ВИДАВНИЦТВО РАНОК

Ненсі Левіс • Джанет Сімонс
Олександр Любченко

НАВЧАННЯ БЕЗ МЕЖ

Hip-Hip HELLO!

Англійська мова • English

7

+ АУДІОСУПРОВІД

Примірник надано видавництвом "Ранок"

Ненсі Левіс
Джанет Сімонс
Олександр Любченко

Проект майбутнього підручника видавництво "Ранок"

«Англійська мова (7-й рік навчання)»

підручник для 7 класу закладів загальної середньої освіти

(з аудіосупроводом)

«English»

Рекомендовано Міністерством освіти і науки України

Видавництво «Ранок»

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

Рекомендовано Міністерством освіти і науки України
(наказ Міністерства освіти і науки України від 05.02.2024 р. № 124)

Проєкт майбутнього підручника видавництво "Ранок"

Ненсі Левіс • Джанет Сімонс
Олександр Любченко

Hip-Hip HELLO!

Англійська мова (7-й рік навчання)

Підручник для 7 класу
закладів загальної середньої освіти (з аудіосупроводом)

ENGLISH (Year 7)

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

Рекомендовано Міністерством освіти і науки України

КИЇВ • ХАРКІВ
Видавництво «Ранок»
2024

rnk.com.ua/106134
Електронний інтерактивний додаток до підручника

Підручник рекомендований Міністерством освіти і науки України
Видавництво "Ранок"

Contents

Hello again!				**6–11**
Unit 1	VIRTUAL FRIENDS			**12–19**
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
The Present Simple and the Present Continuous (revision); Action and state verbs; *all, both, several*	Friendship; Teen chat language	Talking about states and habits; Talking about activities happening now; Greeting people and introducing yourself informally; Talking about friendship; Using teen chat language	**Reading:** teen online profiles; a teen chat **Listening:** an online conversation about the beginning of the school year; teen online profiles **Speaking:** friendship; describing your best friend; greeting a friend; introducing yourself **Writing:** an Internet profile and a sign-up form	Sentence stress; Strong and weak forms of *do* and *does*
Unit 2	HOBBIES AND LEISURE TIME			**20–27**
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
The Past Simple and the Past Continuous (revision); *when* and *while*; *so* and *because*	Hobbies and leisure time	Talking about past events; Thanking people; Agreeing and disagreeing; Making suggestions; Making a request and an excuse; Talking about hobbies and leisure time	**Reading:** an extract from a classic fairy tale; a summary of a classic fairy tale **Listening:** a meeting of an after-school club; an extract from a classic fairy tale **Speaking:** hobbies and leisure time; making suggestions **Writing:** a request and an excuse	Strong and weak forms of *was* and *were*
Unit 3	GOING PLACES			**28–35**
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
The Present Continuous and *be going to* (revision); Adverbs of probability; The Present Simple for the future	Holidays	Talking about fixed arrangements, plans and intentions; Expressing probability and possibility; Talking about timetables; Asking about future plans; Talking about holidays	**Reading:** a conversation about holiday plans **Listening:** a video tour guide; a conversation about holiday plans; airport, train and Underground announcements **Speaking:** holidays; timetables; future plans **Writing:** holiday plans	Silent letters
Up to now 1				**36–37**
Unit 4	WE ARE FANS!			**38–45**
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
Past participle; The Present Perfect 1: experience; *ever* and *never*	Interests: books, films and music	Talking about somebody's experience; Giving opinions; Agreeing and disagreeing with opinions; Talking about books, films and music	**Reading:** a blog post; forum posts about interests **Listening:** an online conversation about a blog post; somebody talking about their experience **Speaking:** books, films and music; giving opinions; agreeing and disagreeing with opinions; discussing films **Writing:** interests	Strong and weak forms of *have* and *has*

Підручник є власністю ТОВ "Видавництво "Ранок"

Unit 5	HOUSEWORK CAN BE FUN			46–53
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
The Present Perfect 2: result; Adverbs of time: frequency	Household appliances and chores	Talking about a past action with a result in the present; Talking about household appliances; Describing household chores	**Reading:** forum posts about household chores **Listening:** a conversation about household chores; forum posts about household chores **Speaking:** a class survey of household chores; planning a party **Writing:** household chores	Homo-phones 1
Unit 6	ACCORDING TO TRADITION			**54–61**
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
Defining relative clauses 1: *who (that), which (that), where*; Adjectives ending in *-ed/-ing*; Adverbs of degree: *extremely, rather, quite*	Festivals and traditions	Describing festivals and traditions; Greeting informally; Making and answering requests; Saying goodbye	**Reading:** celebrations in the UK, the USA and Ukraine **Listening:** an online conversation about a festival; a UK celebration **Speaking:** festivals and traditions; making new friends at a festival **Writing:** a tradition; an e-greeting	Adjectives ending in *-ed*
Up to now 2				**62–63**
Fun Time 1				**64–65**
Unit 7	I'VE BEEN TO UKRAINE			**66–73**
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
The Present Perfect 3: *just, already* and *yet*; *been* and *gone*	Historic and natural sites	Talking about things you've already/just done or haven't done yet; Describing historic and natural sites; Talking about tourist experience	**Reading:** an email about a trip to Ukraine; a tourist brochure **Listening:** an email about a trip to Ukraine **Speaking:** historic and natural sites; describing tourist experience **Writing:** a historic site	Homo-phones 2
Unit 8	YOU ARE WHAT YOU EAT			**74–81**
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
must and *should*; Defining relative clauses 2: *whose* and *when*; *a few/few*; *a little/little*	Food; Cooking verbs	Asking for and giving advice; Talking about healthy/unhealthy food and eating habits; Following a recipe; Congratulating people; Describing a favourite healthy meal	**Reading:** a discussion on a healthy eating blog; a menu; forum posts about eating habits **Listening:** a conversation about healthy eating; a discussion on a healthy eating blog **Speaking:** food; recipes; asking for and giving advice **Writing:** my favourite healthy meal	Long words

Підручник надано видавництвом "Лібідь"

Unit 9	STRONG, FIT AND HEALTHY			82–89
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
The Present Perfect 4: *since* and *for*; The Present Perfect and the Present Simple	Sports and leisure activities	Talking about sports and leisure activities; Planning to do something together; Expressing preferences; Describing a sports-person	**Reading:** a letter about a summer camp; advertisements for summer camps **Listening:** people talking about the sports they like; a letter about a summer camp **Speaking:** sports and leisure activities; planning to do something together; expressing preferences **Writing:** a sportsperson	Compound nouns
Up to now 3				**90–91**
Unit 10	DOING GOOD FOR THE ENVIRONMENT			**92–99**
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
Indefinite pronouns: place; Future time clauses with *when*; Prepositions of movement	Ecotourism	Talking about ecotourism; Asking for and giving directions; Describing an eco-friendly holiday	**Reading:** a web page about a nature conservation camp; a text about ecotourism **Listening:** an online conversation about a birdwatching trip **Speaking:** asking for and giving directions **Writing:** an eco-friendly holiday	International words
Unit 11	LET'S GO SHOPPING!			**100–107**
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
mustn't/can't/ not be allowed to; Phrasal verbs	Clothes and footwear; Words and phrases describing clothes	Talking about one's fashion style; Expressing prohibition; Expressing approval and disapproval of clothes; Shopping for clothes; Writing an invitation and a thank you email	**Reading:** posts on a fashion blog **Listening:** teenagers choosing clothes in a shop; posts on a fashion blog **Speaking:** describing clothes and footwear; shopping for clothes **Writing:** an invitation; a thank you email	Devoicing
Unit 12	JOBS FOR YOUR FUTURE			**108–115**
GRAMMAR	VOCABULARY	FUNCTIONS	SKILLS	PRONUNCIATION
Type 1 conditional	Jobs and job qualities	Talking about jobs and job qualities; Discussing future plans and intentions: high school and my profession; Accepting and declining an offer	**Reading:** a job interview; a career personality test **Listening:** a conversation about a job interview; a job interview **Speaking:** future plans and intentions: high school and my profession **Writing:** accepting and declining an offer	Linking
Up to now 4				**116–117**
Fun Time 2				**118–119**
Play and Revise 1–12				**120–131**
Wordlist				**132–139**
List of irregular verbs				**140–141**

Підручник "Проект Маяк" для 5 класу ЗЗСО

Hello again!

I. THE PRESENT SIMPLE

Adverbs of frequency

100%	always
75%	usually
50%	often
25%	sometimes
0%	never

Do you remember?

I/you/we/they	he/she/it
+ I usually **get up** early. – I **don't** usually **get up** early. ? **Do** you usually **get up** early? ☑☒ Yes, I **do**. / No, I **don't**. ? *When* **do** you usually **get up**?	+ He **wears** a uniform. – He **doesn't wear** a uniform. ? **Does** he **wear** a uniform? ☑☒ Yes, he **does**. / No, he **doesn't**. ? *What* **does** he **wear**?

1 **In your notebook, write sentences in the Present Simple. Use short forms where possible.**

Model: *+ Gabi / go to school by bus (usually)*
Gabi usually goes to school by bus.

1. + Tara / play tennis twice a week
2. – I / speak Chinese
3. – we / stay up late (often)
4. ? you / recycle plastic bottles
5. + my mum / drive me to school (sometimes)
6. ? your father / work at weekends

II. THE PRESENT CONTINUOUS

Do you remember?

I	you/we/they		he/she/it	
+ I'm **reading**.	You + We They	**are ('re) reading**.	He + She It	**is ('s) reading**.
– I'm **not reading**.	You – We They	**aren't reading**.	He – She It	**isn't reading**.
? **Are** you **reading**? ? **Is** she **reading**? ? **Are** they **reading**?	☑☒ Yes, I **am**. / No, I'm **not**. ☑☒ Yes, she **is**. / No, she **isn't**. ☑☒ Yes, they **are**. / No, they **aren't**.			
? *What* **are** you **reading**?				

2 **In your notebook, write sentences in the Present Continuous. Use short forms where possible.**

Model: *– we / put up decorations*
We aren't putting up decorations.

Проект майбутнього
Видавництво "Ранок"

1. – I / do a test
2. ? why / you wear a folk costume
3. + I / write an email
4. – my grandparents / work in the garden
5. + he / have breakfast
6. ? they / look at us
7. – my baby brother / learn to crawl

3 **In your notebook, complete the sentences with the correct form of the verbs in bold: the Present Simple or the Present Continuous.**

Model: **be, do** *Gabi is very hard-working. She is doing her homework now.*

1. **want, search** I ... to buy a new tablet. I ... the Web for a babysitting job now.
2. **do, walk** **A:** What ... you ...? **B:** I ... to school.
3. **not text, phone** Kiril ... his friend, he ... him at the moment.
4. **spend** The Wilsons often ... the summer holidays in Ukraine.
5. **not work, listen** The students ... in pairs, they ... to their teacher now.
6. **get up** Mum always ... early on weekdays.

III. THE PAST SIMPLE

Do you remember?

I You He She It We They	+ **watched** the fireworks. + **saw** a rare bird.	– **didn't watch** the fireworks. – **didn't see** a rare bird.
? **Did** you **watch** the fireworks? ? **Did** you **see** a rare bird?		☑☒ Yes, I **did**. / No, I **didn't**. ☑☒ Yes, I **did**. / No, I **didn't**.
? *What* **did** you **watch**? ? *What* **did** you **see**?		

4 **Listen and repeat.**

buy – bought
choose – chose
draw – drew
feel – felt
grow – grew
lose – lost
meet – met
read – read
say – said
sleep – slept
spend – spent
tell – told
throw – threw
wake – woke
wear – wore

Проект майбутнього Підручника видавництва "Ранок"

Hello again!

5 **In your notebook, write sentences in the Past Simple.**

Model: *? the cousins / discover a sercret beach*
Did the cousins discover a secret beach?

1. + I / sleep late on Sunday
2. – my parents / buy me a new bike yesterday
3. ? you / enjoy the summer holidays
4. + he / lose his mobile two days ago
5. ? she / go hiking at the weekend
6. – we / wear any warm clothes yesterday
7. – Dan / visit his cousins last summer
8. ? where / he take this photo

IV. THE PAST CONTINUOUS

Do you remember?

I	you/we/they	he/she/it
+ I **was sleeping**.	You + We **were sleeping**. They	He + She **was sleeping**. It
– I **wasn't sleeping**.	You – We **weren't sleeping**. They	He – She **wasn't sleeping**. It
? Were you **sleeping**? **? Was** she **sleeping**? **? Were** they **sleeping**?	☑☒ Yes, I **was**. / No, I **wasn't**. ☑☒ Yes, she **was**. / No, she **wasn't**. ☑☒ Yes, they **were**. / No, they **weren't**.	
? *When* **were** you **sleeping?**		

6 **In your notebook, write sentences in the Past Continuous.**

Yesterday at 5:00 pm ...

Model: *? Alice / text Dotty*
Was Alice texting Dotty?

1. + Justin / jog
2. – My parents / buy me a bike
3. ? they / drink tea
4. + Gabi / have a performance
5. ? what / you watch
6. – I / chat with my best friend
7. ? where / they have a birthday party
8. – Vicky / read a book

7 **In your notebook, complete the sentences with the correct form of the verbs in bold: the Past Simple or the Past Continuous.**

Model: **walk, hear** *While Vicky and Alice* ***were walking****, they* ***heard*** *a hissing sound.*

1. **jog, lose** — I ... in the park when I ... my keys.
2. **do, ring** — While we ... a test, the bell ... .
3. **watch, start** — They ... the fireworks when it ... to rain.

Проект Майбутнього "Дарунка Видавництво Ранок"

4. **get, hike** The girls ... a suntan while they ... in the mountains.
5. **travel, visit** While the Byivovks ... round Ukraine, they ... lots of beautiful places.
6. **throw away, clean** Rita ... lots of waste paper while she ... the attic.
7. **come back, make** When Mum ... home after work, I ... dinner.

V. *WILL* AND *BE GOING TO*

Do you remember?

- **We use *be going to* to talk about plans and intentions for the future.**
  Are you **going to have** a party for your birthday?
- **We use *will* when we decide to do something at the moment of speaking.**
  I'm hungry. I'**ll have** a snack.
- **We use *will* to talk about future facts and predictions.**
  I'm sure you'**ll like** my new friend.

8 **In your notebook, complete the sentences with the correct form of the verbs in bold: *will* or *be going to*. Use short forms where possible.**

Model: **see, visit** **A:** *What are your plans for the weekend?*
B: *On Saturday, I'**m going to see** the latest Star Wars film. Perhaps I'**ll visit** my grandparents on Sunday.*

1. **go** I feel really tired. I ... to bed early.
2. **study, not come** On Sunday, Borys ... for his History test. I'm sure he ... with us.
3. **like** I hope Vicky ... her birthday present.
4. **look after** Jenny can't come to my party tomorrow. She ... her little sister.
5. **drive** In the future, people ... flying cars.
6. **make** **A:** I'm so hungry! **B:** I ... you a sandwich.
7. **not hang out** Vicky and Gabi have got lots of homework so they ... at the weekend.

VI. ARTICLES

Do you remember?

I've got **a** new mobile. **The** mobile was a birthday gift.
There's **a** sofa and **an** armchair in **the** living room. **The** sofa is under **the** window.
Children like chocolate. **The** children in my class like chocolate.

9 **In your notebook, complete the sentences with *a/an* or *the*.**

1. We live in ... flat in ... city centre. ... flat is small but comfortable.
2. There's ... fridge and ... washing machine in ... kitchen.

Проект Міністерства освіти і науки України "Рівне" ТВО "Рівнок"

3. Excuse me, is there ... bank near here?
4. John and Anna have got two children, ... girl and ... boy. ... boy is 15 years old and ... girl is 13. John is ... software engineer and Anna is ... housewife.
5. My grandparents live in ... old house near ... train station.

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

1. Penguins	are the most popular animals in the zoo.
The penguins	eat fish.
2. Teenagers	often argue with their parents.
The teenagers	in this photo are having a party.
3. Sea daffodils	we saw at the beach were beautiful.
The sea daffodils	are protected plants.

11 Some of the sentences below are correct. Others need *a/an* or *the*. Put *a/an* or *the* where necessary. Say the correct sentences.

1. Vegetarians don't eat meat.
2. Football is very exciting sport.
3. It's raining – take umbrella.
4. Would you like banana?
5. **A:** Where is spare key?
   B: It's on mantelpiece.
6. Children like playing computer games.
7. John and Anna are at airport.

VII. INDEFINITE PRONOUNS

Do you remember?

THINGS	PEOPLE	
something	somebody	someone
anything	anybody	anyone
nothing	nobody	no one
everything	everybody	everyone

There's **something** I need to tell you.
There's **somebody/someone** home.
I don't want **anything** to drink.
A: Did **anybody/anyone** help you?
B: **Nobody** helped me.
Everyone/Everybody likes Dotty.
We ate up all the food. **Everything** was delicious!

12 In your notebook, complete the sentences with *somebody, anybody, nobody, everybody, anything, everything*.

1. Are you doing ... this afternoon?
2. Alice, ... is waving at you. Do you know her?
3. **A:** Please, tell me ... you know about Jane. **B:** Hmm, I don't know much.
4. I went to the mall but I didn't buy ... .
5. **A:** Can ... help us?
   B: ... can help us. We have to do it ourselves.
6. **A:** ... likes ice cream. **B:** I don't!

Проект майбутнього підручника видавництва "Ранок"

VIII. REFLEXIVE PRONOUNS

Do you remember?

Nobody taught me to play the guitar. I taught **myself**.
A lot of teenagers spend hours looking at **themselves** in the mirror.

myself	ourselves
yourself	yourselves
himself herself itself	themselves

13 In your notebook, complete the sentences with the correct reflexive pronouns.

1. Please, don't pay for me. I'll pay for ... .
2. Vicky and Borys had a great holiday. They really enjoyed ... .
3. Are you crazy if you sometimes talk to ...?
4. We didn't buy any birthday decorations. We made them ... .
5. Friends, please serve ... before the pizza gets cold.
6. She is very selfish! She only thinks about ... .

IX. *SO* AND *SUCH*

Do you remember?

I'm **so** happy to see you.
Peter speaks **so** fast!
It's **such a** hot day!
You're **such** good kids!

14 In your notebook, complete the sentences with *so* and *such*.

1. Don't be ... mean!
2. Thank you! You're ... a kind girl!
3. Why are you ... lazy?
4. I feel ... happy! It's ... a lucky day!
5. Hahaha, you always tell ... funny jokes!
6. This bus is moving ... slowly!
   Let's get off and walk!

X. *TOO* AND *ENOUGH*

Do you remember?

1. The shoe is **too small** for him.

2. The shoe is **big enough** for her.

15 Say the correct phrase.

1. I need another sweater. This one isn't **warm enough / too warm**.
2. It's **late enough / too late** to call Mark now. He's probably asleep.
3. I'm afraid to walk through the park. It's **dark enough / too dark**.
4. This cake is **too sweet / sweet enough**. Can I have some water?
5. I can't do this exercise. It's **difficult enough / too difficult**.

16 There is one mistake in each sentence. Find it and correct it in your notebook.

1. I don't know nobody here.
2. Miss, do we have to read the rest of the grammar ourself?
3. Hello! Is there somebody home?
4. I'm such angry with you!
5. It's late enough to do my homework now.
6. I won't buy this T-shirt. It's not enough big.
7. It's such beautiful day today!

Проект Малоугнього Підручника видавництво Ірпінь

UNIT 1 *Virtual friends*

Unit focus

- *Grammar:* the Present Simple and the Present Continuous (revision); action and state verbs; ***all, both, several***
- *Functions:* talking about states and habits; talking about activities happening now; greeting people and introducing yourself informally; talking about friendship; using teen chat language
- *Vocabulary:* friendship; teen chat language
- *Pronunciation:* sentence stress; strong and weak forms of ***do*** and ***does***

LET'S GET STARTED

1 Answer the questions.

- *Are you a member of a social network?*
- *Have you got any virtual friends?*
- *Do you take part in any school projects?*

WORDS IN ACTION

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

loads of homework | **bookworm** | **brush up** | **be quiet**

1. She's got **loads of homework** to do.

2. Alex is a real **bookworm**. He reads a dozen books every month!

3. Andrey listens to the BBC every day for an hour to **brush up** his English.

4. **Be quiet** for a moment! I can't hear what Mum is saying.

Listen and repeat.

LISTENING AND READING

3 Answer the questions below.

- Who are the people in the pictures?
- What is the relationship between them?

Listen and check.

Проєкт Майбутнього Видавництво Школа

4 **Listen and choose the correct answer.**

a. Alice and Justin started school before Vicky and Borys.
b. Alice and Justin started school after Vicky and Borys.

5 **Listen again. In your notebook, match the beginning of each sentence with its ending.**

1. Alice
2. Vicky
3. Justin
4. Borys

a. thinks that Vicky reads too many books.
b. is angry with Vicky for telling his secret.
c. suggests it was love at first sight.
d. tells everybody that Borys's got a virtual friend.

6 **Listen to part of two online profiles. In your notebook, match the people with the adjectives. Be careful – there are two extra adjectives!**

shy	communicative
selfish	organised
messy	easy-going
lazy	adventurous
quiet	

7 **Now read the whole profiles and complete the sentences in your notebook.**

CULTURE CORNER

eTwinning

eTwinning is a free online community for schools in Europe. Member schools can find partners and collaborate on eTwinning projects within a secure network and platform. The twinned schools communicate by email or video conferencing to work together, share materials and learn from each other. eTwinning projects can last from only about a week up to several months or years.

WORD BOX

mate (BrE, informal) = pal (BrE, informal) = buddy (AmE, informal)

bestie (informal) = someone's best friend

zorbing = an activity in which someone rolls down a hill or along the surface of water in a large transparent plastic ball

eTwinning friendGROUP profile

Borys Ukraine

message add a friend report to moderator

About me:

Hi, I'm Borys! I'm from Kyiv, Ukraine. I'm very communicative and I get on well with everybody. All my friends say I'm the most easy-going person in the world. And sometimes the messiest as well!

Likes:

I like trying new things but sometimes I'm too adventurous. I want to try zorbing soon! Several of my friends do it every weekend and they say it's great!

Leisure time:

I love sports. I like reading sports blogs and downloading sports apps. I don't like talking on the phone so I usually text my mates.

Проект Міністерства освіти і науки України "Відкритий клас"

UNIT 1

Twinning | friendGROUP | profile

Laura Italy

About me:

Hi, my name is Laura! I live in Venice, Italy. I'm shy and quiet. I'm also very organised and my room is always clean and tidy.

Likes:

I'm really into fashion and I'm very good at drawing dress sketches. And I love adventure. I'm a member of a rock climbing club.

Leisure time:

I love reading fashion blogs and I often post comments. I'm planning to start my own blog soon. I hate texting but I talk for hours with my besties.

Borys gets on well with everybody.

1. Borys' friends think ...
2. He wants ...
3. Borys texts his friends because ...
4. Laura's room is ...
5. When Laura reads fashion blogs, she ...
6. She is going to start ...

GRAMMAR SPOT

1. The Present Simple and the Present Continuous (revision)

Study the sentences.
In your notebook, match them with the rules.

1. Vicky, Borys, Alice and Justin **are having** an online conversation.
2. Borys usually **texts** his mates.
3. Laura **lives** in Venice.
4. Our school **is taking** part in an international project.

a. **We use the *Present Continuous* to talk about an activity happening over a short period of time.**
b. **We use the *Present Simple* to talk about states.**
c. **We use the *Present Simple* to talk about habits.**
d. **We use the *Present Continuous* to talk about an activity happening now.**

PRACTICE

8 Read Gabi's email and say the correct form of the verbs in brackets: the Present Simple or the Present Continuous.

Subject: Back to school 11:15 AM

From: gabriela_angel@gmail.com
To: justinthechef@ezbox.co.uk

Hi Justin,

Thanks for your email.

It ... **(be)** school time again and I ... **(have)** classes every day from 8:00 am to 1:00 pm. After that I ... **(do)** my homework. On Tuesday and Thursday afternoons, I ... **(go)** to my drama club. In my free time, I usually ... **(hang out)** with Vicky. This year my school ... **(take)** part in an international project. Vicky and I ... **(organise)** an English book club, too. This week we ... **(make)** some posters and flyers. I hope our classmates will like them and join the club!

Write back soon,

Gabi

Send

Проект майбутнього "Дорожника видавництва Ранок"

2. Action and state verbs

Read the sentences and answer the questions.

1. They **have** a lot of virtual friends.
2. I **love** reading fashion blogs.
3. She often **posts** comments.
4. I'**m planning** to start my own blog soon.

- *Which verbs describe a state or a feeling? What tense are they used in?*
- *Which verbs describe an action? What tense are they used in?*

Now check the rules.

- **Verbs that describe actions (e.g. post, plan) are called *action verbs*. We use them in the Present Simple and the Present Continuous.**
- **Verbs that describe states or feelings (e.g. have, love) are called *state verbs*. We usually use them in the Present Simple.**

IMPORTANT!

Common state verbs are: ***agree***, ***be***, ***believe***, ***feel***, ***hate***, ***hear***, ***know***, ***like***, ***love***, ***mean***, ***need***, ***prefer***, ***smell***, ***taste***, ***think***, ***understand***.

PRACTICE

9 **In your notebook, write the correct form of the verbs in bold.**

Model: **not understand, say** — *I don't understand what you are saying. Can you repeat that, please?*

1. **be, need** — We ... exhausted so we ... a long break!
2. **make, smell** — Justin ... a cheese and tomato pizza now. It ... delicious!
3. **not believe, lie** — I ... Sandra – she ... about her new boyfriend!
4. **read, post** — Laura ... fashion blogs in her free time. She usually ... comments.
5. **love, not like** — I ... texting but I ... talking on the phone.
6. **text, send** — Vicky and Gabi ... each other every day. They ... dozens of messages.

Read the sentences again. Which verbs are state verbs and which are action verbs?

3. *All, both, several*

Read the sentences and answer the questions.

1. **Both** Gabi and I are busy organising an English book club.
2. **Several** of my friends go zorbing every weekend.
3. **All** my friends say I'm the most easy-going person in the world.

- *Which pronoun do we use when we mean two people or objects?*
- *Which pronoun do we use when we mean every person or object in a group?*
- *Which pronoun do we use when we mean a small number of people or objects?*

Пробный макет Пирожного Издательства "Рарог"

Now match the sentences with the rules.

1. ***Several*** **of** my friends love rock climbing.
2. ***All*** her friends/***Both*** the girls are interested in fashion.
3. ***All/Both*** **of** them have got blogs.

a. **We usually use the preposition *of* after *several*.**
b. **After *all* and *both*, we usually use the preposition *of* before *us* and *them*.**
c. **After *all* and *both*, we often drop the preposition *of* before *the*, *my*, *your*, etc.**

NB! We use a plural noun after ***all***, ***several*** and ***both***.

PRACTICE

10 **Say *both*, *all*, or *several* to complete the sentences. Sometimes there is more than one option!**

1. Borys and Vicky are twins. ... of them are in Grade 7B.
2. It's my birthday next Sunday and ... my friends are coming to the party.
3. Borys has got a lot of friends. ... of them are really cool.
4. Laura can speak ... Italian and English.
5. ... of the Wilsons – Alice, Justin, Anna and John – are great fans of rock music.
6. My dad keeps dozens of old computers in the garage. ... of them are still working!
7. ... Borys and Laura love adventures.

VOCABULARY

1. Friendship

11 **Work in pairs. Make a list of all adjectives of personality you know. Put them into two groups: positive and negative. Your partner does the same. Compare your lists. How many matches have you got?**

12 **Read the description below. Try to guess the meaning of the phrases in bold. Then look them up in the Wordlist at the end of your Student's Book.**

get on well
enjoy someone's company
keep in touch
be like chalk and cheese
have a lot in common
love at first sight
break up
make it up

Alex is my best friend. We met seven years ago when we were in Grade 1.
All of our friends think we **are like chalk and cheese** and they don't understand why we **get on well** together. Alex is tall and slim, easy-going and everybody's favourite.
I am short and plump, and a bit shy.
The fact is we **have a lot in common** and I really **enjoy his company**: we are both mad about photography and we take hundreds of pictures every day. Now we are in different schools but we **keep in touch** every day.
We talk on the phone or we text. Alex has got a girlfriend, I think it was **love at first sight**. It's a very interesting relationship.
They **break up** and then **make it up** almost every week. I'm not sure if I want to have a girlfriend right now!

Now listen to the phrases in bold and repeat.

13 **Work in groups of four. Each of you think of your best friend and describe him/her to your classmates. Use the description in 12 and your list of adjectives of personality. The questions below will also help you.**

- Who is the person?
- When did you meet him/her?
- What does he/she look like?
- What is he/she like?
- What do you have in common?
- How do you keep in touch?

2. Teen chat language

14 **Read Borys and Laura's chat. Can you guess the meaning of the words in bold?**

15 **In your notebook, match the abbreviations with their meanings.**

1. R	**a.** by the way
2. U	**b.** no problem
3. JK	**c.** as soon as possible
4. NP	**d.** laughing out loud
5. LOL	**e.** just kidding
6. OMG	**f.** thanks
7. BTW	**g.** are
8. Thx	**h.** oh my god
9. ASAP	**i.** you

Now read Borys and Laura's chat again and check your predictions.

Проект Майбутнього
Підручника видавництва

UNIT 1

COMMUNICATION

Introductions

16 **In your notebook, copy the sentences and put them into the correct order. Then listen and check.**

- We've got a lot in common. Both of us like reading books and watching films.
- Hi, there! My name's Gabi and I'm a student. I'm thirteen.
- I love theatre and I'm a member of a drama club and an English book club.
- I study at Les Kurbas Secondary School. I'm in class 7B.
- In my free time, I love hanging out with my best friend Vicky.
- I was born in Poltava but I live in Kyiv because my parents work there.

