you better come in time *b) they try to come in time*
3 If your brother burns his finger, …
a) he usually cools it with cold water first
b) don't cool it with cold water
4 If people feel dizzy, …
a) you shouldn't read *b) they usually can't read at that time*

5 …, have a healthy lifestyle.
a) If people want to be healthy *b) If you want to be healthy*

6 …, she should be a very attentive and responsible person.
a) If your sister wants to be a good doctor
b) If you want to be a good doctor



3 Answer about an emergency using the Zero Conditional.

1 What should you not do if someone has an electric shock?
2 What should you do if food gets stuck in someone's throat?
3 What should you do if someone is bleeding?
4 What should you do if you burn your hand?
5 If someone has a nosebleed, what should he/she do?

4 a) Say what people usually do if:

- they have a headache
- they can't sleep
- they have a toothache
- they feel a pain in their heart
- they have a cold
- they have a stomachache

to go to the dentist's, to call a doctor, to go to bed, to take some medicine, to have a walk outdoors, to drink warm milk with honey and butter

Example: *If people have a cold, they usually drink warm milk with honey and butter.*

b) Imagine your partner has got a problem from the list above. Offer him/her your suggestion or advice.

Example: *If you have a cold, drink warm milk with honey and butter.*

5 Complete the sentences using the Zero Conditional.

Doctors usually … if they examine their patients.
If you want …, don't keep negative feelings.
If someone wants to be healthy, …
If the cut is serious, …
If someone is bleeding, people usually …

LISTENING search

1 a) Listen to the poem. Put the lines in order.

- ☐ Oh no, I'm fine.
  My cough is much better.
- ☐ Oh no, I'm fine.
  My cold is much better.
- ☐ Your cold is getting worse,
  You should see the nurse.
- ☐ Your cough sounds bad.
  It doesn't sound good.
  You should see the nurse.
  You really should.
- ☐ Your cough is getting worse,
  You should see the nurse.

b) Listen again to check. Say the rhyme in pairs.

2 a) Think and explain what first aid is.
Then listen and say if the sentences below are true or false.

1 If you cut your finger, you don't need to see a doctor.
2 Put on a new plaster every morning.
3 If you feel dizzy, don't bend forward.
4 If you want to feel better, you should make your blood go to your head.

b) Listen again and finish the sentences.

1 First aid means ...
2 If you cut your finger, ...
3 Every night ...
4 In the morning ...
5 If the cut is serious, ...
6 People feel dizzy because of ...
7 If you feel dizzy, ...
8 If the blood goes to your head, you ...

WORDS FOR YOU

prescription [prɪ'skrɪpʃn]
to prescribe [prɪ'skraɪb]
- **to do tricks**
- **to get treatment**
- **to take medicine**

3 a) Listen to Kate and say what was the most difficult thing for her in the situation.

b) Listen again and make your questions to interview Kate. Use the questions below.

Tell me about ...
What kind of problems did you have?
What about ...?
What happened then?
What did you do?



c) Role-play the interview with Kate in pairs.

VOCABULARY search

1 **a) Match and say.**








to have	in a doctor
to catch	sick
to ask	for help
to cut	fit
to break	first aid
to give	a stomachache
to call	a leg
to feel	medicine
to keep	a finger
to look	ill
to take	a cold

b) Make sentences with the phrases above.

2 **Listen and read the sentences. Guess the meanings of the words in bold.**

to suffer ['sʌfə(r)] 'To suffer' means to feel very unhappy or to feel pain. Roger suffers from headaches. She suffered from her broken leg. Betty has suffered from a sore throat all week.

chest [tʃest] A chest is the upper front part of the body of a person or an animal. The man has a weak chest.

pain [peɪn] to be in pain, to feel some pain. Pain is a feeling of being hurt. She has a pain in her leg.

X-ray ['eks reɪ] to take an X-ray. If you feel pain in your chest, you need to take an X-ray of the chest. The doctor asked his nurse to take an X-ray of my brother's broken leg.

injection [ɪn'dʒekʃn] to have an injection. You need an injection to make your pain less. When I was ill, the local nurse came regularly to give me an injection once a day.

3 **Work in pairs. Take turns.**

A should say a word on the theme 'Health'.

B should make a sentence with it.

Example: **A:** *to prescribe*

B: *A doctor prescribes some medicine that you have to take regularly.*

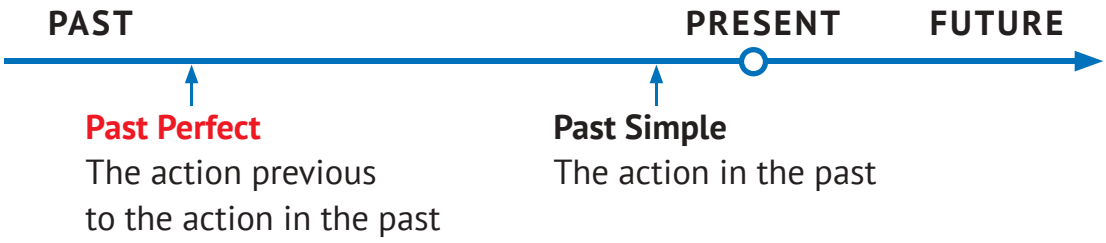
GRAMMAR search

PAST PERFECT

The **Past Perfect** is used:

- for an action which happened in the past before another past action.
  When I got home, Mike wasn't in. He ***had gone*** *to the cinema.*
  I didn't go to the cinema because I ***had*** *already* ***seen*** *that film twice.*
- for an action which happened before a definite time in the past.
  Suzan ***had done*** *all the housework by seven o'clock in the evening.*
- as the **past equivalent** of the Present Perfect.

PRESENT	PAST
The room is dirty.	*The room was dirty.*
I ***haven't cleaned*** *it for weeks.*	*I* ***hadn't cleaned*** *it for weeks.*



We **form** the Past Perfect with **had + past participle** of the main verb.

had *finish****ed****,* ***had done***

She ***had taken*** *some medicine, but she* ***hadn't checked*** *the temperature.*
Had *you* ***done*** *your homework before your mother came?*
Yes, I ***had****. / No, I* ***hadn't****.*
What ***had*** *you* ***done*** *before your mother came?*
I ***had cleaned*** *my room.*

1 **Read and make sentences about what had happened, as in the example.**

Max came back home from school and found out that some things had changed.

Example: Ann / clean the flat with the vacuum cleaner
Ann had cleaned the flat with the vacuum cleaner before Max came back home from school.

1 Little Fred / break his leg
2 Father / call in a doctor
3 Mother / give Fred some medicine
4 Granny / cook dinner
5 Nobody / read Fred a fairy tale

2 **Think and say what you had done by 3 pm yesterday.**

Example: *I had written and sent five messages by 3 o'clock yesterday.*

Keep in Mind!

Time expressions that are used with the **Past Perfect** are: *before, after, already, just, when, till/until, by, by the time, etc.*

3 **Match the column A with the column B to make correct sentences.**

A		B	
1	By the time the doctor came,	a	she hadn't used a face mask.
2	Mary caught a cold because	b	after he had eaten in the cafe.
3	Ann had taken her medicine	c	the man in a green sweater had given poor Tom first aid.
4	John had a bad stomachache	d	after she had examined him.
5	The doctor prescribed her patient some medicine	e	before she started her dinner.

4 **Use the columns to make sentences, as in the example.**

Example: Jim / check his temperature → go to bed

a *After he had checked his temperature, Jim went to bed.*

b *Jim had checked his temperature before he went to bed.*

First		Then
Mary / call a doctor	→	come back to the patient
He / feel a pain in his heart	→	take some medicine
Bob / visit a dentist	→	go to the cinema
The doctor / examine his patient	→	change his opinion

5 **Join the sentences using the words in brackets.**

Example: The doctor took Bill's pulse. Then she listened to his breathing. *(after)*

After the doctor had taken Bill's pulse, she listened to his breathing.

1 Kate had her lunch. Then she took some medicine. *(after)*
2 Jim ate some ice cream. Then he had a bad toothache. *(when)*
3 Sally drank a glass of warm milk. Then she felt better. *(after)*
4 Mother went to the chemist's. Then father arrived. *(before)*
5 Sam recovered from his cold. Then the day of his birthday came. *(by the time)*

6 **Put the verbs in brackets into the Past Perfect.**

1 It was a feeling she *(never; to have)* … before.
2 The man who *(to be)* … on a diet for a year looked young for his age.
3 After he *(to cut)* … his finger, he washed it and put on a plaster.
4 I felt better after I *(to take)* … a tablet.
5 We were pleased to see Alex again. We *(not; to see)* … him for a month.
6 Rose felt very tired after she *(to work)* … in the garden.

7 **Ask and answer in pairs. Use the example and the clues below.**

Jane fell ill and her father called a doctor. What had father done before the doctor came?

Example: lay Jane / bed
A: What had father done before the doctor came?
B: He had laid Jane into bed.

1 put on / warm blanket
2 give / glass of warm milk
3 check / temperature
4 clean / carpet

8 **Work in pairs. Look at the hospital timetable. Ask and answer, as in the example:**

A: Had they washed themselves before they made the beds?
B: Yes, they had.



SPEAKING search

1 **Work in pairs. Use the phrases from the box and complete the dialogues with one word for each gap. Then listen and check.**

1 *A:* What's wrong?
B: My leg hurts. Perhaps it's broken.
A: I think you ... go to hospital.

2 *A:* What's the ...?
B: I've got a temperature.
C: I think you should ... down.

3 *A:* ... are you feeling?
B: I've got a really sore throat.
A: You should make an ... with the doctor.

2 **Suggest what the kids should do. Use the 'Keep in Mind' box to help you.**

Example: Teddy's got flu.
Teddy should take some medicine.

Kate's stomach hurts.
Perhaps Ron's got a broken arm.
Leo's got a high temperature.
Ann's tooth hurts.

3 **Read the instructions. Use the 'Keep in Mind' box to ask and answer in pairs.**

A, ask how B is feeling. Listen and give advice.
B, you feel ill. Tell A about your symptoms.
Change roles.

Keep in Mind!

ASKING ABOUT THE PROBLEM
What's the matter? / What's wrong?
How are you feeling?

TALKING ABOUT SYMPTOMS
I feel sick/ill/terrible.
I've got a stomachache / a headache / a toothache / a temperature / a sore throat / a cold / flu.
My leg/back hurts.

ADVICE
Sit down.
Have some water.
You should lie down / stay in bed / take some medicine / make an appointment with a doctor / go to hospital.

4 **Work in pairs. Complete the dialogue, then role-play. Take turns.**

Patient: Oh, Doctor ...
Doctor: I see. Take off your blouse.
I would like to listen to your heart and lungs.
Patient: Yes, Doctor. And ...
Doctor: Have you taken your temperature?
Patient: ...
Doctor: Don't worry. ...
Patient: What shall I take for my cold?
Doctor: ...

5 **Pretend you are a doctor. Ask your classmates about their health.**



WRITING search

1 **Write a message (4-5 sentences) to your friend who invited you to the cinema for tomorrow evening. Say thank you and explain that you are ill and can't go out.**

2 **a) Read the email and say what once happened to Michael.**

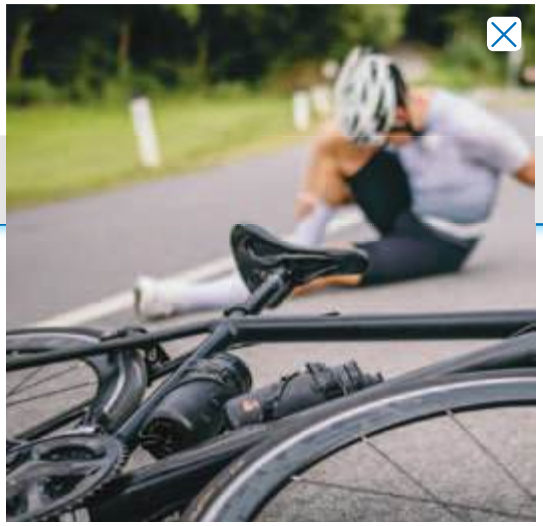
New Message

To John
From Michael

Subject Accident

Hi John,
I remember the time when I was out of school for a month. One Thursday I fell off my bike and broke it into pieces. And I broke my leg, too. I stayed at hospital for three days. Then the ambulance brought me home. But I couldn't play football or go out with my friends. I was really bored at that time. I didn't see my schoolmates till the holidays. Mum bought me some books, but I read them quickly. I had done 150 word puzzles and had seen 35 films before I recovered and came back to normal life. So, my advice to everybody: be careful when you ride your bike or do any other things. It's not so good to be out of school for weeks!

Send



b) Answer the questions.

1 How long had Michael been off school?
2 How did he break his leg?
3 How long had he stayed at hospital?
4 Who brought him home?
5 How did he feel being at home?
6 How many word puzzles had he done?
7 What advice does Michael give us in his email?

3 **Write to your email pal. Tell him/her about the time when you (your friend, etc.) got some treatment after something had happened to you or him/her.**

- How did you/he/she feel?
- What did you/he/she do?
- What treatment did you/he/she get?

Look Back



1 **Fill in the gaps with the words from the box.**

took his pulse, throat, sore throat, sneezing, recover, prescribed, stay in bed, flu, checked John's temperature

The doctor was a nice woman. She visited John at his home.
She ... and listened to his breathing. Then she examined the boy's ...
It was bright red. The doctor ... It was rather high.
She said it wasn't ... but just a bad cold. John was ... and coughing all the time.
But the doctor promised that he would be better in several days.
She ... some medicine for his headache and his ...
She asked mother to buy the medicine and John to ... for three days.
She told John he had to drink warm milk with butter, honey and mineral water.
Then he would ... soon. With these words the doctor left the room.

2 **Work in pairs. Ask about the patients and answer, as in the example.**

Example: *Anna / a sore throat / for a week*

A: What happened to Anna?
B: She had a sore throat.
A: How long had she had it?
B: She had had it for a week.

1 Tim / a headache / for three days
2 Jane / a cough / for two weeks
3 Adam / a cold / for a week
4 Mick / flu / for ten days
5 Rosie / an earache / for a weekend

3 **Disagree, as in the example.**

Example: *– You have a sore throat when you keep a diet of fruit.*
– I'm afraid you are not right.
You don't have a sore throat when you keep a diet of fruit.

1 When you suffer from a headache, you have a pain in the stomach.
2 When you suffer from an earache, you feel a pain in your leg.
3 If you are on a diet, you usually eat a lot of fried meat.
4 Your mother lets you eat spicy food when you have a sore throat.
5 You never stay in bed when you are seriously ill.

Look Back



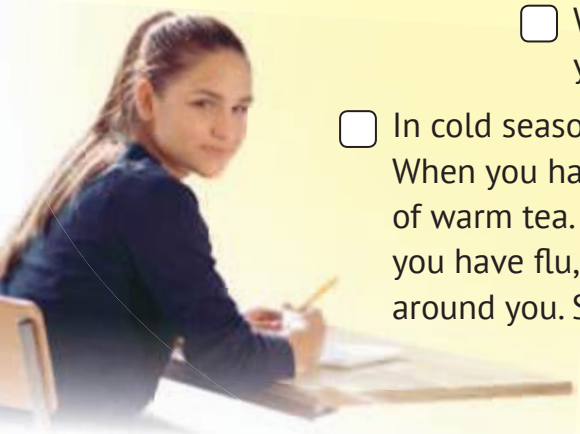
4 **a) Work in pairs. Ask and answer the questions.**

1 When does your mother call in a doctor?
2 Why should you take medicine when you are ill?
3 When do people catch the flu?
4 Is your health very good, good or poor?
5 Where do you go when you have a bad tooth?
6 What should you do to keep fit?

b) Match the texts with the questions above. (There is one extra question.)

☐ The doctor gives you some medicine. In a short time you'll get better and be in good health. You'll be able to go back to school.

☐ When you have a bad tooth, you go to the dentist's.



☐ In cold seasons many people catch colds. When you have a cold, you have to drink a lot of warm tea. A bad cold is called flu. When you have flu, you can give it to other people around you. So you must stay at home.

☐ When you feel ill, your mother calls in a doctor.

☐ Try to keep fit. Then you'll be in good health. You should do morning exercises. You should do sport and stay outdoors every day. You should eat a lot of fruit and vegetables and other healthy food.

5 **Work in pairs.**

A says he/she feels like there's something wrong with him/her.
B offers his/her help and gives advice.

6 **Work in pairs. Choose a partner and ask them questions about**

- their health;
- their last illness;
- their last visit to the doctor.

Take turns.

7 **Work in a group of three. Role-play the talk between the doctor, John and his mother.**

A, you are John. You feel sick and dizzy. Answer the doctor's questions.
B, you are John's mother. You can ask some questions as well as say that you understand the doctor and you are ready to follow the instructions.
C, you are the doctor. Ask John questions, answer his mother's questions. Give instructions.

8 **Work in groups. Read the blog and discuss the question the author asks himself. Prove the opinion of your group in a class discussion.**

BLOG

WHEN I WAS SIX YEARS OLD



When I was 6 years old, I got flu. It happens to lots of kids and then they are OK, but it wasn't OK with me. I had a serious illness called encephalitis[1]. I had been staying at home and feeling ill for a long time. Then a serious problem started with me.

I always found school difficult, and my teachers explained me the same thing many times. I often left school things at home. The kids in my class teased me and said I was stupid, and my teachers thought I was lazy.

But my parents didn't take me to another school. So, I continued to go to the same school. Every month I stayed a week in a hospital. Doctors taught me to do special exercises to help my memory.

My memory had been returning step by step.
I am 30 now and I am back to normal.
And I sometimes ask myself:
Were my parents right that they
hadn't taken me to another school?

9 **Write a blog about the importance of good medical service. Use the questions below.**

1 Do you often catch a cold?
2 Where do you go to get treatment?
3 What does a doctor usually do to prescribe any medicine you need?
4 Where do you go to get your medicine?
5 Do you enjoy good health? What should you do to keep on being healthy?
6 What do you do if you have a toothache?
7 Have you ever had an operation? If yes, speak about the medical service at the hospital you have been taken to.

[1]encephalitis [en,sefə'laɪtɪs] – енцефаліт (запалення головного мозку)

Self-Check

Vocabulary

1 Match to name the description. Score: ☐ / 6

1 one of the two organs in the chest used for breathing
2 a feeling of being hurt
3 the front of the neck
4 to look at something carefully to find something out
5 an organ in the mouth used for tasting and speaking
6 to feel very unhappy or feel pain

☐ throat
☐ tongue
☐ pain
☐ to suffer
☐ lung
☐ to examine

Grammar

2 Put the verb in brackets into the Past Perfect. Score: ☐ / 6

1 I couldn't meet Tom because he ... *(go)* to hospital.
2 I was late because my granny ... *(fall)* ill.
3 She looked perfect because she ... *(live)* a healthy lifestyle.
4 Sally felt better after she ... *(take)* some medicine.
5 George didn't go to the theatre because he ... *(see)* the play twice.
6 Liz ... *(learn)* 35 new words before we started this unit.

Communication

3 Put the dialogue between the doctor and his patient in the correct order. Score: ☐ / 12

☐ I see. Well, I'll just have a look at it. Yes, it's very red. How long has it been like this?
☐ I have a sore throat.
☐ Good morning. What can I do for you?
☐ About two days.
☐ Well, you've got an infection there. I'll give you a prescription for some tablets. Take one tablet four times a day.
☐ Goodbye.
☐ Thank you.
☐ If it isn't better in about two or three days, come back and see me.
☐ Thank you, Doctor. Goodbye.

TOTAL SCORE: ☐ / 24

NOW I CAN

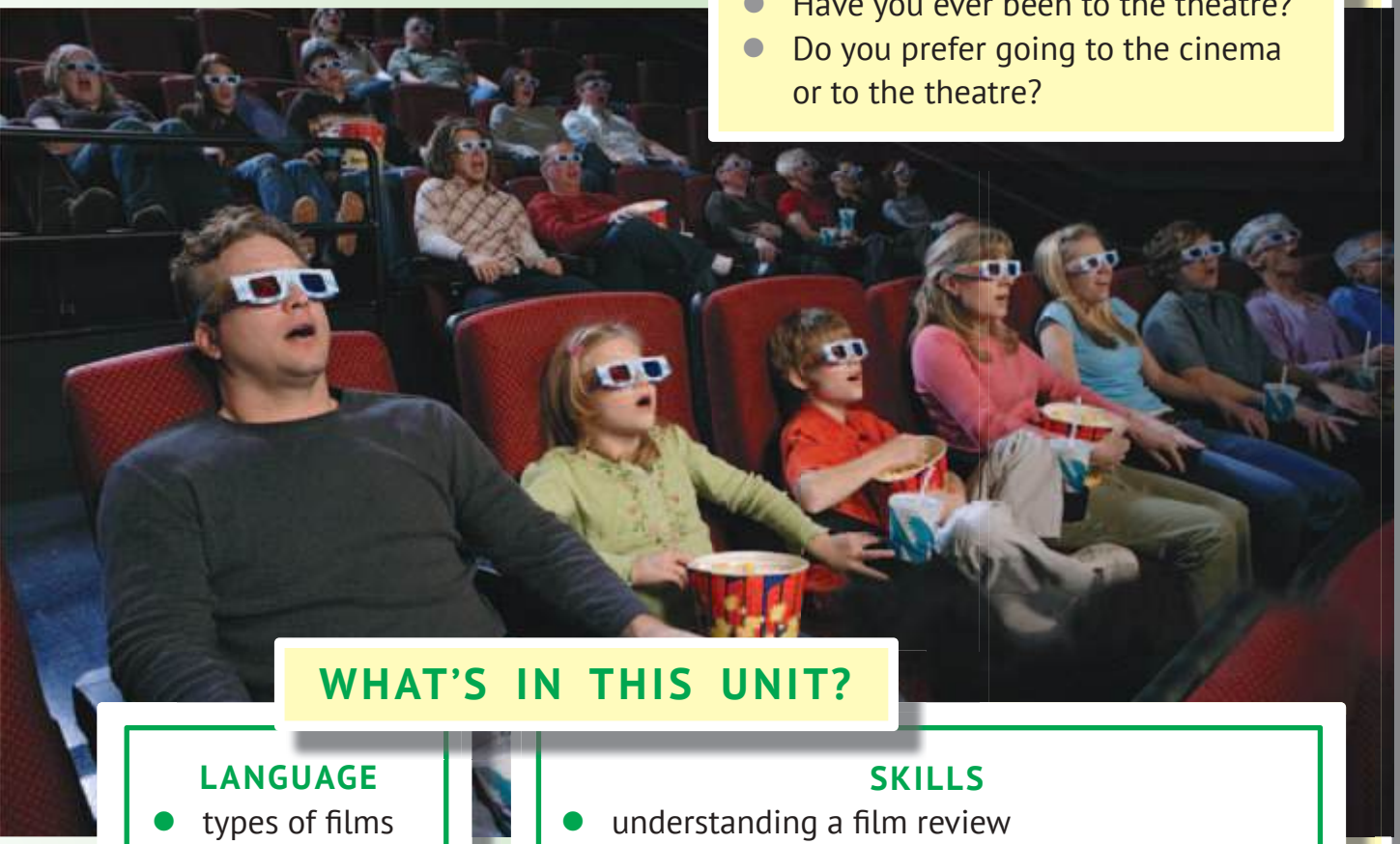
☐ name parts of the body
☐ describe symptoms
☐ give advice or offer help
☐ talk to a doctor
☐ use the Past Perfect
☐ ask and answer about health problems
☐ write an email about an experience of being ill
☐ write a blog about the importance of good medical service

UNIT 7

CURTAIN UP!

Lead-in:

- What kind of films do you watch?
- What actors/actresses do you know?
- Have you ever been to the theatre?
- Do you prefer going to the cinema or to the theatre?



WHAT'S IN THIS UNIT?

LANGUAGE

- types of films
- elements of cinema/theatre
- adverbs of degree
- types of comparison

SKILLS

- understanding a film review
- having a talk about a theatre/cinema
- describing a theatre/cinema house
- presenting an actor/actress
- suggesting going to the cinema/theatre
- expressing an opinion about a film/performance
- giving recommendations to watch a film / see a performance
- writing a short film review

These are the films that have top ratings on our website so far. Which one would you choose?

SPIDER-MAN: NO WAY HOME

This is a great action film based on many comics. Now that everyone knows who Spider-Man really is, Peter Parker asks Doctor Strange for help. When a spell goes wrong, dangerous foes from other worlds start to appear, which makes Pete discover what it truly means to be a Spider-Man.



THE BEATLES: EIGHT DAYS A WEEK

An awesome documentary about a famous rock band – the Beatles! It takes you back to the 'Beatlemania' period from the time when these guys hit the road for their tour in 1962 to their final concert in San Francisco in 1966. Get ready to rock!



WORDS FOR YOU

con artist ['kɒn ˌɑ:tɪst]
crime [kraɪm]
foe [fəʊ]
society [sə'saɪəti]
spell [spel]
to solve [sɒlv]
- **to hit the road**
- **to take sb back**

1 **Work in pairs. Interview your partner and make notes. Then tell the class about him/her. Ask:**

- What kind of films do you like?
- What films are your favourite?

2 **a) Read the news and guess the meanings of the words in the *Words for You* box.**

Kids Online

I SEARCH search

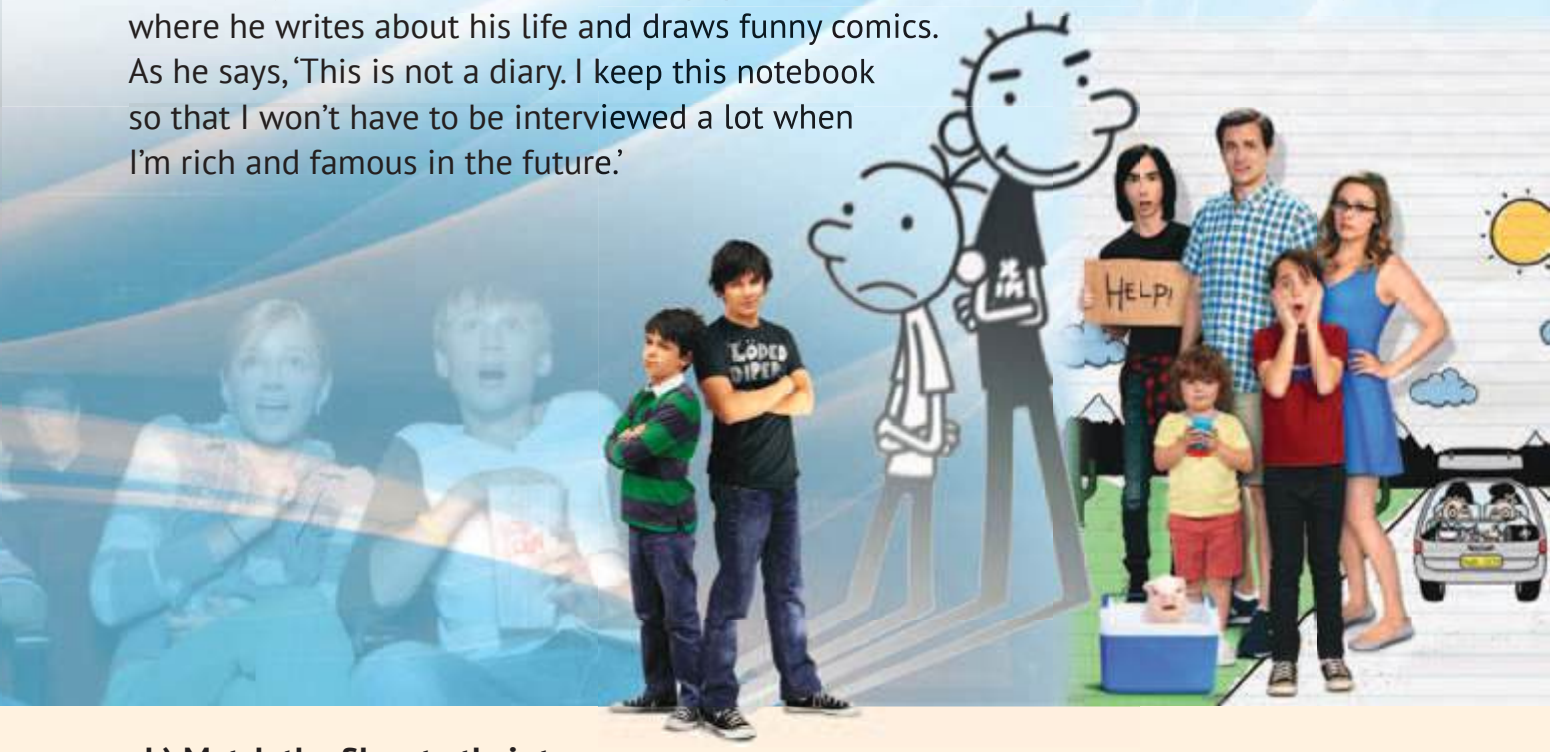


ZOOTOPIA

A cool computer-animated film that takes place in an imaginary city called *Zootopia* where different animals live and work in a society. The story goes around a rabbit police officer and a fox con artist who must put aside their differences and work together to solve a big crime.

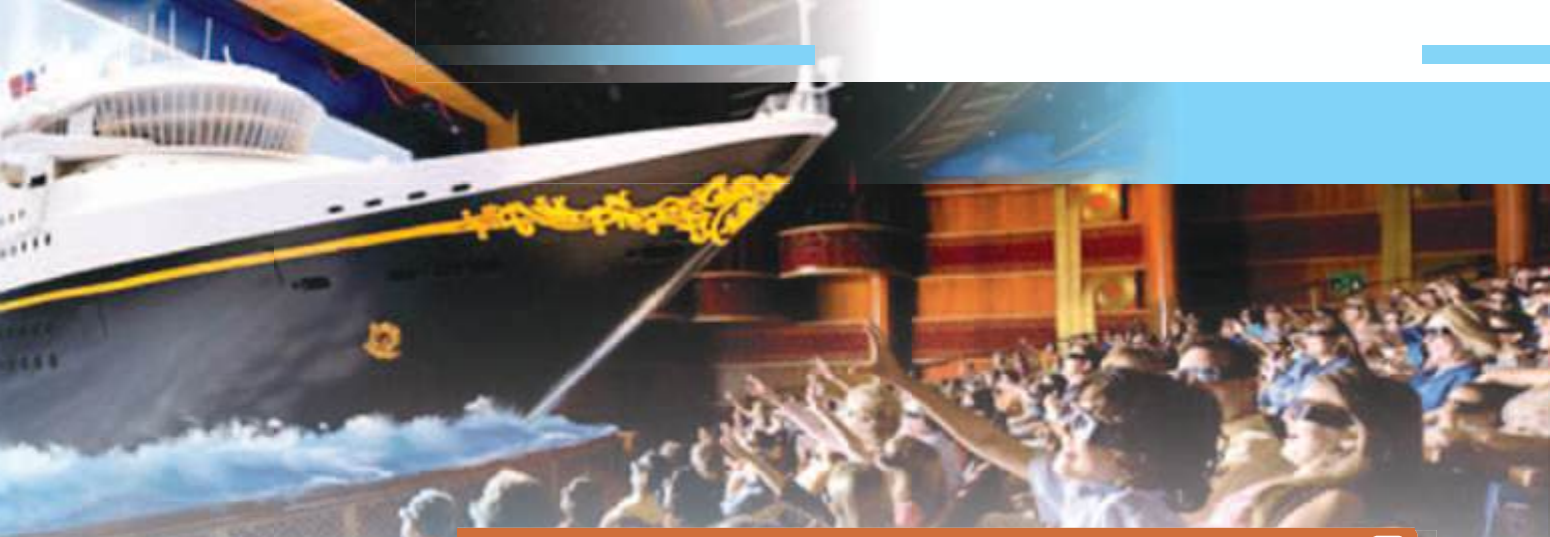
DIARY OF A WIMPY KID

This is a set of 4 comedies and 3 animated films based on the books about a middle-school boy who wants to be cool and popular but doesn't know how. He has a diary where he writes about his life and draws funny comics. As he says, 'This is not a diary. I keep this notebook so that I won't have to be interviewed a lot when I'm rich and famous in the future.'



b) Match the films to their types.
Then say what other films of these types you know.

1	*Spider-Man: No Way Home*	a	comedy
2	*The Beatles: Eight Days a Week*	b	documentary
3	*Zootopia*	c	action film
4	*Diary of a Wimpy Kid*	d	computer-animated film





KATIE, 13, Austria

Personally, I'm into action films because I like feeling excited. I also enjoy superhero movies, so *Spider-Man: No Way Home* sounds the best to me.



LUCA, 13, Canada

I love comedies that make me laugh a lot. So, I definitely would like to watch *Diary of a Wimpy Kid*! Plus, I'm in middle school, too!



AHAS, 12, Saudi Arabia

I'm a HUGE fan of the Beatles and I want to know more about them! So, I think you you've guessed which film I want to watch! Besides, documentaries are a good way to learn about the past.



CHARLOTTE, 12, France

I'd like to watch *Zootopia*. I'm fond of watching computer-animated films because they help me get into another world. Plus, I get ideas from them to draw my own cartoons.

3 **Read about the top films again and correct the sentences below.**

1 *Spider-Man: No Way Home* is based on the book.
2 *The Beatles: Eight Days A Week* is about a family.
3 This film ends with the Beatles' final interview.
4 In *Zootopia* the rabbit is a con artist and the fox is a police officer.
5 The main hero of *Diary of a Wimpy Kid* is a high-school girl.
6 The hero in this film has a notebook where he writes about his future plans.

4 **a) Read the comments and say why each person wants to watch those films.**

b) Say which one of the four films you would like to watch and why. (If you have already watched any, say what you liked about it.)

VOCABULARY search

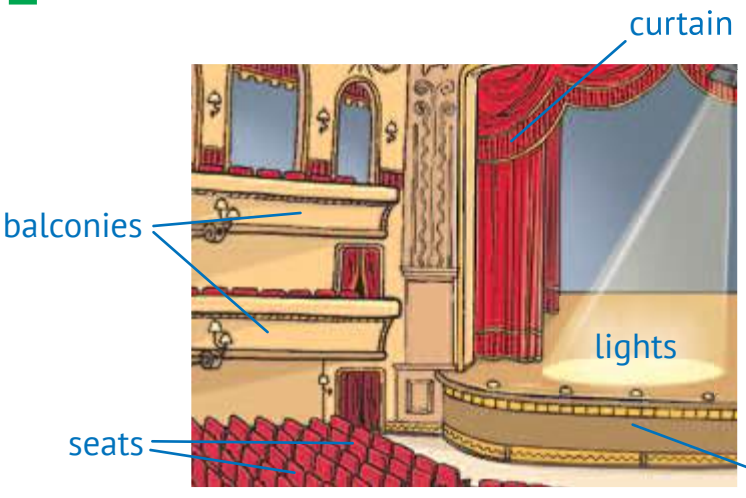
CINEMA OR THEATRE?

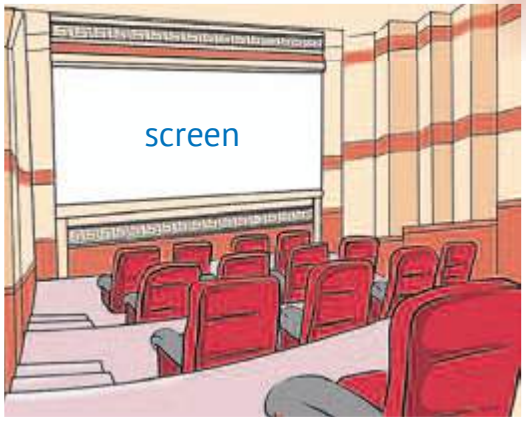
1 **a) Guess if the statements below are about a cinema (C) or a theatre (T).**

1 ... is a place where people watch films.
2 ... is a place where people watch plays.
3 ... has seats, balconies, opera boxes and a huge stage.
4 ... is where people can have snacks like popcorn or cola.
5 ... has seats and a huge screen.
6 ... is where no food or drink is allowed.
7 ... is a place where actors, events and special effects are shown in films.
8 ... is a place where actors, events and special effects are shown live.

b) Name any other differences between a cinema and a theatre that you know.

2 **Look at the pictures and complete the sentences.**





1 There are curtains and balconies in a ...
2 Both a ... and a ... have seats.
3 There are lights in a ...
4 There is a huge screen in a ...
5 A huge stage is in a ...
6 A ... looks more classic and a ... is more modern.