Now work in pairs.
Present yourself to your partner in a similar way.

HOW TO

- **Greet informally**

Hi! Hello! Hi, there!

- **Introduce yourself informally**

I'm ...
My name is ...

WRITING

An Internet profile and a sign-up form

17 **Read Vicky's profile on the eTwinning platform and answer the questions below.**

- **What is Vicky like?**
- **What are her interests?**
- **What does she like doing in her free time?**

WORD BOX

a spoiler = information about what happens in a book or film that you don't want to know about before you read or see yourself

eTwinning | friendGROUP | profile

▸ **Vicky** Ukraine — message | add a friend | report to moderator

About me:

Hi, I'm Vicky! I live in Kyiv, Ukraine. I've got a twin brother. I'm very friendly and I like meeting new people. My friends say I'm kind and generous.

Likes:

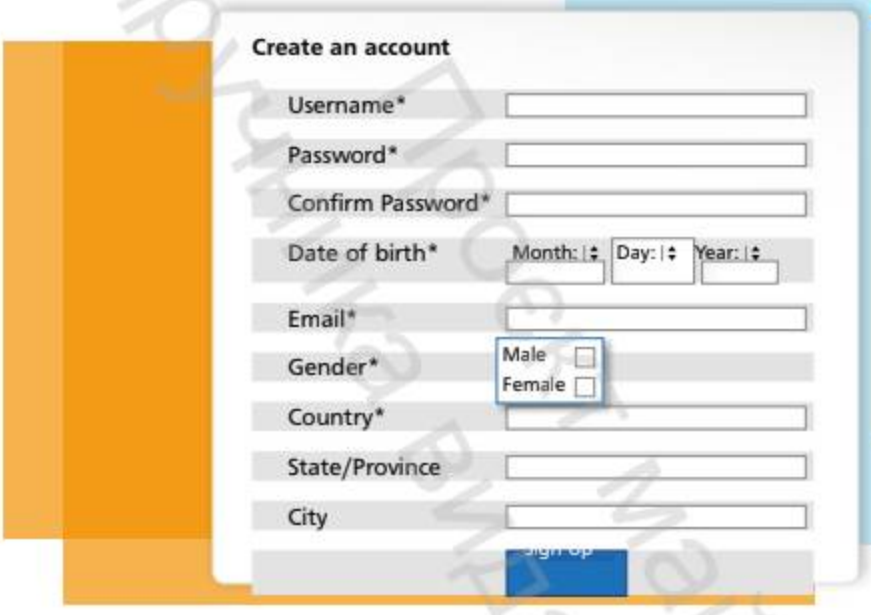
I love reading. I'm not into adventures but I want to try zorbing soon! How's that for a chicken?

Leisure time:

I read several book blogs and talk about books with my friends. But there's a rule: no spoilers! I love talking on the phone or online! I can spend hours talking with my cousins in the UK.

Now write your profile for the eTwinning platform.
Follow the model above.

Go to p. 8 in Workbook 1 and fill in the sign-up form.



IMPORTANT!

Be careful when you share information online!
Never give out any personal information, such as your phone number, address, password or photograph, without your parents' permission.

PRONUNCIATION

Sentence stress
Strong and weak forms of *do* and *does*

In the English sentence, nouns and verbs are usually **stressed**.
Articles, prepositions and other helping words aren't usually stressed.

18 **Copy these sentences into your notebook. Listen and mark the intonation pattern (rising or falling).**

1. Do you get up early?
2. Yes, I do.
3. What does he like doing?
4. He doesn't like texting.

Now listen again and answer the questions: Do we say every word with the same stress?
Which are the important words in each sentence?

19 **Listen to the sentences for a third time. Pay attention to the pronunciation of *do*/*does*.**

IMPORTANT!

In short answers and negative sentences, we use the strong form of *do* /duː/ and *does* /dʌz, ˈdʌz(ə)nt/.
In positive sentences and questions, we use the weak form of *do* /də/ and *does* /dəz/.

Listen again and repeat. Try to pronounce the forms of *do*/*does* correctly.

Проект майбутнього підручника видавництво "Ранок"

UNIT 2 Hobbies and leisure time

Unit focus

- *Grammar:* the Past Simple and the Past Continuous (revision); ***when*** and ***while***; ***so*** and ***because***
- *Functions:* talking about past events; thanking people; agreeing and disagreeing; making suggestions; making a request and an excuse; talking about hobbies and leisure time
- *Vocabulary:* hobbies and leisure time
- *Pronunciation:* strong and weak forms of ***was*** and ***were***

LET'S GET STARTED

1 **In pairs, answer the questions.**

- *Do you have a hobby?*
- *What interests do you have outside of school? Do you go to an after-school club?*
- *What club does Gabi go to?*
- *What club are Vicky and Gabi organising?*

WORDS IN ACTION

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

swallow (n.) | keen on | precious stones | freeze (v.) | Positive!

1. The European **swallow** spends the winter in Africa, south of the Sahara.

3. Diamonds are some of the most expensive **precious stones** on earth.

2. Ben is **keen on** staying fit. He goes to the gym three times a week.

4. In Sweden, people can go skating when lakes **freeze** in winter.

5. **A:** Are you sure you don't want some chocolate?
B: **Positive!**

Listen and repeat.

LISTENING AND READING

3 **Listen and say which statement is true.**

a. It's a meeting of a drama club.
b. It's a meeting of a book club.

4 **Listen again and choose the correct answer.**

1. The members of the club
   a. met yesterday.
   b. are meeting now.
2. Ms Hristova is ... to be at the meeting.
   a. surprised
   b. happy
3. ... is surprised that Georgi wants to join in.
   a. Gabi
   b. Vicky

HOW TO

- **Thank people**

I'm very/so grateful for ...
Thank you very/so much for ...
That was nice of you.
Thanks a million!

- **Answer people**

You're very welcome.
Don't mention it.
It was my pleasure.
It was nothing. What are friends for?
Forget it.

CULTURE CORNER

Oscar Wilde is an Irish poet and dramatist (1854–1900). His greatest talent was for writing comedies. He also wrote a collection of fairy tales and a novel.

5 **Now listen to an extract from the fairy tale 'The Happy Prince' by Oscar Wilde and say *true* or *false*.**

1. The Happy Prince was once a real prince.
2. The Happy Prince sees all the beauty in the city.

Проект матеріалів видавництва "Ранок"

UNIT 2

6 **Now read the rest of the extract and answer the questions below.**

'Far away in a little street there is a poor house,' continued the statue. 'One of the windows is open, and through it I can see a woman at a table. Her son is very ill and he has a fever. But she has nothing to give him because she's very poor. Little Swallow, can you bring her one of my precious stones?'
'But my friends are waiting for me in Egypt,' said the Swallow.
'Swallow, Swallow, little Swallow,' said the Prince, 'stay with me for one night and help me, please. The boy is so thirsty, and the mother is so sad.'
'I don't like boys,' answered the Swallow. 'Last summer, while I was sitting on the river, there were two nasty boys who were throwing stones at me.'
But the Happy Prince looked so sad that the little Swallow felt sorry for him.
'It's very cold here,' he said, 'but I'll stay with you for one night and help you.'
'Thank you, little Swallow,' said the Prince.

1. What is wrong with the boy?
2. Why does the Happy Prince decide to help the boy's mother?
3. Where are the Swallow's friends?
4. Why doesn't the Swallow like boys?
5. Why is the Swallow sorry for the Happy Prince?
6. What does the Swallow decide to do?

What do you think happens at the end of the fairy tale? Is it a happy ending?

7 **Now read the summary of the fairy tale 'The Happy Prince' and choose the correct answers.**

The Happy Prince is **a.** a statue / **b.** a painting decorated with golden leaves and precious stones. Everyone loves him because he is beautiful. But the Prince feels very sad about **a.** the poor people / **b.** the old people in the city. One night, a swallow comes to rest on the statue's feet on its way to Egypt. The Prince asks the bird to give all his **a.** beautiful clothes, belt and shoes / **b.** precious stones and golden leaves to the poor people. Together they help lots of people. But soon winter arrives and the swallow **a.** flies away to Egypt / **b.** freezes to death. The Happy Prince loses his best friend so his metal heart **a.** breaks into pieces / **b.** freezes too. Then God asks one of his angels to bring him two of the most **a.** expensive / **b.** precious things in the city. The angel brings him the broken heart and the dead bird.

STUDY TIP

A summary is a short version of a written work, usually a book. It contains the main events without any details. A summary helps us decide if we want to read the whole book.

Listen and check.

GRAMMAR SPOT

1. The Past Simple and the Past Continuous (revision)

Read the sentences and answer the questions below.

1. In the daytime, I **played** with my friends in the garden.
2. Vicky and Gabi **were reading** a fairy tale at 3:30 pm yesterday.
3. The sick boy **was lying** in his bed *when* the swallow **flew** into the room.
4. *While* I **was sitting** on the river, two nasty boys **were throwing** stones at me.

- *When do we use the Past Simple?*
- *When do we use the Past Continuous?*

Now check the rules.

- **We use the *Past Simple* to talk about a completed action or event in the past.**
- **We use the *Past Continuous* to talk about an activity happening around a certain time in the past.**
- **We use the *Past Continuous* to say that two activities were happening at the same time in the past.**
- **We often use the *Past Continuous* and the *Past Simple* together when we talk about a long and a short action in the past. The short main action is in the *Past Simple*. The long background action is in the *Past Continuous*.**

Do you remember?

We put *while* only in front of the long action. We put *when* in front of the short or long action.

PRACTICE

8 **Say the correct form of the verbs in bold to complete the sentences. Use the Past Simple or the Past Continuous.**

1. **arrive, introduce**
   When Georgi ... at the book club meeting, the members ... themselves.
2. **keep, tour**
   Alice and Dorothy ... in touch every day while Alice ... Ukraine last summer.
3. **ride, meet, be**
   While John ... on the bus, he ... a beautiful girl. It ... love at first sight!
4. **break, climb**
   Laura ... her leg while she ... up a rock.
5. **text, chat**
   Borys ... Laura while Vicky ... with Alice.
6. **break up, make up**
   Last week, Alex ... with his girlfriend but yesterday they ... it ... .

2. *So* and *because*

Do you remember?

A compound sentence is made up of simple sentences joined by conjunctions such as *and*, *or*, *but* and *so*.

Study the sentences and check the rules.

1. Everyone loves the Happy Prince **because** he is beautiful.
2. The Happy Prince loses his best friend **so** his metal heart breaks into pieces.

- We use *so* to show the *result* of an action or a decision.
- We use *because* to show the *reason* for an action or a decision.

Електронний навчальний посібник

UNIT 2

PRACTICE

9 **Say *so* or *because* to complete each sentence. Then say the sentences in another way.**

Model: *I couldn't go to the performance **because** I was sick.*
*I was sick **so** I couldn't go to the performance.*

1. Georgi joins the English book club ... he loves reading.
2. It was very cold outside ... I put on my warmest jacket.
3. Borys wants to try zorbing ... he thinks it's cool.
4. I didn't like the film ... I walked out of the cinema.
5. Laura's leg is broken ... she has to stay home.
6. Justin couldn't recognise Gabi in 'The Prince and the Pauper' ... she played a male part.

Listen and check.

VOCABULARY

Hobbies and leisure time

10 **Work in groups of four. What words for hobbies and interests do you know? Make a list.**

11 **Look at the pictures of other hobbies below. Do you do any of these activities at an after-school club?**

In your notebook, match the words with the pictures.

a. knitting
b. pottery
c. photography
d. decoupage
e. martial arts
f. volunteering
g. scouting
h. folk dance

1

2

3

4

5

6

7

8

Listen, check and repeat.

12 **Work in small groups. Discuss the hobbies in 11. Use the conversation below as a model. The words and phrases in the box will help you. Copy the table into your notebook, add more rows and columns and take notes.**

Model:

Ellie: *What do you think about knitting, Asya?*
Asya: *I think it's very interesting.*
Ellie: *Why?*
Asya: *Because I like doing things with my hands.*
Ellie: *Would you like to try it?*
Asya: *Sure. What do you think, Kiril?*
Kiril: *I think it's boring and I don't want to try it! What about you, Todor?*
Todor: *I'm not sure about that but I think knitting's useful.*
Ellie: *Yes, absolutely! It's enjoyable and helps me to relax.*

HOW TO

- **Agree**

I agree.
I think so, too.
Yes, absolutely!
I'm with you on that one.

- **Disagree**

I don't agree.
I don't think so.
Absolutely not!
I'm not sure about that.

- interesting, enjoyable, useful, popular, creative
- boring, dangerous, strange, expensive, difficult
- like making beautiful objects/things with my hands
- like being outside/active/useful
- like helping people/animals
- helps me to relax/focus/stay fit

Now report to the class.

Model:

Kiril thinks that knitting is boring so he doesn't want to try it.

Asya thinks that knitting is interesting. She wants to try it because she likes doing things with her hands.

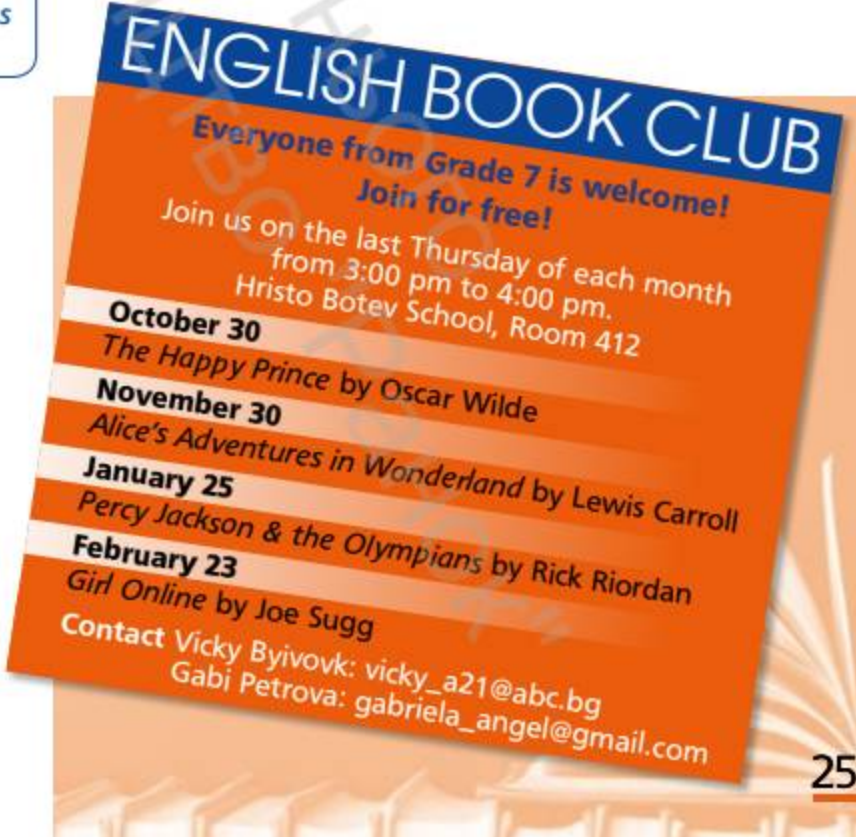
Hobby	Name 1: Kiril	Name 2: Asya	Name 3: Todor	Name 4: Ellie
knitting	boring; X	interesting; likes doing things with her hands; V	useful; V	enjoyable; helps her to relax; V

COMMUNICATION

Making suggestions

13 **Read the poster and answer the questions.**

1. When does the club meet?
2. Where does it meet?
3. Who can join the club?
4. Do you have to pay to join the club?
5. Who do you need to contact to join the club?



14 **Now read and listen to the dialogue. Then practise in pairs.**

Kalina: Look! There's an English book club at school!
Martin: Really? Where? When?
Kalina: Every last Thursday of the month between 3:00 pm and 4:00 pm.
Martin: What books are they going to read?
Kalina: Let's see.
Martin: Look, **Percy Jackson & the Olympians**. I'd like to read it!
Kalina: Me too. And **Girl Online** sounds **interesting**.
Martin: **Shall we** join the club then?
Kalina: Why not? **It'd be fun** to read and discuss books together.
Martin: **Exactly**. I know Gabi, I'll send her an email.
Kalina: Cool!

Make a similar dialogue. Use the phrases in the *How to* box and your own ideas.

HOW TO

- **Make suggestions**

Let's ...
Shall we ...?
Why don't we ...?
It'd be nice/fun to ...
Would you like to ...?

15 **Work in pairs. Look at the poster below. Talk with your partner about the after-school club. Use the dialogue in 14 as a model.**

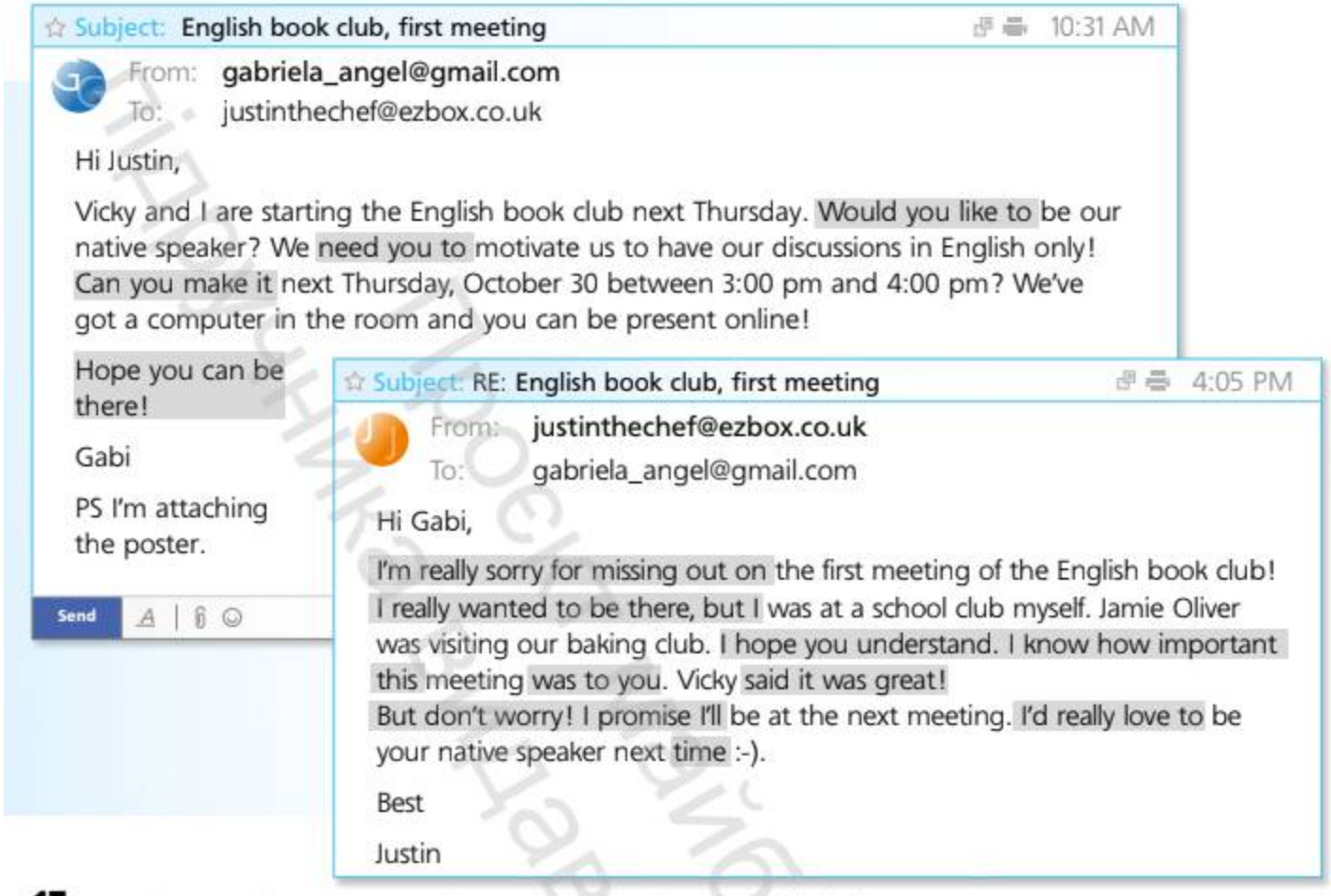
WRITING

A request and an excuse

16 **Read the two emails and answer the questions.**

- **What does Gabi invite Justin to?**
- **What does she ask him to do?**
- **Did Justin take part in the event? Why? Why not?**
- **What does he promise to do?**

Проєкт майбутнього Видавництво "Ранок"



☆ Subject: English book club, first meeting 10:31 AM

From: gabriela_angel@gmail.com
To: justinthechef@ezbox.co.uk

Hi Justin,

Vicky and I are starting the English book club next Thursday. Would you like to be our native speaker? We need you to motivate us to have our discussions in English only! Can you make it next Thursday, October 30 between 3:00 pm and 4:00 pm? We've got a computer in the room and you can be present online!

Hope you can be there!

Gabi

PS I'm attaching the poster.

Send

☆ Subject: RE: English book club, first meeting 4:05 PM

From: justinthechef@ezbox.co.uk
To: gabriela_angel@gmail.com

Hi Gabi,

I'm really sorry for missing out on the first meeting of the English book club! I really wanted to be there, but I was at a school club myself. Jamie Oliver was visiting our baking club. I hope you understand. I know how important this meeting was to you. Vicky said it was great!
But don't worry! I promise I'll be at the next meeting. I'd really love to be your native speaker next time :-).

Best

Justin

17 **Imagine you have to organise or take part in a school club event (a school bazaar, a concert, a performance, a competition, etc.). Ask a friend to support you. Use Gabi's email as a model.**

Now exchange the emails with your partner. Write a reply. Make an excuse and explain why you couldn't go. Use Justin's email as a model.

PRONUNCIATION

Strong and weak forms of *was* and *were*

18 **Listen to these sentences. Pay attention to the pronunciation of *was/were*.**

1. Were you happy?
2. Yes, I was.
3. Was he reading a book?
4. No, he wasn't.
5. The boys weren't throwing stones.
6. The prince was crying.

IMPORTANT!

In short answers and negative sentences, we use the strong form of *was* /wɒz, 'wɒz(ə)nt/ and *were* /wɜ:(r), wɜ:(r)nt/. In positive sentences and questions, we use the weak form of *was* /wəz/ and *were* /wə(r)/.

Listen again and repeat. Try to pronounce the forms of *was/were* correctly.

UNIT 3 Going places

Unit focus

- *Grammar:* the Present Continuous and ***be going to*** (revision); adverbs of probability; the Present Simple for the future
- *Functions:* talking about fixed arrangements, plans and intentions; expressing probability and possibility; talking about timetables; asking about future plans; talking about holidays
- *Vocabulary:* holidays
- *Pronunciation:* silent letters

LET'S GET STARTED

1 In pairs, answer the questions.

- *Where do you usually go on holiday in winter/summer?*
- *How do you travel when you go on holiday?*
- *What means of transport do you know? What is your favourite means of transport?*

1. I'd love to go **snowshoeing** next winter.

2. **Dog sledding** is a popular winter activity in Sweden.

3. You can enjoy a magnificent view of **the Northern Lights** if the weather is clear.

WORDS IN ACTION

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

snowshoeing | dog sledding | the Northern Lights | take off | reindeer herd | solve

4. The plane is going to **take off** any minute.

5. The **reindeer herd** is resting in the snow.

6. My dad has to **solve** loads of problems at work every day.

Listen and repeat.

LISTENING AND READING

3 Listen and answer the question.

- Where does this extract come from: a school lesson, a TV commercial or a video tour guide?

4 **Listen again and say which of the activities below are mentioned in the text.**

camping
cycling
dog sledding
hiking
jogging
sailing
skiing
skating
snowshoeing
walking

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

1. What are Alice and Justin talking about?
2. What are the Wilsons going to do during the Christmas break?

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

Alice: Hey, lazybones!
Justin: Don't disturb me – I'm trying to think!
Alice: A penny for your thoughts.
Justin: Well, Christmas is in two weeks! I want to have fun! Auntie Cherry and Uncle Tom are OK but it's no fun spending Christmas with them each year.
Alice: Uh-huh. We'll probably get more funny sweaters!
Justin: Yeah, and reindeer socks!
John: Hey, I think you've got your problem solved!
Justin: Are you kidding, Dad?
Anna: No, we're going on holiday to Sweden!
Alice: To Sweden?
Justin: But Mum, cold is no fun!
John: I promise we'll have fun! We're going snowshoeing and dog sledding. And we're sleeping in an ice hotel!
Justin: There'll probably be nothing to eat there!
John: Relax! There'll be snacks and delicious dinners.
Justin: Perhaps I won't starve then.
Anna: Don't worry! And you'll be able to take lots of photos. We're going to see the Northern Lights!
Justin: Now this sounds cool!
Alice: Yes, it does! When are we leaving?
John: On December 21.
Anna: The bad news is the plane takes off at 6:30 am.
Justin: No problem, Mum. We'll have breakfast on the plane.

Mind the idiom!

a penny for your thoughts = to ask someone who is silent what they are thinking about

1. Do Alice and Justin want to spend Christmas with their Aunt and Uncle?
2. What Christmas presents do Justin and Alice get each year?
3. Who is worried that it will be cold in Sweden?
4. Who thinks that the Northern Lights are cool?
5. What does Justin think about the early flight?

Підручник рекомендовано Міністерством освіти і науки України

7 **Now listen to three announcements from the Wilsons' trip to Sweden. Where can you hear each announcement: at the train station, at the airport, or on the Underground?**

8 **Listen to the announcements again and choose the correct answers.**

1. The passengers travelling to Stockholm are boarding
   a. at Gate 13.
   b. at Gate 33.

2. The train to Kiruna leaves
   a. at 5:05 am.
   b. at 5:05 pm.

3. The passengers on the Tube are travelling
   a. to Heathrow Airport.
   b. to Piccadilly.

STUDY TIP

When you listen to airport or train announcements, always pay attention to numbers, times, and proper or geographical names. The **24-hour clock** uses the numbers 00:00 to 23:59 (midnight is 00:00). We use the **24-hour clock** to talk about bus, train and flight times.

GRAMMAR SPOT

1. The Present Continuous and *be going to* (revision)

Read the sentences and answer the questions.

1. **We're going to see** the Northern Lights!
2. **We're flying** on December 21. I bought the tickets an hour ago.

- *Which sentence shows the speaker is talking about a fixed arrangement?*
- *Which sentence shows the speaker is talking about his/her intention?*

Now check the rules.

- **We use the *Present Continuous* to talk about fixed arrangements and plans for the future.**
- **We use *be going to* to talk about our general plans and intentions for the future.**

IMPORTANT!

We use verbs such as ***go***, ***come*** and ***arrive*** more often in the Present Continuous.
I'm going to go on holiday. = I'm going on holiday.

PRACTICE

9 **Read the sentences below. Decide if they describe fixed arrangements (FA) or intentions (I). Then, in your notebook, complete the sentences with the correct form of the verbs in bold: the Present Continuous or *be going to*.**

Model:
start *I'm going to start music lessons soon. (I)*
study *I'm studying this weekend. (FA)*

1. **fly** The Wilsons ... to Sweden on December 21.
2. **meet** I ... the head teacher at 9 o'clock tomorrow.

Проєкт майбутнього "Наручника видавництва Ранок"

3. **try** Borys ... zorbing soon.
4. **write** Gabi ... Justin an email next week.
5. **see** Vicky and Borys ... the new *Star Wars* film at 7:00 pm.
6. **start** Laura ... her own fashion blog soon.

2. Adverbs of probability

We use **adverbs of probability** to show that we aren't sure about something.

Study the sentences and answer the question.

1. We'll **probably** get more funny sweaters!
2. They'll **possibly** see the Northern Lights.
3. Alice **probably** won't chat with Dotty every day.
4. **Perhaps/Maybe** Justin will be hungry all the time.

Do you remember?

We use ***will*** to talk about future facts or to make predictions.

- *Where do we put adverbs of probability in the sentence?*

Now match the sentences with the rules.

a. **We put *probably/possibly* after *will* in positive sentences.**
b. **We put *probably/possibly* before *won't* in negative sentences.**
c. **We usually put *perhaps/maybe* at the beginning of the sentence.**

PRACTICE

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

1. will / snow / it / tomorrow / probably .
2. trip / to / their / perhaps / will / Sweden / enjoy / the Wilsons .
3. Laura / have / maybe / online / Borys / will / an / conversation / with .
4. won't / they / match / probably / win / the .
5. next / possibly / we / week / will / you / see .
6. the / she / come / won't / party / be able to / possibly / to .

3. The Present Simple for the future

Study the sentences and answer the question.

1. The train to Kiruna **leaves** in 10 minutes.
2. The tennis match **starts** at 7 o'clock tomorrow.

- *Do the sentences refer to the future or the present? How do you know?*

Now check the rules.

- **We use the *Present Simple* to talk about bus/train/flight timetables and fixed programmes.**
- **We often use the *Present Simple* for the future with these verbs: *begin*, *start*, *finish*, *arrive*, *leave*, and *end*.**

Проект Міністерства освіти і науки України

UNIT 3

PRACTICE

11 **Each sentence below has a mistake. Say the correct verb form.**

Model: *The book club meeting ~~is starting~~ at 3:00 pm.*
The book club meeting starts at 3:00 pm.

1. The last train is leaving at 10:00 am.
2. The concert is beginning at 8 o'clock sharp.
3. What time will your flight be?
4. The school bus will arrive at 7:00 am.
5. The plane is taking off in half an hour.
6. Laura's party is starting at 6:00 pm on Saturday.