3 **Work in pairs. Interview your partner and make notes. Then tell the class about him/her. Ask:**

- Have you ever been to the theatre/cinema? When?
- What was the last play/film that you watched?
- Where would you rather go: the theatre or the cinema? Why?

READING search

1 **Discuss the following questions in groups of 3-4:**

- What do you think about theatres?
- Is going to the theatre still popular?
- Have you ever been to the theatre? Which one(s)?
- What plays have you seen?

2 **Read the article and guess the meanings of the words in the *Words for You* box.**

WORDS FOR YOU

banquet ['bæŋkwɪt]
opera house ['ɒprə haʊs]
painting ['peɪntɪŋ]
renewal [rɪ'nju:əl]
Shanghai [ˌʃæŋ'haɪ]
space [speɪs]
staircase ['steəkeɪs]
subtitle ['sʌbtaɪtl]
tragedy ['trædʒədi]
crystal ['krɪstl]
- **to be based on**
- **to find oneself**

THEATRES TODAY

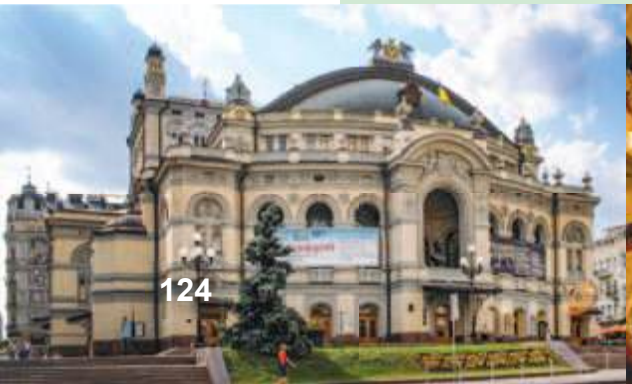
A theatre is a place where people find themselves in another world. It has a long history, since theatres come from ancient Greece. However, what about theatres today? Do people still go there? Definitely!

There is the National Opera and Ballet Theatre in Kyiv named after Taras Shevchenko. It is the biggest opera house in Ukraine built in 1867. Different operas, ballets and even concerts are performed there. Its wonderful design includes a large stage, wide staircases, long corridors, huge balconies, beautiful paintings and sculptures. You can watch classical as well as modern shows there. In 2019, this theatre staged 26 operas and 41 ballets written by different Ukrainian and foreign authors.

The Royal Opera House is another great theatre located in Covent Garden, central London. After its renewal in 1990 it became much bigger and now more than 2000 people can sit there! There are four opera boxes, four long balconies and a screen with subtitles over the stage. Such classical plays as *Hamlet* by Shakespeare or *Pygmalion* by Shaw are shown there. On the other hand, there are also modern dance shows like *Message in a Bottle* based on the songs of Sting.

A very interesting place to go is the Grand Theatre in the city of Shanghai, China. The building itself is not very old as it was opened in 1998. Its design is quite modern and unusual at the same time. There are lights all over it and in the evening the theatre looks like a crystal palace. Inside there is enough space for 1800 people,

The National Opera and Ballet Theatre in Kyiv







three stages and even a banquet hall. More than 6000 operas, musicals and ballets have been performed there already. They have been of different types as well — from tragedies to funny comedies.

All in all, if you are interested in watching a story live and not on screen then going to the theatre is the perfect choice!

3 a) Read the article again and decide if the statements below are T (true), F (false) or D (the text doesn't say).

1 Going to the theatre is a great way to find yourself in a different world.
2 The National Opera and Ballet Theatre in Kyiv has a very modern design.
3 Such plays as *Lisova* and *Malanka* are shown in this theatre.
4 The Royal Opera House was built in Covent Garden, central London.
5 This theatre has 5 opera boxes, 4 balconies and a screen with pictures.
6 The Shanghai Grand Theatre is a very old building opened in 1898.
7 This theatre offers seats for 1800 people, three stages and a banquet hall.
8 Many people enjoy going to the theatre because they want to watch live shows.

b) Complete the sentences with the words from the article.

1 1867, 1990 and 1998 are the years when ... were opened or renewed.
2 There were ... staged in the National Opera and Ballet Theatre in 2019.
3 The Shevchenko Theatre in Kyiv has a great design, including ... inside.
4 There is enough space for ... people in the Royal Opera House.
5 Different plays are performed in the London theatre, for example ...
6 There are ... inside the Shanghai Grand Theatre.
7 The ... make the theatre in Shanghai look like a crystal palace.
8 Going to the theatre is perfect for those who want ...



4 Work in groups of 3-4. Choose one theatre in any city/country and prepare a digital presentation about it. Include:

- where and when it was built
- what it looks like on the outside/inside
- what plays are staged there

The Royal Opera House in Covent Garden, central London





The Grand Theatre in Shanghai



GRAMMAR search

ADVERBS OF DEGREE

We use **adverbs of degree** to show the intensity of something.
They are usually put before the adjective, adverb or verb which they modify.

Most common adverbs of degree	*Examples*
almost	*My cup is **almost** filled. (with adjective)* *He did the task **almost** perfectly. (with adverb)* *The film has **almost** finished. (with verb)*
extremely	*My drink was **extremely** cold. (with adjective)* *They acted **extremely** well. (with adverb)*
so	*The play was **so** wonderful! (with adjective)* *I love them **so** much. (with adverb)*
quite	*This film is **quite** interesting. (with adjective)* *She talked **quite** loudly. (with adverb)*
too	*The dress is **too** long for me. (with adjective)* *You are walking **too** slowly. (with adverb)*
very	*This actress is **very** tall. (with adjective)* *You know **very** much. (with adverb)*
really	*I am **really** excited! (with adjective)* *The cats are running **really** fast. (with adverb)* *They can **really** act. (with verb)*
rather	*Tom is **rather** busy. (with adjective)* *Helen has prepared it **rather** badly. (with adverb)*

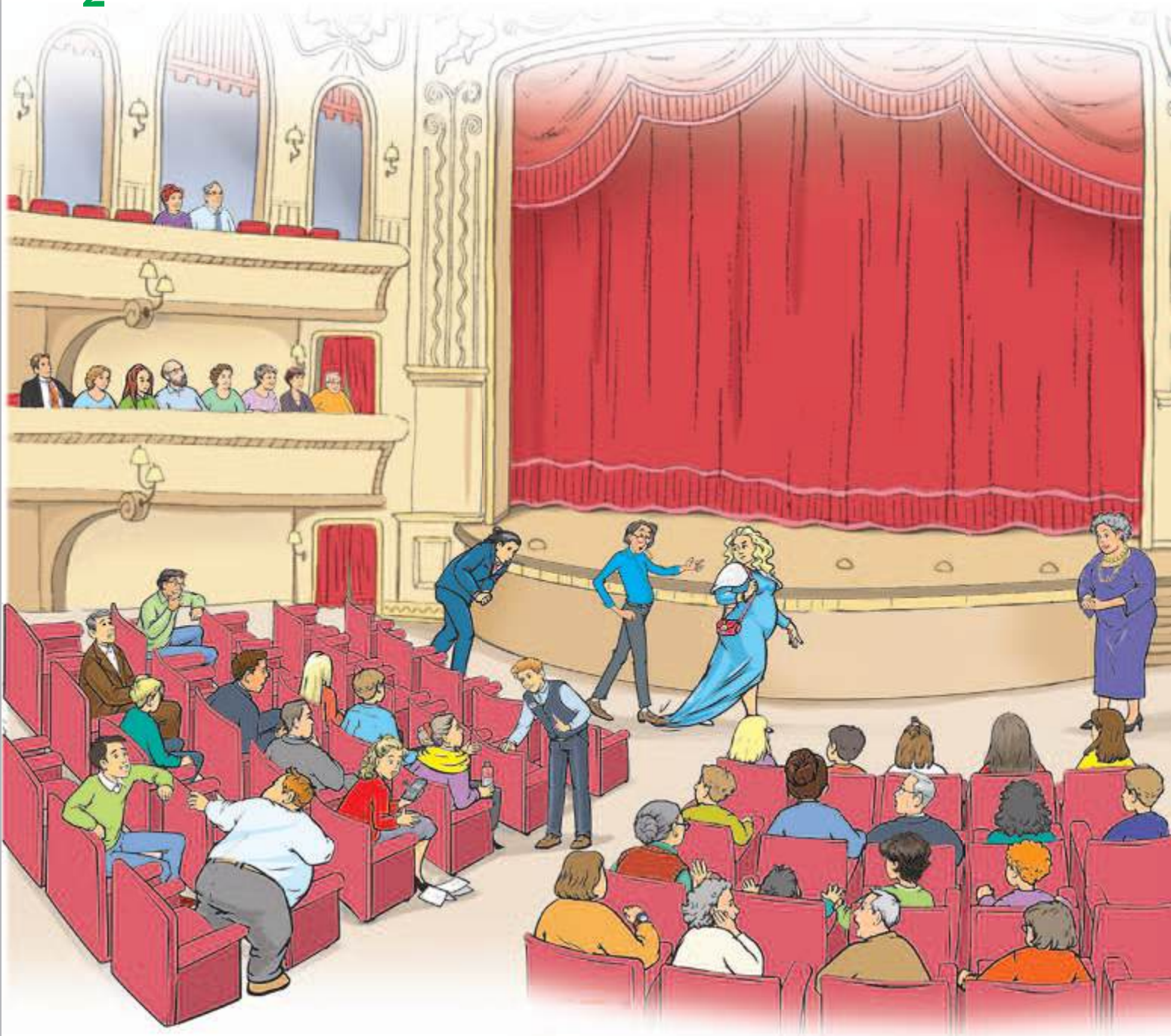
Note:
Enough – this adverb of degree is put AFTER the adjective/adverb/verb it modifies.
For example:
*This shirt isn't big **enough** for me. (with adjective)*
*Jack didn't work hard **enough**. (with adverb)*
*Ann has practised **enough** to act well. (with verb)*

1 **Choose the correct adverb.**

1 Michael *really/very* likes this comedy.
2 This film is *rather/enough* scary for children.
3 I've *almost/so* finished the task – now I'm free!
4 You look *quite/too* nice in this hat – wear it!
5 They've made an *almost/extremely* cool film!
6 The coffee is hot *enough/too* for me, thank you.
7 This popcorn is *very/too* tasty! We want more!
8 You're *so/almost* late – the film has already ended.

9 The theatre is *almost/really* full – only two seats are left.
10 They haven't prepared *rather/enough* to dance well.

2 Look at the picture and describe it. Use the adverbs of degree, as in the example.



Example: *The stage is extremely large.*

3 Make your own 8-10 sentences with different adverbs of degree.



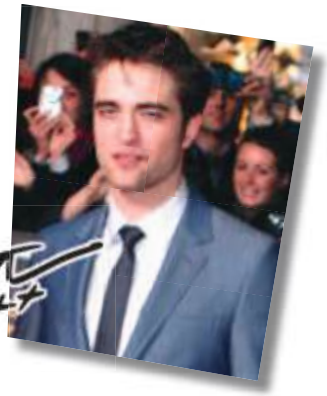
LISTENING search

AWESOME ACTORS

1 **Look at the photos of these two actors. Before listening to the audio, guess if the statements below are about Robert Pattinson or Kristen Stewart. Then listen and check your answers.**

1 ... was born in London in 1986.
2 ... was born in Los Angeles in 1990.
3 ... acted in many films, including *Panic Room*.
4 ... acted in two *Harry Potter* films and a few others.
5 ... was a presenter at the Academy Awards.
6 ... has a house in California.
7 ... composed some songs for the film *Twilight*.
8 ... has three dogs and a cat.





2 **Listen again and choose *a* or *b*.**

1 Robert Pattinson and Kristen Stewart had the leading roles in the film ... — *a) 'Twilight' b) 'Harry Potter'*
2 Robert plays the guitar and ... — *a) the piano b) sings*
3 Kristen's acting talents were noticed in an elementary school ... play. — *a) Easter b) Christmas*
4 Kristen spends her holidays in ... — *a) Austria b) Australia*
5 Robert started acting when he was ... — *a) fifteen b) twelve*
6 Robert likes darts and ... — *a) volleyball b) football*
7 Kristen played in *Panic Room* with ... — *a) Jodie Foster b) Robert Pattinson*
8 Robert played Salvador Dali in ... — *a) 'Harry Potter' b) 'Little Ashes'*

3 **Choose an actor/actress and make a short presentation about him/her.**
Include:

- where and when he/she was born
- when and how he/she started his/her acting career
- some films he/she took part in
- what other things he/she likes to do besides acting

VOCABULARY search

1 Match the types of films to their definitions.

1	a comedy	a	a film with a lot of singing and dancing in it
2	a cartoon	b	a film about people and events in the past
3	a science fiction (sci-fi) film	c	a very funny film
4	a historical film	d	a film about events in the future
5	a horror film	e	a very scary film about different monsters
6	a musical	f	an exciting film about crime
7	an action film	g	a film with a lot of exciting adventures in it
8	a thriller	h	a film made by drawing

2 a) Look at the pictures and say which film belongs to which type in task 1.

b) Give some examples of each film type that you know.

















3 a) Read the adjectives below. Sort them out into 'positive' and 'negative'. You may add any other adjectives that can be used with films.

Exciting, depressing, entertaining, fantastic, awful, romantic, tragic, scary.

b) Say what type of film you like the most/least and why. Use the adjectives above.

GRAMMAR search

TYPES OF COMPARISON

We use different **types of comparison** to compare different things/people.

Type of Comparison	*Examples*
(comparative adj.) **than**	*This actor is taller **than** that one.*
more/less *(adj.)* **than**	*Jules' dress is **more** beautiful **than** Ann's.* *Ann's dress is **less** beautiful **than** Jules'.*
the *(superlative adj.)*	*This is **the** biggest theatre I've been to!*
the most/least *(adj.)*	*'Frozen' is **the most** interesting play ever!* *'Hitch' is **the least** interesting film ever!*
like	*This theatre looks **like** a palace!*
(not) as *(adj.)* **as**	*Jim is **as** tall **as** Dave.* *Ben is **not as** sporty **as** Chris.*
rather than	*Her hair is brown **rather than** black.* *I read books **rather than** watch films.*
(not) the same as	*You look **the same as** yesterday.* *Acting is **not the same as** dancing.*
as if	*He eats **as if** he hasn't had a bite for a month.* *She was so sad **as if** it was the end of the world.*

Note: You can make comparisons in two ways with some two-syllable adjectives.

For example:

*This show is **more simple than** that one.* OR *This show is **simpler than** that one.*

*Rick is **the most polite** man I know.* OR *Rick is **the politest** man I know.*

BUT: good – **better** – **the best** bad – **worse** – **the worst**

1 **a) Complete the sentences with comparisons.**

1 Wendy acts ... a real actress.
2 Theatres are not ... cinemas.
3 Comedies are funnier ... musicals.
4 The film ended so soon ... it was a trailer.
5 *Hamlet* is ... long ... *Romeo and Juliet.*
6 This is ... horrible film I've ever watched!
7 William goes to theatres ... cinemas.
8 *Shrek* is not ... interesting ... *Frozen.*

b) Make your own 8 sentences with different types of comparison.

2 Make sentences with *(not) as + adjective + as*.

1 A clothes shop is ... a computer shop. *(interesting)*
2 Jake is ... Sue. *(not happy)*
3 University is ... school. *(not boring)*
4 The weather in April ... in June. *(bad)*
5 Joe's party is ... Mary's. *(fantastic)*
6 Nick is ... Kevin. *(brave)*
7 The cat is ... the dog. *(not fast)*
8 Peter is ... Fred. *(not tall)*
9 This car is ... Jessica's. *(big)*
10 Our song is ... theirs. *(not long)*

3 Choose the correct phrase.

1 The fish was *so tasty as / as tasty as* the meat.
2 Today his headache is *more bad / worse* than yesterday.
3 The exam wasn't *difficult as / as difficult as* I imagined.

4 Complete each sentence with the comparative or superlative form of the adjective in brackets. Include necessary changes.

1 The Mediterranean Sea is not ... the Pacific Ocean. *(large)*
2 I was disappointed as the meeting was ... than I had expected. *(interesting)*
3 The exercise in blue was easy, but the one in red is ... *(difficult)*
4 Your friend is ... than he thinks. *(intelligent)*
5 It's the ... book I've ever read. *(boring)*

5 Complete the second sentence so that it has a similar meaning to the first sentence.

1 David is a better singer than Paul. Paul is not ...
2 No student in school is noisier than I am. I am the ...
3 Documentaries aren't as funny as comedies. Comedies are ...
4 Ann's role in the play is bigger than Jay's. Jay's role isn't ...
5 This seat is as comfortable as that one. That seat is the ...
6 I have never seen such a beautiful film! It's the ...
7 Your show wasn't as bad as you think. It was ...

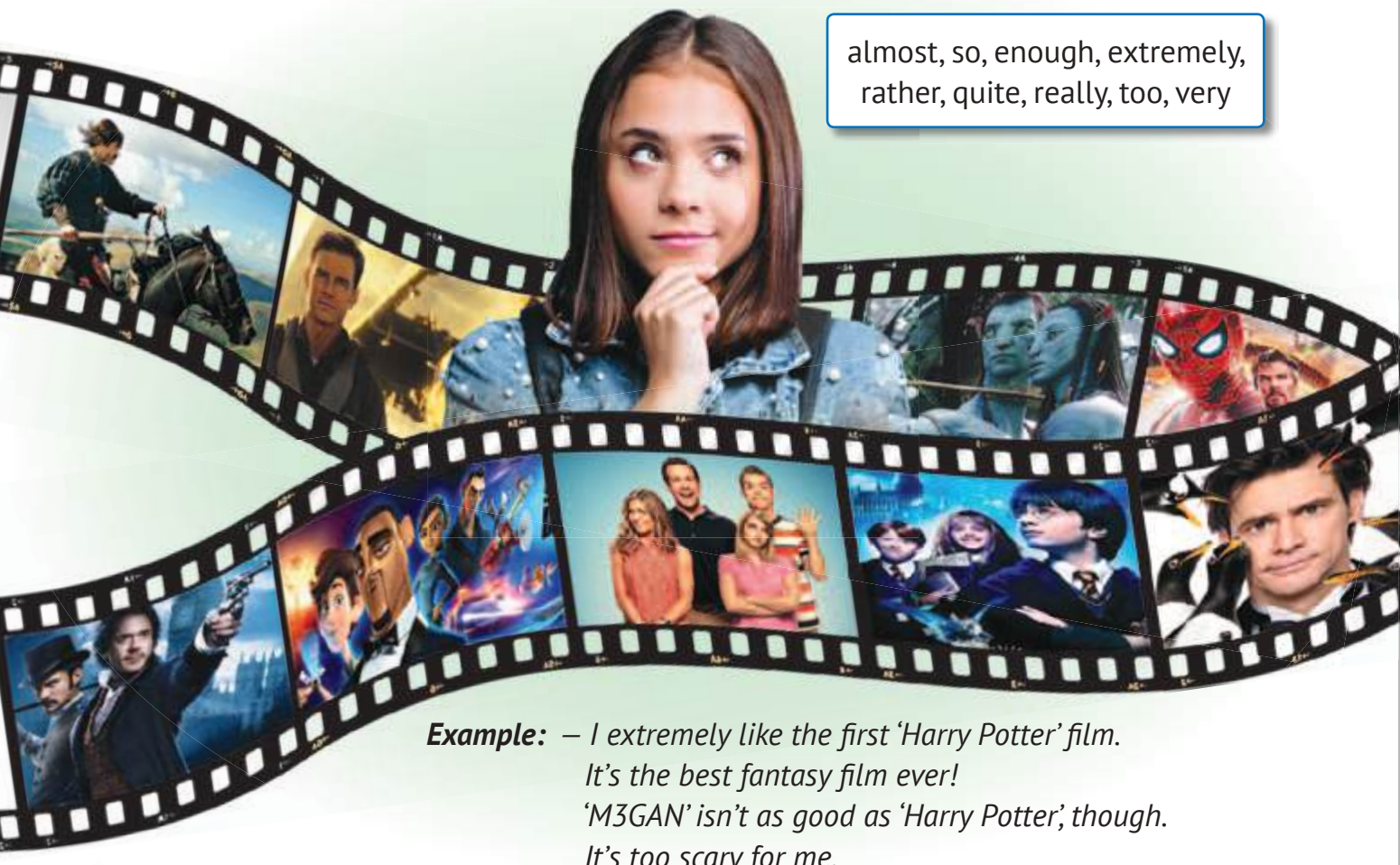
6 Correct the sentences below.

1 This actress is the goodest!
2 Edward looks as if a superstar.
3 Her concert was excitinger than his.
4 This film is scary quite than funny.
5 Our cinema is more small than theirs.
6 My acting skills aren't like good like Jane's.

SPEAKING search

1 **Think of the films you know. Say which ones you like/don't like and why. Use the words from the box and the adverbs of degree, as in the example.**

almost, so, enough, extremely, rather, quite, really, too, very



Example: *— I extremely like the first 'Harry Potter' film.*
It's the best fantasy film ever!
'M3GAN' isn't as good as 'Harry Potter', though.
It's too scary for me.

2 **a) Listen and read the dialogue.**



Dylan: Hi! It's me, Dylan.
Clare: Hi! What's up?
Dylan: Do you fancy going to the cinema tonight?
Clare: What's on?
Dylan: The new *James Bond*!
Clare: *James Bond*? Oh, come on! I don't feel like seeing *James Bond*.
Dylan: Why not? I love it! 'My name is Bond, James Bond.' I love the gadgets!
Clare: That's what you always pick. Gadgets, crime stories, cars ...



Dylan: So?
Clare: Nothing! I'd like to see a comedy or something else.
Dylan: Well, how about *Gravity* then?
Clare: Who's in it?
Dylan: Sandra Bullock and George Clooney. It starts at 7 pm.
Clare: Now that's more like it!
Dylan: Okay, I'll get the tickets and pick you up at 6:30. See you!
Clare: Great! I'll get the popcorn. Bye!

b) Act out the dialogue in pairs.

3 **a) Look at the dialogue again and find the phrases which mean the same as:**

- Would you like to go to the cinema?
- Who are the main actors in it?
- The tickets are on me.
- I want to see something else.
- I really like it.
- That sounds much better!

b) Work in pairs. Make your own dialogue like the one in task 2. Use the phrases above in a).

4 **Work in pairs.**
Read and act out the dialogue.

A: That was a wonderful performance! I liked the music, the lighting and the scenery.
B: It was fantastic! We couldn't take our eyes off the stage. The actress played wonderfully!
A: The play is really colourful. There is so much in it that is exciting.
B: I was impressed by the play itself. It's very serious. It makes you think about very important things.

Keep in Mind!

ASKING ABOUT IMPRESSIONS

- What do you think of ...?
- How do you find ...?
- How do you feel about ...?
- What would you say to ...?

EXPRESSING LIKES

- We enjoyed the play.
- It was really exciting.
- I like this film.

EXPRESSING DISLIKES

- I hate opera.
- I am not pleased with this performance.
- I don't like such films. They are boring.

GIVING RECOMMENDATIONS

We recommend ... because ...
... is worth seeing.
We think you should see ... because ...
If you see ..., you will like it because ...

WRITING search

A SHORT FILM REVIEW



1 Read the review of the film *The Matrix* from Tim Jacobs and answer the questions below.

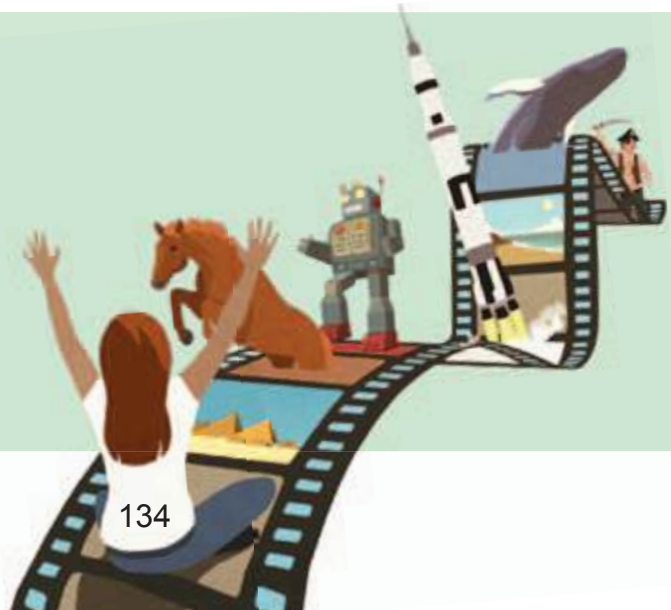
The Matrix is a science fiction film directed by Andy and Larry Wachowski. The main characters are played by Keanu Reeves, Laurence Fishburne, Carrie-Anne Moss and Joe Pantoliano.

The film is about a man, Thomas Anderson (Neo), who lives two lives. By day he is a computer programmer and by night he is a hacker. One day he meets Morpheus who tells him that a race of machines really rules the world.

The film is fantastic and very thrilling. I extremely love it because there are a lot of surprises and exciting events. The actors are really good, especially Laurence Fishburne. He is brilliant in the role of Morpheus. The special effects are amazing and the soundtrack is awesome.
Tim Jacobs

1 What film type is 'The Matrix'?
2 Who plays the leading roles?
3 Who is the director?
4 What is the film about?
5 Why does Tim like this film?

2 Write a similar short review of your favourite film. Use the scheme below.



PARAGRAPH 1
What is the film's name? What type of film is it? Who directed it? Who are the main actors in it?

PARAGRAPH 2
What is this film about? (In short.)

PARAGRAPH 3
What is this film like? (fantastic, scary, romantic, etc.) How much do you like this film? Why?

Look Back

1 **Read the statements and say which kind of films they describe. After that, give some film examples.**



This film ...

- often makes you scared.
- tells you about past events.
- is full of dancing and singing.
- makes you laugh a lot.
- is about future events.
- has crime stories in it.
- makes you excited.
- is drawn and without real people.

2 **a) Sort out the words into two columns: 'Theatre' or 'Cinema'.**

classical, a huge stage, seats, popcorn, balconies, drinks, a big screen, curtains, modern, plays, opera boxes, films, usually dark design

THEATRE	CINEMA

b) Make five sentences that describe both a theatre and a cinema, as in the example.

Example: *Both theatres and cinemas have seats inside.*

c) Say which of these two places you prefer and why.

3 **a) Complete the sentences with the words from the box.**

1 We ... and found a new theatre yesterday.
2 James Bond ... a lot of crimes in his films.
3 I think there's enough ... for 50 people here.
4 There is a wonderful ... hall in our old theatre.
5 *Jurassic Park* is an action film ... on the book.
6 The cinema looks awesome after its ... in April.
7 In this film a witch puts a ... on the main hero.
8 A lot of scary ... appear at the end of this thriller.

foes, renewal, space, spell, banquet, based, hit the road, solves

Look Back

b) Make your own sentences with the words from the box.

a con artist, an opera house, a society, subtitles, paintings, crystal, to find oneself, to take sb back

4 Choose *a* or *b*.

1	This cartoon is … funny.	*a) quite*	*b) enough*
2	They danced … slowly that I got bored.	*a) so*	*b) extremely*
3	… every ticket has been sold out.	*a) Very*	*b) Almost*
4	That stage looks … beautiful!	*a) really*	*b) enough*
5	That's … much popcorn for me.	*a) almost*	*b) too*
6	This action film is … exciting!	*a) rather*	*b) very*
7	This actor isn't tall … for that role.	*a) enough*	*b) quite*
8	This theatre is … big. There are 10,000 seats!	*a) quite*	*b) extremely*
9	The film is … difficult to watch.	*a) rather*	*b) almost*
10	That tragedy was … depressing for us.	*a) almost*	*b) too*

5 Choose the correct type of comparison.

1 'Zootopia' isn't longer *like/than* 'Ice Age'.
2 This theatre looks *as if/the same as* ten years ago.
3 Jenna Ortega is an actress *rather than/more* a singer.
4 Ann was so depressed *as if/rather than* that thriller was real.
5 Rick is only twelve but he already acts *as if/like* a real superstar.
6 This film is *less/more* entertaining than that one. It's quite boring.
7 I think Marsai Martin isn't *that/as* famous as Regina Hall.
8 '20 Days in Mariupol' is the *most powerful/powerfullest* documentary I've ever seen!



6 a) Read the text and guess the missing words. Then listen to Tony and check your answers.

ONE OF THE BEST FILMS EVER

Mr. Popper's Penguins is one of the … family comedies I've ever seen! Jim Carrey plays the main role of Tom Popper. One day he gets a … big box with



a live penguin inside from his dad. ... that isn't funny ..., he gets five more of them a few days later! At first, Tom is mad ... happy. He has to take care of them but he is ... busy with his work, and penguins are not ... dogs or cats. However, after a while, he starts liking them. What's even ... wonderful is that they make a ... warm atmosphere in his home and help him unite with his wife and kids. This film with Jim Carrey may not be ... funny ... his *Bruce Almighty* comedy, but it's still cool. I recommend it to everyone who enjoys watching something ... entertaining ... scary.



b) Tell the class about your favourite film.
Use Tony's text as an example and show a picture of the film, too.

7 Do your project. FAMOUS CINEMAS

1 Work in groups of three. Surf the Net and find three famous cinemas in three different countries.
2 Talk about:
- their names and locations
- when they were opened
- their designs and equipment
- what they are famous for

3 Make a slide show and present it to the class.

Self-Check

Vocabulary

Score: ☐ / 6

1 Complete the sentences with the words from the box.

balconies, lights, musical, screen, action films, depressing

1 Those … make the stage look so amazing!
2 Jade hates tragedies because they are quite …
3 This new theatre has really long …
4 *Wicked* is a great American …
5 There's a huge … in this cinema.
6 Bryan loves … like *Avatar*.

Grammar

Score: ☐ / 6

2 Choose *a*, *b* or *c*.

1 Poor Kelly! She looked … bored after the film. *a) almost b) extremely c) just*
2 This cinema is big … for 30 people. *a) very b) too c) enough*
3 I … like the new theatre. *a) so b) quite c) almost*
4 A theatre is not … a cinema. *a) less b) the same as c) more*
5 *The Skeleton Key* is … a horror film than a thriller. *a) as b) like c) rather*
6 Ed watches so many films … there's nothing else to do. *a) as if b) more c) rather than*

Communication

Score: ☐ / 6

3 Complete the dialogue with the sentences a-f.

A: Would you like to go to the theatre?
B: …
A: Well, there's *Romeo and Juliet*.
B: …
A: Why not? It's so romantic.
B: …
A: Well, how about *Charlie and the Chocolate Factory*?
B: …
A: Not just a comedy, a musical!
B: …
A: Good. Let's get the tickets.
B: …

a What is it? A comedy?
b Fine.
c There's more tragedy than romance in it.
d That sounds much better!
e Sounds nice. What plays are on?
f No!

TOTAL SCORE: ☐ / 18

NOW I CAN

- ☐ identify types of films
- ☐ describe a theatre/cinema
- ☐ use adverbs of degree
- ☐ express my opinion about a film/play
- ☐ make a presentation of a theatre/an actor
- ☐ suggest going to the theatre/cinema
- ☐ use different types of comparison
- ☐ do a project about cinemas/a film
- ☐ write a short film review

UNIT 8

WHAT IS THERE TO SEE AND TO DO?

Lead-in:

- Have you ever visited any English-speaking country?
- What capital cities have you been to?
- What did you see and do there?



WHAT'S IN THIS UNIT?

LANGUAGE

- English-speaking countries
- capital cities
- famous landmarks
- tourist attractions
- determiners
- conjunctions

SKILLS

- describing places of interest
- talking about trips and sightseeing
- understanding information for tourists
- suggesting visiting a tourist attraction
- writing a blog about a capital city
- making a leaflet for tourists
- making and doing quizzes about capitals



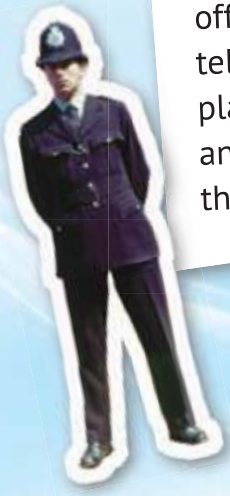
INTERESTING...

The term 'Great Britain' is often confused with the term the 'United Kingdom of Great Britain and Northern Ireland' (the UK for short). Great Britain usually refers to a large island divided into England, Scotland and Wales, whereas the UK is the official name of the country.



The main symbols that come to our mind when we hear the words 'Great Britain' or 'London' (the capital city of the UK and England) are *the River Thames, Big Ben, Westminster Abbey, the Houses of Parliament, Buckingham Palace,* the Royal Family, high tea (drinking tea in the late afternoon), bobbies (nicknames for police officers), double-deckers and red telephone boxes. However, these places and things describe England, and the UK is so much more than that.









WORDS FOR YOU

Belfast ['belfɑ:st]
bobby ['bɒbi]
Cardiff ['kɑ:dɪf]
coastline ['kəʊstlaɪn]
double-decker [ˌdʌbl 'dekə(r)]
Edinburgh ['edɪnbrə]
Glasgow ['glɑ:zgəʊ]
golf course ['gɒlf kɔ:s]
high tea [ˌhaɪ 'ti:]
Scots [skɒts]
rugged ['rʌgɪd]
to confuse [kən'fju:z]
● **to be famous for**

1 **Check the meanings of the words from the *Words for You* box in the Vocabulary List.**

2 **a) Have a discussion in groups of 3-4. Think of how much you know about the United Kingdom.**

- How many countries are there?
- What are their capitals?
- What languages do they speak?
- What famous places are there?

b) Listen to the podcasts and check your answers.

MUSIC CHAT MORE

Kids Online

I SEARCH search



Let's not forget that the UK includes more than one country. Besides England in the south, there is Scotland in the north – a proud country where people speak mostly English and Scots. (By the way, Scottish people really hate it when foreigners mix them up with the English.) Its capital is Edinburgh, but the largest city is Glasgow. The main places of interest in Edinburgh are *the Scottish Parliament, the Scott Monument, the Royal Botanic Garden, Calton Hill* and *Arthur's Seat*.











3 Read the text (pp. 140-142), then say if the statements below are true or false.

1 Great Britain is often confused with the United Kingdom of Great Britain and Northern Ireland.
2 Most of the things and places connected with the UK are actually about England.
3 Scottish people never mind when others call them English.
4 Some of the famous places in Edinburgh are *Dunluce Castle, the Senedd* and *the Peace Bridge*.
5 The world's best golf courses and the *Game of Thrones* territories are in Northern Ireland.









Northern Ireland is another part of the UK situated in the north-east of Ireland. Its main languages are English and Irish. This country is famous for its beautiful nature, the world's best golf courses, the *Game of Thrones* territories and, of course, its capital — city Belfast. The best places to see and visit in Northern Ireland include *Dunluce* and *Belfast Castles, the Dark Hedges, the Giant's Causeway, Titanic Belfast, Belfast City Hall, the Ulster Folk Museum* and *the Peace Bridge*.



Wales is a country located on the west side of Great Britain. People there speak Welsh and English. Friendly behaviour, wet weather, rugged coastline, the biggest number of castles and many mountain parks — these are the things that best describe Wales. For a long time, Wales had no capital city, but in 1955 the city of Cardiff was chosen for this role. Besides *Cardiff Castle*, other famous Welsh places include: *Llandaff Cathedral, the Millennium, Castell Coch, Cardiff Bay, the Senedd, Forest Farm Country Park* and many others.



6 Northern Ireland is a country in the north of Great Britain and its language is English.
7 There are more castles in Wales than in any other country in the world.
8 Cardiff has always been the capital city of Wales.

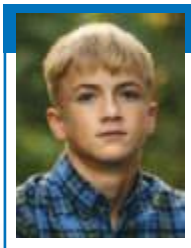
4 Read the comments (p. 143) and sort out the landmarks into four groups: the USA, Ukraine, India and Botswana. You may also add any other landmarks that you know from these countries.

Christ the King Cathedral
Raj Ghat
St Sophia Cathedral
the Kennedy Center
the White House
the Lotus Temple



DINEO, 12, Botswana

Gaborone, the capital of Botswana and my home, is a great place to visit if you want to learn about southern Africa! To start with, there's *Christ the King Cathedral, the Three Chiefs Monument, Kgale Hill* and *the Gaborone Dam*.