12 **Work in pairs. Read the airport schedule below.**
Then ask and answer as in the model.
Use the suggestions in the box.

- When / ... flight / leave?
- Which gate / it / leave from?
- What time / it / start boarding?

Model: ***A:*** *When does the Berlin flight leave?*
B: *At 13:35.*

VOCABULARY

Holidays

13 **Work in groups of four. What activities can you do when you go on holiday? Make a list.**

14 **Now look at the list of holiday places. In your notebook, match the words with the pictures.**

a. hotel
b. youth hostel
c. campsite
d. guesthouse
e. holiday resort
f. self-catering flat
g. mountain hut
h. cruise ship

Listen, check and repeat.

15 **Say the correct words from 14 to complete the sentences. Be careful – some words are in the plural!**

1. The Mediterranean Cruise Line offers adventure and fun for adults and kids on board our largest and newest ..., *The Explorer*.
2. Auntie Cherry and Uncle Tom always stay at expensive all-inclusive ... .
3. We don't like going on holiday to large ... .
   We prefer quiet places without huge crowds of visitors.
4. The Byivovks often go hiking in the mountains.
   They put up a tent at a ... or stay in a ... .
5. A lot of young people go on backpacking trips.
   They often stay at ... where they can meet other travellers.
6. Last summer, we stayed at a small, cosy ... .
   The owners were very friendly and helpful.
7. When we go on long weekends, my parents usually rent a ... .
   It's cheaper than a hotel and it feels like home!

WORD BOX

backpacking = travelling around with only a backpack on your back

Listen and check.

WORD BOX

campsite (BrE) = campground (AmE)

caravan (BrE) = trailer (AmE)

camper (BrE) = motor home (AmE)

16 **Work in groups of four. Ask your classmates the questions below, take notes and report to the class.**

1. Where do you usually go on holiday?
2. Who do you go with?
3. How do you travel?
4. Where do you stay?

Model: *Elena usually goes on holiday to the mountains with her family. They travel by car or camper. They stay in a mountain hut, a tent, or in the camper.*

MIND THE PREPOSITIONS!

Prepositions of time: *in* and *after*

in = how long from now
after = later than

We're leaving ***in*** twenty minutes. (= We're leaving twenty minutes from now.)
We're going on holiday ***after*** the end of the school year. (= The school year ends and then we're going on holiday.)

17 **Say the correct preposition in each sentence.**

1. Hurry up! The film starts ... an hour.
2. Justin is meeting his friends ... school.
3. I can't talk now.
   I'll call you ... 10 minutes.
4. Relax! Our plane starts boarding ... two hours.
5. Don't worry. I'll call you ... 2:00 pm.
6. **A:** I'll miss you!
   B: I'll be back ... two weeks.

Проект Майбутнього Видавництво "Ранок"

UNIT 3

COMMUNICATION

Talking about future plans

18 **Read and listen to the dialogue. Then practise in pairs.**

Dorothy:	**What are you going to do during** the holidays?	Are you doing anything ...?
		Have you got any plans for ...?
Alice:	We're going on holiday to **Sweden! Dad** booked the holiday **last week**. I'm so excited!	Barcelona/the Alps
		Mum/My parents
		last month/a couple of months ago
Dorothy:	**Sweden**? What are you going to do there?	
Alice:	We're going **snowshoeing and dog sledding**.	sightseeing/skiing and snowboarding
Dorothy:	Where are you staying?	
Alice:	At **the Icehotel**. It's **a hotel made of ice**! Isn't it cool?	a self-catering flat/a guesthouse
		in the city centre/with a view of the mountain
Dorothy:	Wow! It is! How are you getting there?	
Alice:	We're **flying to Stockholm on December 21. Then we're taking the train to Kiruna**.	flying to Barcelona
		driving to Kitzbuhel
Dorothy:	Have fun!	
Alice:	Thanks!	

Now make a similar dialogue. Replace the words and phrases in bold with the suggestions on the right and your own ideas.

19 **Work with a partner. Choose a role card and make a dialogue. Then change roles and make another dialogue.**

Student A:

- Imagine you're going on holiday next week. Your parents booked the hotel and the flight last month. Answer Student B's questions about your holiday plans.

Student B:

- There's a public holiday next week. Ask questions to find out about your friend's plans.

HOW TO

- Ask about future plans

What are you doing ...?
Are you doing anything ...?
What's your plan for ...?
Have you got any plans for ...?

Проект Майбутнього Підручника видавництво Ірбіс

WRITING

Holiday plans

20 **Read Borys' email and answer the questions.**

- **What is Borys doing during the holidays?**
- **What is he going to do?**
- **What will he probably do?**

IMPORTANT!

- When you talk about fixed plans and arrangements with other people, use the ***Present Continuous***.
- When you talk about your intentions, use ***be going to***.
- When you aren't sure about your plans, use ***probably***/***possibly***/***perhaps*** + ***will***.

Subject: Holiday plans 11:14 AM

From: borys.king@gmail.com
To: a new friend

Hi, my new friend!

What are you going to do during the winter break?

We're going on a family holiday out of town. We're leaving on December 23. First, we're visiting my grandparents in the Carpathian Mountains. Then, we're going to a holiday resort. It's called Wood Hotel Resort. We're spending a week there. We're going to ski and I'm going to learn how to snowboard. Perhaps we'll visit White Elephant Observatory. I really want to see the telescopes.

Write soon.

Borys

Send

21 **Imagine you are a member of the eTwinning project. Answer Borys' email. Write about your holiday plans.**

PRONUNCIATION

Silent letters

22 **Listen and note the silent letter in each word. Copy the words into your notebook and circle the silent letters.**

often guest wrong talk honest know

Now say the words below. Which is the silent letter in each word?

hour listen write guard calm knee

Listen, check and repeat.

IMPORTANT!

A silent letter is a letter that we write but we don't pronounce, such as the 'u' in 'guess'.

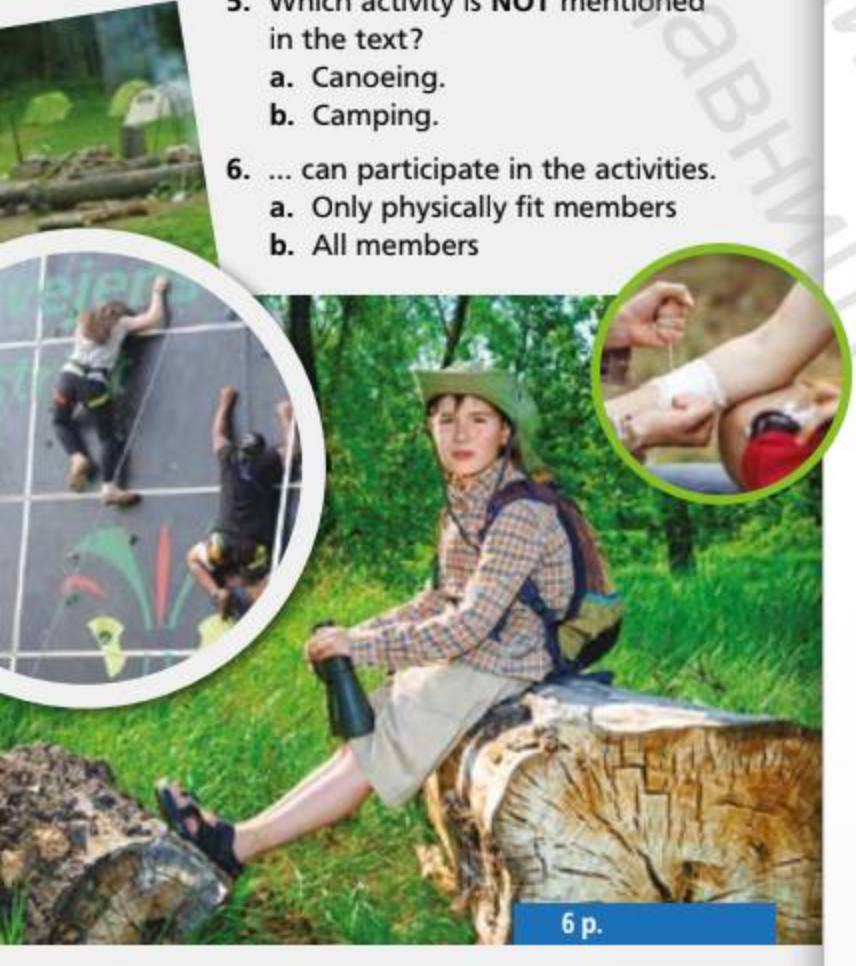
Проект Майбутнього Видавництво "Ранок"

Up to now 1

LISTENING

1 **Listen to the online ad and write the correct answers in your notebook.**

1. The Scout Association has 450,000 members
   a. in the UK.
   b. across the world.
2. There are programmes for ... different age groups.
   a. five
   b. four
3. People aged 14 –18 are called
   a. Scouts.
   b. Explorer Scouts.
4. The most important thing for Scouts is
   a. fun.
   b. adventure.
5. Which activity is **NOT** mentioned in the text?
   a. Canoeing.
   b. Camping.
6. ... can participate in the activities.
   a. Only physically fit members
   b. All members



6 p.

READING

2 **Read the text and write the correct answers in your notebook.**

Friendship is important to everyone. According to experts, students who have lots of friends are more generous and do better at school. Today most teenagers have hundreds of people on their buddy lists on social networking sites. But are they real friends?

Virtual friends are often people you don't really know but you 'speak' with by email, instant messaging or social networking, in chat rooms or while gaming. All of this is great but studies show that most of these friendships stay in the digital space – only 20% of teenagers meet their online friends in person.

With your real friends, you can share funny videos, play games, and chat all the time. But you can do so much more – go to the cinema or to a party, play basketball, or chat over a delicious pizza. You can share a secret and give a real hug, not the bear emoji!

So don't feel bad when other people have more virtual 'friends' than you. When it comes to friendship, quality is more important than quantity.

Проект Майбутнього Підручника Видавництво "Ранок"

1. Experts say you are more successful ... if you have lots of friends.
   a. at school
   b. in life
2. A 'buddy list' means
   a. a list of the names of someone's best friends.
   b. a list of someone's contacts on social networking sites.
3. According to studies, ... of virtual friends never meet face-to-face.
   a. 20 percent
   b. 80 percent
4. With your ... friends, you can do all the things you do with your ... ones.
   a. virtual; real
   b. real; virtual
5. The author of the text thinks that it is important
   a. to have as many online friends as possible.
   b. to have more real friends than online friends.
6. The text is about
   a. friends on social networking sites.
   b. the difference between virtual and real friends.

6 p.

SPEAKING

3 **Work in small groups. Think of the advantages and disadvantages of online friendship. Make a list. Choose a group speaker and write your ideas on the board. Have a class discussion.**

PROS AND **CONS** OF VIRTUAL FRIENDSHIP

Now

I know how to:

- greet a friend.
- introduce myself.
- talk about friendship.
- use teen chat language.
- thank people.
- agree and disagree.
- make suggestions.
- make a request.
- make an excuse.
- talk about hobbies and leisure time.
- talk about fixed arrangements, plans and intentions.
- express probability and possibility.
- talk about timetables.
- ask about future plans.
- talk about holidays.

I can:

- use the Present Simple and the Present Continuous.
- use action and state verbs.
- use ***all***, ***both*** and ***several***.
- use the Past Simple and the Past Continuous with ***when*** and ***while***.
- use ***so*** and ***because***.
- use the Present Continuous for the future and ***be going to***.
- use adverbs of probability.
- use the Present Simple for the future.

Проєкт Майбутнього Українська видавництво Оранжевий

UNIT 4 *We are fans!*

Unit focus

- *Grammar:* past participle; the Present Perfect 1: experience; ***ever*** and ***never***
- *Functions:* talking about somebody's experience; giving opinions; agreeing and disagreeing with opinions; talking about books, films and music
- *Vocabulary:* interests: books, films and music
- *Pronunciation:* strong and weak forms of ***have*** and ***has***

LET'S GET STARTED

1 **Answer the questions.**

- *Are you a film fan?*
  Are you a member of a fan group?
- *What are your favourite films and TV shows?*
- *What kind of music do you like?*
- *Who is your favourite singer or band?*

WORDS IN ACTION

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

fangirl

film location

scene

sneak into

shoot (v.)

1. My big sister is a real *Game of Thrones* **fangirl**! She watches the show every night.

2. Christ Church College is a famous **film location** from the *Harry Potter* series.

3. This is a **scene** from one of my favourite films – *The Lord of the Rings*.

4. The neighbour's cat tried to **sneak into** our house yesterday.

5. We had to **shoot** the beach scene in windy weather.

Listen and repeat.

LISTENING AND READING

3 **Listen and choose the correct answer.**

1. Alice ... a blog post.
   a. is reading
   b. is writing
2. ... thinks the two fangirls are special.
   a. Alice
   b. Vicky

FANDOM CORNER

Platform Nine and Three-Quarters (Platform 9 ¾) is a fictional platform at King's Cross Station in London. It is where students of Hogwarts School of Witchcraft and Wizardry in the *Harry Potter* series catch the Hogwarts Express.

4 **Listen again and answer the question: Who says these sentences?**

1. We're fangirls, too!
2. Check this out!
3. Have you ever been to a film location?
4. I've only been to one.
5. Seriously?
6. I haven't been to any film locations!
7. You bet!

5 **Listen to part of a blog post and answer the questions.**

1. What two passions do the two Finnish bloggers have?
2. What three countries are mentioned in the blog post?

6 **Now read the whole blog post and choose a heading.**

a. Two fangirls follow favourite actors while shooting films and TV shows
b. Superfans travel around the world to recreate scenes from favourite TV shows and films

home about **Alice's BLOG** archive email

Follow me

Meet Finnish bloggers Tiia and Satu – fangirls and travellers. How do they combine their two passions? They travel around the world and take photos of famous film and TV locations. What they do is called *sceneframing*. One of them holds a tablet with a scene against the background while the other takes the photo. 'No one has ever done it with tablets and phones before,' they explain.

The pair have been to two continents to recreate their favourite film and TV scenes. They have travelled to Northern Ireland to get scenes from *Game of Thrones*. They have crossed England and Wales to be at the exact locations from *Sherlock*. They have sneaked into the St. Pancras Hotel in London to shoot a scene from *Batman*. They have toured the US to see locations from old and new favourites, from *Forrest Gump* to *The Avengers*. They have never been to Asia, Africa, Australia, South America, and Antarctica though. The best is yet to come!

I don't know about you, but I think these two are just brilliant!

Posts 1 2 3 **4** 5 6 ... Next ▸ Last ▮

7 **Read the blog post again and finish the sentences.**

1. Tiia and Satu have been to ...
2. They haven't been to ...
3. They have visited film locations from ...

UNIT 4

GRAMMAR SPOT

IMPORTANT!

You must learn the past participles of irregular verbs by heart!

1. Past Participle

Look at the list of irregular verbs on p. 142 in your Student's Book. The form in the third column is called the *past participle*. It is also often called the third form of the verb.
The past participles of regular verbs end in *-ed* and are the same as their Past Simple forms.
We use the past participles to form some grammar tenses. The past participles are also used as adjectives, for example *a broken leg*, *spoken English*.

PRACTICE

8 **In your notebook, write the past participles of the verbs below.**

be	meet	eat
have	watch	travel
do	see	fly
take	read	win
give	write	cheat

Listen, check and repeat.

2. The Present Perfect for experience

FORMS

POSITIVE			
I You We They	**have ('ve)**	**seen**	a famous person.
He She It	**has ('s)**		

NEGATIVE			
I You We They	**have not (haven't)**	**seen**	a famous person.
He She It	**has not (hasn't)**		

YES/NO QUESTIONS			
Have	I you we they	**seen**	a famous person?
Has	he she it		

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

Answer the questions.

- *How do we form positive sentences?*
- *How do we form negative sentences?*
- *How do we form Yes/No questions?*

Now check the rules.

- **We use *have*/*has* + *past participle* in positive sentences.**
- **We use *haven't*/*hasn't* + *past participle* in negative sentences.**
- **We put *have*/*has* at the beginning of Yes/No questions.**

Проєкт Майбутнього Видавництво "Раніт"

USE

Read the sentences and match them with the rules.

1. Alice **has been** to Platform 9 ¾.
2. Alice and Justin **went** to Platform 9 ¾ last year.

a. **We use the *Past Simple* to talk about past actions when we know or understand from the context when the action took place.**
b. **We use the *Present Perfect* to talk about life experiences. We focus on what happened, not when it happened.**

3. *Ever* and *never*

Read and compare the sentences. Then answer the questions.

1. **Have** you **ever been** to a film location?
2. Tiia and Satu **have never been** to Australia.

- *When do we use **ever**?*
- *When do we use **never**?*
- *Where do we put **ever** and **never**?*

Now check the rules.

- **We use *ever* in questions.**
- **We use *never* in statements with a positive verb.**
- **We put *never* and *ever* before the past participle.**

PRACTICE

9 **In your notebook, write the correct Present Perfect form of the verbs in bold.**

Model: **read** — *I have read three books in English.*

1.	**watch**	I ... *Riverdale*.
2.	**not see**	My parents ... *The Hobbit*.
3.	**read**	... Alice ... *The Hunger Games*?
4.	**travel, not visit**	Alice and Justin ... around Ukraine but they ... Birmingham.
5.	**be**	Gabi ... on stage lots of times.
6.	**write**	... you ... a fan email to a famous actor?

Listen and check.

10 **Listen to Alice talk about the things she *has done* (V) or *hasn't done* (X). Take notes in your notebook. Then make sentences about her.**

Model: *She **has met** a famous person.*

- meet a favourite actor
- watch *The Big Bang Theory*
- read all the *Harry Potter* books
- see all the *Harry Potter* films
- write a fan letter or email
- take a selfie with a celebrity

Проект Майбутнього від видавництва "Ранок"

UNIT 4

CULTURE CORNER

Sherlock Holmes (/ˈʃɜːrlɒk ˈhoʊmz/) is a fictional private detective created by Sir Arthur Conan Doyle. Holmes and his assistant Doctor Watson first appeared in *A Study in Scarlet*, published in 1887. The last adventure of Holmes and Watson was published in 1927. Sherlock is so popular that there are hundreds of Hollywood films, TV shows, and plays about his adventures.

11 **Copy the chart into your notebook. Listen to a student from the eTwinning project interview Vicky. Mark the things she *has done* (V) or *hasn't done* (X) in the chart.**

	Vicky	Name
cheat in an exam		
eat octopus		
fly on a plane		
win a competition		
study in another country		

Now work in pairs. Interview each other and mark the answers in the chart.

Model: ***A:*** *Have you ever cheated in an exam?*
B: *No, I haven't.*

Then report to the class.

Model: *Plamen has never cheated in an exam. He has won a competition.*

12 **Say the correct verb form: the Present Perfect or the Past Simple.**

1. Tiia and Satu **travelled** / **have travelled** thousands of miles.
2. I **didn't watch** / **haven't watched** *Riverdale* last night.
3. My classmates **saw** / **have seen** all the *Harry Potter* films.
4. **Were you** / **Have you been** at home yesterday?
5. **Have you read** / **Did you read** a book in English?
6. Vicky and Borys **studied** / **have studied** English in London two years ago.
7. Vicky **hasn't been** / **wasn't** to Platform 9 ¾.

VOCABULARY

WORD BOX
film (BrE) = movie (AmE)

Interests: books, films and music

13 **Work in groups of four. What words and phrases related to books, films and music do you know? Make three lists.**

14 **Now read the eTwinning forum and try to guess the meaning of the words and phrases in bold. What is each paragraph about: books, films, or music?**

Проєкт Майбутнього Книга видавництво "Ранок"

eTwinning friendLIVE forum message report to moderator

PEOPLE EVENTS PROJECTS GROUPS FORUMS

MY INTERESTS

Gabi:

I'm a **big reader**. I read a lot of books on my **e-reader** but I like buying real paper books, too. At the moment I'm reading a fantasy **retelling** of Cinderella. It's a real **page-turner**. I **can't put it down**!

Julian:

I'm into movies. The *Star Wars* **series** is my all-time favourite. I've seen all the **episodes**. They're all **blockbusters** but they also have a **message**. My dad took me to see Episode 1 in 3D when I was 8! What I loved most about it was the **special effects** and the **soundtrack**. I felt like I was in the movie!

Laura:

I'm Italian and like most Italians I love music! I'm very much into Italian music. My favourite **musician** is singer and **songwriter** Giusy Ferreri. I've got all her **records** and I've been to several **live concerts**. Most of her songs have **catchy tunes** and I know their lyrics by heart.

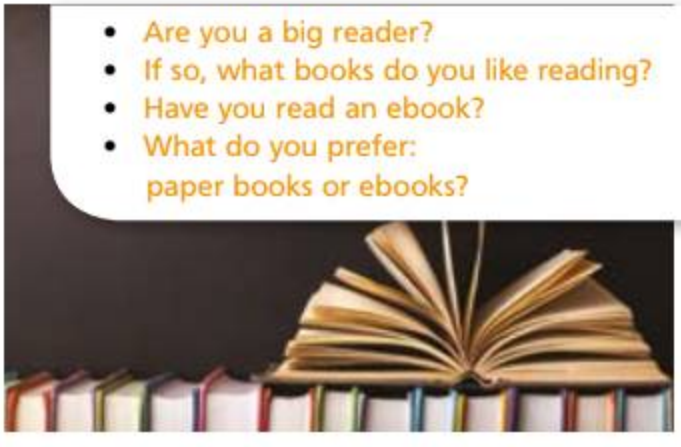
15 **Organise the words and phrases in 14 in word webs. Add more words to each group.**

Remember!

to see a film: *to see a film at the cinema*
to watch a film: *to watch a film on TV*

Listen, check and repeat.

16 **Ask and answer in pairs. Take notes, then report to the class.**



- Are you a big reader?
- If so, what books do you like reading?
- Have you read an ebook?
- What do you prefer: paper books or ebooks?

- Films or TV shows? Why?
- Have you watched any of the films or TV shows mentioned in this unit? Which ones?
- Have you watched the film adaptation of a book? Do you prefer the book or the film?

- What kind of music do you like?
- Who is your favourite musician?
- What is your favourite band?
- Have you seen them live?
- Do you know any of their lyrics by heart?

Μαίνη Θεοδωράκη Φλώρου Παπαδοπούλου Ελένη Μαρκάκη Ιωάννης Παπαδόπουλος Εκδόσεις Μεταίχμιο

UNIT 4

COMMUNICATION

Giving opinions

17 **Read and listen to the dialogue. Then practise in pairs.**

A: Have you seen **Thor**: **Ragnarok**?
B: Yes, I have. In fact, I saw it last night.
A: What did you think of the film?
B: It was **OK**.
A: **OK**? You must be joking!
It was absolutely **brilliant**!
B: **Hmm, I don't quite agree**. The special effects and the soundtrack were good but the story **was ridiculous**. **In my opinion**, it's the most important thing about a film.
A: **You may be right but** I don't really care about the story. I'm more into the visual stuff.
B: **I can see why you liked it then**.

not bad/rubbish
terrific/superb/amazing
I don't think so.
stupid/absurd/boring I think/I believe
Perhaps that's true but
I see your point.

Make a similar dialogue. Replace the words and phrases in bold with the suggestions on the right and your own ideas.

18 **Work in pairs. Look at the film posters and read the information below. If you haven't seen the films, imagine that you have. Discuss the films with your partner. Take turns.**

Beauty and the Beast

Director: Bill Condon
Stars: Dan Stevens, Emma Watson, Luke Evans
Plot: An adaptation of the fairy tale about a monstrous-looking prince and a young woman who fall in love.

THE MUMMY

Director: Alex Kurtzman
Stars: Tom Cruise, Kyiv Boutella, Russell Crowe
Plot: An ancient princess is awakened from her crypt beneath the desert, bringing with her hate and terrors.

HOW TO

- Give opinions

In my opinion ...
I think/believe ...
It was OK/not bad/all right.
It was brilliant/terrific/superb.
It was ridiculous/absurd/stupid.

HOW TO

- Agree with opinions

I see your point.
I can see why ...

- Disagree with opinions

You may be right but ...
I don't quite agree.

Проект майбутнього

WRITING

Interests

19 **Read Borys' post and answer the questions.**

- **What is Borys a fan of?**
- **Why does he like TV shows?**
- **What is his favourite show?**
- **What kind of people will enjoy the show?**

eTwinning friendLIVE forum

PEOPLE EVENTS PROJECTS GROUPS FORUMS

MY INTERESTS

Borys Kyiv, Ukraine:

I'm a big fan of TV shows. I watch one of my favourite shows every night. I love TV shows because I get to see my favourite characters again and again. At the moment I'm watching *The Flash*. It's an action adventure series. I've watched the first three seasons. I like this show because I love stories about superheroes and the characters are really cool. I recommend it to anyone who likes superhero comics and films.

20 **Now write a paragraph about you or about Georgi or Maria. Use the information in the chart and your own ideas.**

	Georgi	Maria
a fan of	reading	music
how often they do it	reads several books a month	listens to music all the time
reason for liking reading/music	imagines the characters the way he wants	makes her feel really good
reading/listening at the moment	*Divergent* – a sci-fi book	Ed Sheeran's new album
reason for liking it	Tris – a very cool character; a real page-turner; can't put it down	great singing voice; catchy tunes; loves the lyrics
who will enjoy it	anyone who likes sci-fi books	anyone who likes popular British music

PRONUNCIATION

Strong and weak forms of *have* and *has*

21 **Listen to these sentences. Pay attention to the pronunciation of *have/has*.**

1. Have you seen the film?
2. Yes, I have.
3. We haven't sent him an invitation.
4. She hasn't read the last book.
5. Has he won any awards?
6. Yes, he has.

IMPORTANT!

In short answers and negative sentences, we use the strong form of ***have*** /hæv, ˈhæv(ə)nt/ and ***has*** /hæz, hæz(ə)nt/.
In positive sentences and questions, we use the weak form of ***have*** /həv/ and ***has*** /həz/.

Listen again and repeat.
Try to pronounce the forms of *have/has* correctly.

Проєкт Майбутнього підручника видавництво "Ранок"

UNIT 5 *Housework can be fun*

Unit focus

- *Grammar:* the Present Perfect 2: result; adverbs of time: frequency
- *Functions:* talking about a past action with a result in the present; talking about household appliances; describing household chores
- *Vocabulary:* household appliances and chores
- *Pronunciation:* homophones 1

LET'S GET STARTED

1 **Answer the questions.**

- *Do you do any housework? How often?*
- *Which activities do you like doing?*
- *Do you get any pocket money when you do housework?*

WORDS IN ACTION

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

couch

chores

make a deal

hoover (v.)

robot vacuum cleaner

1. My sister often falls asleep on the **couch**.

2. Everybody in my family takes part in the household **chores**.

3. Let's **make a deal** – you clean my room and I'll lend you my laptop for a week.

4. My cat has made a mess and I have to **hoover** the floor.

5. We've got a new **robot vacuum cleaner**. It cleans the floor by itself.

Listen and repeat.

LISTENING AND READING

3 **Listen and say which statement is true.**

a. The Wilsons can get a house assistant.

b. The Wilsons can buy a robot vacuum cleaner.

WORD BOX

smarty-pants = someone who wants to show how clever they are in an annoying way

hoover (v.) (BrE) = vacuum (v.) (AmE)

hoover (n.) (BrE) = vacuum cleaner (n.) (AmE)

4 **Listen again. In your notebook, complete the sentences with the correct names.**

1. ... is surprised to see Alice hoovering.
2. ... is sitting on the couch.
3. ... have agreed to share the household chores.
4. ... has to hoover the house.
5. ... has earned some pocket money.

5 **Listen to two posts on the eTwinning forum and choose the correct answer to the question below.**

- **What do the two teenagers have in common?**

  a. They both live on a farm.
  b. Both their families share the chores.

6 **Now read three posts on the eTwinning forum and match the people with the chores.**

Anja	**a.** takes out the rubbish and waters the plants.
Florance	**b.** makes her bed, tidies her room, vacuums and dusts.
Borys	**c.** helps prepare food and feeds the farm animals.

eTwinning friendLIVE forum message report to moderator

PEOPLE EVENTS PROJECTS GROUPS FORUMS

HOUSEHOLD CHORES

Anja Düsseldorf, Germany:

I've got a very small family – just my mum and me. We share all the chores. Of course, I have to tidy my room and make my bed. But I never do the ironing. Mum is responsible for cooking and grocery shopping. We always do the cleaning together on Sundays. I often help with vacuuming and dusting.

Florance Lyon, France:

I live on a farm. So there's much more than housework to do. At home I do the washing-up. Sometimes I help make meals. Then there's the farm work. My parents do most of it but I have to feed the cows and chickens. We hardly ever milk the cows these days because we usually do it by machine.

Borys Kyiv, Ukraine:

My family is big – mum, dad, my twin sister, our cat Memory and me. There are loads of chores and we all share equally. Except for the cat! We share both the work and the fun. I'm responsible for taking out the rubbish. I also water the plants. I don't get extra money for doing chores but I get an extra hour of playing video games.

7 **Read the posts again and answer the questions.**

1. How many people are there in Anja's family?
2. What chores does Anja's mum do?
3. How does Florance help on the farm?
4. How do Florance's family milk the cows?
5. What do Borys' family share?
6. Does Borys get anything for doing his chores? If so, what does he get?

UNIT 5

GRAMMAR SPOT

1. The Present Perfect for result

Read and compare the sentences below.

1. Alice **has earned** some extra pocket money. (She's got the money **now**. It's not important when she earned it.)
2. **Last year**, Justin **earned** enough pocket money to buy a new laptop. (Justin earned the money at some moment in the **past**.)

Now match the rules with the sentences.

a. **We use the *Present Perfect* to talk about a past action with a result now. The time when this action happened in the past isn't important.**
b. **We use the *Past Simple* to talk about a complete action which happened at a particular time in the past, for example, *yesterday*, *last summer*, *two years ago*.**

PRACTICE

8 **In your notebook, complete the sentences with the correct form of the verbs in bold. Use the Present Perfect.**

Model: **hoover** — Alice **has hoovered** the house. Now it's clean.

1. **send** — Justin ... Gabi an email. She's reading it now.
2. **break** — Laura ... her leg. She can't walk now.
3. **buy** — The Wilsons ... a robot vacuum cleaner. It's cleaning their house now.
4. **make** — Borys ... his bed. Now it looks tidy.
5. **cook** — Alice ... dinner. It smells delicious!
6. **start** — Gabi and Vicky ... an English book club. The club has 12 members.

9 **Say the correct verb form.**

1. Look, Mum! **I've bought / bought** tickets for the concert.
2. Dad **lost / has lost** his wallet. He can't find it anywhere.
3. Borys **didn't eat / hasn't eaten** all the cake. There's still some in the fridge.
4. Anna and Alice **have cleaned / cleaned** the windows yesterday.
5. My friends **have found / found** a lost dog in the park. They're looking for its owner.
6. They **won / have won** the Maths competition last week.

2. Adverbs of time: frequency

Read the three posts in 6 again.
What adverbs of frequency can you find?
Write them down in your notebook.

Do you remember?

We use adverbs of frequency to say *how often* we do things, or *how often* things happen.

Copy the chart into your notebook and write the adverbs of frequency.

100%	75%	50%	25%	5%	0%
always				*hardly ever*	

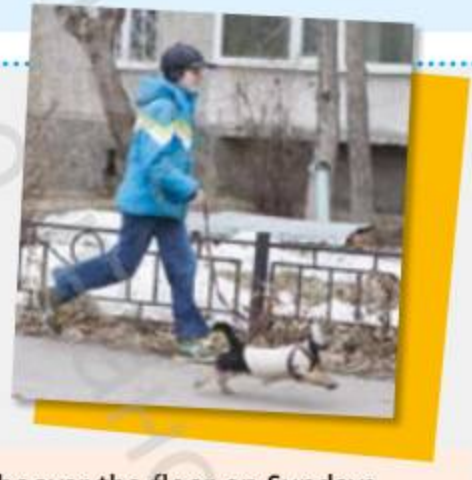
Now read the sentences below and answer the question.

1. We **always do** the cleaning together on Sundays.
2. **Sometimes** I help Mum make meals.
3. We **hardly ever milk** them these days.
4. I **am often** late for school.

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

Match the sentences with the rules.

a. **We put adverbs of frequency after *am/are/is*.**
b. **We put adverbs of frequency before *the main verb*.**
c. **We can put some adverbs of frequency at the beginning of the sentence.**



PRACTICE

10 Make sentences true for you.
Use *always*, *usually*, *often*, *sometimes*, *hardly ever*, *never* and the phrases in the box.

Model: *I **always** walk the dog.*
*I **usually** make my bed in the morning.*

- walk the dog
- make my bed in the morning
- take out the rubbish
- lay the table before dinner
- hoover the floor on Sundays
- do the washing-up after dinner
- make meals
- water the plants

Проект Майбутнього "Дарунка видавництво Ленок"

UNIT 5

VOCABULARY

1. Household appliances

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

a. refrigerator
b. iron
c. dishwasher
d. oven
e. washing machine
f. vacuum cleaner

Listen, check and repeat.

12 **Now say the words in 11 to complete these facts about household appliances.**

- The first modern appeared in the 1920s.

- Hamilton Smith patented the first in 1858.

- Ives McGaffey patented the first in 1869.

- Josephine Cochran invented the in 1886.

- Henry W. Seely patented the electric in 1882.

- The first electric appeared in the 1890s.

2. Household chores

13 **Work in pairs. What words and phrases related to household chores do you know? Make a list.**

14 **In your notebook, match the phrases with the pictures.**

a. set the table
b. clear the table
c. do the washing-up
d. load the dishwasher
e. hoover the floor
f. mop the floor
g. sweep the floor
h. dust the furniture
i. do the laundry
j. do the ironing
k. feed livestock
l. make a meal

Підручника Видавництво "Ранок"

WORD BOX

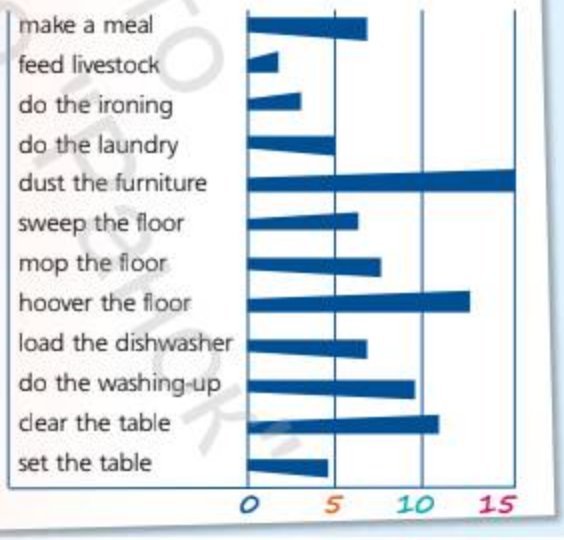
set the table =
lay the table

Listen, check and repeat.

15 **Work in pairs or small groups. Do a class survey. Copy the table into your notebook. Add more chores from 13. First, fill in the chart about yourself. Then interview your classmates and take notes.**

Model: *Do you set the table? How often?*

	Me	Daniel
set the table	V, usually	V, often
mop the floor	V, always	X, never
do the washing-up	X, hardly ever	V, sometimes



Then report to the class and create a class chart.

Model: *I usually set the table. I always mop the floor. I hardly ever do the washing-up. Daniel often sets the table. He never mops the floor. But he sometimes does the washing-up.*

UNIT 5

COMMUNICATION

Planning a party

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

A:	Oh, how time flies! **Your birthday party** is **tomorrow**!	The Halloween party / on Saturday
B:	I know, **Mum**. I'm really excited!	Dad
A:	Let's check if the preparation is going as we've planned, shall we?	
B:	OK. I think I'm almost ready.	
A:	Have you **tidied your room**?	made your costume
B:	Yes, I have. And I've put up some decorations.	
A:	Have you **hoovered the floors**?	tidied your room
B:	No, I haven't. I'll do it **after school tomorrow**.	on Saturday morning
	What about you, **Mum**? Have you **ordered the cake**?	Dad bought the fireworks
A:	Yes, I have. But I haven't bought any **candles**. I've bought the drinks and snacks, though.	pumpkins
B:	Have you **made the pizza bread**?	bought masks for the guests
A:	No, I haven't. I'll **make it tomorrow**.	buy them tomorrow
	There'll be delicious fresh pizza!	There'll be a surprise for you, too!
B:	I can't wait!	
A:	So **we've got almost everything settled**! I'm sure the party will be great!	things are going as planned
B:	Me too, **Mum**!	Dad

Now make a similar dialogue. Replace the words and phrases in bold with the suggestions on the right and your own ideas.

17 Work in pairs. Choose a role card and make a dialogue. Then change roles and make another dialogue. You can use the dialogue in 16 as a model.

Student A:

- You and Student B are organising a Christmas party for your class.

Read the list of things you have to do and decide which of them you have already done. Then talk to Student B and find out what he/she has done.

- decorate the Christmas tree
- make Christmas cake
- make Christmas cards for everybody
- book the school gym
- ask a classmate (choose a name!) to be the DJ

Student B:

- You and Student A are organising a Christmas party for your class.

Read the list of things you have to do and decide which of them you have already done. Then talk to Student A and find out what he/she has done.

- put up decorations
- make Christmas biscuits
- send invitations
- invite the class teacher
- ask to borrow your dad's music system

Проект майбутнього

WRITING

Describing household chores

18 **Read Laura's homework and answer the questions.**

- **What are Laura's chores?**
- **What are Carolina's chores?**
- **What are Michele's chores?**

Hi, my name is Laura.
My family is quite big and we all share the chores. My brother Michele takes out the rubbish. He also hoovers and mops the floor on Saturdays. My sister Carolina walks our dog every morning. She also waters the plants. I clear the table and load the dishwasher after dinner.
I usually help Mum with the grocery shopping. Mum cooks and does the laundry. Dad repairs anything broken at home and sometimes cooks meals.

19 **Write a paragraph about the household chores in your family. If you prefer, use the pictures below and write about the Byivovks. Use the paragraph in 18 as a model.**

PRONUNCIATION

Homophones 1

20 **In your notebook, match the words that are pronounced in the same way.**

1. seen	**2.** read	**3.** passed	**4.** won	**5.** ate	**6.** guessed	**7.** bored
a. one	**b.** red	**c.** past	**d.** guest	**e.** eight	**f.** board	**g.** scene

IMPORTANT!
Homophones are words that are pronounced in the same way but are spelled differently. The past tense forms and past participles of some verbs have homophones.

Listen and repeat.

UNIT 6 According to tradition

Unit focus

- *Grammar:* defining relative clauses 1: ***who*** (***that***), ***which*** (***that***), ***where***; adjectives ending in ***-ed/-ing***; adverbs of degree: ***extremely***, ***rather***, ***quite***
- *Functions:* describing festivals and traditions; greeting informally; making and answering requests; saying goodbye
- *Vocabulary:* festivals and traditions
- *Pronunciation:* adjectives ending in ***-ed***

LET'S GET STARTED

1 **Answer the questions.**

- *What is your favourite celebration?*
- *Have you ever been to a festival?*
- *What kind of festival was it?*
- *Did you enjoy it?*

festival, n.

WORD BOX

1. a day or period of celebration, usually for religious or cultural reasons
2. an organised event of concerts, plays, or films, usually held at the same place each year

1. They're wearing fancy costumes and masks because they're going to a **masquerade**.

2. The little girl is looking at her **shadow** on the grass.

Listen and repeat.

WORDS IN ACTION

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

masquerade **shadow** **annoyed** **frightening** **harvest** **straw** **groundhog** **burrow**

3. I got really **annoyed** because the guy next to me was talking on his mobile phone during the film.

4. The kitten heard a **frightening** noise and got scared.

5. The farmer is working hard during the **harvest**.

6. The craftsman is making a **straw** hat.

7. The **groundhog** is coming out of its **burrow**.

LISTENING AND READING

3 **Listen and say which statement is true.**

a. Vicky joins in the online conversation with Laura.

b. Borys and Vicky went to the Carnival of Venice.

Пробный образец

CARNIVAL CORNER

The Carnival of Venice is an annual festival held in Venice, Italy. The festival is world-famous for its fancy masks.

HOW TO

• Greet informally	• Answer informally
How are things?	*I'm fine.*
How are you doing?	*I'm well.*
How's life?	*I'm doing great.*

4 Listen again and answer the question: Who says these sentences?

1. It's been a while. How are things?
2. I'm rather annoyed!
3. I'm so excited to finally meet her!
4. And how are you two doing?
5. It's a masquerade.
6. Wow! These masks are amazing!
7. Some of them were quite frightening!
8. We all know you're afraid of your own shadow!

5 Listen to a text about a celebration and answer the questions.

1. Who dresses up as a straw bear?
2. Where are the participants from?

6 Now read about three celebrations and match the headings with the paragraphs.

a. Pereberia
b. Groundhog Day, Pennsylvania, the USA
c. Straw Bear Festival, Cambridgeshire, the UK

Come to Whittlesea on the second weekend of January and you'll see a giant straw bear walking around the streets. This is a custom which dates back to at least 1882. According to tradition, a local farm worker dresses up as a straw bear and walks around the town to entertain people. Over 250 dancers, musicians and performers from various parts of the British Isles join in the parade. For three days, the participants wear traditional colourful costumes, and some even paint their faces black! The festival finishes with a special 'bear burning' ceremony to celebrate the new harvest.

On February 2 every year, people look at groundhog burrows across America very carefully because they believe that groundhogs have magical powers to predict seasonal change.
According to folklore, if it is cloudy, the groundhog will come out of its burrow and spring will come early. If it is sunny, it will return to the burrow and winter will continue for six more weeks.
The tradition of watching the groundhog dates back to the 18th century. The biggest celebration these days is in Punxsutawney, Pennsylvania – the state where the tradition originated.

Проєкт Майбутнього Пружника видавництво "Ранок"

UNIT 6

In the village of Vashkivtsi, in Ukraine's Chernivtsi region, there's a festival known as the Pereberia carnival. This festival happens on January 13th and 14th, celebrating the Old New Year and Malanka. Pereberia start on the evening of January 13th and continue all through the night and the next day.
The main goal of the festival is to see which neighborhood in the village can create the best masks and unique costumes.
Pereberia concludes with a traditional dip in the local water reservoir. According to old beliefs, people used to do this to protect themselves from evil forces. In summary, the Pereberia carnival is a fun festival that attracts many locals and tourists. It showcases participants' creativity and humor while celebrating local traditions.

7 **Read the paragraphs again and answer the questions.**

1. What time of the year do the events take place?
2. Which event lasts only one day?
3. Which is the oldest tradition?
4. Which two events include dancing and wearing special costumes?
5. Which two events celebrate the harvest?

GRAMMAR SPOT

1. Defining relative clauses 1: *who (that), which (that), where*

Study the sentences below. Then answer the questions.

1. Participants of Pereberia in Vashkivtsi are **men and women** **who (that)** wear scary masks and costumes.
2. This is a **custom** **which (that)** dates back to at least 1882.
3. Pennsylvania is the **state** **where** the tradition originated.

- *What words do we use for people?*
- *What words do we use for things?*
- *What word do we use for places?*

Now check the rules.

- **We use *who (that)* for people.**
- **We use *which (that)* for things.**
- **We use *where* for places.**

IMPORTANT!

A clause is a group of words which has a verb. A clause can be a complete sentence or part of a sentence.
We use *relative clauses* to give important information about a person, a thing, or a place. We often use relative pronouns (e.g. *who*, *which*, *where*, *that*) to introduce relative clauses.

Remember!

In informal speaking or writing, we often use that instead of who and which.

Проект майбутнього Пряшка видавництво "Ранок"

PRACTICE

8 **Say the correct relative pronouns to complete the sentences.**

1. I don't like people **who** / **which** don't keep their promises.
2. Pereberia is a festival **that** / **where** attracts thousands of participants.
3. A blogger is a person **which** / **who** writes a blog.
4. The hotel **where** / **who** the Wilsons stayed in Sweden was made of ice.
5. Vicky doesn't like books **that** / **who** have unhappy endings.
6. What is the name of the TV show **which** / **who** is on tonight?

2. Adjectives ending in *-ing*/*-ed*

Read the sentences and answer the questions.

1. It's the most **exciting** festival I've ever been to.
2. The festival was awesome. I was very **excited**.

- *What does an adjective ending in -ing describe?*
- *What does an adjective ending in -ed describe?*

Now check the rules.

- **Adjectives ending in *-ing* describe a person or thing.**
- **Adjectives ending in *-ed* usually describe your feelings about a person or thing.**

PRACTICE

9 **In your notebook, make pairs. Then listen, check and repeat.**

Model: *amused – amusing*

10 **Say the correct adjective to complete the sentences below.**

1. Laura was **exciting** / **excited** to see Vicky.
2. My parents were **worrying** / **worried** by my test results.
3. I'm **amazing** / **amazed** that John has been to the Carnival in Rio.
4. Some masks are quite **frightened** / **frightening**.
5. Borys is **interesting** / **interested** in sports.
6. *Thor* is the most **boring** / **bored** film I've ever seen.
7. My brother never tidies his room. It's very **annoyed** / **annoying**.

Проект майбутнього
Видавництво "Ранок"

UNIT 6

3. Adverbs of degree: *extremely, rather, quite*

Look at the cartoons. Then read the rules.

1 stressed 2 quite stressed 3 rather stressed 4 extremely stressed

- ***Rather*** **is stronger than** ***quite*** **and weaker than** ***extremely*****.**
- ***Extremely*** **is the strongest adverb of degree of the three.**

PRACTICE

11 **Look at the cartoons. Say the correct adverbs of degree:** ***extremely*****,** ***rather*****, or** ***quite*****.**

1 noisy 2 ... noisy 3 ... noisy 4 ... noisy 1 ... angry 2 ... angry 3 ... angry 4 angry

VOCABULARY

Festivals and traditions

12 **Work in pairs. What festivals and celebrations do you know? Make a list. What do people do then? What do they eat? Make two word webs.**

13 **In your notebook, match the festivals and traditions with the pictures. When do people celebrate them? Write down the dates, too.**

a. New Year's Eve
b. Mother's Day
c. April Fool's Day
d. Bonfire Night
e. Remembrance Day
f. Valentine's Day
g. Father's Day
h. Halloween

Listen, check and repeat.

Проект Майбутнього
Підручника видавництва

14 **Say the festival or tradition from 13 to complete the sentences below.**

1. ... is the third Sunday in June. Children send cards or buy gifts for their fathers.
2. On ... people in Great Britain make bonfires and watch fireworks.
3. ... is the last day of the year. In Scotland, 31 December is called Hogmanay.
4. ... is at the end of October. The pumpkin has become its symbol. Children dress up and go trick or treating.
5. On ... people in love exchange cards and gifts.
6. On ... people remember those who died fighting for the UK and its allies.
7. In the UK, ... is the Sunday three weeks before Easter. Children send cards or buy gifts for their mothers.
8. On ... people play jokes on each other until midday.

Listen and check.

COMMUNICATION

Making new friends at a festival

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

Alfred: Excuse me, can I ask you a favour?
Borys: Sure. How can I help you?
Alfred: Can you take a picture of me with **the participants of Pereberia**, please?
Borys: Of course! OK, are you ready? Say 'cheese'.
Alfred: Thank you!
Borys: Are you enjoying the festival?
Alfred: Oh, yes! It's **amazing**! Have you been to **Pereberia** before?
Borys: Yes, I have. We watched it last year, too.
Alfred: Cool! I'm **Alfred**, by the way. Nice to meet you!
Borys: I'm **Borys**. And this is **my twin sister Vicky**. Nice to meet you!
Vicky: Hi, **Alfred**!
Alfred: Hi, **Vicky**!
Vicky: Where are you from, **Alfred**?
Alfred: I'm from **Germany**. I live in **Berlin**. Have you ever been there?
Vicky: No, we haven't. But we'd like to go!
Alfred: It's a very **exciting** city. Come and visit!
Borys: Thanks! We'd love to.
Alfred: I've got to go! It was great talking to you, guys! **Cheers!**
Borys and Vicky: **Bye!**

Now make a similar conversation.
Replace the words and phrases in bold with your own ideas.

HOW TO

- **Make requests**

Can you ..., please?
Will you ..., please?
Is it all right if you ...?

- **Answer requests**

Sure.
Of course.
Certainly.
Sorry, but ...
Well, I'm afraid ...

HOW TO

- **Say goodbye**

Bye-bye.
Cheers!
See you later.
Talk to you later.
Take care.

Проєкт Майбутнього
Підручника видавництво "Ранок"

16 **Work in pairs. Choose a role card and make a dialogue. Then change roles and make another dialogue. You can use the conversation in 15 as a model.**

Student A:

- You are a foreign student visiting Ukraine. You are at a festival (for example, a town fair, a music festival, a Christmas celebration, etc.). Think of an excuse to start a conversation with a local teenager. Introduce yourself and chat to him/her. Then say goodbye.

Student B:

- You are at a festival (for example, a town fair, a music festival, a Christmas celebration, etc.). A foreign student starts talking to you. Introduce yourself and chat to him/her. Then say goodbye.

WRITING

Describing a tradition
Writing an e-greeting

17 **Read Justin's email and answer the questions.**

- **What do people in Wales celebrate on March 1?**
- **What do they do?**
- **What do people pin to their clothes?**

☆ Subject: Greetings from Cardiff 3:31 PM

From: justinthechef@ezbox.co.uk
To: gabriela_angel@gmail.com

Hi Gabi,
How are you doing?

Greetings from Cardiff! I'm visiting my grandparents here.

It's a very special day today. It's Saint David's Day.
St David is the patron saint of Wales. On March 1, we also celebrate Welsh culture. People usually go to church, take part in parades, listen to choirs or Welsh literature readings.
In schools, there are celebrations, too.
Children and some adults wear traditional costumes.
People often pin a daffodil or a leek to their clothes.
These are symbols of Wales.

Cheers,

Justin

PS I'm sending a photo!

Send

← 3:31 PM X

Проект майбутнього. Книжка видавництва

18 **Answer Justin's email on behalf of Gabi. Or *you* send him an email. Write about a Ukrainian tradition we celebrate at the end of February. Use the suggestions in the box and your own ideas. Follow the model in 17.**

- Masliana is a unique Ukrainian tradition
- celebrate the end of winter and welcome spring
- make a straw effigy
- a straw effigy is a symbol of winter
- at the end of February – burn a straw effigy

19 **Now read Justin's e-greeting and then write an e-greeting on Masliana to him. Draw or stick Masliana picture.**

Happy St David's Day!
Dydd Gŵyl Dewi Hapus!

LOL, I know you don't speak Welsh but that's how we say 'Happy St David's Day!'. It's pronounced 'Deethe goil Dewi hapeece'.

Justin

PRONUNCIATION

Adjectives ending in *-ed*

20 **In your notebook, copy the table and put the adjectives ending in *-ed* into the correct column.**

amazed
amused
annoyed
bored
disappointed
exhausted
frightened
relaxed
stressed
surprised
tired
interested
worried
excited

/ɪd/	/d/	/t/

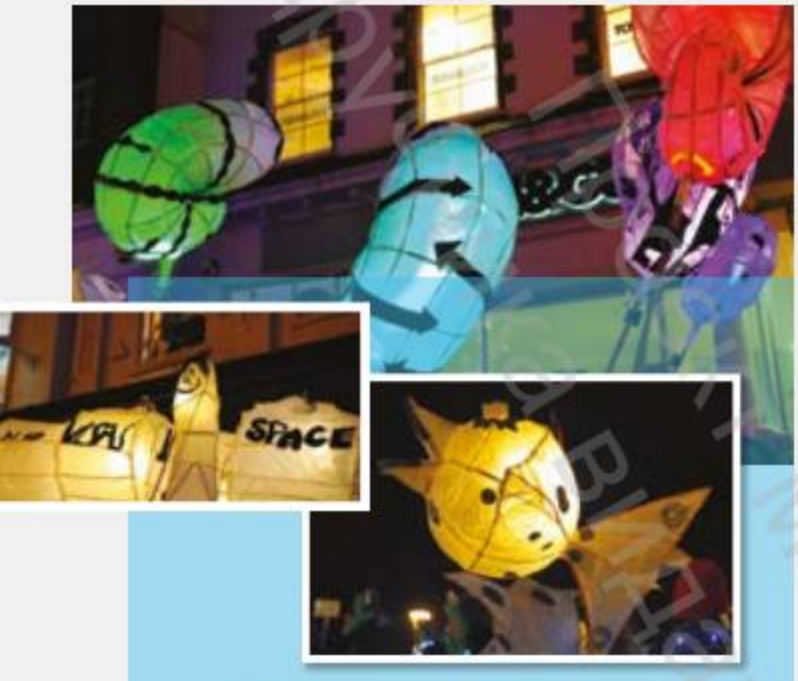
Listen and check.

Робочий зошит. Проект Міністерства. Видавництво "Ранок"

Up to now 2

LISTENING

1 **Listen to a radio programme and write the correct answers in your notebook.**



1. The Burning the Clocks festival celebrates ... of the year.
   a. the shortest night
   b. the shortest day
2. The festival takes place
   a. every year.
   b. every two years.
3. There are ... participants in the lantern parade.
   a. 20,000
   b. 2,000
4. What does **NOT** change?
   a. The clock face on the costumes.
   b. The theme of the costumes.
5. The lantern is a symbol of
   a. the passing of time.
   b. people's hopes and dreams.
6. Participants burn ... on a bonfire.
   a. their costumes
   b. their lanterns

6 p.

READING

2 **Read the text and write the correct answers in your notebook.**

A *fandom* is a group of people across the world who are fans of a film, a book or a TV show. The word *fandom* comes from *fan* and the last part of the word 'king*dom*' – a country which has a king or queen.

There is a huge difference between being a fan and being part of a fandom. A fandom is a living community – people in it share the same interests and talk to each other about the thing they love. Fandoms usually keep in touch on social media.

The biggest and most active fandoms today are of book and film series such as *Harry Potter, The Hunger Games* and *Lord of the Rings*. Some TV shows also have large fandoms. The biggest are the fans of *Doctor Who* and of *Sherlock*, starring Benedict Cumberbatch.

Some fans are really creative. They write new stories about their heroes. These are called *fan fiction*. Others create fan art – drawings, graphics, and photo montages.

1. A *fandom* is made up of
   a. a group of close friends.
   b. people from all over the world.
2. Fans and fandom members are
   a. very similar.
   b. very different.
3. People in fandoms talk about
   a. the book, film or show they love.
   b. their lives and interests.
4. Fandom members usually communicate
   a. face-to-face.
   b. on social media.
5. Today, the biggest fandoms are of
   a. TV shows and book series.
   b. book and film series.
6. The stories that fans create are called
   a. fan fiction.
   b. fan art.

6 p.

SPEAKING

3 **Work in pairs or small groups. Talk about your experiences (for example, *A: Have you ever travelled abroad? B: Yes, I have. I've been to Greece. A: When did you go? B: Two years ago.*). Use the ideas in the box and your own ideas.**

- travel abroad
- ride a horse
- have a pet
- win a competition
- run a marathon
- meet a famous person
- write a fan email
- eat sushi

Now

I know how to:

- talk about my experience.
- give opinions.
- agree and disagree with opinions.
- talk about books, films and music.
- talk about a past action with a present result.
- talk about household appliances.
- describe household chores.
- describe festivals and traditions.
- greet informally.
- make and answer requests.
- say goodbye.

I can:

- use the Present Perfect for experience and result.
- use *ever* and *never*.
- use adverbs of frequency.
- use defining relative clauses with *who*, *which*, *that* and *where*.
- use adjectives ending in *-ed*/*-ing*.
- use adverbs of degree: *extremely*, *rather*, *quite*.

Проєктна майбутнього підручника видавництва "Ранок"

Fun time 1

FRIENDSHIP QUIZ

1 **Take this quiz. Be honest!**

BFF

IMPORTANT!

We use ***they*** instead of ***he/she***, ***their*** instead of ***his/her*** and ***them*** instead of ***him/her*** when we don't know the sex of the person we are talking about.

What kind of friend are you?

1. **You and your best friend have a project to do but they aren't doing their share of the work. You ...**
   A. ... do their share of the work and don't discuss it with them.
   B. ... talk to them about the project and plan on how to divide it up and give the final presentation together.
   C. ... tell the teacher.

2. **It's the day before a big test and your friend isn't ready. They call you and you ...**
   A. ... tell them not to worry – they can copy from your test.
   B. ... offer to study together.
   C. ... hang up – you've got a lot of studying to do.

3. **Your best friend spends a lot of time with some other friends and you're a little jealous. You ...**
   A. ... start hanging around with them everywhere.
   B. ... talk to your friend about how you feel.
   C. ... find yourself a new best friend.

4. **Your best friend calls you up to complain about a terrible thing that has happened to them in the Maths class. You ...**
   A. ... listen carefully to their complaints and don't mention your horrible day.
   B. ... tell them you are sorry and try to cheer them up.
   C. ... spend thirty seconds listening to them and then start talking about your problems.

Проект Майбутнього "Рамок"

5. **Your best friend's birthday is coming up and you need to get them a present. You ...**
   - A. **... get them something they like very much, even if it's more expensive than you can afford.**
   - B. **... give them an album with photos of the two of you together.**
   - C. **... buy them that new CD you like very much. Perhaps they won't like the band but you do!**

6. **A classmate's having a party. They have invited you, but not your best friend. You ...**
   - A. **... don't go to the party. Best friends go to parties together!**
   - B. **... go to the party but tell your friend it wasn't fun without them.**
   - C. **... go to the party and don't tell your friend about it.**

To see your results, turn the page upside down. Do you agree with them? Discuss in small groups.

SONG

2 **Search the Internet for songs about friendship, for example, Queen's *Friends Will Be Friends*. Listen to several other songs and choose the one you like best. Search for its lyrics as well. What is the message of the song? Do you like it? Why? Why not?**

PROJECT 1

3 **Create a friendship net. Write the names of your friends and stick photos. Add some information about each of your friends:**

- **name**
- **age**
- **interests**
- **how you met them**
- **what you have done together**

If some of your friends know each other draw a line to connect the two.

Friendship quiz – answer key:

Mostly A. Extreme friendship! Your best friend is happy to have you – you're always there for them. But remember – being a good friend sometimes means being a good friend to yourself!
Advice: Spend one day all by yourself, doing stuff that *you* love!

Mostly B. Congratulations! You're reliable, patient, loyal and understanding. You know what real friendship is!
Advice: Save a little bit of your pocket money. Treat yourself and your best friend to something really special. You deserve it!

Mostly C. Don't you think you're a bit selfish? Your life is all about *me, me, me*... Just one problem – friendship is all about *us, us, us*...
Advice: Next time you hang out with your best friend, make it their day – let them choose where to go and what to do, talk about their life. It's just one day, but it's a day they'll never forget!