DMYTRO, 13, Ukraine

Kyiv, the capital of my country, is a fantastic place to visit! There's so much to see and to do! For example, *the Golden Gate, St Sophia Cathedral, Khreshchatyk, the One Street Museum* ... In fact, if I go on with the list, there will be no space left for any other comments!





RICKY, 12, USA

Well, in my capital city, Washington, DC, there are also lots of things to visit: *the White House, the National Mall, the Kennedy Center, Georgetown Park* and that's just the beginning of the list.



TEJ, 13, India

My capital, New Delhi, has a lot of interesting places to offer, too. *The Red Fort, the Lotus Temple, Raj Ghat* and many others ...

Khreshchatyk
Kgale Hill
the Golden Gate
Georgetown Park
the Three Chiefs Monument
the Red Fort
the One Street Museum
the Gaborone Dam
the National Mall

5 Choose a capital city of any English-speaking country and write a blog about it. Include:

- its location
- a few interesting facts about its people and culture
- a list of its most famous landmarks

VOCABULARY search

1 **Match the countries to the names of the capitals.**

1	the UK	a	Kingston
2	Ireland	b	Suva
3	the USA	c	Wellington
4	Canada	d	Dublin
5	Australia	e	London
6	New Zealand	f	Ottawa
7	Jamaica	g	Washington, DC
8	Fiji	h	Canberra

2 **a) Look at the photos below. Name the capital city each landmark belongs to.**



Rideau Hall



the Lincoln Memorial



Ratu Sukuna Park



the Gherkin



Trinity College



the National Carillon

b) Name any other landmarks that you know that are located in the capital cities from task 1.



the Bob Marley Museum



the Wrights Hill Fortress

3 **Work in pairs. Interview your partner about travelling. Make notes and then tell the class about him/her. Ask:**

- Have you ever been abroad?
- What countries and capitals have you been to?
- What countries and capitals do you want to visit?
- What do you want to see and to do there?

READING search

1 **Read the information for tourists and guess the meanings of the words from the *Words for You* box (p. 146).**

AROUND THE WORLD



Tower Bridge is one of the most famous bridges in London. It has two towers and glass floors. It opens for big ships to pass.



Visit a theatre which is also an arts centre – the **Sydney Opera House**. It is one of the most famous buildings in the world and a place where different plays and concerts are held.



Take a ride on the **London Eye**. It is a giant Ferris wheel. You can see the River Thames, Buckingham Palace and the Houses of Parliament.



The **White House** is the official residence and workplace of the US president. It has been used as such since 1800 when Washington became the capital of the USA.



The famous tower in the state of Washington is the **Space Needle**. It is also one of the symbols of Seattle opened in 1962.



Parliament Hill is not just a parliament building in Ottawa. It is an architecture complex which is visited by about 3 million tourists every year.



The Response is a national war memorial located in Ottawa. It is dedicated to all the Canadians who took part in the World Wars.



If you want to spend time in nature then the **Royal Botanic Garden Sydney** is the perfect place! It was created in 1816 and now there are over 27,000 different plants there!

WORDS FOR YOU

architecture complex [ˌɑːkɪtektʃə 'kɒmpleks]
Ferris wheel ['ferɪs wiːl]
memorial [mə'mɔːriəl]
residence ['rezɪdəns]
workplace ['wɜːkpleɪs]
● **to be dedicated** ['dedɪkeɪtɪd]

2 **Complete the sentences with the words from the *Words for You* box.**

1 That palace is now an …
2 There is a huge … in our park.
3 Our … reminds us about our heroes.
4 A … is a place where someone lives.
5 That building is a … of our president.
6 This statue is … to William Shakespeare.

3 **a) Read the texts again and match.**

1	Tower Bridge	☐ the Royal Botanic Garden
2	the London Eye	☐ an architecture complex
3	the White House	☐ a national war memorial
4	the Space Needle	☐ a bridge
5	the Sydney Opera House	☐ a Ferris wheel
6	the RBG in Sydney	☐ a tower
7	'The Response'	☐ a residence and a workplace
8	Parliament Hill	☐ an arts centre

b) Answer the questions below.

1 What does *Tower Bridge* have?
2 What can you see from *the London Eye*?
3 When did *the White House* become the president's workplace/residence?
4 What is the symbol of Seattle?
5 What is *the Sydney Opera House* used for?
6 What is there in *the Royal Botanic Garden*?
7 To whom is '*The Response*' dedicated?
8 How many tourists visit *Parliament Hill* every year?

4 **Surf the Net and say what famous landmarks there are in Kyiv. Say what they look like and what they are used for.**

GRAMMAR search

DETERMINERS

Determiners are words put before nouns.
They are used to clarify what a noun refers to.

Types	*Examples*
Articles: *a/an, the, no article*	***The*** *museum I visited is in this area.* ***A*** *red bus arrived here at 10 am.* *Big bags aren't allowed on the plane.*
Demonstratives: *this, that, these, those*	***This*** *theatre is amazing!* ***Those*** *castles were built in 1788.*
Possessives: *my, your, his, her, our, their, x's*	***My*** *passport is on the table.* ***Anita's*** *suitcase is here.*
Pronouns: *other(s), another, the other(s)*	*You need* ***other*** *clothes. I don't need this hat. I have* ***others****.* *There is* ***another*** *excursion. Where is* ***the other*** *entrance?* *Tim visited two cities. I went to* ***the others****.*

1 **Choose the correct determiner.**

1 I need *a/another* bag because mine is full.
2 Ira hasn't been to the UK. It's *her/the* dream.
3 There are some __ */the* good tourist attractions in Kyiv.
4 Tell *their/the* others that everything starts at 3 pm.
5 Wendy and Ed visited *this/those* pyramids yesterday.
6 This museum is closed. There is *another/other* one nearby.
7 Are there any *other/others* questions?
8 The oceans of *the/__* world are fascinating!

2 **Complete the sentences with the correct determiners.**

1 ... art gallery is in the same street.
2 This car is broken. We need ... one.
3 Don't tell ... that I've lost the tickets.
4 Andy has a visa. ... visa is for the UK.
5 ... group of tourists went to the castle.
6 We should hurry up. ... flight is at 8 am.
7 Some attractions are better than ...
8 He cannot find ... ticket anywhere.

3 **Make your own six sentences with different types of determiners.**

LISTENING search

1 **Check the meanings of the words from the *Words for You* box in the Vocabulary List.**

2 **Look at the photos below and answer the questions.**

- Do you know these places and landmarks? What are they?
- Have you ever seen or visited them? When?
- Would you like to visit them (again)?

WORDS FOR YOU

monument ['mɒnjumənt]
motherland ['mʌðəlænd]
square [skweə(r)]
open-air [ˌəʊpən 'eə(r)]
● **to find out**


1


2


3


4


5


6


7


8


9

3 a) Listen to the dialogue between Bob and Anita and correct the sentences below.

1 Bob and Anita are in Kharkiv.
2 Anita wants to visit some museums.
3 *Saint Sophia Cathedral* is over two thousand years old.
4 Bob really likes visiting castles.
5 Bob and Anita are not interested in taking any photos of Kyiv.
6 Anita mentions *Independence Square*.
7 Parks are the perfect place for Bob and Anita to spend some time outside.
8 Anita agrees to go to *the Pyrohovo Open-Air Museum* with Bob because she likes history.



b) Listen to the dialogue again and answer the questions below.

1 What is the first place that Bob mentions in the talk?
2 What castles does Bob suggest visiting?
3 What statues and monuments would Bob and Anita like to see?
4 Why does Anita mention the botanic garden?
5 Which museum does Bob want to visit?
6 Why does Anita agree to go to that museum with Bob?



4 Surf the Net for photos of some other places of interest in Kyiv. Show them to the class and say:

- what they look like
- when they were built/opened
- what is special about them

VOCABULARY search

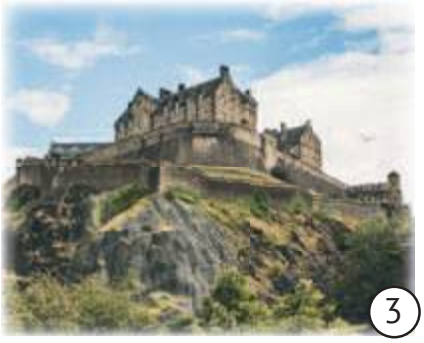
1 **Find the words that are not connected to landmarks.**

statues, tourists, tickets, gates, tours, towers, opera houses, excursions, pyramids, tour guides, attractions, cathedrals, GPS, castles, bridges, maps

2 **a) Name the landmarks in the photos below.**













b) Say which landmarks above you have visited and when.

3 **Complete the sentences with the words from the box.**

attractions, excursions, tour, map, tour guide, tickets, luggage, visa

1 Don't forget your plane …, dear.
2 Three suitcases — that's too much …!
3 You don't need a …, just your passport.
4 Jane prefers GPS to a … when she travels.
5 Let's listen to what the … tells us about this opera house.
6 Ed went on a 2-week … around Canada.
7 … help me learn more about different places.
8 There are so many tourist … in this huge city!

4 **Imagine you are going on a trip to London. Make a list of things you would pack and a list of places you would like to visit. Share your lists with the class.**

GRAMMAR search

CONJUNCTIONS

Conjunctions are parts of speech that connect words, phrases, clauses or sentences.

Most common conjunctions	*Examples*
and	*Dave **and** Amanda are in Dublin.*
both … and	***Both** Sue **and** Adam have been to Sydney.*
but	*I enjoyed the tour **but** it was very long.*
or	*We can go to the museum **or** the art gallery.*
either … or …	*You can travel **either** by car **or** by bus, it'll be OK.*
neither … nor …	*I visited **neither** Edinburgh **nor** Glasgow.*
if	*They will stop the excursion **if** it rains.*
even if	*Bill won't stop **even if** you ask him.*
so	*The tour guide speaks English, **so** don't worry.*
after	*Ed went to the square **after** visiting the palace.*
because	*We don't want any trips **because** we're tired.*
before	*Jane saw the statue **before** entering the park.*

1 **Match the halves to make sentences.**

1 We will visit either the botanic garden …
2 You will see the rugged coastline, …
3 Everyone wants to see the Space Needle …
4 I would like to visit Australia one day …
5 Both Lviv …
6 There will be an excursion …

☐ if there is enough of us.
☐ and Odesa are great places to visit!
☐ but it is so far away!
☐ because it's famous for its design.
☐ and the view will be amazing!
☐ or the park.

2 **Complete the sentences with appropriate conjunctions.**

1 You look tired, … let's have a break.
2 They will let you in … you are a bit late.
3 We got the tickets … entering the palace.
4 … Paul … Sam have never been to Washington.
5 Claire went to the cafe … the excursion ended.
6 The tour guide will arrive in 10 … 15 minutes.

3 **Make your own six sentences with different conjunctions.**

SPEAKING search



1 **In groups of 3-4, discuss the following questions.**

- What do you think about travelling?
- Is travelling useful or fun? Why?
- What countries have you visited?

2 **Work in pairs. Interview your partner about travelling. Make notes, then tell the class about him/her. Ask:**



- Do you like travelling? Why?
- What places in Ukraine have you visited?
- What did you like/dislike about them?
- What countries have you visited?
- What did you like/dislike about them?
- Where will you go this summer?
- What will you see/visit there?

3 **Do your project.**

PLACES OF INTEREST

1 Work in groups of three. One of you chooses a famous place of interest in England, the others — one in the USA and one in Australia respectively[1].

2 Prepare a digital photo show and get ready to describe the place. Use the plan below.

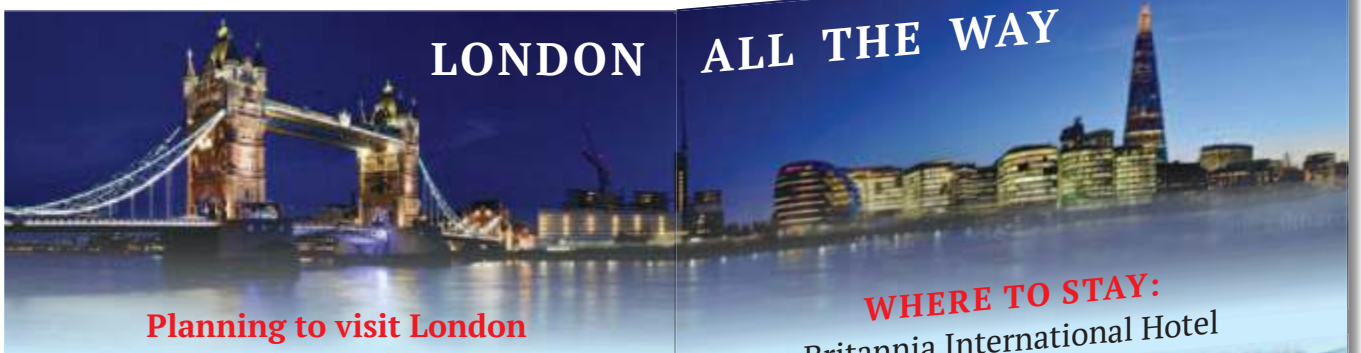
- where they are
- what they look like
- who built them
- when they were built
- why they were built
- why they are interesting
- why you have chosen them

[1]respectively [rɪ'spektɪvli] — відповідно



WRITING search

1 **Read the leaflet and answer the questions on p. 154 below.**



LONDON ALL THE WAY

Planning to visit London but no idea where to go?

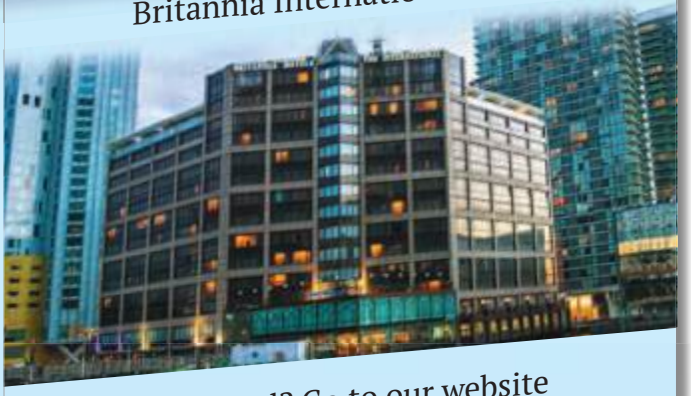
Then our *LONDON TOUR* is just for you!

Visit the most beautiful places with us and take fantastic pictures of the most famous landmarks! Our tour includes excursions, so you can also explore the city's history and culture.

On the other hand, if you would like to take a break, you can have our *Hop On-Hop Off* tour on a double-decker.

We will show you the best places to eat and you can have high tea, too!

WHERE TO STAY:
Britannia International Hotel



Interested? Go to our website www.aroundthecityoflondon.com and we will tell you more!





- What is this leaflet about?
- What is there to see and to do in London?
- What is included in the tour?
- Would you like to go on this tour? Why?

2 Choose a capital city of an English-speaking country or Kyiv, Ukraine and make your own leaflet about it for tourists. You may use the leaflet in task 1 as an example. Include:

- a hotel
- a list of attractions
- fun things to do
- a list of cafes
- a short description of the tour
- an imaginary website

Look Back

1 **Name the countries and their capital cities according to their flags.**



2 **a) Sort out the words into two groups.**

LANDMARKS	TRAVELLING

museum, monument, ticket, castle, GPS, bridge, tour guide, cathedral, map, excursion, visa

b) Complete the sentences with the correct form of the words above.

1 I am sure the … speaks English.
2 There are so many … on this trip!
3 John would like to go to the Art …
4 You need a … to travel to this country.
5 Kelly visited Palanok … in Ukraine.
6 There are different statues and … in Kyiv.
7 We never use a … because we prefer …
8 St Sophia … is a wonderful place to visit.
9 Let's take a few amazing photos of Tower …
10 I have my passport and the … with me — I'm ready!

3 **Choose the correct word.**

1 Wales has a beautiful rugged *land/coastline*.
2 'The Response' is a national war *memorial/palace*.

3 Khreshchatyk is a famous *street/square* in Kyiv.
4 *Glasgow/Edinburgh* is the biggest city in Scotland.
5 This building is a *residence/workplace* of our parliament.
6 Buckingham Palace is *popular/famous* for its history.
7 There is a fantastic architecture *complex/group* in this city.
8 The London Eye is a huge Ferris *wheel/attraction* in London.

4 Choose the correct determiner.

1 *Those/That* memorials are so amazing!
2 My suitcase is full. I need *other/another* one.
3 *A/The* tickets you are holding are mine, not yours.
4 My cousins live in Belfast — it's *their/our* home town.
5 I told Ed about the trip. Tell *the others/others* about it.
6 We've already been to this city. Let's go to *this/that* one.

5 Complete the sentences with appropriate conjunctions.

1 We can go … to the gallery … to the museum.
2 We will go on with the tour … the weather gets bad.
3 … Charles … Rosita have been to Sydney three times.
4 They went to Washington by plane … it is far away.
5 The excursion was cancelled, … we went for a walk in the park.
6 … the theatre … the cinema are a good idea. I want to stay outside.

6 a) Listen to the dialogue between Kim and Ron and choose *a* or *b*.