Пробний проект Майбутнього. Видавництво Ранок

UNIT 7 I've been to Ukraine

Unit focus

- *Grammar:* the Present Perfect 3: ***just***, ***already*** and ***yet***; ***been*** and ***gone***
- *Functions:* talking about things you've already/ just done or haven't done yet; describing historic and natural sites; talking about tourist experience
- *Vocabulary:* historic and natural sites
- *Pronunciation:* homophones 2

LET'S GET STARTED

1 **Answer the questions.**

- *Have you got any relatives who live abroad?*
- *Where do they live?*
- *Have you ever visited them?*

WORDS IN ACTION

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

ceiling | steep slope | disabilities | border | hole

1. Mum is painting the **ceiling** of my room.

2. At the Cooper's Hill Cheese-Rolling Race, participants run down a **steep slope**.

3. Most national parks in Ukraine are friendly to people with **disabilities**.

4. The man is digging a **hole** to plant a tree.

5. The River Prut forms the border between Ukraine and Romania.

Listen and repeat.

LISTENING AND READING

3 **Listen and answer the questions.**

1. Where is Georgi?
2. What is he doing there?
3. How does he feel?

4 **Now read Georgi's email. Then look at the photos. Which places hasn't Georgi been to yet?**

☆ Subject: Ukraine tour 4:05 PM

From: optimus_prime@gmail.com
To: Vicky, Gabi, Justin and seven others

Hello bookworms,

Greetings from Ukraine! How are you? Have you finished reading the April book of the month yet? I've already finished it but don't worry, I won't give away any spoilers!
I'm having a great time visiting my cousins in Kyiv! I've been to some amazing places. Yesterday we visited the Golden Gates. They're awesome! We're now sightseeing in Kyiv, or the City of Golden Domes as people sometimes call it. We've just climbed the Castle Hill – the view from there is just terrific! We haven't been to St Volodymyr's Cathedral yet. We're going there tomorrow!
The day after we're taking a trip to Vinnytsia to see Mykhailo Kotsiubynsky's House & Museum. Btw they've got the best varenykys here in Kyiv!

See you soon!

Georgi

PS I'm sending you some photos.

Send

CULTURE CORNER

Ukraine is known as the "breadbasket of Europe" because it has historically been a major producer of wheat for many European countries. Wheat from Ukraine was exported across Europe for centuries and used for bread-making by many different cultures.

Golden Gates

Castle Hill

St Volodymyr's Cathedral

Mykhailo Kotsiubynsky's House & Museum

5 **Do the quiz. In your notebook, match these places of interest with the facts about them.**

The USA, UK, and Ukraine Quiz

1. Mount Rushmore National Memorial
2. The Niagara Falls
3. Edinburgh Castle
4. The Lake District National Park
5. The Tunnel of Love
6. St Sophia Cathedral

a. is a UNESCO World Heritage site.
b. a picturesque site in Rivne region popular with romantics and honeymooners
c. is one of the most popular tourist attractions in North America.
d. is a huge mountain sculpture of four US Presidents.
e. offers Britain's greenest countryside and grandest views.
f. was home to Scottish kings and queens.

Listen and check.

Пробний примірник Навчальний посібник "Лінгвіст"

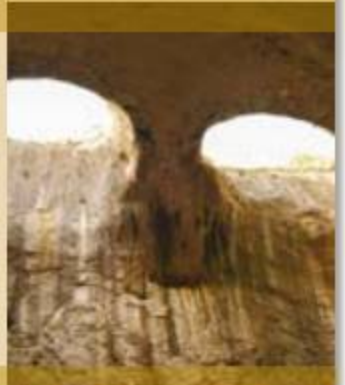
6 **Work in groups of three.**
Copy the chart into your notebook.
Each student reads two texts about a country and completes the chart.

Student A reads about Ukraine.
Student B reads about the UK.
Student C reads about the USA.
Then Student A tells Students B and C about Ukraine.
Students B and C write down the information in their charts.
Change roles.

	Ukraine	UK	USA
Historic site	St. Sophia Cathedral		
What to do:	join or order a guided tour, take photos and videos		
When to visit:			
Natural site			
What to do:			
When to visit:			

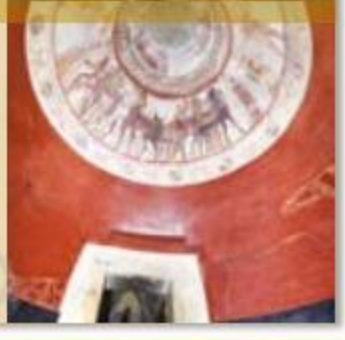
UKRAINE TOUR

The Tunnel of Love



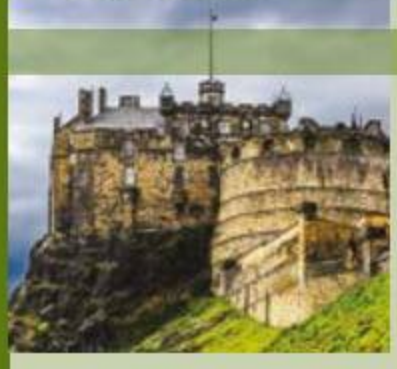
The Tunnel of Love is a natural phenomenon in Rivne region in the west of Ukraine. It is believed that a couple in love can make a wish together and if their love is real then the wish will come true. The Railway of the Tunnel of Love stretches for 1 km. The unique landscaping of the Tunnel of Love was created by nature. Branches of trees intertwined to form the walls and ceiling of the Tunnel. You may go to the Tunnel of Love at any time of the year by a Romantic Train which allows tourists and visitors to feel unbelievable experiences and create a romantic sensual atmosphere.

St Sophia Cathedral



St Sophia Cathedral was built in the early 11th century. Originally it was a tomb of Kyivan rulers including Volodymyr Monomakh and Yaroslav I the Wise, and today it is a UNESCO World Heritage site. The cathedral is world-famous and is one of the greatest works of Medieval architecture. In 2007, St Sophia Cathedral was named one of the Seven Wonders of Ukraine. Visitors are allowed to get a guided or individual tour, take photos and videos and buy souvenirs.

UK TOUR



Edinburgh Castle

Edinburgh Castle is one of the most exciting historic sites in Western Europe. The castle was home to Scottish kings and queens. To learn about its rich history, take advantage of the free guided tours or pay for an audio guide in several languages. Edinburgh Castle sits at the top of a steep slope but there is good access for people with disabilities. The castle is open daily all year round except for December 25 and 26.

The Lake District National Park

The Lake District National Park offers Britain's greenest countryside and greatest views. It is home to England's highest mountain, Scafell Pike, where you can enjoy walking, hiking or climbing. Close to Scafell Pike is Wastwater – England's deepest lake, where you can participate in watersports such as swimming and kayaking. The Lake District was made for cycling – you can choose between off-road mountain biking routes or gentle country lanes. You can enjoy the adventures of the park any time of the year.

USA TOUR

The Niagara Falls

The Niagara Falls is one of the most popular tourist attractions in the state of New York. The Niagara Falls is made up of three waterfalls – American Falls, Horseshoe Falls and Bridal Veil Falls. They are located on the Niagara River on the border between Canada and the USA. There are a number of ways to see the Falls: you can take a boat trip, fly above them in a helicopter, enjoy the view from an observation tower or see them from behind in caves where only an elevator can take you. The best time to visit the Niagara Falls is from June to August.

Mount Rushmore National Memorial

Mount Rushmore National Memorial is a huge mountain sculpture of four US Presidents, located near Keystone, South Dakota. Work on the project began in 1927 and was completed in 1941. It is a great place for outdoor adventure and sightseeing. Visitors can also learn about the history of the area. You can visit Mount Rushmore National Memorial all year round, seven days a week, except for December 25.

WORD BOX

lift (BrE) = elevator (AmE)

GRAMMAR SPOT

1. The Present Perfect: *just, already* and *yet*

We often use the adverbs *just*, *already* and *yet* with the Present Perfect.

Read and compare the sentences. Then match them with the rules.

1. Have you finished reading the book of the month **yet**?
2. I've **already** finished it but I won't give away any spoilers!
3. We've **just** climbed the cathedral Bell Tower.
4. We haven't been to the Tunnel of Love **yet**.

a. We use *already* for things that have happened earlier than expected. We usually put *already* after *have/has*.

b. We use *yet* when we expect something to happen. We usually put *yet* at the end of questions and negative sentences.

c. We use *just* for something that happened a short time ago. We usually put *just* after *have/has*.

IMPORTANT!

We usually use *already* in positive sentences. We usually use *yet* in negative sentences and questions.

Photocopiable www.MULTIBOOK.ro

PRACTICE

7 **Read the list of NYC attractions Georgi wants to visit. In your notebook, write sentences using *already* and *yet*.**

- do some sightseeing in Kyiv ✓
- climb the St Sophia Bell Tower ✓
- have a walk along Khreshchatyk ✗
- visit Mykhailo Kotsiubynsky's House & Museum ✗
- cross Paton Bridge ✓
- watch a match at the National Stadium ✗
- take the Kyiv Funicular ✗

He has already climbed the St Sophia Bell Tower. He hasn't had a walk along Khreshchatyk.

Now ask and answer in pairs.

A: *Has he climbed the St Sophia Bell Tower yet?*
B: *Yes, he has. Has he had a walk along Khreshchatyk yet?*
A: *No, he hasn't.*

8 **In your notebook, complete the dialogues. Use the Present Perfect and *just*.**

Model: ***take*** ***A:*** *What a great photo!* ***B:*** *Thanks. I've just taken it.*

1. **start** — **A:** Have you finished the book yet? **B:** No, I ... .
2. **come in** — **A:** Let's go out. **B:** But we ... .
3. **have breakfast** — **A:** I'm hungry. I'll make a sandwich. **B:** But you ... .
4. **come back** — **A:** Have you been to the shops today? **B:** Yes, I ... .
5. **arrive** — **A:** I need to go. Bye! **B:** But you ... .

2. *Been* and *gone*

Read the sentences and answer the questions.

1. Georgi **has gone** to Ukraine.
2. Georgi **has been** to the Carpathians.

- *Which sentence means that Georgi is still there now?*
- *Which sentence means that he went somewhere but he isn't there anymore?*

Now check the rules.

- **We use *been* when a person went to a place but has already come back.**
- **We use *gone* when a person is still there or on his/her way.**

PRACTICE

9 **Say *been* or *gone* to complete the sentences.**

Model: ***A:*** *Where's Daniel?*
B: *He's **gone** to the cinema.*

1. **A:** Is Vicky going to the library?
   B: No, she's already ... there.
2. Georgi isn't here now.
   He's ... to Ukraine.
3. Justin and Alice are back in England now. They've ... to Sweden.
4. Gabi is on holiday.
   She's ... to an action camp.
5. Where has Borys ...?
   He isn't in his bedroom.
6. Mum's ... to the hairdresser's.
   Her hair looks gorgeous!

VOCABULARY

Historic and natural sites

10 **Work in small groups.**
What words for geographical features and places in town do you know?
Make a list for each group.

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

a. memorial
b. observation tower
c. castle
d. tomb
e. national park
f. giant oak
g. cliff
h. gorge
i. peak

Listen, check and repeat.

12 **Say the words from 11 to complete the sentences.**
Be careful – some words are in the plural!

1. Thousands of people join in the celebrations of Taras Shevchenko birthday at Shevchenko ... .
2. Hanging over Niagara Gorge, Prospect Point ... offers spectacular views of the Niagara Falls.
3. There is an ancient ... on the hill.
4. The Egyptian Pyramids are ... of ancient rulers, called *pharaohs*.
5. The Polessk... is famous for the Korolyov Astronautics Museum nearby and a lot of beautiful places.
6. For a unique rock climbing experience, explore any ... in the Carpathians.
7. The Avalanche Creek ... is a very nice path along the river with spectacular sections and small waterfalls.
8. The snow-covered ... of the Himalayas are magnificent.
9. Maksym Zaliznyak Oak is a ... tree located in Cherkasy Forest, Ukraine. It is one of the oldest (1100 years) trees in Europe.

Listen and check.

UNIT 7

COMMUNICATION

Talking about tourist experiences

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

Laura: Hi, **Borys**!
Borys: Hi, **Laura**. How's your trip? Are you enjoying London?
Laura: Absolutely! I've been to lots of interesting places.
Borys: Have you visited any museums yet?
Laura: Yes, I've already visited **the British Museum** and **the Natural History Museum**.
Borys: Have you been to the **London Eye**?
Laura: No, I haven't. But I'm going there tomorrow. I've just been to **Green Park**. It's beautiful.
Borys: Sounds like you're having **a great time**!
Laura: I am. Listen, I've got to go now. **Talk to you** soon!
Borys: Bye! Enjoy the rest of your holiday! And **send me a postcard**!
Laura: Thanks! I certainly will!

- the Science Museum
- Madame Tussauds
- London Aquarium
- Hyde Park/Kew Gardens
- fun
- See you
- bring me a souvenir

Make a similar dialogue. Replace the words and phrases in bold with the suggestions on the right and your own ideas.

14 **Work in pairs. Choose a role card and make a dialogue. Then change roles and make another dialogue. You can use the dialogue in 13 as a model.**

WRITING

Describing a historic site

15 **Read Georgi's homework and answer the questions.**

The Mark Twain House & Museum is located in Hartford, Connecticut, the USA. It was the home of American writer Samuel Clemens (Mark Twain). He and his family lived there from 1874 to 1891. There he wrote his most famous works, including 'The Adventures of Tom Sawyer' and 'The Prince and the Pauper'. The picturesque house was built in the Gothic style. You can walk around the author's restored home and learn about his life and work.

- **When did Mark Twain live in this house?**
- **What did he do there?**
- **What can you do at the House & Museum?**

16 **Write a paragraph about the house and museum of a Ukrainian writer. Use the suggestions below or your own ideas.**

Mykhailo Kotsiubynsky's House & Museum

- located in Vinnytsia – the writer's birthplace
- opened as a museum in 1927
- a great collection of illustrations to his books
- Mykhailo spent his childhood and teenage years there
- museum – see the author's possessions and copies of his works
- what you can do – walk around the restored house; learn about his life and work

PRONUNCIATION

Homophones 2

17 **In your notebook, match the words that are pronounced in the same way.**

1. cereal	a. meet
2. sight	b. blew
3. meat	c. serial
4. blue	d. write
5. bye	e. here
6. hi	f. piece
7. hear	g. site
8. right	h. through
9. threw	i. high
10. peace	j. buy

Listen and repeat.

18 **In your notebook, write the correct pronunciation next to each pair of homophones.**

/hɪə(r)/	/ˈsɪəriəl/
/baɪ/	/saɪt/
/miːt/	/haɪ/
/raɪt/	/piːs/
/bluː/	/θruː/

Проект Малюнкового Видавництва "Ранок"

UNIT 8 You are what you eat

Unit focus

- *Grammar:* ***must*** and ***should***; defining relative clauses 2: ***whose*** and ***when***; ***a few/few***; ***a little/little***
- *Functions:* asking for and giving advice; talking about healthy/unhealthy food and eating habits; following a recipe; congratulating people; describing my favourite healthy meal
- *Vocabulary:* food; cooking verbs
- *Pronunciation:* long words

LET'S GET STARTED

1 **Answer the questions.**

- *What are your favourite foods?*
- *Do they help you to stay healthy?*

1. To make the right food choices, always read the information on the **label** carefully.

2. Chicken soup is a healthy and **nutritious** dish.

WORDS IN ACTION

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

label | nutritious | protein | carbohydrates | fats | fibre | calcium

3. Meat, seafood, eggs and dairy products are rich in **protein**.

4. Junk food is full of unhealthy **carbohydrates**.

5. **Fats** are an important source of energy for our bodies.

6. Porridge is a healthy breakfast choice because it contains lots of **fibre**.

7. Milk, yoghurt and cheese are high in **calcium**.

Listen and repeat.

LISTENING AND READING

3 **Listen and choose the correct answer.**

1. Alice has already eaten
   a. a nutritious lunch.
   b. a cereal bar.
2. Justin has got
   a. a healthy cooking blog.
   b. a healthy eating blog.

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

1. Alice shouldn't buy cereal bars because they're expensive.
2. Only Justin's classmates read his blog.
3. Some of Alice's friends are interested in Justin's club.
4. Alice wants to become a member of the club.
5. Alice changes her mind because she likes David.

Evaluation Copy Only

5 **Listen to part of a discussion on Justin's blog and answer the questions.**

1. Why is Angie writing to Justin?
2. What is Justin's opinion of her choice?

6 **Now read the whole discussion on Justin's blog and answer the question.**

OJ = orange juice

WORD BOX

- **Which of the following should a healthy breakfast have?**

carbohydrates **juice** **protein** **fats** **sugar** **fibre**

JUSTIN'S BLOG

Angie says: Reply

Dear Justin, I need advice. For breakfast I have a bowl of cornflakes with milk and sugar and a glass of OJ. I feel hungry and tired an hour later. What should I do? You're someone whose opinion I trust!

Justin says: Reply

Dear Angie, your breakfast's got a few teaspoons of sugar but little fibre and no protein or fat. In fact, it does more harm than good!
You should have a more nutritious breakfast and you shouldn't eat so much sugar.
Morning is a time when you need to get energy to last you all day!
You must try this: a bowl of oats with milk, walnuts, frozen blueberries, and a little honey. Yummy and good for you! Oats are rich in good carbohydrates. These are food for your brain. Walnuts add healthy fats and protein and give you power. Real fruit like blueberries have less sugar and more fibre than OJ. Milk's got calcium and extra protein. Good luck!

7 **Read again and answer the questions.**

1. What does Angie have for breakfast?
2. According to Justin, what is the problem with Angie's breakfast?
3. What should she have for breakfast instead?
4. Why are oats a good breakfast food?
5. Which foods have got protein?
6. Why is fruit better than orange juice?

GRAMMAR SPOT

1. *Must* and *should*

Do you remember?

I ***must*** arrive at school at 7:00 am.
I ***mustn't*** be late for my classes.

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

FORMS

POSITIVE			
I You He/She/It We They	**should**	**eat**	more fruit and vegetables.

NEGATIVE			
I You He/She/It We They	**shouldn't (should not)**	**eat**	so much salt.

UNIT 8

YES/NO QUESTIONS			
Should	I you he/she/it we they	**eat**	more fruit and vegetables?

SHORT ANSWERS		
Yes, **No,**	I you he/she/it we they	**should.** **shouldn't.**

WH-QUESTIONS				
What	**should**	I you he/she/it we they	**eat**	to stay healthy?

USE

We use ***should*** or ***must*** to give advice.

Read the sentences and match them with the rules.

1. You **must** go for a walk every day.
2. You **should** eat more fruit and vegetables.
3. You **shouldn't** spend so much time in front of the computer.

a. We use *should* or *must* to say it is a good idea to do something.
b. We use *shouldn't* to say it is a bad idea to do something.

IMPORTANT!

We use ***should*** to give advice.
We use ***must*** to give strong advice.

PRACTICE

8 **In your notebook, match the statements with the advice.**

1. I'm very tired.
2. Mum will be mad at me.
3. Alex has got really bad toothache.
4. I've got a headache.
5. They're unfit.
6. My little sister has got lots of cavities.

a. You shouldn't watch TV.
b. She shouldn't eat so many lollipops.
c. They should do more exercise.
d. You shouldn't stay up late.
e. You should tell her the truth.
f. He should see the dentist asap.

Listen and check.

9 **Work in pairs. Read the menu and make dialogues between a customer and a waiter. The waiter gives advice to the customer. Take turns. The customer's lines are given on p. 77.**

STARTERS	
Mixed leaf salad	£4.50
Shopska salad	£5.50
Spinach balls	£4.90
Garlic bread	£1.90
Chicken soup	£2.90

MAIN COURSES	
Grilled pork steak	£13.95
Grilled beef sausage	£9.90
Grilled trout	£12.50
Kebapche/Kyufte	£2.00
Wild mushroom pasta	£8.00

DESSERTS	
Chocolate cake	£5.00
Crème caramel	£4.00

BEVERAGES	
Tea	£2.00
Fresh juice/smoothie	£4.00
Mineral water	£2.00

Пробен тиражен учебник. Предоставен от Министерство на образованието и науката

Model: **Customer:** *I only eat fish. Which main course do you suggest?*
Waiter: *I think you should try the Grilled trout.*

- I only eat fish. Which main course do you suggest?
- I'm not very hungry. What starter can you recommend?
- What vegetarian dishes can you recommend?
- I'm allergic to dairy products. Which salads can I have?
- I'd like to try the desserts but I don't eat chocolate. What do you suggest?
- I want a main course but I've got only £10. What can I have?

2. Defining relative clauses 2: *whose* and *when*

Study the sentences below.
Then answer the questions.

1. You are **someone** **whose** opinion I trust.
2. That's the **magazine** **whose** title Granny always forgets.
3. I remember the **day** **when** I decided to stop eating junk food.

- *What word do we use for people?*
- *What word do we use for things?*
- *What word do we use for time?*

Now check the rules.

- **We use *whose* for people and things.**
- **We use *when* for time.**

PRACTICE

10 **Say the correct relative pronoun: *who* or *whose* to complete each sentence.**

1. Justin is the teen blogger ... blog has thousands of followers.
2. I like people ... are friendly and generous.
3. These are the boys ... bikes were stolen this morning.
4. Georgi is the boy ... spent the Easter holidays in the USA.
5. Nikola Tesla was an inventor ... ideas changed the world.
6. What was the name of the boy ... sent you a Valentine?

11 **Say the correct relative pronoun: *where* or *when* to complete each sentence.**

1. Summer is the time ... all my friends are out of town.
2. This is a picture of the tomb ... you can see some magnificent wall paintings.
3. Borys will never forget the day ... he tried zorbing.
4. June 6th was the day ... I met my favourite actor in the street.
5. South Dakota is the state ... you can see Mount Rushmore National Memorial.
6. This is the place ... you can have the best smoothies in town.

Пілотний проєкт Міністерства освіти і науки України

UNIT 8

3. *A few/few; a little/little*

Compare the sentences and match them with the rules.

1. Justin has got **a few** potatoes. He can make moussaka.

2. Justin has got **few** potatoes. He can't make any moussaka.

3. Justin has got **a little** flour. He can make a cake.

4. Justin has got **little** flour. He can't make a cake.

a. ***A few*** **and** ***a little*** **have a positive meaning. We use them to say that there is a** *small* **number or amount of something.**
b. ***Few*** **and** ***little*** **have a negative meaning. We use them to say that there is almost** *nothing* **of something.**

Study the sentences again and answer the questions.

- *What nouns do we use* ***a few/few*** *with?*
- *What nouns do we use* ***a little/little*** *with?*

Now check the rules.

- **We use** ***a few/few*** **with countable nouns.**
- **We use** ***a little/little*** **with uncountable nouns.**

PRACTICE

12 **In your notebook, write** ***a few*** **or** ***a little*** **to complete each sentence.**

1. **A:** Let's buy some ice cream.
   B: Sure! I've got ... money on me.
2. There are ... chocolates left. Would you like some?
3. Have you got ... time to help with the housework?
4. Alice has to do ... chores at weekends.
5. My homework has ... mistakes.
6. Granny always takes ... honey in her tea.

13 **Say the correct word to complete each sentence.**

1. Justin has got **a few** / **few** good friends. He's very lucky.
2. Borys can speak **a little** / **little** Italian. All he can say is 'How are you?'.
3. John's exhausted. He's slept **a few** / **few** hours after a long flight.
4. I can't do all this work by myself. I need **a little** / **little** help.
5. The test was very difficult so **a few** / **few** students passed it.
6. Mum does **a little** / **little** housework on weekdays because she takes shifts.

VOCABULARY

1. Food

14 **Work in small groups. What words for foods and drinks do you know? Make lists. In your opinion, which of them are healthy? Which of them are unhealthy?**

15 **Read the eTwinning forum and look up the words and phrases in bold in a dictionary. Then put them into the word webs.**

Електронний варіант підручника видавництва "Ранок"

eTwinningfriendLIVE forum message report to moderator X

Laura:

I usually have yummy **home-cooked food** at weekends. I **have a sweet tooth** so I always ask Mum to bake a cake or make tiramisu. On weekdays, my parents are quite busy so most of the time I eat **ready meals** and **takeaways**.

Justin:

I try to make my friends realise that healthy eating can be fun! You should try to have **a balanced diet** and eat **fresh fruit and vegetables** a few times a day. But don't feel bad about that burger you had last week – a little **junk food** won't kill you!

Georgi:

I do a lot of sports and I usually **eat like a horse**. That's OK because I burn all of the energy when I train. But in the evenings, I often **eat a quick snack** because I'm bored, not because I'm **dying of hunger**. I want to change that.

Alice:

Our lunch break at school is too short. I've got barely enough time to **grab a bite** and go back to classes. By 3 o'clock I'm **starving** and I have a snack or two. My brother says these are **'health' foods secretly loaded with sugar**. Yuck!

Listen, check and repeat.

16 **Work in pairs or small groups. Ask and answer the questions below.**

1. What is your favourite home-cooked dish?
2. Do you often eat ready meals and takeaways?
3. Do you have a sweet tooth? What kind of sweets do you prefer?
4. Do you like junk food? How often do you eat it?
5. Do you read food labels? Should we read them? Why? Why not?

2. Cooking verbs

17 **What cooking verbs do you know? Make a list.**

18 **In your notebook, match the verbs with the pictures.**

a. add
b. stir
c. pour
d. chop
e. boil
f. serve
g. mix
h. slice
i. peel
j. grate

Listen, check and repeat.

UNIT 8

19 Say verbs from **17** to complete the recipe. Then put the pictures in the correct order.

HEALTHY FOOD AND HOW TO PREPARE IT — JUSTIN'S BLOG

KARTOPLIANA ZAPIKANKA

This is a delicious Ukrainian recipe I've learned from my grandma.

1. ... 4 large potatoes, an onion and a carrot.
2. ... and fry the onions and carrots.
3. ... the minced meat and cook until ready.
   ... salt and pepper to taste.
4. Cut the potatoes into cubes.
   ... them with the meat.
   ... in some tomato sauce.
5. Put the mixture into a large baking pan and cook for 40 minutes.
6. ... 4 eggs and 200 grams of yoghurt and ... on top of the zapikanka.
   Cook for another 10 minutes.
7. ... the zapikanka hot.

a. b. c. d. e. f. g.

COMMUNICATION

Asking for and giving advice

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

Gabi: Hey, Justin! I've read your latest blog post – it's awesome, as always! You're the best!
Justin: Thanks, Gabi. I'm trying. How are you?
Gabi: I'm doing OK but I'm very busy. I've got lots of homework and after-school activities. At weekends, I **take private lessons**. I'm preparing for **my final exams**, you know.
Justin: Are you sure you're doing OK? You're probably tired all the time?
Gabi: Yep, I'm exhausted!
Justin: I'm sorry, Gab. I think you should rest more. And **healthy food** can also help you have more energy.
Gabi: Hmm, do you think so? What should I eat?
Justin: Well, for example, you should have **lots of nuts**. They**'re good for your brain**.
Gabi: That's easy! I love **nuts**.
Justin: You should also **eat fruit and vegetables at least two times a day**. And don't forget water! You must drink eight glasses of water.
Gabi: Hey, that's a lot of water!
Justin: Trust me! You'll feel much better!
Gabi: Thanks. You **rule**!
Justin: You're welcome! Stay in touch!

rehearse a lot
a new play
a balanced diet
eggs and meat
've got lots of protein
eggs and meat
drink smoothies because they've got vitamins and fibre
rock

HOW TO

- Congratulate people

You rule!/You rock!
You're the best!
Congrats!

Електронний варіант видавництва "Ранок"

Now make a similar dialogue. Use your own names. Replace the words and phrases in bold with the suggestions on the right or your own ideas.

21 Work in pairs. Share a problem with your partner and ask for advice. Your partner gives some advice. Choose from the suggestions below and use your own ideas.
Use *should/shouldn't*.

Model: ***Student A:*** *I feel tired all the time. What should I do?*
Student B: *I think you should go to bed earlier. You shouldn't stay up so late.*

- feel tired all the time
- nervous about my appearance
- like someone
- feel lonely
- haven't got any trendy clothes

- send him/her a Valentine/not hide your feelings
- go to bed earlier/not stay up so late
- save a bit of pocket money/not spend all your pocket money on snacks
- try to find new friends/not stay at home all the time
- make a list of things you like about yourself/not compare yourself to others

PRONUNCIATION

Long words

23 Listen and repeat. In your notebook, put the words into the correct column.

Listen and check.

WRITING

My favourite healthy dish

22 Read Georgi's homework and answer the questions.

- How often does Georgi eat Shopska Salad?
- Is Shopska Salad easy to make?
- Do you slice the tomatoes and cucumbers?
- Do you chop the onions and peppers?

My favourite healthy dish is Shopska Salad. My mum makes it two or three times a week.
It's just got a few ingredients: tomatoes, cucumbers, peppers, onions and cheese. Most people eat the salad with salt and olive oil.
It's very easy to make Shopska Salad. You cut the tomatoes and cucumbers into large cubes. Then you slice the onion and peppers. You add parsley and mix the ingredients. You grate some cheese on top.
It's yummy!

Now write about your favourite healthy dish. Follow the model above.

important, calcium, tomato, potato, healthily, blueberry, unhealthy, vitamin, nutritious, cereal, ingredient, lollipop

Ooo	oOo
calcium	important

Проект Министерства Владимирской Области

UNIT 9 Strong, fit and healthy

Unit focus

- *Grammar:* the Present Perfect 4: ***since*** and ***for***; the Present Perfect and the Present Simple
- *Functions:* talking about sports and leisure activities; planning to do something together; expressing preferences; describing a sportsperson
- *Vocabulary:* sports and leisure activities
- *Pronunciation:* compound nouns

LET'S GET STARTED

1 **Answer the questions.**

- *Have you ever been to a summer camp? If so, where did you go?*
- *What can you do at a summer camp?*
- *Which water sports do you know? Have you ever done any of them?*

WORDS IN ACTION

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

coach

spoil

earphones

sunscreen

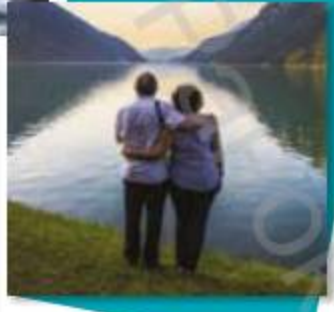
superb

1. The **coach** patiently explained the rules of the game.

2. I'm afraid the rain will **spoil** our hike.

3. I never go jogging without my mobile phone and **earphones**.

4. You must wear **sunscreen**. I'm sure you don't want to get sunburn.



5. **A:** The view of the lake is **superb**.
B: Yes, it's excellent!

Listen and repeat.

LISTENING AND READING

3 **Listen and match the people with the sports.**

4 **Listen again and say the correct name: *Anja*, *Justin* or *Borys* to complete the sentences.**

1. ... has done the sport since he/she was 9.
2. ... has played the sport for a month.
3. ... has done the activity for a couple of years.
4. ... is quite good at the sport and hopes to be a famous player one day.
5. ... adores the sport but doesn't like competitions.
6. ... loves the activity because it helps him/her relax.

5 **Listen to part of a letter and choose the correct statement.**

a. Alice is at a camp.
b. Alice was at a camp.

6 **Now read the whole letter and answer the questions.**

The Island, Bembridge
18 July

Dear Mum,

I've been here for five days now. The weather has been great since I arrived. The camp is awesome!
I've done lots of things since I arrived here. The camp water sports are great. I've already done some kayaking and canoeing. I've improved my swimming technique a lot. Tomorrow I'm going horse-riding. I've already met my horse. I've also played tennis twice. The all-weather courts here are superb and the coach is really patient.
Don't worry about me. I've had a lot of fresh fruit and salad and I've put on my sunscreen regularly since the first day.

See you soon.
xxxx
Alice

PS I can't believe I haven't had a mobile for five days and I haven't used a computer!
Like in the 'old days', eh? All mobiles are kept at the camp office. These are the camp rules. My coach says: 'Mobiles don't add much to the holiday experience and can spoil things, especially when they get lost.' Perhaps she's right.

1. How long has Alice been at the summer camp?
2. What water sports has she done?
3. How many times has she played tennis?
4. Does she like the tennis coach?
5. Has Alice got a mobile phone?
6. How can mobiles spoil someone's holiday?

UNIT 9

GRAMMAR SPOT

1. The Present Perfect: *since* and *for*

Do you remember?

We use the ***Present Perfect*** to describe an activity that started in the past and continues up to the present.

Read the sentences and choose the correct option.

1. Alice has been in Bembridge *for* five days.

a. She is still there.
b. She isn't there anymore.

2. Alice has been in Bembridge *since* Friday.

a. She isn't there anymore.
b. She is still there.

Now check the rules.

- **We use *since* and *for* with the Present Perfect.**
- **We use *since* to talk about a specific past moment** *(last Monday, this morning, 2020, yesterday).*
- **We use *for* to talk about a period of time** *(three years, four hours, a long time, a month, years).*

Remember!

*We use **How long ...?** and the Present Perfect to ask about an activity which someone started in the past and is still doing now.*
*A: How long have you known Alice? B: I've known her **since** last year/**for** a year.*

PRACTICE

7 **Say *since* or *for* to complete the sentences.**

1. Alice hasn't seen her family ... five days.
2. Borys hasn't chatted with Laura ... last Wednesday.
3. Alice hasn't used her mobile ... she arrived at the camp.
4. Justin hasn't cooked moussaka ... a week.
5. Gabi has lived in Kyiv ... her family moved in.
6. Vicky has known Gabi ... four years.

Проект Міністерства освіти і науки України видавництво "Ранок"

8 **Complete the sentences. Make them true for you.**

1. I've known my best friend for ... .
2. I haven't done any homework since ... .
3. I haven't eaten anything since ... .
4. I haven't had a cold for ... .
5. I haven't been on holiday since ... .
6. I've had my mobile for ... .

2. The Present Perfect and the Present Simple

Compare the sentences and match them with the rules.

1. Gabi **lives** in Kyiv.
2. Gabi **has lived** in Kyiv for four years.
3. I **don't watch** TV very often.
4. I **haven't watched** TV since Sunday.

a. **We use the *Present Simple* to talk about states and habits. We usually use it with *time expressions* like *every day*, *at weekends*, *always*, *often*, *never*, etc.**
b. **We use the *Present Perfect* to talk about an activity which someone started in the past and is still doing now. We always give *the period of time* (*for* a week, *for* a month, *for* a year) or *a specific moment in the past* (*since* yesterday, *since* 2020, *since* I was seven).**

PRACTICE

9 **In your notebook, write sentences as in the model.**

Model: *It's cold.* ***(yesterday)*** — *It's been cold since yesterday.*
I don't eat junk food. ***(ten days)*** — *I haven't eaten junk food for ten days.*

1. We know Vicky and Borys. **(three years)**
2. I don't ride my bike very often. **(several months)**
3. Granny and Grandpa don't often see me and my sister. **(last summer)**
4. Justin has a new mobile. **(two weeks)**
5. I don't have any free time. **(15 September)**
6. Gabi is a member of the drama club. **(four years)**

Проект малюнкового видавництво "Ранок"

UNIT 9

VOCABULARY

Sports and leisure activities

10 **Work in small groups. What words for sports do you know? Make a list.**

11 **Match the words with the pictures.**

a. archery
b. water polo
c. fencing
d. darts
e. orienteering
f. caving
g. snorkelling
h. zumba

Listen, check and repeat.

12 **Say the words in 11 to complete the sentences.**

1. There are a lot of great places for and near my hometown.
2. , and help you become coordinated and focused.
3. is a great way to stay fit and have fun.
4. lets you discover an amazing underwater world.
5. If you love swimming and team sports, is the ideal sport for you.

ПРОЕКТ "ПЕРЕМЕНЫ" ИЗДАТЕЛЬСТВО "РАНОК"

13 **Read the three advertisements for summer camps and answer the questions below.**

1. Which summer camp offers water sports?
2. Which summer camp is a great place for adventure?
3. Which summer camp offers sports and arts?
4. When can you go to Abberley Summer Camp?
5. When can you visit Ardmay Outdoor Centre?
6. When can you take part in Holiday Courses?
7. Which camp gives you an opportunity to make friends?
8. Which camp promises to bring you closer to nature?
9. Which camp offers different activities every week?

14 **Now work in pairs. Each of you chooses a summer camp you'd like to visit. Don't tell its name to your partner. Ask him/her questions to find out what he/she has chosen.**

UNIT 9

HOW TO

- **Express preferences**

I prefer ... to ... *Do you prefer ...?*
I'd love to ... *Do you want to ...?*
I wouldn't mind ...

COMMUNICATION

Planning to do something together

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

David: I need to get fit.
Alice: Me too. Let's exercise together!
David: Sure, why not. What kind of sports do you prefer?
Alice: I'm not sure. Maybe **swimming** or **tennis**.
David: I prefer **swimming** to **tennis**. It's a great sport and it **helps me relax**. Is there a **swimming pool** we can use?
Alice: There's one at the school's sports centre, but we have to check when it's open.
David: Cool. What about **hiking**? We can also do that from time to time.
Alice: I love **hiking** but I haven't done it for ages.
David: So we can try **hiking** – it'll be fun! And do you want to try **caving**?
Alice: Oooh, I'd love to.
David: I've got a friend who goes **caving** every weekend. We can join his **caving** club.
Alice: That sounds fun! And if we take up all three, we'll soon be **as fit as fiddles**!
David: **I wouldn't mind that** at all! Think about it and I'll call you tomorrow.
Alice: OK. Bye!
David: Bye!

basketball, zumba

is fun to play court

jogging/cycling

orienteering/rock climbing

look like cover models

That's not bad

Mind the idiom!

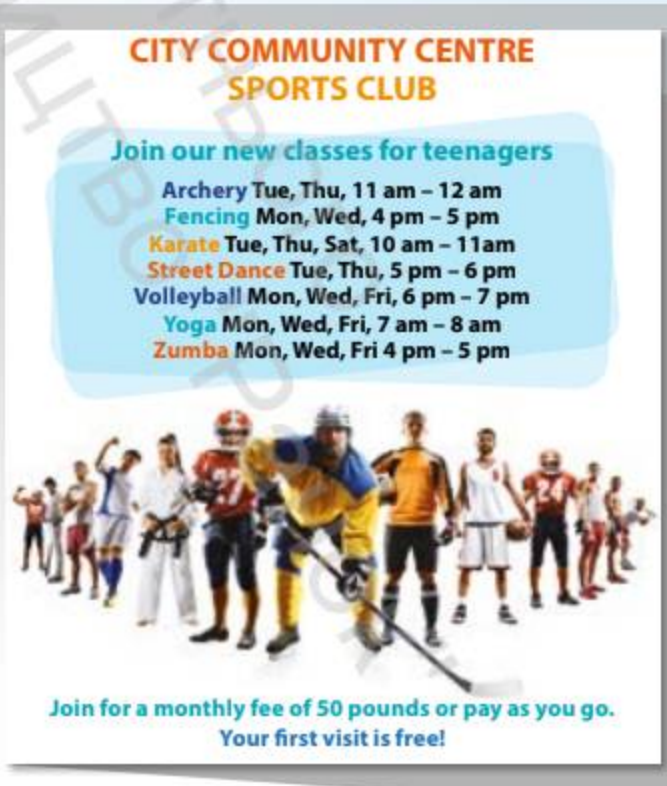
as fit as a fiddle = very fit and healthy

WORD BOX

cover model = a model on the cover of a magazine

Now make a similar dialogue. Replace the phrases in bold with the words and phrases on the right and your own ideas.

16 **Work in pairs.**
Read the poster for a community sports club. Choose a role card and make a dialogue. Then change roles and make another dialogue.



Підручник Мамбуть Бурлакова Щербакова

Student A:

- You want to join a sports class. Invite Student B to join, too. Discuss what classes you both like. Make sure the time is convenient for both of you.

Student B:

- Student A invites you to join a sports class. Accept his/her invitation. Discuss what classes you both like. Make sure the time is convenient for both of you.

WRITING

Describing a sportsperson

17 **Read the paragraph and answer the questions.**

- **Who is Grigor Dimitrov?**
- **How long has Grigor played tennis?**
- **When did he win his first championship?**
- **What is Grisho into?**

MY FAVOURITE SPORTSPERSON

by Borys Byivovk

My favourite sportsperson is Grigor Dimitrov. He is a world-famous tennis player. His nickname is Grisho.
He was born in 1990.
He has played tennis since he was five. His first coach was his father. He won his first championship when he was 14.
He has won a lot of tournaments since then. Grisho speaks English and is interested in cars and computers.
He says: 'When you have big dreams, work hard and put all your heart into it, that's how you get results!'

18 **Write about your favourite sportsperson or another famous person you like. Use the paragraph in 17 as a model.**

PRONUNCIATION

Compound nouns

A **compound noun** is a noun that is made up of two or more words. Most compound nouns are combinations of **noun + noun** *(bathroom)* or **adjective + noun** *(whiteboard)*. The two parts of the compound noun can be written together, with a hyphen (-) or separately. In both **noun + noun** and **adjective + noun** combinations, the stress is usually on the first word: *bathroom* /ˈbɑːθrʊm/, *whiteboard* /ˈwaɪtbɔːd/.

19 **Listen and repeat.**

sunscreen
summer camp
horse-riding
swimming pool

Copy the words into your notebook and underline the stressed word.

headphones
mobile phone
street dance
water polo

Listen and check.

Проект майбутнього "Дарунчика видавництво "Ранок"

Up to now 3

LISTENING

1 **Listen to the text and write the correct answers in your notebook.**

1. The text describes school lunches in
   a. two countries.
   b. three countries.
2. Japanese schools serve
   a. meals cooked by parents.
   b. meals similar to homemade food.
3. In France, ... are made early and then sent to a dietitian.
   a. meals
   b. menus
4. The dietitian adds vegetables and protein
   a. to replace sugar.
   b. to make meals balanced.
5. Roast beef with gravy, carrots, potatoes and peas is
   a. an example of a healthy lunch meal.
   b. a meal often served in British schools.
6. The school lunches in ... are healthy and balanced.
   a. two of the countries
   b. all three countries

6 p.

READING

2 **Read the article and write the correct answers in your notebook.**

PARALYMPICS

The Paralympics, short for Parallel Olympics, are a big international sporting event for people with disabilities. The Games take place every four years just after the Olympic Games in the same host city. The first Paralympics took place in 1960 in Rome, Italy. 400 athletes from 23 countries competed. Nowadays, 4,000 athletes from 170 countries take part in the Games.

Paralympic athletes are professional sportspeople who have trained hard for many years and come to the Games to win. Some Paralympic athletes have competed in both the Paralympic and the Olympic Games. Polish table tennis player Natalia Partyka is one of the few Paralympic athletes to qualify for the Olympics. She competed in both games in 2008, 2012 and 2016.

Natalia was born in 1989 without a right hand. When she was seven, she started playing table tennis. Natalia was the youngest athlete at the Sydney Paralympics in 2000. She has won Gold four times in a row – at the Paralympics in Athens, Beijing, London and Rio. No other table tennis player has ever achieved her success.

1. The Paralympics take place ... the Olympics.
   a. after
   b. before

2. The Paralympics and the Olympics are held
   a. in different cities.
   b. in the same city.

3. Today, ... athletes compete in the Paralympics.
   a. four hundred
   b. four thousand

4. Natalia Partyka is ... athlete with disabilities to qualify for the Olympics.
   a. is the only
   b. isn't the only

5. In 2016, Natalia took part
   a. in the Olympics.
   b. in the Olympics and the Paralympics.

6. Natalia is unique because
   a. she has won Gold at four Paralympics in a row.
   b. she has taken part in four Paralympics in a row.

6 p.

SPEAKING

3 Work in pairs or small groups. One of you has a problem. Your classmates give you advice. Then change roles. Choose from the situations in the box.

- Your best friend has lied to you.
- Your parents won't let you go on a school trip.
- You want to buy a new video game but it's too expensive.
- You are stressed and tired.
- You want to get fit.
- You are bored and you haven't got plans for the weekend.

Now

I know how to:

- talk about things I've already/just done or haven't done yet.
- describe historic and natural sites.
- talk about tourist experience.
- ask for and give advice.
- talk about healthy/unhealthy food and eating habits.
- follow a recipe.
- congratulate people.
- describe a favourite healthy dish.
- talk about sports and leisure activities.
- plan to do something together.
- express preferences.
- describe a sportsperson.

I can:

- use the Present Perfect with ***just***, ***already*** and ***yet***.
- use ***been*** and ***gone***.
- use ***must*** and ***should*** for advice.
- use defining relative clauses with ***whose*** and ***when***.
- use ***a few/few*** and ***a little/little***.
- use the Present Perfect with ***since*** and ***for***.
- use the Present Perfect and the Present Simple correctly.

Проєкт Майбутнього Політика видавництво Ранок

UNIT 10 *Doing good for the environment*

Unit focus

- *Grammar:* indefinite pronouns: place; future time clauses with ***when***; prepositions of movement
- *Functions:* talking about ecotourism; asking for and giving directions, describing an eco-friendly holiday
- *Vocabulary:* ecotourism
- *Pronunciation:* international words

LET'S GET STARTED

1 Answer the questions.

- *Do you know of any volunteer organisations in Ukraine?*
- *Do you think it's a good idea to volunteer during the summer holidays?*

WORDS IN ACTION

lagoon | migration | reeds | approved | white stork

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

3. Tall **reeds** grow along the river bank.

4. Georgi's visa application was **approved**.

1. On the western side, there is a large **lagoon**, separated from the sea by sand.

2. Bird **migration** is one of the great wonders of the natural world.

5. The **white stork** winters in Africa.

Listen and repeat.

WORD BOX

change one's mind = take on a different opinion or plan

LISTENING AND READING

3 Listen and answer the questions.

1. Where is Justin going during the summer holidays?
2. Who is he going with?

4 Listen again and answer the question: Who says these sentences?

1. We're preparing for our final exams.
2. Hey, but you don't even *like* birdwatching!
3. I've changed my mind.
4. Well, we're going somewhere cool!
5. Come on, don't keep us waiting!
6. ... we're going to see thousands of birds in migration!
7. Can we join you?
8. It's going to be hard work!

5 **Listen to part of a web page and say which statement is true.**

- **The web page is about**
  - **a.** bird migration.
  - **b.** a nature conservation camp.

6 **Now read the whole web page and answer the questions.**

Find

Home Events Gallery Team Contacts

VOLUNTEERS NEEDED!

Volunteers from around the world will gather at the salt lagoon to help the conservation of this unique hotspot of biodiversity.

White storks, mute swans and pink pelicans fly over the lagoon during their autumn migration. The site attracts the largest number of several other protected species that fly across Europe on their way to Africa. It is home to about 100 species of insects, 7 species of land molluscs and more than 50 species of birds.

This year's challenge to volunteers will be the construction of a giant nesting and roosting platform. Then the volunteers will cover the platform with reeds that they will harvest themselves.

To apply, please, fill in the application form. You'll receive a confirmation email when your application is approved.

If you are under 18, you are welcome in the company of an adult.

NB! Please note that volunteers will be able to enter the camp area when they show the confirmation email.

1. When do the birds visit the salt lagoon?
2. What will the volunteers cover the platform with?
3. How can volunteers apply?
4. Can you attend if you are under 18 years of age?
5. What do volunteers have to do to enter the camp area?

7 **Browse the web page and find words that match the definitions below.**

1. the protection of wildlife, forests, water and soil
2. the variety of organisms living in a given place
3. a very busy, popular place of interest
4. building a nest and laying eggs
5. going somewhere to rest or sleep

Listen, check and repeat.

STUDY TIP

Some English words are very similar to their Ukrainian equivalents. They can help you understand a text. But be careful because they aren't pronounced the same way. For example: *lagoon*, *pelican*, *migration*.

GRAMMAR SPOT

1. Indefinite pronouns: place

Study the sentences and answer the questions.

1. If you find a baby bird, keep it **somewhere** warm and quiet.
2. Do you know **anywhere** I can hire a bike?
3. Justin has looked **everywhere** for his mobile. He can't find it **anywhere**.
4. These island species are found **nowhere** else on earth.

Do you remember?

PEOPLE		THINGS
somebody	someone	something
anybody	anyone	anything
nobody	no one	nothing
everybody	everyone	everything

- *Which pronouns mean 'in a place'?*
- *Which pronoun means 'in all the places'?*
- *Which pronoun means 'in no place'?*
- *Which pronoun do we use in questions and negative sentences?*
- *Which form of the verb do we use with* ***nowhere****?*

Now check the rules.

- ***Somewhere*** **and** ***anywhere*** **mean 'in a place'. We usually use** ***anywhere*** **in questions and negative sentences.**
- ***Everywhere*** **means 'in all the places'.**
- ***Nowhere*** **means 'in no place'. We often use it together with 'else'. We use a positive verb with** ***nowhere*****.**

Проект майбутнього підручника видавництво "Ранок"

PRACTICE

8 **Say *somewhere*, *anywhere*, *everywhere* and *nowhere* to complete the sentences.**

1. John's looked ... for his glasses.
2. We didn't go ... at the weekend.
3. Are Justin and his dad going ... cool during the summer holidays?
4. We have to tidy up. There's rubbish ... .
5. I'm so bored. Let's go ... exciting.
6. **A:** Where did you go yesterday?
   B: ..., I stayed at home.

2. Future time clauses with *when*

Study the sentences below and answer the questions.

Do you remember?

A clause is a group of words which has a verb.
A clause can be a complete sentence or part of a sentence.

TIME CLAUSE	+	MAIN CLAUSE
When they **show** the confirmation email,		volunteers **will be able** to enter the camp area.
MAIN CLAUSE	+	**TIME CLAUSE**
You'**ll receive** a confirmation email		**when** your application **is** approved.

- *What tense do we use in the main clause?*
- *What tense do we use in the time clause?*

Now check the rules.

To talk about the future,
- **we use the *Future Simple* (*will* + *infinitive*) in the main clause.**
- **we use the *Present Simple* in the time clause.**

PRACTICE

9 **Say the correct form of the verbs in brackets.**

Model: *Justin (cook) dinner when he (get) home.*
*Justin **will cook** dinner when he **gets** home.*

1. Borys (call) Laura when he (have) some free time.
2. The volunteers (receive) a confirmation email when they (fill in) the form.
3. Justin and his dad (hire) bikes when they (arrive) in Mykolaiv.
4. When they (harvest) the reeds, the volunteers (cover) the platform.
5. Justin and John (see) birds in migration when they (come) to Ukraine.
6. When Alice (meet) Dorothy, she (tell) her about David.

Проект Майбутнього
Видавництво "Ранок"

UNIT 10

VOCABULARY

Ecotourism

10 **Read the text about ecotourism. Try to guess the meaning of the words in bold. Then look them up in the Wordlist at the end of your Student's Book.**

habitat
carbon footprint
litter (n.)
extinct
environmentally friendly
mass tourism
damage (v.)
sustainable

Nowadays, living green has become an important part of our lives. A great number of people do their best to live in a **sustainable** way. This means that they try to **damage** the **environment** as little as possible. They recycle, use public transport or cycle to school or work, and buy locally produced food. They want to have **environmentally friendly** holidays, too.

Ecotourism is the opposite of **mass tourism**. People travel to faraway places to see animals and plants in danger of becoming **extinct** in their natural **habitat**. Ecotourists travel in small groups and stay in local houses. They are encouraged to respect the customs and traditions of the people who live there. Ecotourists should preserve the local environment by cleaning up their litter and not picking wild flowers or disturbing animals. Tourists should also think about their **carbon footprint**. They can reduce it by walking instead of using motor vehicles, or by using less water and turning off electricity.

Now listen to the words in bold and repeat.

11 **In your notebook, match the words in 10 with their definitions.**

1. no longer existing
2. not harmful to the environment
3. the natural environment in which an animal or a plant usually lives
4. using methods that do not harm the environment
5. the amount of CO_2 that someone's activities produce
6. rubbish such as plastic bags that people have dropped on the ground in public places
7. to harm or spoil something
8. large numbers of visitors going to one place often at the same time of year

Listen and check.

MIND THE PREPOSITIONS!

Prepositions of movement: *across, through, over, along, past*

12 **Say the correct preposition in each sentence.**

1. Go ... the path until you see the observation point.
2. Some countries build wildlife tunnels under busy roads for animals to pass ... .
3. Walk ... the bank and the shops, then turn left and you'll see the theatre.
4. Lots of birds fly ... the oceans to find food and better weather conditions.
5. The little boy jumped ... the puddle.

COMMUNICATION

Asking for and giving directions

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

John: Excuse me, is there a bank near here?
Passer-by: Yes, there's one in Castle Hill Street. Go straight ahead. Take the first right onto Green Street. Then turn right at the traffic lights. Walk past the post office and you'll see a bank on your right, opposite the restaurant.
John: Thank you.

Justin: Excuse me, could you tell me the way to the shopping centre?
Passer-by: Yes. Go along High Street, and then turn left at the roundabout. Walk past the gym and you'll see the shopping centre on the left, opposite the cinema.
Justin: Thanks.

Justin: Is there a café near here?
Passer-by: Go across the car park and then turn left. Walk past the library and it's on your right, opposite the theatre.
Justin: Thanks.

Now make similar dialogues. Choose other buildings and places on the map to ask for and give directions.

14 **Work in pairs. Draw a map of some important places in town such as the hospital, the post office, the town hall, etc. Student A is a visitor to your town, Student B is a local. Ask for and give directions. Then change roles.**

WRITING

Describing an eco-friendly holiday

15 **Read Justin's email and answer the questions.**

- **When is Justin coming to Ukraine?**
- **What fun activities is he going to take part in?**
- **Who will probably join Justin and his dad?**

9:20 PM

Subject: Coming to UA soon

From: justinthechef@ezbox.co.uk
To: gabriela_angel@gmail.com and Georgi

Hi, Gab and George! How's life?

I've got some great news! Dad and I are coming to Ukraine in August. We're going to take part in the conservation camp at Solonets-Tuzly Lake. For one week, we're going to build a platform for the birds and watch the autumn migration.
We're going to have fun as well.
We can go for walks, take mud baths, or cycle to the beach.

In the evenings, we're going to sit round the campfire, sing songs and tell stories. Maybe Vicky and Borys will come, too.
Do you want to join in?

Cheers,

Justin

Send

16 **Now read the two web pages. Imagine you're Gabi or Georgi and you're going on one of the trips. Write an email to Justin and tell him about the trip. Use the information on the web pages or your own ideas. Follow the model in 15.**

Find

home /... / learning programmes ▸

SUSTAINABLE DEVELOPMENT WEEKEND

The Youth Ecology Camp in the village of Osii is a fun learning opportunity for teenagers. Join our rich programme of games, field trips and nature study in and around Osii.

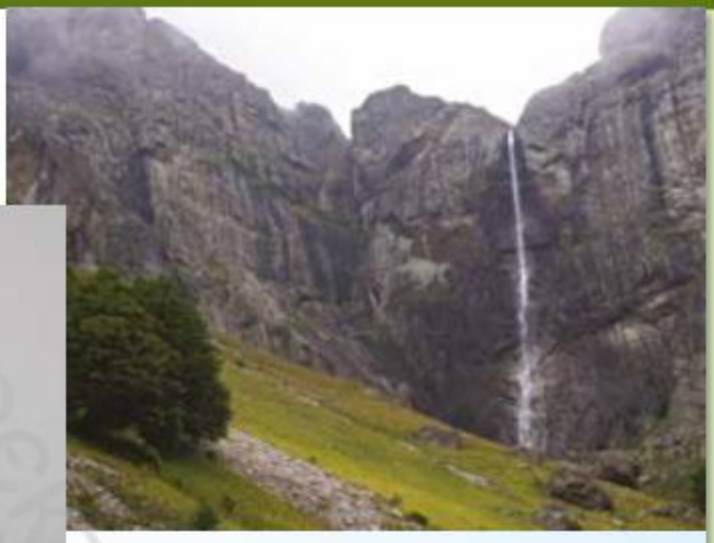
- Experience the journeys by car from Uzhhorod to Osii and back
- Enjoy game-filled hiking trips
- Explore the biodiversity in Zacharovanyi Krai National Nature Park
- Learn about the history and traditions of local people
- Take part in a healthy cooking competition
- Visit White Stone tract
- Join the outdoor party and games on Saturday night

Проект Майбутнього

Find

home / ... / learning programmes ►

A Weekend in the Heart of the Carpathian Mountains



Let's have some weekend fun! Join the school trip to Zacharovanyi Krai National Nature Park and:

- Visit the Borzhava River Gorge
- Hike along one of the longest and most picturesque eco paths in Ukraine
- See the unique plants in the area and be ready to spot a red deer or a forest cat
- Have a picnic by the Borzhava River
- End the day with a view of the magnificent Guchali waterfall
- Spend the night in tents
- The following day, visit Zacharovana Dolyna geological reserve

PRONUNCIATION

International words

17 **Read and listen to the phonetic transcriptions of several international words from this unit. Write the words in your notebook. Check with your partner.**

/'hæbɪtæt/	/'iːkəʊˌtʊərɪst/
/ləˈguːn/	/'pelɪkən/
/'plætˌfɔː(r)m/	/'mɒnjʊmənt/
/mjuː'ziːəm/	/'ɔː(r)gəˌnɪz(ə)m/

Listen again and repeat.

UNIT 11 *Let's go shopping!*

Unit focus

- *Grammar:* ***mustn't/can't/not be allowed to***; phrasal verbs
- *Functions:* talking about one's fashion style; expressing prohibition; expressing approval and disapproval of clothes; shopping for clothes; writing an invitation and a thank you email
- *Vocabulary:* clothes and footwear; words and phrases describing clothes
- *Pronunciation:* devoicing

LET'S GET STARTED

1 **Answer the questions.**

- *What clothes do you wear to school?*
- *What is your favourite piece of clothing?*
- *Do you like shopping for clothes?*

WORDS IN ACTION

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

hot | outfit | suit (v.) | ripped | matching | crop top

1. Green is really **hot** this season.

2. Her **outfit** looks quite comfortable.

3. This shirt and faded jeans really **suit** him.

4. He loves wearing **ripped** jeans.

5. She's wearing a bright red jacket and **matching** trainers.

6. My sister's new **crop top** really looks good on her.

Listen and repeat.

LISTENING AND READING

3 Listen and answer the questions.

1. Where are Alice, Dotty and Justin going shopping?
2. What does Alice want to buy? Why?

Mind the idiom!

get down to business = to start doing something that you have to do

1

2

3

4 Listen again and choose the correct answer.

1. Justin doesn't like ... of the top.
   a. the length
   b. the colour

2. Justin thinks Alice's outfit looks like a uniform because
   a. he sees other girls wearing the same clothes.
   b. Alice wants to wear it to school.

3. Alice wants to wear the jeans and the crop top because
   a. they suit her.
   b. they are fashionable.

4. Justin thinks it's cool
   a. to look different.
   b. to look like everybody else.

HOW TO

- Express approval and disapproval of clothes

Wow, they're just gorgeous!
It's a great match!
You look great!
This colour doesn't suit you at all!