1 Ron wants to …
a) visit Madame Tussaud's London *b) take a ride on the London Eye*
2 The London Eye is also called the …
a) Ferris Wheel *b) Millennium Wheel*





3 The London Eye is between …
a) Waterloo and Westminster Bridges *b) Big Ben and the Houses of Parliament*
4 The space-age capsule holds … *a) 24 people* *b) 25 people*
5 On a clear day you can see as far as … *a) 40 km* *b) 50 km*
6 Madame Tussaud's is a … *a) wax museum* *b) history museum*
7 Madame Tussaud's was opened … *a) over 200 years ago* *b) 200 years ago*
8 At this museum you can learn about … *a) famous people* *b) world history*
9 At Madame Tussaud's you can take a ride in a black …
a) double-decker *b) London taxi*
10 Kim thinks this ride is … *a) exciting* *b) useful*

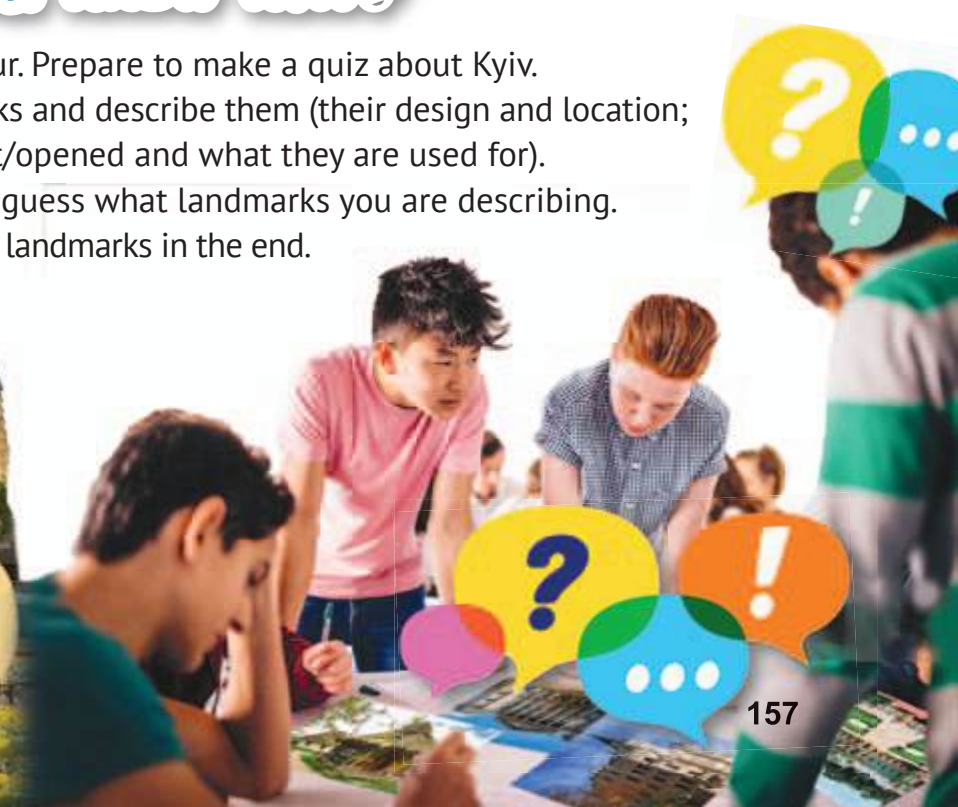
b) Listen again to check your answers.

c) Tell the class where you would like to go in London and why.

7 Do your project. DO YOU KNOW KYIV?

1 Work in groups of four. Prepare to make a quiz about Kyiv.
2 Choose four landmarks and describe them (their design and location; when they were built/opened and what they are used for).
3 Let the other groups guess what landmarks you are describing.
4 Show photos of those landmarks in the end.





Self-Check

Vocabulary

1 **Choose *a* or *b*.** Score: ☐ / 6

1 Northern Ireland has the best golf … ever! *a) grounds b) courses*
2 People often … England with the UK. *a) confuse b) dedicate*
3 The White House is the president's workplace and … *a) building b) residence*
4 We want to have a walk in Trafalgar … in London. *a) Square b) Land*
5 The capital city of Fiji is … *a) Wellington b) Suva*
6 Llandaff … is located in Cardiff, Wales. *a) Cathedral b) Memorial*

Grammar

Score: ☐ / 6

2 **Match.**

1 Both Michael … a … because my family lives there.
2 Neither Susan … b … even if it rains.
3 Edinburgh … c … and Tess are excited about this trip.
4 We will walk there … d … before packing her things.
5 I want to visit Botswana … e … and Glasgow are in Scotland.
6 Sam always makes a list … f … nor Ben want to go to Ottawa.

Communication

Score: ☐ / 12

3 **Match the questions to the answers.**

1 What can we do in Kyiv? a It didn't have a capital city for a long time.
2 What is Madame Tussaud's? b The Dark Hedges and the Giant's Causeway.
3 What is there to see in London? c Well, we can visit some theatres there.
4 What do I need to take with me? d It is a very famous wax museum.
5 What is interesting about Wales? e The London Eye, Trafalgar Square, Big Ben …
6 What places would you like to visit? f Your passport, of course!

TOTAL SCORE: ☐ / 24

NOW I CAN

- ☐ identify famous landmarks
- ☐ describe a place of interest
- ☐ use different determiners
- ☐ use different conjunctions
- ☐ talk about sightseeing
- ☐ understand texts of tourist ads
- ☐ suggest visiting a tourist attraction
- ☐ write a blog about a capital city
- ☐ make a leaflet for tourists
- ☐ make a quiz about a capital

VOCABULARY LIST

UNIT 1

ad [æd] рекламне оголошення
analyse ['ænəlaɪz] аналізувати
anniversary [ˌænɪ'vɜːsəri] річниця
art lover [ˌɑːt 'lʌvə(r)] поціновувач(-ка) мистецтва
artwork ['ɑːtwɜːk] твори мистецтва
assembly hall [ə'sembli hɔːl] актовий зал
band [bænd] гурт
be fond of sb/smth захоплюватися кимось/чимось
be mad about sb/smth шалено любити когось/щось
be stuck in smth не покидати певне місце
besides [bɪ'saɪdz] крім, окрім
bookworm ['bʊkwɜːm] завзятий(-а) читач(-ка)
chatterbox ['tʃætəbɒks] базікало
choir ['kwaɪə(r)] хор
collect [kə'lekt] збирати, колекціонувати
combine [kəm'baɪn] поєднувати
computer geek [kəm'pjuːtə giːk] одержимий(-а) комп'ютерами
dedicate ['dedɪkeɪt] присвячувати
develop [dɪ'veləp] розвивати(ся), удосконалювати(ся)
display [dɪ'spleɪ] демонстрація; виставляти, показувати
drama queen ['drɑːmə kwiːn] людина, яка перебільшено реагує на незначну проблему
dynamo ['daɪnəməʊ] дуже енергійна, жвава людина
editor ['edɪtə(r)] редактор(-ка)
else [els] ще
event [ɪ'vent] подія, захід
except [ɪk'sept] за винятком, крім
exhibition [ˌeksɪ'bɪʃn] виставка
experiment [ɪk'sperɪmənt] експеримент
expressive [ɪk'spresɪv] емоційний
extracurricular [ˌekstrəkə'rɪkjələ(r)] позакласний
fit in [fɪt ɪn] уписуватися (переносне значення)
found [faʊnd] засновувати
gather ['gæðə(r)] збиратися
graduate ['grædʒuət] випускник(-ця)
graduate ['grædʒueɪt] отримувати диплом
graduation [ˌgrædʒu'eɪʃn] випускний
guys [gaɪz] група людей, звертання до такої групи
have smth in common мати щось спільне
have smth in mind мати щось на думці
hold [həʊld] організовувати, улаштовувати
importance [ɪm'pɔːtns] важливість
journalist ['dʒɜːnəlɪst] журналіст(-ка)
knowledge ['nɒlɪdʒ] знання
lab [læb] лабораторія
model ['mɒdl] створювати модель чого-небудь
music addict ['mjuːzɪk ædɪkt] меломан(-ка)
novel ['nɒvl] роман
passion ['pæʃn] пристрасть
perform [pə'fɔːm] виконувати, грати

VOCABULARY LIST

performance [pə'fɔ:məns] виконання, виступ на сцені
prepare [prɪ'peə(r)] готувати(ся)
prom [prɒm] випускний бал
puppet show ['pʌpɪt ʃəʊ] ляльковий театр
reason ['ri:zn] причина, привід
science geek ['saɪəns gi:k] одержимий(-а) наукою
sign up [saɪn ʌp] записуватися
speech [spi:tʃ] промова
  make a speech виголошувати промову
spirit ['spɪrɪt] дух
studies ['stʌdiz] навчання
theory ['θɪəri] теорія
tiring ['taɪərɪŋ] стомливий
underline [ˌʌndə'laɪn] підкреслювати
vary ['veəri] різнитися

UNIT 2

air [eə(r)] провітрювати
appliance [ə'plaɪəns] прилад
attentive [ə'tentɪv] уважний
attitude ['ætɪtju:d] ставлення
bath [bɑ:θ] купати
carry out ['kæri aʊt] виконувати
chore [tʃɔ:(r)] домашня робота
confused [kən'fju:zd] збентежений
decorate ['dekəreɪt] прикрашати
deliver [dɪ'lɪvə(r)] доставляти
dishwasher ['dɪʃwɒʃə(r)] посудомийна машина
divorced [dɪ'vɔ:st] розлучений
DIY [ˌdi: aɪ 'waɪ] «зроби сам»
  do repairs робити ремонт
  do the chores займатися домашніми справами
  do the cooking готувати їжу
  do the dishes мити посуд
  do the gardening поратися в саду
  do the hoovering пилососити
  do the ironing прасувати
  do the shopping робити покупки
  do the washing прати
  do the washing-up мити посуд
  dry the dishes витирати посуд
duty ['dju:ti] обов'язок
earn [ɜ:n] заробляти
electric saw [ɪˌlektrɪk 'sɔ:] електропила
electrical [ɪ'lektrɪkl] електричний
  feed a pet годувати улюбленця
fix [fɪks] ремонтувати
frying pan ['fraɪŋ pæn] сковорідка
gadget ['gædʒɪt] гаджет
garbage ['gɑ:bɪdʒ] сміття
  take out the garbage виносити сміття
  get on well with sb добре ладнати з кимось
go off [gəʊ ɒf] вимикатися
hairdryer ['heədraɪə(r)] фен
help out [help aʊt] допомагати, виручати
hoover ['hu:və(r)] пилососити
household ['haʊshəʊld] домочадці; ведення домашнього побуту
improvement [ɪm'pru:vmənt] поліпшення
iron ['aɪən] прасувати
kettle ['ketl] чайник

lay the table накривати на стіл
load [ləʊd] завантажувати
look up [lʊk ʌp] дивитися у словнику
make money заробляти гроші
make the bed застеляти ліжко
microwave oven ['maɪkrəweɪv ʌvn] мікрохвильова піч
mop the floor мити підлогу
notice ['nəʊtɪs] зауважувати
podcast ['pɒdkɑ:st] подкаст
pot [pɒt] каструля
pour [pɔ:(r)] лити(ся)
radio ['reɪdiəʊ] радіо
robot ['rəʊbɒt] робот
rubbish ['rʌbɪʃ] сміття
save [seɪv] заощаджувати
serve [sɜ:v] подавати на стіл
share [ʃeə(r)] ділити(ся)
split [splɪt] ділити
sweep the floor замітати підлогу
switch off [swɪtʃ ɒf] вимикати
switch on [swɪtʃ ɒn] умикати
tablecloth ['teɪblklɒθ] скатертина
teapot ['ti:pɒt] чайник для заварювання
tidy up ['taɪdi ʌp] прибирати
toaster ['təʊstə(r)] тостер
turn off [tɜ:n ɒf] вимикати
turn on [tɜ:n ɒn] умикати
upset [ˌʌp'set] засмучений
vacuum cleaner ['vækju:m kli:nə(r)] пилосос
walk a dog вигулювати собаку
warm up [wɔ:m ʌp] підігрівати
washing machine ['wɒʃɪŋ məʃi:n] пральна машина
water the plants поливати вазони
wood [wʊd] дерево (матеріал)

UNIT 3

apron ['eɪprən] фартух
artist ['ɑ:tɪst] художник(-ця); митець, мисткиня
Asian ['eɪʒn] азієць, азійка; азійський
Bangladesh [ˌbæŋglə'deʃ] Бангладеш
bar [bɑ:(r)] плитка, батончик
battery ['bætri] батарея, акумулятор
behaviour [bɪ'heɪvjə(r)] поведінка
biscuit ['bɪskɪt] печиво
bitter ['bɪtə(r)] гіркий
blend [blend] змішувати блендером
blender ['blendə(r)] блендер
boil [bɔɪl] кип'ятити(ся), кипіти
bone [bəʊn] кістка
broccoli ['brɒkəli] броколі
canvas ['kænvəs] полотно
carve [kɑ:v] вирізати
chef [ʃef] шеф-кухар, шеф-кухарка
childhood ['tʃaɪldhʊd] дитинство
chop [tʃɒp] нарізати, подрібнювати
chopping board ['tʃɒpɪŋ bɔ:d] дошка для нарізання
chopstick ['tʃɒpstɪk] паличка для їжі
circle ['sɜ:kl] коло, кільце
cocoa ['kəʊkəʊ] какао
coffee maker ['kɒfi meɪkə(r)] кавова машина
consider [kən'sɪdə(r)] вважати, ураховувати
cooker ['kʊkə(r)] кухонна плита
cool down ['ku:l daʊn] охолоджувати

VOCABULARY LIST

crispy ['krɪspi] хрусткий
cuisine [kwɪ'zi:n] кухня (набір страв)
dessert [dɪ'zɜ:t] десерт
device [dɪ'vaɪs] прилад
dill [dɪl] кріп
drive sb crazy зводити когось з розуму
expect [ɪk'spekt] очікувати
fillet ['fɪlɪt] філе
fresh [freʃ] свіжий
fry [fraɪ] смажити
grate [greɪt] терти
grater ['greɪtə(r)] тертка
grill [grɪl] смажити на грилі
heat up [hi:t ʌp] нагрівати
hire ['haɪə(r)] наймати
impolite [ˌɪmpə'laɪt] неввічливий
ingredient [ɪn'gri:diənt] інгредієнт
item ['aɪtəm] предмет, об'єкт
item of technology ['aɪtəm əv tek'nɒlədʒi] одиниця техніки
keep true to smth неухильно дотримуватися чогось
ladle ['leɪdl] черпак
low [ləʊ] розряджений
mash [mæʃ] робити пюре
material [mə'tɪəriəl] матеріал
mayonnaise [ˌmeɪə'neɪz] майонез
mix [mɪks] змішувати міксером
mixer ['mɪksə(r)] міксер
mixture ['mɪkstʃə(r)] суміш
norm [nɔ:m] норма
olive oil [ˌɒlɪv 'ɔɪl] оливкова олія
order ['ɔ:də(r)] замовляти
oregano [ˌɒrɪ'gɑ:nəʊ] орегано
oven glove ['ʌvn glʌv] кухонна рукавиця
pan [pæn] сковорідка, каструля
paprika ['pæprɪkə] паприка
pass [pɑ:s] передавати
personality [ˌpɜ:sə'nælәti] особистість
polite [pə'laɪt] ввічливий
politeness [pə'laɪtnəs] ввічливість
professional [prə'feʃənl] професіонал
professionally [prə'feʃənəli] професійно
promote [prə'məʊt] просувати, рекламувати
proper ['prɒpə(r)] належний
recent ['ri:snt] недавній
recipe ['resəpi] рецепт
respect [rɪ'spekt] повага; поважати
roast [rəʊst] підсмажувати(ся)
roll [rəʊl] суші-рол
salmon ['sæmən] лосось
saucepan ['sɔ:spən] каструля
sculpture ['skʌlptʃə(r)] скульптура
slice [slaɪs] скибка
soy sauce [ˌsɔɪ 'sɔ:s] соєвий соус
sprig [sprɪg] гілочка
squeeze [skwi:z] стискати, вичавлювати
standard ['stændəd] стандарт
stir [stɜ:(r)] розмішувати ложкою
tablespoon ['teɪblspu:n] столова ложка
teaspoon ['ti:spu:n] чайна ложка
unusual [ʌn'ju:ʒuəl] незвичайний
utensil [ju:'tensl] приладдя
vinegar ['vɪnɪgə(r)] оцет
whisk [wɪsk] кухонний віничок
wing [wɪŋ] крило
wonder ['wʌndə(r)] цікавитися
yummy ['jʌmi] смачненький

UNIT 4

according to [ə'kɔ:dɪŋ tu] згідно з, відповідно до
active ['æktɪv] активний
announce [ə'naʊns] оголошувати
Asia Minor [ˌeɪʒə 'maɪnə(r)] Мала Азія
Auld Lang Syne [ˌɔ:ld læŋ 'saɪn] шотландська пісня «За молоді літа»
belief [bɪ'li:f] віра, вірування
belong [bɪ'lɒŋ] належати
Bethlehem ['beθlihem] Вифлеєм
birth [bɜ:θ] народження
blessing ['blesɪŋ] благословення
Bolivia [bə'lɪviə] Болівія
Bolivians [bə'lɪviənz] болівійці
booking ['bʊkɪŋ] бронювання
Boxing Day ['bɒksɪŋ deɪ] День подарунків
camel ['kæml] верблюд
candied ['kændid] зацукрований
caravan ['kærəvæn] караван
carnival ['kɑ:nɪvl] карнавал
carol ['kærəl] різдвяний гімн, колядка
century ['sentʃəri] століття
Christmas ['krɪsməs] Різдво
church service ['tʃɜ:tʃ sɜ:vɪs] богослужіння
clothing ['kləʊðɪŋ] одяг
coal [kəʊl] вугілля
cock [kɒk] півень
coin [kɔɪn] монета
Colombia [kə'lʌmbiə] Колумбія
colony ['kɒləni] колонія
common ['kɒmən] звичайний, традиційний; спільний
confirmation [ˌkɒnfə'meɪʃn] підтвердження
corn [kɔ:n] кукурудза
cracker ['krækə(r)] хлопавка
cranberry ['krænbəri] журавлина
culinary ['kʌlɪnəri] кулінарний
culture ['kʌltʃə(r)] культура
custom ['kʌstəm] звичай
declare [dɪ'kleə(r)] проголошувати
define [dɪ'faɪn] визначати
Denmark ['denmɑ:k] Данія
dreadful ['dredfl] жахливий, страшний
Easter ['i:stə(r)] Великдень
effort ['efət] зусилля
Egyptian [i'dʒɪpʃn] єгипетський
elf [elf] ельф
eve [i:v] вечір
evergreen ['evəgri:n] вічнозелений
fancy-dress [ˌfænsi 'dres] маскарадний
festive ['festɪv] святковий
fill [fɪl] наповнювати
fireplace ['faɪəpleɪs] камін
firework ['faɪəwɜ:k] феєрверк
first-foot [ˌfɜ:st 'fʊt] бути «першим гостем» (шотландська традиція)
folk [fəʊk] народний
generation [ˌdʒenə'reɪʃn] покоління
give up [gɪv ʌp] відмовлятися
Good Friday [ˌgʊd 'fraɪdeɪ] Страсна п'ятниця
goodies ['gʊdiz] солодощі
goodness ['gʊdnəs] доброта
gravy ['greɪvi] підливка, соус
greeting ['gri:tɪŋ] привітання

VOCABULARY LIST

Gregorian calendar [grɪ,gɔ:riən 'kælɪndə(r)] григоріанський календар
harsh [hɑ:ʃ] жорстокий, суворий
harvest ['hɑ:vɪst] урожай
Hogmanay ['hɒgməneɪ] Гоґманай
holly ['hɒli] падуб, гостролист
hot-cross bun [ˌhɒt krɒs 'bʌn] булочка з хрестом
icing ['aɪsɪŋ] цукрова глазур
Indians ['ɪndiənz] індіанці (корінні мешканці Америки)
Jewish ['dʒu:ɪʃ] єврейський, юдейський
lamb [læm] ягня
legend ['ledʒənd] легенда
Lent [lent] Великий піст
link [lɪŋk] пов'язувати
local ['ləʊkl] місцевий
mass [mæs] меса (літургійна відправа)
May Day ['meɪ deɪ] перший день травня
midnight ['mɪdnaɪt] північ; опівнічний
morris dance ['mɒrɪs dɑ:ns] моррiс (англійський танець)
Mothering Sunday [ˌmʌðərɪŋ 'sʌndeɪ] День матері в Британії
muesli ['mju:zli] мюслі
New World [ˌnju: 'wɜ:ld] Новий світ
observe [əb'zɜ:v] відзначати
occasion [ə'keɪʒn] нагода, подія
parade [pə'reɪd] парад
paraphrase ['pærəfreɪz] перефразовувати
passive ['pæsɪv] пасивний
pattern ['pætn] візерунок
pea [pi:] горошина, горох
personal ['pɜ:sənl] особистий
Pilgrim ['pɪlgrɪm] пілігрим
prosperity [prɒ'sperəti] процвітання, добробут
provide [prə'vaɪd] забезпечувати
pudding ['pʊdɪŋ] пудинг
question tag ['kwestʃən tæg] розділове питання
raisin ['reɪzn] родзинка
receive [rɪ'si:v] отримувати
reindeer ['reɪndɪə(r)] північний олень
relate to [rɪ'leɪt tu] стосуватися
represent [ˌreprɪ'zent] представляти
resolution [ˌrezə'lu:ʃn] передноворічна обіцянка
make a New Year's resolution давати передноворічну обіцянку
ribbon ['rɪbən] стрічка
ring [rɪŋ] кільце
Santa Claus ['sæntə klɔ:z] Санта-Клаус
settler ['setlə(r)] поселенець(-ка)
shiny ['ʃaɪni] блискучий
Shrove Tuesday [ˌʃrəʊv 'tju:zdeɪ] Масний вівторок
sleigh [sleɪ] сани
smash [smæʃ] розбивати(ся)
spectacular [spek'tækjələ(r)] ефектний, видовищний
stable ['steɪbl] стайня
stocking ['stɒkɪŋ] панчоха
stroke [strəʊk] бій годинника
survive [sə'vaɪv] виживати
Syria ['sɪriə] Сирія
tag question ['tæg kwestʃən] розділове питання

Thanksgiving [ˌθæŋks'gɪvɪŋ] День подяки
throughout [θru:'aʊt] протягом, упродовж
tradition [trə'dɪʃn] традиція
turkey ['tɜ:ki] індичатина
unite [ju'naɪt] об'єднувати(ся)
Venetian [və'ni:ʃn] венеційський
visitor ['vɪzɪtə(r)] гість, гостя; відвідувач(-ка)
voyage ['vɔɪɪdʒ] подорож
weave [wi:v] плести, ткати
web [web] павутина
wise [waɪz] мудрий

UNIT 5

academy [ə'kædəmi] академія
achieve [ə'tʃi:v] досягати
achievement [ə'tʃi:vmənt] досягнення
against [ə'genst] проти
aim [eɪm] мета, ціль
allow [ə'laʊ] дозволяти, давати змогу
ancient ['eɪnʃənt] античний, стародавній
appear [ə'pɪə(r)] з'являтися
athlete ['æθli:t] спортсмен(-ка)
athletics [æθ'letɪks] легка атлетика
attacker [ə'tækə(r)] нападник(-ця)
background ['bækgraʊnd] тло
base [beɪs] база на бейсбольному полі
baseman ['beɪsmən] бейсмен у бейсболі
basket ['bɑ:skɪt] кошик
be at the top of smth очолювати що-небудь
be held проводитися, відбуватися
bodybuilding ['bɒdibɪldɪŋ] бодибілдинг
boxing ['bɒksɪŋ] бокс
Brazilian [brə'zɪlɪən] бразильський
break [breɪk] порушувати
bronze [brɒnz] бронзовий
cancel ['kænsl] скасовувати
captain ['kæptɪn] капітан
career [kə'rɪə(r)] кар'єра
challenge ['tʃælɪndʒ] виклик
championship ['tʃæmpɪənʃɪp] чемпіонат
cheer [tʃɪə(r)] уболівати
communicate [kə'mju:nɪkeɪt] спілкуватися
compete [kəm'pi:t] змагатися
competition [ˌkɒmpə'tɪʃn] змагання
competitive [kəm'petətɪv] змагальний, суперницький
contract ['kɒntrækt] угода, контракт
court [kɔ:t] майданчик, корт
cricket ['krɪkɪt] крикет
cycle ball ['saɪkl bɔ:l] велобол
dangerous ['deɪndʒərəs] небезпечний
defeat [dɪ'fi:t] поразка; завдавати поразки
defender [dɪ'fendə(r)] захисник(-ця)
department [dɪ'pɑ:tmənt] відділ, департамент
disability [ˌdɪsə'bɪlətɪ] інвалідність
disappointed [ˌdɪsə'pɔɪntɪd] розчарований
discipline ['dɪsəplɪn] дисципліна
diving ['daɪvɪŋ] стрибки у воду; дайвінг, підводне плавання
downhill [ˌdaʊn'hɪl] униз
elephant polo ['elɪfənt pəʊləʊ] поло верхи на слонах

VOCABULARY LIST

equipment [ɪ'kwɪpmənt] обладнання, спорядження
expert ['ekspɜ:t] експерт(-ка)
extreme [ɪk'stri:m] екстремальний
factory ['fæktri] завод, фабрика
field [fi:ld] поле, майданчик
fight [faɪt] поєдинок, змагання з боксу
figure skating ['fɪgə skeɪtɪŋ] фігурне катання
final ['faɪnl] фінал; кінцевий, остаточний
form [fɔ:m] організовувати, формувати
foul [faʊl] фол, нечесна гра
goal [gəʊl] гол, ворота
goalkeeper ['gəʊlki:pə(r)] воротар
goggles ['gɒglz] захисні окуляри (напр., для плавання)
ground [graʊnd] земля
gym [dʒɪm] спортзал
gymnastics [dʒɪm'næstɪks] гімнастика
half [hɑ:f] тайм (напр., у футболі)
half-time [ˌhɑ:f 'taɪm] половина гри
high jump ['haɪ dʒʌmp] стрибки у висоту
hold sb back завадити комусь
home team ['həʊm ti:m] команда господарів
include [ɪn'klu:d] містити
injured ['ɪndʒəd] ушкоджений
interlocking [ˌɪntə'lɒkɪŋ] які переплітаються
international [ˌɪntə'næʃnəl] міжнародний
judo ['dʒu:dəʊ] дзюдо
jumping ['dʒʌmpɪŋ] стрибки
keep up with smth бути в курсі чогось
last [lɑ:st] тривати
lead [li:d] вести, приводити
leader ['li:də(r)] лідер(-ка)
league [li:g] ліга
long [lɒŋ] завдовжки
lose [lu:z] програвати; пропускати можливість удару по м'ячу
loser ['lu:zə(r)] той, хто програв
match [mætʃ] матч, поєдинок
mention ['menʃn] згадувати
metre ['mi:tə(r)] метр
Mexican ['meksɪkən] мексиканський
motto ['mɒtəʊ] гасло, девіз
move [mu:v] переїжджати
national ['næʃnəl] національний
net [net] сітка
nil [nɪl] нічого, нуль
Oceania [ˌəʊʃi'ɑ:niə] Океанія (регіон у Тихому океані)
Olympic Games [əˌlɪmpɪk 'geɪmz] Олімпійські ігри
parallel ['pærəlel] паралельний, одночасний
Paralympic Games [ˌpærəlɪmpɪk 'geɪmz] Паралімпійські ігри
pause [pɔ:z] зупиняти
penalty ['penəlti] пенальті
pick up [pɪk ʌp] піднімати
pitch [pɪtʃ] поле
point [pɔɪnt] очко
polo ['pəʊləʊ] поло
practice ['præktɪs] тренування
prize [praɪz] приз, нагорода
protect [prə'tekt] захищати
puck [pʌk] шайба
push [pʊʃ] штовхати
racket ['rækɪt] ракетка

record ['rekɔ:d] рекорд; рекордний
beat a record побити рекорд
set a record установити рекорд
referee [ˌrefə'ri:] суддя, рефері
regular ['regjələ(r)] постійний, регулярний
result [rɪ'zʌlt] результат, наслідок
ride [raɪd] їхати, їздити верхи
rink [rɪŋk] льодова арена, ковзанка
roll [rəʊl] котити(ся)
rowing ['rəʊɪŋ] веслування
rugby ['rʌgbi] регбі
rule [ru:l] правило
running ['rʌnɪŋ] біг
sailboard ['seɪlbɔ:d] дошка для серфінгу
sailing ['seɪlɪŋ] вітрильний спорт
score [skɔ:(r)] рахунок, забивати гол
scorer ['skɔ:rə(r)] бомбардир (нападник у футболі з великою кількістю голів)
section ['sekʃn] секція, розділ
send out [send aʊt] проганяти
senior ['si:niə(r)] старший
shoot [ʃu:t] посилати м'яч із силою
shortstop ['ʃɔ:tstɒp] шорт-стоп у бейсболі
shot [ʃɒt] удар по м'ячу
skates [skeɪts] ковзани
skiing ['ski:ɪŋ] катання на лижах
snowboarding ['snəʊbɔ:dɪŋ] сноубординг
soccer ['sɒkə(r)] футбол
special ['speʃl] особливий
sporting ['spɔ:tɪŋ] спортивний
sports ['spɔ:ts] спортивний
stick [stɪk] ключка
success [sək'ses] успіх
successful [sək'sesfl] успішний
surfing ['sɜ:fɪŋ] серфінг
table ['teɪbl] таблиця, список
take a first/second/... place посідати перше/друге/... місце в змаганнях
take place відбуватися
talent ['tælənt] талант
throwing ['Θrəʊɪŋ] метання
together [tə'geðə(r)] разом, спільно
train [treɪn] тренувати
trainer ['treɪnə(r)] тренер(-ка); кросівок
turn out [tɜ:n aʊt] виявлятися
underwater [ˌʌndə'wɔ:tə(r)] підводний; під водою
Uruguay ['jʊərəgwaɪ] Уругвай
victory ['vɪktəri] перемога
visiting team ['vɪzɪtɪŋ ti:m] команда гостей
water polo ['wɔ:tə pəʊləʊ] водне поло
weightlifting ['weɪtlɪftɪŋ] важка атлетика
well-trained [ˌwel 'treɪnd] добре підготовлений
wheelchair ['wi:ltʃeə(r)] колісне крісло
whistle ['wɪsl] свисток
wide [waɪd] завширшки
win [wɪn] перемога; перемагати
windsurfing ['wɪndsɜ:fɪŋ] віндсерфінг
winner ['wɪnə(r)] переможець(-ниця)
working-class [ˌwɜ:kɪŋ 'klɑ:s] який належить до робочого класу
World Series [ˌwɜ:ld 'sɪəri:z] Світова серія з бейсболу
wrestling ['reslɪŋ] реслінг (спортивна боротьба)
youth [ju:Θ] молодь; молодіжний
zorbing ['zɔ:bɪŋ] зорбінг

VOCABULARY LIST

UNIT 6

accident ['æksɪdənt] нещасний випадок
ache [eɪk] тривалий біль
aid [eɪd] допомога
ambulance ['æmbjələns] машина швидкої допомоги
appointment [ə'pɔɪntmənt] запис до лікаря
make an appointment записуватися до лікаря
attention [ə'tenʃn] увага
pay attention звертати увагу
backwards ['bækwədz] назад
bend [bend] згинати(ся)
bleed [bli:d] кровоточити
body ['bɒdi] тіло, організм
breath [breϴ] дихання, подих
breathe [bri:ð] дихати
bruise [bru:z] синяк, синець
check [tʃek] перевіряти, вимірювати
check-up ['tʃek ʌp] медогляд
chemist ['kemɪst] аптекар(-ка)
chemist's ['kemɪsts] аптека
chest [tʃest] груди, грудна клітка
cold [kəʊld] застуда
cough [kɒf] кашель; кашляти
cut [kʌt] поріз; порізати(ся)
death [deϴ] смерть
disease [dɪ'zi:z] хвороба
dizzy ['dɪzi] запаморочливий
earache ['ɪəreɪk] біль у вусі
emergency [ɪ'mɜ:dʒənsi] надзвичайна ситуація
flu [flu:] грип
get stuck застрягнути
headache ['hedeɪk] головний біль
health [helϴ] здоров'я
healthy ['helϴi] здоровий
heart [hɑ:t] серце
illness ['ɪlnəs] хвороба, недуга
immediately [ɪ'mi:diətli] негайно
injection [ɪn'dʒekʃn] ін'єкція, ліки для впорскування
keep fit підтримувати добру фізичну форму
lean [li:n] нахилятися
lung [lʌŋ] легеня
medicine ['medsn] ліки
take medicine приймати ліки
obey [ə'beɪ] слухатися
operation [ˌɒpə'reɪʃn] операція
pain [peɪn] біль, страждання
pill [pɪl] таблетка
plaster ['plɑ:stə(r)] пластир
poor [pʊə(r)] слабкий, поганий
prescribe [prɪ'skraɪb] виписувати рецепт на ліки
prescription [prɪ'skrɪpʃn] рецепт на ліки
private ['praɪvət] приватний
pulse [pʌls] пульс
rash [ræʃ] висип
react [rɪ'ækt] реагувати
recover [rɪ'kʌvə(r)] одужувати
recovery [rɪ'kʌvəri] одужання, повернення
regular ['regjələ(r)] постійний
regularly ['regjələli] постійно
save [seɪv] рятувати
serious ['sɪəriəs] серйозний, небезпечний

service ['sɜ:vɪs] послуга, обслуговування
sick [sɪk] хворий; який відчуває нудоту
sneeze [sni:z] чхати
sore throat [ˌsɔ: 'θrəʊt] біль у горлі
specialist ['speʃəlɪst] фахівець(-чиня), лікар(-ка) певного профілю
specific [spə'sɪfɪk] певний, конкретний
stomachache ['stʌməkeɪk] біль у животі
suffer ['sʌfə(r)] страждати, хворіти на щось
surgeon ['sɜ:dʒən] хірург(-иня)
symptom ['sɪmptəm] симптом
tablet ['tæblət] таблетка
temperature ['temprətʃə(r)] температура
tongue [tʌŋ] язик
toothache ['tu:θeɪk] зубний біль
treatment ['tri:tmənt] лікування
get treatment лікуватися
trick [trɪk] фокус, трюк
wound [wu:nd] рана
X-ray ['eks reɪ] рентген

UNIT 7

action film ['ækʃn fɪlm] бойовик, екшн
actor ['æktə(r)] актор
actress ['æktrəs] акторка
almost ['ɔ:lməʊst] майже
animated ['ænɪmeɪtɪd] анімаційний
balcony ['bælkəni] балкон
ballet ['bæleɪ] балет
banquet ['bæŋkwɪt] бенкет
be based on ґрунтуватися на
be on іти (демонструватися на екрані, виконуватися на сцені)
be sold out бути розпроданими
box [bɒks] ложа
can't take your eyes off sb/smth не могти відірвати очей
cartoon [kɑ:'tu:n] мультфільм
character ['kærəktə(r)] персонаж(-ка)
classic ['klæsɪk] класичний
classical ['klæsɪkl] класичний
comedy ['kɒmədi] комедія
comparative [kəm'pærətɪv] вищого ступеня порівняння
con artist ['kɒn ˌɑ:tɪst] шахрай(-ка)
crime [kraɪm] злочин
crystal ['krɪstl] кришталевий
curtain ['kɜ:tn] театральна завіса
depressing [dɪ'presɪŋ] гнітючий
direct [də'rekt, daɪ'rekt] бути на посаді режисера(-ки)
director [də'rektə(r), daɪ'rektə(r)] режисер(-ка)
documentary [ˌdɒkju'mentri] документальний фільм
enough [ɪ'nʌf] досить, доволі
entertaining [ˌentə'teɪnɪŋ] розважальний
extremely [ɪk'stri:mli] надзвичайно
fantastic [fæn'tæstɪk] фентезійний, фантастичний
fantasy ['fæntəsi] фентезі
film [fɪlm] фільм
find oneself опинятися
foe [fəʊ] ворог
hacker ['hækə(r)] хакер
hero ['hɪərəʊ] герой, героїня
historical [hɪ'stɒrɪkl] історичний
hit the road вирушати в дорогу
horror ['hɒrə(r)] фільм жахів