CULTURE CORNER

Oxford Street is Europe's busiest shopping street. There are more than 300 shops which are visited by around half a million people every day.

UNIT 11

5 **Listen to part of Laura's fashion blog and match the people with the type of clothes they wear.**

Vicky	• trendy clothes
Claudia	• smart clothes
Vittorio	• vintage clothes
Borys	• comfy clothes

6 **Now read Laura's blog. Copy the chart into your notebook and then complete it.**

WORD BOX

hoodie = hooded top

trainers (BrE) = **sneakers** (AmE)

Hey, guys! What do you like wearing? Reply

Vicky

I adore fashion and I love looking smart. I usually wear dresses and skirts. I like accessories like scarves and hats. They're girly and stylish! I love wearing high heels but Mum says I can't wear them to school.

Claudia

I'm a fan of rock music from the 90s and my clothes are a fashion statement. I wear vintage clothes – faded jeans, baggy cardigans, long skirts and the like. I can't wear these to school, though, because I have to wear a uniform!

Vittorio

I like wearing trendy clothes. I usually wear T-shirts, hoodies and skinny jeans. My favourite piece of clothing is a pair of jeans ripped at the knees but I'm not allowed to wear these to school.

Borys

I love comfy clothes – loose T-shirts and shirts, cargo pants and trainers. Cargo pants are my favourite. I love all those pockets! We're allowed to wear all kinds of clothes to school but we're not allowed to wear hats!

	What they wear	What they aren't allowed to wear
Vicky	dresses, skirts, ...	
Claudia		
Vittorio		
Borys		

Do you remember?

We use *can*/*can't* to ask for, give and refuse permission.
We use *mustn't* to say that it is important not to do something or it is a bad thing to do it.

GRAMMAR SPOT

1. *Mustn't/can't/not be allowed to*

Study the sentences and match them with the rules.

1. Head teacher to students: You **can't** wear make-up to school! = Students **aren't allowed to** wear make-up to school.
2. Zoo notice: Visitors **mustn't** feed the animals. = Visitors **aren't allowed to** feed the animals.

We use *can't* and *mustn't* to talk about permission. They both mean that something is *not allowed*.

a. **We use *can't* to say that something is against the rules.**
b. **We use *mustn't* in public signs and notices to say that something is forbidden.**

PRACTICE

7 **Imagine you are a police officer. Tell your partner what he/she *can't* do. Use the verbs in the box. Take turns.**

take	light	play
walk	swim	talk
park	litter	windsurf
eat	ride	

Model: ***Police officer:*** *You can't take photos here.*

Now in your notebook, write sentences with *not be allowed to*.

Model: *We aren't allowed to take photos here.*

8 **Say it in another way. Use *mustn't*.**

Model: *Students aren't allowed to leave the classroom during the exam.*
Students ***mustn't*** *leave the classroom during the exam.*

1. Hikers aren't allowed to light fires in the national park.
2. Campers aren't allowed to play music after 10:00 pm.
3. Visitors aren't allowed to disturb the animals.
4. Students aren't allowed to use their mobile phones in class.
5. Tourists aren't allowed to take photos in the museum.
6. Customers aren't allowed to take their own food inside the restaurant.

Проект "Майбутнє" Видавництво "Ранок"

2. Phrasal verbs

A **phrasal verb** is a verb that is made up of **a verb + an adverb or a preposition, or both.**

Compare the sentences below and answer the questions.

1. **Look!** My keys are under the table.
2. I've **looked for** my keys everywhere.

- *Which verb is a phrasal verb?*
- *What does it mean?*
  - ***a.*** *to try to find something that you have lost*
  - ***b.*** *to turn your eyes towards something, so that you can see it*

Now check the rule.

The meaning of the phrasal verb is usually different from the meaning of its separate parts.
We form phrasal verbs from common verbs like *come*, *get*, *go*, *look*, *make*, *put*, *turn* together with adverbs or prepositions like *up*, *off*, *on*, *down*, *in*, *out*.

IMPORTANT!
We usually use phrasal verbs in **informal** English.

PRACTICE

9 Say the correct phrasal verb to complete each sentence.

1. It's quite cold outside. You'd better **put on** / **put up** a warm jacket.
2. **Look up** / **Look for** the new words in a good dictionary.
3. When you brush your teeth, you should **turn on** / **turn off** the tap to save water.
4. Borys and Laura are such good friends – they **get up** / **get on** really well.
5. **Get off** / **Get on** at the next stop. You're on the wrong bus.
6. John **came in** / **came across** a rare book while he was cleaning the attic.

10 Say the phrasal verbs below to complete the sentences. Use the correct tense.

wake up hang out check into grow up stay up fill in look after

1. Anna and Dora ... in Chicago.
2. At weekends, I usually ... with my friends in the park.
3. Justin ... the application form and received a confirmation email.
4. Last night, Georgi ... late so he couldn't ... in time for school.
5. We asked our neighbour to ... our cat while we were on holiday.
6. **A:** ... you ... the hotel yet?
   B: No, I haven't.

Проект майбутнього підручника видавництво "Ранок"

VOCABULARY

1. Clothes and footwear

11 **Work in small groups. What words for clothes and footwear do you know? Make a list.**

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

a. skinny jeans
b. long cardigan
c. leather jacket
d. plaid shirt
e. ankle boots
f. platform shoes
g. high-top sneakers
h. cargo shorts
i. ballet flats
j. high-waisted jeans
k. combat boots
l. beanie

Listen, check and repeat.

13 **Work in pairs. Describe the people in the pictures. Use the expressions in the box and your own ideas. Take turns.**

He's wearing ...
She's (dressed) in ...
He's got ...
His (jacket) is (black).
He/She looks (cool/trendy).

Now describe your favourite outfit to your partner.

2. Words and phrases describing clothes

14 **Read and listen to the dialogues. Try to guess the meaning of the words and phrases in bold. Then look them up in the Wordlist at the end of your Student's Book.**

dated	trendy	cool	hand-me-downs	vintage	a must have	so last year

1. **A:** These ankle boots are so **dated**. I've had them for a couple of years.
   B: You're right. They're no longer **trendy**. Why don't you get new boots?
2. **A:** Hey, bro, where did you get those combat boots? They're really **cool**!
   B: They're **vintage**. **Hand-me-downs** from my dad.
3. **A:** High-waisted jeans are hot this year.
   B: Yes, and this pair is **a must have**!
4. **A:** Do you think this crop top matches my skirt?
   B: Yes, it does. But the model is **so last year**.

Now listen to the words in bold and repeat.

15 **Make similar dialogues. Talk about your own clothes or comment on the pictures in 13.**

COMMUNICATION

WORD BOX
fitting rooms (BrE) = changing rooms (AmE)

Shopping for clothes

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

Shop assistant: Good morning. Can I help you?
Alice: Good morning. I'm looking for **a pair of skinny jeans**.
Shop assistant: **They're** over there. **What size are you?**
Alice: I'm **a size 34**.
Shop assistant: We've got **them** in **black, grey and blue**.
Alice: Can I try on **the black jeans**?
Shop assistant: Yes, of course. The fitting rooms are over there.

***

Shop assistant: **Are they OK?**
Alice: Well, **they're too small**. Have you got **a size 36**?
Shop assistant: I'm sorry but we haven't got them in black. What about the **grey jeans**?
Alice: **They're not quite what I wanted** but I'll try **them**.
Shop assistant: **I think they're lovely!**
Alice: Hmm, I'll take **them**. How much are they?
Shop assistant: **They're £30**.
Alice: Here you are.
Shop assistant: Here's your change and receipt.
Alice: Thank you. Bye.

a plaid shirt
What size do you want?
Small/Medium/Large/ Extra large
How does it fit?
It doesn't suit me/fit. It's too tight/wide.
It's not my favourite colour.
It's perfect!/ You look great in it.

17 **Now make a similar dialogue. Replace the words and phrases in bold with the suggestions on the right and your own ideas. Take turns.**

Підручника видавництво "Ранок" Проєкт майбутнього

WRITING

An invitation and a thank you email

18 **Read the invitation and answer the questions.**

- **What event is Laura inviting her friends to?**
- **When and where is the event going to take place?**
- **How can you take part in the event?**

☆ Dear eTwinning friends,

I'm absolutely delighted to invite you to my **Venice Summer** fashion show
15 June, 4:00 pm
Liceo Foscarini High School,
Cannaregio 4941, 30121 Venice
You can also watch the show live at:
www.laurashow.com

Laura

19 **Now invite your friends to an event: a talent show, an exhibition, a school play, a concert, a match your team is going to play, etc. Use the invitation in 18 as a model.**

20 **Read the email and answer the questions.**

- **Why is Laura writing the email?**
- **How did the fashion show go?**
- **How does she feel?**

☆ Hello friends,

Thank you for attending my fashion show, in person and online. I had a great time and I hope you enjoyed the show as well. I'm really grateful to have so many good friends!

Best wishes,

Laura

21 **Now write a thank you email to your friends for attending the event in 19. Use the email in 20 as a model.**

PRONUNCIATION

Devoicing

22 **Listen and repeat.**

23 **Copy the pairs of words into your notebook. Listen and underline the words you hear.**

Then listen again and check.

1.	bag	back
2.	sat	sad
3.	sing	sink
4.	food	foot
5.	pig	pick
6.	peas	peace
7.	surf	serve
8.	bus	buzz
9.	leaf	leave
10.	ice	eyes

Проект Малюнкового Видавництво "Ранок"

UNIT 12 *Jobs for your future*

Unit focus

- *Grammar:* type 1 conditional
- *Functions:* talking about jobs and job qualities; discussing future plans and intentions: high school and my profession; accepting and declining an offer
- *Vocabulary:* jobs and job qualities
- *Pronunciation:* linking

LET'S GET STARTED

1 **Answer the questions.**

- *What do you want to do when you leave school?*
- *Name three jobs that you think are fun/boring. Why do you think so?*
- *Do you think teenagers should work? What is your opinion of volunteering?*

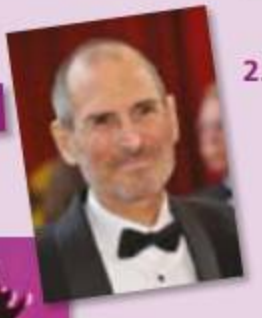
WORDS IN ACTION

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

ornithologist **inspire** **marine biologist** **opportunity** **consider** **support**

1. My father is an **ornithologist** – he studies and protects birds.

2. Steve Jobs managed to **inspire** lots of young people to follow their heart and intuition.



3. I want to be a **marine biologist** because I think sea plants and animals are fascinating.

4. Have you ever had the **opportunity** to listen to your favourite band in concert?

5. You should **consider** the problem carefully.

6. If you want to **support** a cause, make a donation.

Listen and repeat.

Проект Видавництво Ранок

READING AND LISTENING

3 **Listen and choose the correct answer.**

- **Why is Justin excited?**
  - **a.** Because the RSPB have approved him for volunteer work.
  - **b.** Because the RSPB have invited him for a job interview.

CULTURE CORNER

The Royal Society for the Protection of Birds (RSPB) is the oldest and biggest British charity that works to protect birds and the environment.

Mind the idiom!

follow in someone's footsteps = to do the same work as someone else before you, especially someone in your family

CULTURE CORNER

Find a job you like doing, and you will never have to work a day in your life!
is a popular quote by Mark Twain.

4 **Listen again and say the correct names to complete the sentences.**

1. ... has got some good news.
2. ... is eager to hear the good news.
3. ... has supported the RSPB for years.
4. ... wants to know if Justin's going to be a software engineer.
5. ... thinks that it is important for people to love their jobs.

5 **Read the job advertisement on the RSPB's webpage and choose the correct answer.**

1. Volunteers will work with
   - **a.** young children.
   - **b.** teenagers.
   - **c.** adults.
2. Volunteers will be busy
   - **a.** during the summer holidays.
   - **b.** during term time.
   - **c.** both **a.** and **b.**
3. Which computer skill is **NOT** mentioned in the advertisement?
   - **a.** MS PowerPoint
   - **b.** MS Excel
   - **c.** MS Word

Проект Майбутнього Видавництво "Ранок"

VOLUNTEERS NEEDED

WHAT ARE WE LOOKING FOR?

Do you want to inspire primary school children to save nature? We are looking for enthusiastic and energetic volunteers with a passion for sharing knowledge.

ESSENTIAL SKILLS:

- A keen interest in wildlife, conservation and the environment
- Ability to communicate effectively with children of different needs and levels of understanding
- Ability to work both as part of a team and individually
- Good organisational skills
- Computer skills – ability to use email and the Internet, MS Word and MS PowerPoint

YOUR TIME:

Minimum: 1/2 day at weekends during term time and 2 days a week during the holidays
Duration: April to August

WHAT'S IN IT FOR YOU?

The opportunity to make a real difference by inspiring young children to care and learn more about the natural world.

HOW TO APPLY

Contact
Mark Andrews, London Office
Tel: 020 794 325
Email: Mark.Andrews@rspb.org

6 **Now listen to part of a job interview and answer the questions.**

- **Do you think Justin will get the job? How can you tell?**

7 **Now read the whole interview and answer the question.**

- **Which of the skills in the advertisement in 5 does the interviewer ask Justin about?**

Interviewer: Hello, Justin. I'm Mark Andrews and I'll be your interviewer today.
Justin: Hello, Mr Andrews. Thanks for inviting me for this interview.
Interviewer: Now, my first question. Do you like children?
Justin: Yes, I've done some babysitting and I did well. I get on well with older children, too.
Interviewer: That's great. Do you like organising things?
Justin: Yes, I do. And I think I'm good at it.
Interviewer: OK. Do you like working in a team?
Justin: Yes, I really enjoy it.
Interviewer: Good. How did you get interested in wildlife?
Justin: My dad's a member of the RSPB. He's taught me to care about nature.
Interviewer: Like father, like son! And why do you want this job?
Justin: If I become a volunteer, I'll be able to help children understand and love the natural world. And I'll learn more about nature conservation.
Interviewer: Fantastic! I think you'll be a great volunteer. If you get the job, will you be able to combine work with school?
Justin: Definitely. If I work Saturdays, I'll have plenty of time to prepare for school on Sundays.
Interviewer: Thank you for coming today, Justin! I'll call you in a few days with my decision.

CULTURE CORNER

Like father, like son is a popular English proverb.
It means that children often look and act similar to their parents.

Проєкт Майбутнього Видавництво "Ранок"

GRAMMAR SPOT

Type 1 Conditional

We use **Type 1 Conditional** to talk about a possible condition and its result in the future.

Study the sentences below and answer the questions.

If + Present Simple,	+	**Future Simple**
CONDITION	+	RESULT
If you **work** hard,		you **will pass** your exams.
Future Simple	+	**If + Present Simple**
RESULT	+	CONDITION
You **won't pass** your exams		**if** you **don't work** hard.

- *What tense do we use in the condition clause?*
- *What tense do we use in the result clause?*

Now check the rule.

We use *if* + *Present Simple* for the condition and the *Future Simple* for the result.

PRACTICE

8 **In your notebook, match the two parts of the sentences.**

1. If you don't practise enough,
2. If Andrea doesn't invite me to her party,
3. Borys won't go zorbing
4. I'll never talk to you again
5. If they don't hurry,
6. If I have problems at school,

a. you won't learn to play the guitar.
b. I'll ask my parents for help.
c. if it rains tomorrow.
d. they'll miss the train.
e. I won't be her friend anymore.
f. if you don't keep my secret.

Listen and check.

9 **Say the correct form of the verbs in brackets. Use short forms if possible.**

Model: *If Alice (not text), I (call) her.*
*If Alice **doesn't text**, **I'll call** her.*

1. If it (rain) tomorrow, we (not go) hiking.
2. If she (not fill in) the form, she (not get) a confirmation email.
3. I (be) tired in the morning if I (stay up) late tonight.
4. If they (listen) to the teacher carefully, they (understand) and conditional sentences.
5. Justin (be) very happy if he (get) the volunteering job.
6. If you (not give) me back my money, I (not be) your friend anymore.

Проєкт майбутнього підручника видавництва "Ранок"

UNIT 12

VOCABULARY

Jobs and job qualities

10 Work in small groups. What words for jobs do you know? Make a list.

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

a. builder
b. manicurist
c. journalist
d. army officer
e. travel agent
f. detective
g. lawyer
h. accountant
i. cashier
j. secretary

Listen, check and repeat.

12 You're going to do a personality test and find out which jobs are good for you. Before you start, copy the chart into your notebook. Then write a tick for each statement true for you. Sum up your ticks in each group and write the total.

R		S	
I		E	
A		C	

R
I like building things.
I like taking care of animals.
I like cooking.
I like doing things with my hands.
I like working outdoors.

S
I like working in a team.
I like teaching and training people.
I enjoy learning about other cultures.
I like discussing things.
I like helping people.

I
I enjoy science.
I enjoy trying to understand how things work.
I like analysing problems and situations.
I like working with numbers or charts.
I'm good at Maths.

E
I'm an ambitious person.
I like selling things.
I like doing new tasks.
I'd like to start my own business.
I like leading other people.

A
I'm good at working alone.
I enjoy creative writing.
I'm a creative person.
I like playing instruments or singing.
I like drawing.

C
I like organising things.
I like following instructions.
I'd like to work eight hours a day.
I pay attention to details.
I'd like to work in an office.

The three letters with the highest score show your personality type. The six letters stand for *Realistic*, *Investigative*, *Artistic*, *Social*, *Enterprising* and *Conventional*. Now read the information below to see what jobs are good for you.

REALISTIC (Doers)
Shop assistant, Driver, Builder, Manicurist, Baker, Engineer

INVESTIGATIVE (Thinkers)
Scientist, Dentist, Vet, Historian, Journalist, Software engineer

ARTISTIC (Creators)
Actor and actress, Architect, Game designer, Fashion designer, Photographer, Writer

SOCIAL (Helpers)
Police officer, Teacher, Army officer, Tour guide, Waiter and waitress, Nurse

ENTERPRISING (Persuaders)
Chef, Travel agent, Detective, Manager, Lawyer, Film director

CONVENTIONAL (Organisers)
Accountant, Telephone operator, Cashier, Librarian, Web administrator, Secretary

13 Work in small groups. Discuss the questions below. Take notes of your classmates' answers. Then report to the class.

1. Do you agree with the test results? Why? Why not?
2. Which job/jobs in each personality type would you actually like to do? Why?
3. How many jobs do you think you'll probably have in your life?
4. Who has the best job in the world? Give reasons.

COMMUNICATION

Discussing future plans and intentions: high school and my profession

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

Borys: What high school are you going to apply to?
Galya: I'm going to apply to the High School of Mathematics and Natural Sciences.
Borys: Really? Do you want to study Maths?
Galya: In fact, I want to study Chemistry and Biology.
Borys: Are you going to be a scientist?
Galya: I haven't decided yet. Maybe I'll be a doctor if I pass the exams. They're quite difficult, you know.
Borys: Why do you want to be a doctor?
Galya: Because I like taking care of people. I'm also hard-working and patient.
Borys: I know! You're the best student in our class! Good luck!
Galya: Thanks! What about you? What are you going to do?

Проект Міністерства України

15 **Work in pairs or small groups. Talk about your plans about high school and your job in the future. Use the job titles and job qualities in 11 and 12 and your own ideas. Use the dialogue in 14 as a model.**

WRITING

Accepting and declining an offer

16 **Read the two emails and match them with Justin's answers. Then answer the questions below.**

- **Who knows Justin in person?**
- **Who asks Justin to answer asap?**
- **For which job will Justin earn more money? How much?**

From: Diana.Peters@ruralengland.co.uk
To: justinthechef@ezbox.co.uk

Hello Justin,

I got your email from your neighbour, Mrs Evans – she's my sister. My husband and I are going on holiday for a week and we're looking for someone to look after our dog, Pugsy. Could you take care of him from Monday, April 16 to Sunday, April 22? If you accept, you'll have to feed him and walk him twice a day.

I can pay 18 pounds a day.

If you accept my offer, please, answer this email and then we can discuss more details.

Regards,
Diana Peters

Send

From: julie.marner@mailer.co.uk
To: justinthechef@ezbox.co.uk

Hi Justin,

You looked after our son Eddie a few times last year. Can you look after him next Saturday from 9 am to 4 pm? My husband and I are going to a wedding and we need someone to entertain Eddie while we're away. He really likes you!

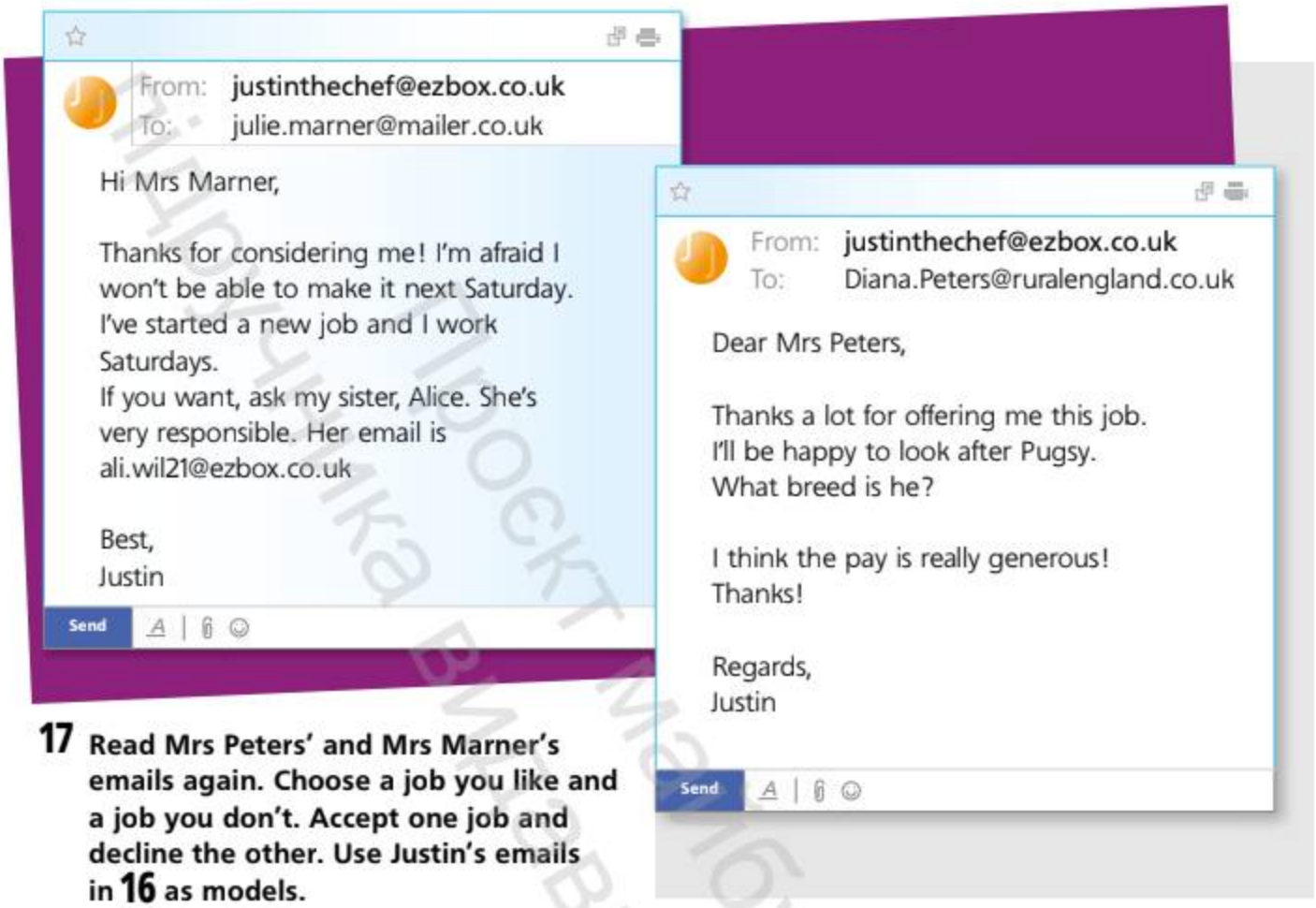
We do hope you accept our offer. The pay will be 9 pounds an hour, as usual.

Please, answer this email asap. I'll need to find another babysitter if you're not free.

Regards,
Julie Marner

Send

Проект майбутнього "Рянок" Видавництво "Ранок"



From: justinthechef@ezbox.co.uk
To: julie.marner@mailer.co.uk

Hi Mrs Marner,

Thanks for considering me! I'm afraid I won't be able to make it next Saturday. I've started a new job and I work Saturdays.
If you want, ask my sister, Alice. She's very responsible. Her email is ali.wil21@ezbox.co.uk

Best,
Justin

Send

From: justinthechef@ezbox.co.uk
To: Diana.Peters@ruralengland.co.uk

Dear Mrs Peters,

Thanks a lot for offering me this job.
I'll be happy to look after Pugsy.
What breed is he?

I think the pay is really generous!
Thanks!

Regards,
Justin

Send

17 **Read Mrs Peters' and Mrs Marner's emails again. Choose a job you like and a job you don't. Accept one job and decline the other. Use Justin's emails in 16 as models.**

PRONUNCIATION

Linking

IMPORTANT!

In English, native speakers join or 'link' words together.
This is one of the reasons why non-native speakers have problems understanding spoken English.
When a word ends in a consonant sound, we often move the consonant sound to the beginning of the next word if it starts with a vowel sound.
For example, in the sentence 'That's an apple' the 'n' in *an* is linked to the 'a' in *apple* and it sounds like 'That-sa-napple'.

18 **Read and listen to the examples below.**

We write:	**We say:**
Can I have an orange?	ca-ni-ha-va-no-ringe?
Come on, let's get off.	ca-mon, lets ge-toff.

Проєкт Малбутнього Підручника Видавництво "Ранок"

Up to now 4

LISTENING

1 **Listen to the text and write the correct answers in your notebook.**

1. The text is about
   a. a Japanese profession.
   b. Japanese public transport.
2. The word *oshiya* means
   a. someone who invites people onto the train.
   b. someone who pushes people onto the train.
3. There are too many passengers on the trains
   a. at all times.
   b. during rush hour.
4. People are late for work because
   a. trains are crowded.
   b. trains don't arrive on time.
5. *Oshiya* do their duties
   a. gently.
   b. aggressively.
6. Japanese people ... that *oshiya* push them onto trains.
   a. complain
   b. don't complain

6 p.

READING

2 **Read the text and write the correct answers in your notebook.**

Sustainable clothing: the capsule wardrobe

Do you like dressing after the latest fashion? If the answer is yes, here's some shocking news for you: the fashion industry is the second biggest polluter, after agriculture. Fast fashion helps us forget how many resources go into the production of a single piece of clothing, which we readily throw away after wearing a couple of times. But what can we do to stop the waste and live more sustainably?

If you're interested in helping the environment, the capsule wardrobe is a great place to begin. If we buy less and buy smart, we'll make a difference. The wardrobe itself consists of a small number of carefully selected clothes, usually in matching colours.

The capsule wardrobe doesn't have to be boring. If you think about it, you'll probably realise that each season you only wear the clothes you like best. So to have a capsule wardrobe actually means that you can wear only your favourite clothes. It's a chance to always look great and help conserve the environment.

1. The article is about
   a. the way fast fashion pollutes the environment.
   b. an attitude to clothes that helps save the environment.
2. The fashion industry
   a. pollutes the environment more than agriculture.
   b. pollutes the environment less than agriculture.
3. The production of one piece of clothing uses
   a. a lot of resources.
   b. very few resources.
4. 'If we buy less and buy smart, we'll make a difference' means:
   a. If you buy less and choose carefully, you'll save lots of money.
   b. If you buy less and choose carefully, you'll help the environment.
5. A 'capsule wardrobe' means
   a. a piece of furniture.
   b. a set of clothes.
6. According to the article, each season people wear
   a. only their favourite clothes.
   b. all of the clothes they own.

6 p.

SPEAKING

3 **Work in small groups. Look back at your time in the school where you're studying now. What will you miss when you move on? What are your hopes and fears for your new school?**

Now

I know how to:

- talk about ecotourism.
- ask for and give directions.
- describe an eco-friendly holiday.
- talk about one's fashion style.
- express prohibition.
- express approval and disapproval of clothes.
- shop for clothes.
- invite and thank people.
- talk about jobs and job qualities.
- discuss my plans and intentions for high school and my profession.
- accept and decline an offer.

I can:

- use indefinite pronouns for place.
- use future time clauses with ***when***.
- use ***mustn't/can't/not be allowed to***.
- use common phrasal verbs.
- use type 1 conditional.

Проект майбутнього видавництва "Ранок"

Fun time 2

LET'S LAUGH

1 **Look at the pictures and listen to two jokes.**
What is funny about the jokes?

Now work in pairs and practise telling the jokes to each other.
Then have a class competition.
Who is best at telling the jokes?

SONG

2 **Search the Internet for songs about fashion, for example, Lady Gaga's *Fashion*. Listen to several other songs and choose the one you like best. Search for its lyrics as well. What is the message of the song? Do you like it? Why? Why not?**

Підручник є об'єктом інтелектуальної власності видавництва "Ранок"

PROJECT 2

Planning Your End-Of-School Party

Work in groups of four. The end of the school year is not so far away. Choose the best way to celebrate it. Plan your end-of-school party. Create a poster and write invitations for your teachers, parents and other guests. Then present your ideas to the class.

The questions below will help you.

1. When is the party going to be?
2. Where is the party going to be held? (in the classroom/a café/the school gym, etc.)
3. Who are you going to invite? (teachers, parents, special guests)
4. What are you going to do?
5. What are you going to eat and drink?
6. What kind of music are you going to listen to?
7. Who is going to play the music?
8. Are there going to be any games or quizzes?
9. Are there going to be any awards? (for the teachers, the best students, etc.)