VOCABULARY LIST

impress [ɪm'pres] вражати
impressed [ɪm'prest] вражений
impression [ɪm'preʃn] враження
leading ['li:dɪŋ] головний
lighting ['laɪtɪŋ] освітлення
lights [laɪts] освітлення
machine [mə'ʃi:n] машина
main [meɪn] основний
modern ['mɒdn] сучасний
movie ['mu:vi] фільм
musical ['mju:zɪkl] мюзикл
opera ['ɒprə] опера
opera house ['ɒprə haʊs] оперний театр
painting ['peɪntɪŋ] картина
quite [kwaɪt] досить, більш-менш
rather ['rɑ:ðə(r)] дещо
really ['ri:əli] дійсно, справді
renewal [rɪ'nju:əl] відновлення, реконструкція
review [rɪ'vju:] рецензія, огляд
role [rəʊl] роль
romantic [rəʊ'mæntɪk] романтичний
scenery ['si:nəri] декорації
science fiction [ˌsaɪəns 'fɪkʃn] наукова фантастика
screen [skri:n] екран
seat [si:t] місце, сидіння
Shanghai [ˌʃæŋ'haɪ] Шанхай
so [səʊ] такий, так (уживають для підсилення)
society [sə'saɪəti] громада
solve [sɒlv] розв'язувати, вирішувати
soundtrack ['saʊndtræk] саундтрек
space [speɪs] місце, сидіння
special effects [ˌspeʃl ɪ'fekts] спецефекти
spell [spel] закляття
stage [steɪdʒ] сцена, ставити виставу
staircase ['steəkeɪs] сходи
subtitle ['sʌbtaɪtl] субтитр
superlative [su:'pɜ:lətɪv] найвищого ступеня порівняння
take sb back давати змогу пригадати
than [ðən] ніж (уживають для порівняння)
thriller ['Θrɪlə(r)] трилер
thrilling ['Θrɪlɪŋ] захопливий
too [tu:] надто
tragedy ['trædʒədi] трагедія
very ['veri] дуже

UNIT 8

abroad [ə'brɔ:d] за кордон, за кордоном *(присл.)*
arch [ɑ:tʃ] арка, дуга
architecture complex [ˌɑ:kɪtektʃə 'kɒmpleks] архітектурний комплекс
area ['eəriə] район, територія
Arthur's Seat [ˌɑ:Θəs 'si:t] Трон Артура (пагорб в Единбурзі)
attraction [ə'trækʃn] визначне місце
Australia [ɒ'streɪliə] Австралія
bay [beɪ] затока
be famous for бути відомим чимось
Belfast ['belfɑ:st] Белфаст
Big Ben [ˌbɪg 'ben] Біг-Бен
Bob Marley [ˌbɒb 'mɑ:li] Боб Марлі
bobby ['bɒbi] поліцейський(-ка) у Британії
botanic garden [bə,tænɪk 'gɑ:dn] ботанічний сад
both [bəʊΘ] обидва; і ... і

VOCABULARY LIST

Botswana [bɒt'swɑ:nə] Ботсвана
bridge [brɪdʒ] міст
British ['brɪtɪʃ] британець, британка; британський
Buckingham Palace [ˌbʌkɪŋəm 'pæləs] Букінгемський палац
building ['bɪldɪŋ] будівля, споруда
Canada ['kænədə] Канада
Canberra ['kænbərə] Канберра
capital ['kæpɪtl] столиця
Cardiff ['kɑ:dɪf] Кардіфф
castle ['kɑ:sl] замок (споруда)
cathedral [kə'Θi:drəl] катедральний собор
city hall [ˌsɪti 'hɔ:l] будівля мерії
clause [klɔ:z] речення (частина складного речення)
coastline ['kəʊstlaɪn] узбережжя
confuse [kən'fju:z] плутати
conjunction [kən'dʒʌŋkʃn] сполучник
dam [dæm] дамба
design [dɪ'zaɪn] дизайн, проєкт
determiner [dɪ'tɜ:mɪnə(r)] визначальне слово (грам.)
double-decker [ˌdʌbl 'dekə(r)] двоповерховий автобус
Dublin ['dʌblɪn] Дублін
east [i:st] схід; східний
eastern ['i:stən] східний
Edinburgh ['edɪnbrə] Единбург
either ... or ['aɪðə(r) ɔ:(r); 'i:ðə(r) ɔ:(r)] або ... або
England ['ɪŋgləndˌ] Англія
English ['ɪŋglɪʃ] англієць, англійка; англійський
English-speaking [ˌɪŋglɪʃ 'spi:kɪŋ] англомовний
entrance ['entrəns] вхід
even ['i:vn] навіть
excursion [ɪk'skɜ:ʃn] екскурсія, поїздка
far away [ˌfɑ: ə'weɪ] далеко
Ferris wheel ['ferɪs wi:l] оглядове колесо
Fiji ['fi:dʒi:] Фіджі
find out [faɪnd aʊt] з'ясовувати, дізнаватися
flight [flaɪt] переліт
folk museum ['fəʊk mjuzi:əm] музей народного побуту
foreigner ['fɒrənə(r)] іноземець(-ка)
fort [fɔ:t] форт
fortress ['fɔ:trəs] фортеця
Gherkin ['gɜ:kɪn] хмарочос «Корнішон» у Лондоні
giant ['dʒaɪənt] гігантський, величезний
Giant's Causeway [ˌdʒaɪənts 'kɔ:zweɪ] Дорога Гігантів (пам'ятка природи в Пн. Ірландії)
Glasgow ['glɑ:zgəʊ] Глазго
Globe [gləʊb] театр «Глобус» у Лондоні
golf course ['gɒlf kɔ:s] поле для гольфу
GPS [ˌdʒi: pi: 'es] глобальна система позиціювання
Great Britain [ˌgreɪt 'brɪtn] Велика Британія
guide [gaɪd] екскурсовод(-ка)
hedge [hedʒ] живопліт
high tea [ˌhaɪ 'ti:] чаювання підвечір
hill [hɪl] пагорб
home town ['həʊmtaʊn] рідне місто

VOCABULARY LIST

Houses of Parliament [ˌhaʊzɪz əv 'pɑ:ləmənt] Будинок парламенту в Лондоні
Independence Square [ˌɪndɪ pendəns 'skweə(r)] Майдан незалежності
Ireland ['aɪələnd] Ірландія
Irish ['aɪrɪʃ] ірландець, ірландка; ірландський
island ['aɪlənd] острів
Jamaica [dʒə'meɪkə] Ямайка
landmark ['lændmɑ:k] пам'ятка архітектури, орієнтир
Lincoln Memorial [ˌlɪŋkən mə'mɔ:rɪəl] меморіал Лінкольна
location [ləʊ'keɪʃn] місцерозташування
London ['lʌndən] Лондон
London Eye [ˌlʌndən 'aɪ] оглядове колесо «Лондонське Око»
lotus ['ləʊtəs] лотос
luggage ['lʌgɪdʒ] багаж
Madame Tussaud's [ˌmædæm tə'sɔ:dz] Музей воскових фігур мадам Тюссо в Лондоні
memorial [mə'mɔ:rɪəl] меморіал
millennium [mɪ'leniəm] тисячоліття
mind [maɪnd] заперечувати
monument ['mɒnjumənt] пам'ятник, монумент
motherland ['mʌðəlænd] батьківщина
nearby [ˌnɪə'baɪ] поблизу
neither ... nor ['naɪðə(r) nɔ:(r); 'ni:ðə(r) nɔ:(r)] ні ... ні
New Zealand [ˌnju: 'zi:lənd] Нова Зеландія
north [nɔ:Θ] північ; північний
north-east [ˌnɔ:Θ 'i:st] північний схід; північно-східний
northern ['nɔ:ðən] північний
Northern Ireland [ˌnɔ:ðən 'aɪələnd] Північна Ірландія (у складі Сполученого Королівства)
north-west [ˌnɔ:Θ 'west] північний захід; північно-західний
official [ə'fɪʃl] офіційний
open-air [ˌəʊpən 'eə(r)] який просто неба
Ottawa ['ɒtəwə] Оттава
passport ['pɑ:spɔ:t] паспорт
peace [pi:s] мир
pyramid ['pɪrəmɪd] піраміда
remind [rɪ'maɪnd] нагадувати
residence ['rezɪdəns] місце проживання, резиденція
response [rɪ'spɒns] відповідь, реакція
royal ['rɔɪəl] королівський
royal family [ˌrɔɪəl 'fæməli] королівська сім'я
rugged ['rʌgɪd] нерівний, скелястий
Scotland ['skɒtlənd] Шотландія
Scots [skɒts] шотландська мова скотс
Scottish ['skɒtɪʃ] шотландець, шотландка; шотландський
Seattle [si'ætl] Сіетл
south [saʊΘ] південь; південний
south-east [ˌsaʊΘ 'i:st] південний схід; південно-східний
southern ['sʌðən] південний
south-west [ˌsaʊΘ 'west] південний захід; південно-західний

VOCABULARY LIST

Space Needle ['speɪs ni:dl] оглядова вежа «Космічна голка» у Сіетлі
space-age ['speɪs eɪdʒ] надсучасний
square [skweə(r)] площа, майдан
state [steɪt] штат у США
statue ['stætʃu:] статуя
suitcase ['su:tkeɪs] валіза
Sydney ['sɪdni] Сідней
telephone box ['telɪfəʊn bɒks] телефонна будка
temple ['templ] храм
Thames [temz] річка Темза
throne [Θrəʊn] престол
Titanic [taɪ'tænɪk] корабель «Титанік»
tower ['taʊə(r)] вежа
Tower Bridge [ˌtaʊə 'brɪdʒ] Тауерський міст
Tower of London [ˌtaʊər əv 'lʌndən] Тауер (фортеця в Лондоні)
Trafalgar Square [trəˌfælgə 'skweə(r)] Трафальгарська площа
Ulster ['ʌlstə(r)] Ольстер (неофіційна назва Північної Ірландії)
United Kingdom [juˌnaɪtɪd 'kɪŋdəm] Сполучене Королівство
view [vju:] краєвид
visa ['vi:zə] віза
Wales [weɪlz] Уельс
Washington ['wɒʃɪŋtən] Вашингтон (штат у США)
Washington, DC [ˌwɒʃɪŋtən ˌdi: 'si:] Вашингтон, округ Колумбія (столиця США)
wax [wæks] віск; восковий
Wellington ['welɪŋtən] Веллінгтон
Welsh [welʃ] валлієць, валлійка; валлійський
west [west] захід; західний
western ['westən] західний
Westminster Abbey [ˌwestmɪnstər 'æbi] Вестмінстерське абатство
wheel [wi:l] колесо
whereas [ˌweər'æz] тоді як
White House ['waɪt haʊs] Білий дім
William Shakespeare [ˌwɪljəm 'ʃeɪkspɪə(r)] Вільям Шекспір
workplace ['wɜ:kpleɪs] робоче місце
world war [ˌwɜ:ld 'wɔ:(r)] світова війна

IRREGULAR VERBS

I	II	III	
be [bi:]	**was** [wɒz] / **were** [wɜ:(r)]	**been** [bi:n]	бути
become [bɪ'kʌm]	**became** [bɪ'keɪm]	**become** [bɪ'kʌm]	ставати
begin [bɪ'gɪn]	**began** [bɪ'gæn]	**begun** [bɪ'gʌn]	починати(ся)
blow [bləʊ]	**blew** [blu:]	**blown** [bləʊn]	дути
break [breɪk]	**broke** [brəʊk]	**broken** ['brəʊkən]	розбивати(ся)
bring [brɪŋ]	**brought** [brɔ:t]	**brought** [brɔ:t]	приносити
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]	будувати
buy [baɪ]	**bought** [bɔ:t]	**bought** [bɔ:t]	купувати
catch [kætʃ]	**caught** [kɔ:t]	**caught** [kɔ:t]	ловити
come [kʌm]	**came** [keɪm]	**come** [kʌm]	приходити
cost [kɒst]	**cost** [kɒst]	**cost** [kɒst]	коштувати
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]	різати
do [du:]	**did** [dɪd]	**done** [dʌn]	робити, виконувати
dream [dri:m]	**dreamt** [dremt]	**dreamt** [dremt]	мріяти
drink [drɪŋk]	**drank** [dræŋk]	**drunk** [drʌŋk]	пити
eat [i:t]	**ate** [eɪt]	**eaten** ['i:tn]	їсти
fall [fɔ:l]	**fell** [fel]	**fallen** ['fɔ:lən]	падати
feel [fi:l]	**felt** [felt]	**felt** [felt]	відчувати
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]	знаходити
fly [flaɪ]	**flew** [flu:]	**flown** [fləʊn]	літати
forget [fə'get]	**forgot** [fə'gɒt]	**forgotten** [fə'gɒtn]	забувати
get [get]	**got** [gɒt]	**got** [gɒt]	отримувати
give [gɪv]	**gave** [geɪv]	**given** ['gɪvn]	давати
go [gəʊ]	**went** [went]	**gone** [gɒn]	іти, ходити
grow [grəʊ]	**grew** [gru:]	**grown** [grəʊn]	рости
hang [hæŋ]	**hung** [hʌŋ]	**hung** [hʌŋ]	вішати, висіти
have [hæv]	**had** [hæd]	**had** [hæd]	мати
hear [hɪə(r)]	**heard** [hɜ:d]	**heard** [hɜ:d]	чути
hide [haɪd]	**hid** [hɪd]	**hidden** ['hɪdn]	ховати(ся)
hurt [hɜ:t]	**hurt** [hɜ:t]	**hurt** [hɜ:t]	вдаряти, боліти
keep [ki:p]	**kept** [kept]	**kept** [kept]	тримати, зберігати

IRREGULAR VERBS

I	II	III	
lead [li:d]	**led** [led]	**led** [led]	вести, прямувати
learn [lɜ:n]	**learnt** [lɜ:nt]	**learnt** [lɜ:nt]	вивчати
leave [li:v]	**left** [left]	**left** [left]	залишати, виїжджати
make [meɪk]	**made** [meɪd]	**made** [meɪd]	робити, виготовляти
meet [mi:t]	**met** [met]	**met** [met]	зустрічати(ся)
put [pʊt]	**put** [pʊt]	**put** [pʊt]	класти, ставити
read [ri:d]	**read** [red]	**read** [red]	читати
rise [raɪz]	**rose** [rəʊz]	**risen** ['rɪzn]	підніматися
run [rʌn]	**ran** [ræn]	**run** [rʌn]	бігати
see [si:]	**saw** [sɔ:]	**seen** [si:n]	бачити
sell [sel]	**sold** [səʊld]	**sold** [səʊld]	продавати
send [send]	**sent** [sent]	**sent** [sent]	надсилати
shine [ʃaɪn]	**shone** [ʃɒn]	**shone** [ʃɒn]	світити, сяяти
shut [ʃʌt]	**shut** [ʃʌt]	**shut** [ʃʌt]	закривати
sing [sɪŋ]	**sang** [sæŋ]	**sung** [sʌŋ]	співати
sit [sɪt]	**sat** [sæt]	**sat** [sæt]	сидіти
sleep [sli:p]	**slept** [slept]	**slept** [slept]	спати
speak [spi:k]	**spoke** [spəʊk]	**spoken** ['spəʊkən]	розмовляти
spend [spend]	**spent** [spent]	**spent** [spent]	витрачати
stand [stænd]	**stood** [stʊd]	**stood** [stʊd]	стояти
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]	плавати
take [teɪk]	**took** [tʊk]	**taken** ['teɪkən]	брати, взяти
tell [tel]	**told** [təʊld]	**told** [təʊld]	розповідати
think [ϴɪŋk]	**thought** [ϴɔ:t]	**thought** [ϴɔ:t]	думати
throw [ϴrəʊ]	**threw** [ϴru:]	**thrown** [ϴrəʊn]	кидати
understand [ˌʌndə'stænd]	**understood** [ˌʌndə'stʊd]	**understood** [ˌʌndə'stʊd]	розуміти
wake up [weɪk ʌp]	**woke up** [wəʊk ʌp]	**woken up** ['wəʊkən ʌp]	прокидатися
wear [weə(r)]	**wore** [wɔ:(r)]	**worn** [wɔ:n]	одягати, носити
win [wɪn]	**won** [wʌn]	**won** [wʌn]	перемагати
write [raɪt]	**wrote** [rəʊt]	**written** ['rɪtn]	писати

Навчальне видання

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Карпюк Крістіна Теофілівна

Англійська мова

Підручник для 7 класу закладів загальної середньої освіти (з аудіосупроводом)

Рекомендовано Міністерством освіти і науки України

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American English vs British English Guide

American English	British English
A	
airplane	aeroplane
anyplace/anywhere	anywhere
apartment	flat
B	
bathrobe	dressing gown
bathtub	bath
bill (money)	banknote
busy (of a phone line)	engaged
C	
cab	taxi
call/phone	ring up/phone
can	tin
candy	sweet
check (restaurant)	bill
closet	wardrobe
cookie	biscuit
corn	sweetcorn, maize
crazy	mad
D	
desk clerk	receptionist
dessert	pudding/dessert/sweet
downtown	city centre
drapes	curtains
drugstore/pharmacy	chemist's
E	
eggplant	aubergine
elevator	lift
F	
fall	autumn
faucet	tap
first floor, second floor, etc	ground floor, first floor, etc
French fries	chips
front desk (hotel)	reception
G	
garbage/trash	rubbish
garbage can	dustbin/bin
gas	petrol
grade	class/year

American English	British English
I	
intermission	interval
intersection	crossroads
J	
janitor	caretaker
L	
line	queue
lost and found	lost property
M	
mail	post
make a reservation	book
motorcycle	motorbike/motorcycle
movie	film
movie house/theater	cinema
N	
newsstand	newsagent's
O	
office	doctor's/dentist's surgery
one-way (ticket)	single (ticket)
P	
pants/trousers	trousers
pantyhose/nylons	tights
parking lot	car park
pavement	road surface
crosswalk	zebra/pedestrian crossing
(potato) chips	(potato) crisps
public school	state school
purse	handbag
R	
railroad	railway
restroom	toilet/cloakroom
S	
(sales) clerk	(shop) assistant
schedule	timetable
shorts (underwear)	pants
sidewalk	pavement
stand in line	queue
store, shop	shop
subway	underground

American English	British English
T	
truck	lorry, van
two weeks	fortnight/two weeks
V	
vacation	holiday
vacuum (verb)	hoover
vacuum cleaner	hoover
Y	
yard	garden
Z	
Z [zi:]	Z [zed]
zero	nought
zip code	postcode

Grammar

He just went out. / He has just gone out.	He has just gone out.
Hello, is this Steve?	Hello, is that Steve?
Do you have a car? / Have you got a car?	Have you got a car?

Spelling

analyze	analyse
center	centre
check	cheque
color	colour
honor	honour
jewelry	jewellery
practice (noun, verb)	practice (noun), practise (verb)
program	programme
realize	realise
traveler	traveller

Expressions with prepositions

different from/than	different from/to
live on X street	live in X street
on a team	in a team
on the weekend	at the weekend
Monday through Friday	Monday to Friday