Play and revise 1

1 Complete the sentence.	2 Answer the question.	3 Complete the phrase.	4 Answer the question.
Borys and Laura are ... friends.	What kind of person are you?	love at first ...	What nationality is Laura?
5 Say the name of the activity.	**6 Complete the sentence.** ... Borys and Vicky speak English very well.	**7 Go to the board and write three words for *friend* (BrE and AmE).**	**8 Go to the board and write the meaning of *JK*.**
9 Answer the question. What project is the twins' school taking part in?	**10 Go to the board and write a word that means *someone's best friend*.**	**11 Complete the sentence with the correct preposition.** I get on well ... my brother.	**12 Correct the sentence.** I'm not believing what she's saying.
13 Complete the question. Do ... of your friends like sports?	**14 Complete the sentence.** My best friend and I have a lot in	**15 Answer the question.** Why are Vicky and Gabi busy?	**16 Choose the correct phrase.** I *don't agree*/*'m not agreeing* with you.
17 Complete the sentence. I can speak ... German and English.	**18 Answer the question.** What is Laura into?	**19 Complete the sentence.** ... of my friends like rap music but others don't like it.	**20 Explain the phrase *to be like chalk and cheese*.**
21 Which is different? **a.** feel **b.** love **c.** make **d.** prefer	**22 Complete the sentence.** He's a real	**23 Choose the correct form.** Be quiet! Dad *has*/*'s having* a conference call.	**24 Complete the sentence.** Anna broke ... with her boyfriend last week but they made it ... yesterday.
25 Go to the board and write the meaning of *NP*.	**26 Which is different?** **a.** go **b.** post **c.** know **d.** read	**27 Complete the sentence. Make it true for you.** ... of my classmates love English classes.	**28 Complete the sentence.** My cousins live in the USA so we keep in ... by email.

Photocopiable © Macmillan Education

Play and revise 2

1 Which is different?

a. and **c.** but
b. or **d.** while

2 Mime *folk dance*.

3 Answer the question.

Who is Oscar Wilde?

4 Disagree with the sentence.

I think knitting is boring.

5 Complete the sentence.

I didn't finish the book ... I don't like historical novels.

6 Answer the question.

Who joins in the first meeting of the book club?

7 Say the word.

8 Answer the question.

What is 'The Happy Prince'?

9 Say the word.

10 Which is different?

a. thirsty
b. happy
c. hungry
d. poor

11 Complete the sentence.

... Vicky and Gabi were reading 'The Happy Prince', Borys was playing football.

12 Spell *fairy tale* **as fast as you can.**

13 Choose the correct form.

Laura *wrote/was writing* a blog post when Borys *texted/was texting* her.

14 Complete the sentence.

... I came home, my parents were watching TV.

15 Answer the question.

What is a *summary*?

16 Thank your friend for inviting you to join the photography club.

17 Agree with the sentence.

I think volunteering is very enjoyable.

18 Say the word.

19 Which is different?

a. I'm with you on that one.
b. Absolutely not!
c. Yes, absolutely!
d. I think so, too.

20 Answer the question.

Why did Gabi write Justin?

21 Complete the sentence. Make it true for you.

I'm really keen on ... .

22 Complete the dialogue. Make a suggestion.

A: Your gift is lovely! Thanks a million!
B: ...

23 Complete the sentence. Make it true for you.

Yesterday at 3:00 pm I ... .

24 Complete the dialogue. Make a suggestion.

A: There's a folk dance club at our school. I'd really like to go.
B: ...

25 Choose the correct form.

I *woke up/was waking up* when my alarm *rang/was ringing*.

26 Complete the sentence.

It was very hot outside ... I bought a bottle of water.

27 Mime *knitting*.

28 Say the word.

ТЕТРАДЬ ПРОЕКТ РАБОЧАЯ ТЕТРАДЬ Рабочая тетрадь

Play and revise 3

1 Which is different?

a. knee
b. know
c. knit
d. kick

2 Complete the sentence. Make it true for you.

I ... during the winter break.

3 Answer the question.

When do we use the 24-hour clock?

4 Say the word.

5 Answer the question.

Where are the Wilsons going on holiday?

6 Say another word for *campsite* (AmE).

7 Your partner is going on holiday. Ask about his/her plans.

8 Explain the phrase *a penny for your thoughts*.

9 Say the word.

10 Which is correct?

a. Perhaps Justin will be hungry all the time.
b. Justin will perhaps be hungry all the time.

11 Complete the sentence with the correct preposition.

We're leaving ... half an hour.

12 Correct the sentence.

We'll see the new *X-Men* film at 6:00 pm.

13 Which is different?

a. youth hostel
b. guesthouse
c. resort
d. hotel

14 Spell *youth hostel* as fast as you can.

15 Which is correct?

a. The Wilsons will possibly see the Northern Lights.
b. The Wilsons possibly will see the Northern Lights.

16 Say the word.

17 Which is correct?

a. Vicky probably won't chat with Alice every day.
b. Vicky won't probably chat with Alice every day.

18 Say the word.

19 Correct the sentence.

Laura's party is starting at 6 o'clock on Saturday.

20 Which is correct?

a. The train leaves after five minutes.
b. The train leaves in five minutes.

21 Choose the correct form.

The plane *takes off/ will take off* at 14:02.

22 Spell *guesthouse* as fast as you can.

23 Correct the sentence.

The last train is leaving at 10:00 am.

24 Mime *take off*.

25 Answer the question.

How are the Wilsons travelling to Sweden?

26 Complete the sentence.

I'll call you ... classes.

27 Answer the question.

What's your plan for the weekend?

28 Say the word.

Підручник Проект Майбутнього Видавництво Ранок

Play and revise 4

1 Which is different? **a.** broken **b.** spoke **c.** written **d.** given	**2 Complete the dialogue.** **A:** You promise? **B:** You ...!	**3 Answer the question.** What are your favourite films and TV shows?	**4 Complete the sentence.** Harry Potter is a famous film ... .
5 Answer the question. Who is your favourite singer or band?	**6 Write the past participle of *take* in your notebook.**	**7 Complete the sentence.** Wow, what are you listening to? It's a very ... tune!	**8 Explain the word *fangirl*.**
9 Say the word. 	**10 Complete the sentence. Make it true for you.** I ... met a famous person.	**11 Correct the sentence.** Did you ever take a selfie with a celebrity?	**12 Answer the question.** Have you ever travelled abroad?
13 Complete the sentence. The film wasn't very good but I liked the special	**14 Disagree with the statement.** I think sci-fi movies are the best!	**15 Which is different?** **a.** watched **b.** travelled **c.** taken **d.** cheated	**16 Say the word.**
17 Which is correct? I ... a great film on TV last night. **a.** saw **b.** watched	**18 Correct the sentence.** Vicky hasn't never been to a film location.	**19 Complete the question. Then answer it.** Have you ... met a film star?	**20 Agree with the statement.** I think the special effects in a film are really important.
21 What was the last film you saw? Share your opinion about it with your partner.	**22 Write the past participle of *see* in your notebook.**	**23 Complete the sentence.** I have ... been to Australia.	**24 Answer the questions.** Who are Tiia and Satu? What are their hobbies?
25 Go to the board and write a word that means *the words of a song*.	**26 Complete the sentence.** The book I'm reading is a real page-..., I can't put it down.	**27 Which is correct?** **a.** Did you ever fly on a plane? **b.** Have you ever flown on a plane?	**28 Write the past participle of *win* in your notebook.**

Play and revise 5

1 Which is different? **a.** sometimes **b.** hardly ever **c.** yesterday **d.** never	**2 Complete the sentence.** What household ... do you do?	**3 Answer the question.** Why is Anna surprised?	**4 Which is correct?** **a.** I am never late for school. **b.** I never am late for school.
5 Go to the board and write a word that means *someone who wants to show how clever they are in an annoying way.*	**6 Name three household chores you have to do.**	**7 Which is correct?** **a.** My mum hardly ever watches TV. **b.** My mum watches TV hardly ever.	**8 Say the word.**
9 Say another word for *vacuum cleaner* **(BrE).**	**10 Say the household chore.** 	**11 Name a household chore you enjoy doing and explain why.**	**12 Answer the question.** Why does Justin think he's generous?
13 Complete the phrase. make a ... 	**14 Choose the correct form.** Mum *made/has made* pizza. It smells yummy!	**15 Which is different?** **a.** hoover **b.** tidy **c.** clean **d.** chore	**16 Say the household chore.**
17 Answer the question. What are the Wilsons going to buy?	**18 Say the household chore.** 	**19 Choose the correct form.** I *won/have won* the competition! I'm very happy!	**20 Name three household chores you don't mind doing and explain why.**
21 Name a household chore you hate doing and explain why.	**22 Choose the correct form.** I *lost/have lost* my mobile. I can't find it anywhere.	**23 Say the word.** 	**24 Answer the question.** Does Anja have to milk the cows?
25 Correct the sentence. We do always the grocery shopping on Saturdays.	**26 Say the household chore.** 	**27 Which is correct?** **a.** Sometimes I help Dad repair the car. **b.** I help sometimes Dad repair the car.	**28 Correct the sentence.** Borys has tidied his room yesterday.

Play and revise 6

1 Say the tradition. What do people do then?

2 Which is different?

a. How are things?
b. How are you doing?
c. How do you do?
d. How's life?

3 What two meanings of the word *festival* do you know? Give examples of each kind of festival.

4 Choose the correct word.

Participants of Pereberia are men and women *who/which* wear scary masks.

5 Spell *masquerade* as fast as you can.

6 Answer the question.

Where did Vicky and Borys go yesterday?

7 Choose the correct word.

Vicky doesn't like films *that/who* make her cry.

8 Answer the question.

What do people do on Bonfire Night?

9 Name the animal.

10 Choose the correct word.

The kitten is
a. excited.
b. frightened.

11 Answer the question.

What is the girl looking at?

12 Complete the sentence.

Vashkivtsi is the town ... the Pereberia Festival is held.

13 Complete the sentence.

Easter is a festival ... has been celebrated for centuries.

14 Answer the question.

Where and when do people celebrate Groundhog Day?

15 Correct the sentence.

Vicky thinks the Pereberia masks are quite frightened.

16 Complete the dialogue.

A: How are things?
B: ...

17 You're at a folk festival. Ask another visitor to take a photo of you and your friends.

18 Choose the correct word.

I get really ... when someone eats all the chocolates and doesn't throw away the box!
a. scared
b. annoyed

19 Go to the board and write the adverbs of degree *rather*, *extremely* and *quite*. Arrange them from weakest to strongest.

20 Answer the questions.

What is the name of this festival? Where is it held?

21 Choose the correct word.

Laura is *interesting/ interested* in fashion.

22 Answer the question.

What does an adjective ending in *-ed* describe?

23 Correct the sentence.

Spider-Man is the most bored film I've ever seen.

24 A friend calls you on your mobile. Greet him or her.

25 Answer the questions.

Where and when do people celebrate Pereberia? What kind of festival is it?

26 Say the tradition. What do people do then?

27 Complete the dialogue.

A: Can I borrow your mobile to make a phone call, please?
B: ...

28 Answer the question.

What does an adjective ending in *-ing* describe?

Play and revise 7

1 Answer the question.

Which city is called the Big Apple?

2 Complete the sentence.

Have you visited any museums ...?

3 Answer the question.

Why is the Tunnel of Love unique?

4 Spell *ceiling* as fast as you can.

5 Complete the sentence.

The ... is located in Hartford, the USA.

6 Complete the sentence.

... the rest of your holiday!

7 Answer the question.

Where is Mount Rushmore National Memorial located?

8 Say the word.

9 Write the missing word in your notebook.

... Castle was home to Scottish kings and queens.

10 Complete the question. Then answer it.

Has Georgi finished reading the book of the month ...?

11 Say the word.

12 Complete the sentence.

They've never ... to the USA.

13 Answer the question.

What can you see in Mykhailo Kotsiubynsky's House & Museum?

14 Complete the sentence.

Sounds like you're having ... .

15 Spell *sightseeing* as fast as you can.

16 Complete the sentence.

Georgi has ... climbed the cathedral Bell Tower.

17 Which is different?

a. castle
b. cliff
c. tomb
d. memorial

18 Say the name of the natural site.

19 Which is different?

a. gorge
b. cave
c. tower
d. lake

20 Answer the question.

Which is a UNESCO site?
a. Edinburgh Castle
b. St Sophia Cathedral
c. Mount Rushmore National Memorial

21 Complete the sentence.

I've ... seen the film, but I won't give away any spoilers!

22 Answer the question.

Who is Georgi visiting in Ukraine?

23 Say the name of the tourist attraction.

24 Choose the correct word.

Vicky isn't at home. She's *been/gone* to the book club meeting.

25 Answer the question.

How can you see the Tunnel of Love?

26 Complete the sentence.

Edinburgh Castle is at the top of a ... .

27 Complete the dialogue.

A: Has he had a walk in Hyde Park yet?
B: No, ...

28 Say another word for *lift* (AmE).

Play and revise 8

1 Which is different? **a.** carbohydrate **b.** fat **c.** calcium **d.** protein	**2 Complete the sentence. Make it true for you.** I should eat less ... and more	**3 Answer the question.** What should Alice do before she buys a snack?	**4 Complete the dialogue. Give advice.** **A:** I'd like to try the desserts but I don't eat chocolate. What do you suggest? **B:** ...
5 Answer the question. What does Justin think of Angie's breakfast?	**6 Go to the board and write a synonym of** *very hungry*.	**7 Say the word.** 	**8 Answer the question.** Why is fruit better than OJ?
9 Say the word. 	**10 Which is different?** **a.** healthily **b.** blueberry **c.** nutritious **d.** lollipop	**11 Choose the correct word.** My tea has got *a little/a few* teaspoons of sugar.	**12 Your friend is very tired in the morning. Give advice.**
13 Go to the board and write the ingredients for Shopska Salad.	**14 Complete the sentence. Make it true for you.** For lunch I usually have	**15 Answer the question.** What does *to have a sweet tooth* mean?	**16 Spell** *smoothie* **as fast as you can.**
17 Which is different? **a.** a ready meal **b.** home-made food **c.** a takeaway **d.** junk food	**18 Say the word.** 	**19 Your friend has just won a competition. Congratulate him/her.**	**20 Answer the question.** What do you usually have for breakfast?
21 Mime *peel*.	**22 Your friend is nervous about his/her appearance. Give advice.**	**23 Complete the sentence.** You're someone ... opinion I trust.	**24 Answer the question.** Why does Alice decide to join Justin's club?
25 Choose the correct word. I'm so lonely – I've only got *few/little* friends.	**26 Complete the sentence.** 5:00 pm is the time ... I eat a quick snack.	**27 Mime** *serve*.	**28 Say the word.**

Проект Методичного Парафіяльного Парафіяльного

Play and revise 9

1 Which is different?

a. water polo
b. snorkelling
c. fencing
d. kayaking

2 Answer the question.

Why can't Alice use her mobile at the summer camp?

3 Complete the dialogue. Express a preference.

A: What do you want to try – caving or fencing?
B: ...

4 Answer the question.

How can mobiles spoil someone's holiday?

5 Choose the correct form.

Gabi *lives/has lived* in Kyiv for four years.

6 Answer the question.

Why did Borys start taking tennis lessons?

7 Say the word.

8 Answer the question.

What have you done since you got up this morning?

9 Say the word.

10 Answer the question.

How long have you studied in your school?

11 Complete the sentence.

David prefers swimming ... tennis.

12 Which is correct?

I've had my bike for a month.
a. I still have it.
b. I don't have it anymore.

13 Choose the correct word.

Justin's jogged *since/for* a couple of years.

14 Name five water sports.

15 Mime *zumba*.

16 Complete the sentence. Make it true for you.

I've had my mobile ... .

17 Complete the sentence. Make it true for you.

I haven't eaten anything since ... .

18 Answer the question.

Why does Justin like jogging?

19 Answer the question.

What has Alice done since she arrived at the summer camp?

20 Spell *snorkelling* **as fast as you can.**

21 Choose the correct preposition.

Alice hasn't used her mobile *since/for* she arrived at the camp.

22 Complete the question. Give a true answer.

... have you known your best friend?

23 Say the word.

24 Answer the question.

What outdoor activities can bring you closer to nature?

25 Mime *fencing*.

26 Go to the board and write one compound word.

27 Spell *orienteering* **as fast as you can.**

28 Complete the phrase.

as fit as ...

Play and revise **10**

1 Answer the question. Where are Justin and his dad going in August?	**2 Complete the sentence.** Justin's changed his mind about	**3 Answer the question.** What is bird migration?	**4 Spell** *sustainable* **as fast as possible.**
5 Complete the sentence. You'll receive a confirmation email when your application is	**6 Mime** *go past the board.*	**7 Spell** *environmentally* **as fast as you can.**	**8 Answer the question.** Can volunteers under 18 stay at the conservation camp?
9 Which is different? **a.** damage **b.** disturb **c.** preserve **d.** harm	**10 Go to the board and write a word that means** *the protection of wildlife, forests, water and soil.*	**11 Say the word.** 	**12 Which is different?** **a.** somewhere **b.** something **c.** anywhere **d.** everywhere
13 Complete the sentence with the correct preposition. Go ... this street, and then turn right at the traffic lights.	**14 Complete the sentence.** Justin ... write an email to Gabi when he gets home.	**15 Answer the question.** What will the volunteers build at the camp?	**16 Complete the sentence with the correct preposition.** Walk ... the school and you'll see the park.
17 Answer the question. What is the opposite of mass tourism?	**18 Which is correct?** **a.** I can't see my mobile nowhere. **b.** I can't see my mobile anywhere.	**19 Correct the sentence.** Granny has looked anywhere for her glasses.	**20 Say the word.**
21 Which is correct? **a.** They will hire bikes when they will arrive in Mykolaiv. **b.** They will hire bikes when they arrive in Mykolaiv.	**22 Answer the question.** What fun activities will the volunteers do at the camp?	**23 Go to the board and write a word that means** *the natural environment in which an animal or a plant usually lives.*	**24 Which is correct?** **a.** When I see Gabi, I'll tell her about the party. **b.** When I'll see Gabi, I'll tell her about the party.
25 Choose the correct word. We didn't go *nowhere/anywhere* this weekend.	**26 Mime** *pick flowers.*	**27 Go to the board and write three international words from the unit.**	**28 Answer the question.** What is biodiversity?

Електронний ресурс "Прикарпатський університет імені Василя Стефаника"

Play and revise 11

1 Complete the sentence. This leather jacket is a ... from my older sister.	**2 Say it in another way.** Students aren't allowed to chew gum in class.	**3 Answer the question.** What clothes do you usually wear to school?	**4 Say the word.**
5 Say another word for *trainers* (AmE).	**6 Spell *accessories* as fast as you can.**	**7 Say the word.** 	**8 Choose the correct preposition.** Excuse me, I'm looking *at/for* a black hoodie.
9 Which is different? **a.** trendy **b.** dated **c.** hot **d.** cool	**10 Your friend has just bought a new outfit. Express approval of his/her choice.**	**11 Complete the dialogue.** **Shop assistant:** Good morning. Can I help you? **You:** ...	**12 Which is different?** **a.** long cardigan **b.** high-waisted jeans **c.** combat boots **d.** cargo shorts
13 Say the word. 	**14 Explain the phrase *get down to business*.**	**15 Answer the question.** What aren't you allowed to wear to school?	**16 Mime *stand up*.**
17 Answer the question. What does this sign mean? 	**18 Which is correct?** **a.** Do you think this crop top matches my skirt? **b.** Do you think this crop top matches with my skirt?	**19 Choose the correct phrase.** The meaning of the phrasal verb is usually *different from/similar to* the meaning of its separate parts.	**20 Which is different?** **a.** It's perfect! **b.** Wow, they're just gorgeous! **c.** You look great in it! **d.** Black doesn't suit you at all!
21 Complete the sentence with the correct preposition. Girls aren't allowed to wear high heels ... school.	**22 Describe the clothes of the person sitting closest on your right.**	**23 Answer the question.** What is Justin's opinion of the clothes Alice wants to buy?	**24 Say the word.**
25 Answer the questions. Why does Alice want to go shopping? What does she want to buy?	**26 Say the word.** 	**27 Which is different?** **a.** look up **b.** look **c.** look for **d.** look after	**28 Answer the questions.** Where is Oxford Street? What can you do there?

Проект Мінбаўлі Пруўчнікаў Выдавніцтва Рэфлекс

Play and revise 12

1 Complete the grammar rule.

We use **if** + ... for the condition and ... for the result.

2 Choose the correct form.

If you *don't/won't* call me, I *won't/don't* talk to you anymore.

3 Say the word.

4 Complete the sentence.

If you want to ... a good cause, join our organisation.

5 Answer the question.

What is Justin going to become?

6 Go to the board and write the word.

7 Choose the correct profession.

I like organising things – I'm going to be *an accountant/a game designer*.

8 Answer the question.

What does Justin's father do?

9 Spell *ornithologist* as fast as you can.

10 Go to the board and write five professions that end in *-er*.

11 Explain the phrase *to follow in someone's footsteps*.

12 Complete the saying.

Like father, like ... .

13 Complete the sentence with the correct preposition.

Justin was invited ... an interview.

14 Which is correct?

a. Justin will work with primary school children if he will get the job.
b. Justin will work with primary school children if he gets the job.

15 Complete the sentence. Make it true for you.

I'll be really happy if ... .

16 Answer the question.

What job do you want to do? Why?

17 Answer the question.

What's the best job in the world? Why?

18 Choose the correct word.

Justin's dad has ... Justin to love nature.
a. inspired
b. considered

19 Complete the saying.

... a job you like doing, and you will never have to work a day in your life.

20 Say the word.

21 Complete the sentence. Make it true for you.

If it's sunny tomorrow, ...

22 Answer the question.

What does a nurse do?

23 Say the word.

24 Answer the question.

What will Justin do at the RSPB?

25 Answer the question.

What does a travel agent do?

26 Say the word.

27 Complete the sentence.

Volunteers will have the ... to learn a lot about new things while helping others.

28 Which is correct?

a. We won't be able to go for a walk if it rains.
b. We won't be able to go for a walk if it will rain.

Wordlist

UNIT 1

absent-minded, adj /ˈæbs(ə)nt ˈmaɪndɪd/ розсіяний
All's well that ends well. Все добре, що добре закінчується.
argue, v /ˈɑː(r)gjuː/ сперечатися
arrangement, n /əˈreɪndʒmənt/ домовленість
behave, v /bɪˈheɪv/ поводитися
bossy, adj /ˈbɒsi/ владний
conversation, n /ˌkɒnvə(r)ˈseɪʃ(ə)n/ розмова
curious, adj /ˈkjʊəriəs/ допитливий
eager, adj /ˈiːgə(r)/ нетерплячий
fall asleep /fɔːl əˈsliːp/ заснути
favour, n /ˈfeɪvə(r)/ послуга
ask someone a favour, попросити когось про послугу
do someone a favour, зробити комусь послугу
flight, n /flaɪt/ політ
folks, n (pl) /fəʊks/ люди (розм.)
generous, adj /ˈdʒenərəs/ щедрий
guys, n (pl) /gaɪz/ хлопці (розм.)
hard-working, adj /hɑː(r)dˈwɜː(r)kɪŋ/ працьовитий
hug, n /hʌg/ обійми
introduce, v /ˌɪntrəˈdjuːs/ представити, знайомити
lazy, adj /ˈleɪzi/ ледачий
miss, v /mɪs/ втрачати,
My mobile is missing. Мій мобільний відсутній.
naughty, adj /ˈnɔːti/ неслухняний
order, n /ˈɔː(r)də(r)/ порядок, наказ
give an order, дати наказ
pack, v /pæk/ пакувати, складати (багаж)
promise, v /ˈprɒmɪs/ обіцяти
seat, n /siːt/ місце, сидіння
take a seat, звйняти місце
selfish, adj /ˈselfɪʃ/ егоїстичний, себелюбний
silly, adj /ˈsɪli/ дурний
staff, n (uncountable) /stɑːf/ персонал
stubborn, adj /ˈstʌbə(r)n/ упертий
unpleasant, adj /ʌnˈplez(ə)nt/ неприємно

UNIT 2

buddy, n /ˈbʌdi/ приятель
canoe, n /kəˈnuː/ каное
change out of, v перевдягатися
complain, v /kəmˈpleɪn/ скаржитися
crawl, v /krɔːl/ повзати
event, n /ɪˈvent/ подія
healthy, adj /ˈhelθi/ здоровий
kayak, n /ˈkaɪæk/ каяк
leisure, n (uncountable) /ˈleʒə(r)/ дозвілля
lifestyle, n /ˈlaɪfˌstaɪl/ спосіб життя
mountain biking, n (uncountable) /ˈmaʊntɪn ˌbaɪkɪŋ/ катання на гірських велосипедах
paintball, n /ˈpeɪntˌbɔːl/ пейнтбол
raft, n /rɑːft/ пліт
rafting, n (uncountable) /ˈrɑːftɪŋ/ рафтинг
rope, n /rəʊp/ мотузка
rock climbing, n (uncountable) /rɒkˈklaɪmɪŋ/ скелелазіння
rope garden, n мотузковий парк
scary, adj /ˈskeəri/ страшно
shake, v /ʃeɪk/ тремтіти
skateboarding, n (uncountable) /ˈskeɪtˌbɔː(r)dɪŋ/ скейтбординг
skip, v /skɪp/ пропускати
snowboarding, n (uncountable) /ˈsnəʊˌbɔː(r)dɪŋ/ сноуборд
van, n /væn/ фургон
windsurfing, n (uncountable) /ˈwɪn(d) ˌsɜː(r)fɪŋ/ віндсерфінг
wreck, n /rek/ уламок
zip wire, n /ˈzɪp ˌwaɪə(r)/ застібка

Робочий зошит Майданчик 5 "Лінгвіст"

UNIT 3

transport, n (uncountable) /'trænspɔ:(r)t/ транспорт
means of transport, види транспорту
attention, n (uncountable) /ə'tenʃ(ə)n/ увага
at the seaside, /'si:ˌsaɪd/ на морі
birdwatching, n (uncountable) /'bɜ:(r)dˌwɒtʃɪŋ/ спостереження за птахами
cable car, n /'keɪb(ə)l ˌkɑ:(r)/ канатна дорога
camper van, n /'kæmpə(r) ˌvæn/ кемпер
caravan, n /'kærəvæn/ трейлер
ferry, n /'feri/ паром
folk music, n (uncountable) /'fəʊkˌmju:zɪk/ народна музика
have in mind, мати на увазі
helicopter, n /'helɪˌkɒptə(r)/ гелікоптер
imagine, v /ɪ'mædʒɪn/ уявляти
lorry, n /'lɒri/ вантажівка (брит.)
motorbike, n /'məʊtə(r)ˌbaɪk/ мотоцикл (брит.)
motorcycle, n /'məʊtə(r)ˌsaɪk(ə)l/ мотоцикл (амер.)
subway, n /'sʌbˌweɪ/ метро (амер.)
sunbathe, v /'sʌnˌbeɪð/ засмагати
sunbathing, n сонячні ванни
The best is yet to come. Найкраще ще попереду.
tour, n /tʊə(r)/ подорож, турне
tram, n /træm/ трамвай
truck, n /trʌk/ вантажівка (амер.)
Underground (the), n /'ʌndə(r)ˌgraʊnd/ метро (брит.)
vehicle, n /'vi:ɪk(ə)l/ транспортний засіб

UP TO NOW 1

located in, розташований у
natural, adj /'nætʃ(ə)rəl/ природний
ranger, n /'reɪndʒə(r)/ лісник
wonder, n /'wʌndə(r)/ чудо, диво
wonders of the natural world, чудеса світу природи

UNIT 4

anteater, n /'ænt,i:tə(r)/ мурахоїд
armadillo, n /ˌɑ:(r)mə'dɪləʊ/ броненосець
binoculars, n (pl) /bɪ'nɒkjʊlə(r)z/ бінокль
eagle, n /'i:g(ə)l/ орел
general, adj /'dʒen(ə)rəl/ загальний
in general, в цілому
Imperial Eagle, n /ɪm'pɪəriəl 'i:g(ə)l/ імператорський орел
length, n /leŋθ/ довжина
magnificent, adj /mæg'nɪfɪs(ə)nt/ чудовий
meerkat, n /'mɪə(r),kæt/ сурикат
ostrich, n /'ɒstrɪtʃ/ страус
platypus, n /'plætɪpəs/ качконіс
prey, n (uncountable) /preɪ/ здобич
bird of prey, n хижий птах
protected, adj /prə'tektɪd/ той, що охороняється
rare, adj /reə(r)/ рідкісний
road, n /rəʊd/ дорога
on the road again знову в дорозі
sloth, n /sləʊθ/ лінивець
species, n (pl) /'spi:ʃi:z/ види (біол.)
spot, v /spɒt/ визначити, заплямовувати
tail, n /teɪl/ хвіст
tapir, n /'teɪpə(r)/ тапір
waste, v /weɪst/ марнувати, витрачати

Робочий зошит. Проєкт Маленької Вишиванки. Видавництво "Ранок"

waste my time, марнувати мій час
weigh, v /weɪ/ важити
weight, n /weɪt/ вага
wildlife, n (uncountable) /'waɪldˌlaɪf/ дика природа
wingspan, n /'wɪŋˌspæn/ розмах крил

UNIT 5

actually, adv /'æktʃʊəli/ власне
bin, n /bɪn/ відро для сміття
recycle bin, n кошик для сміття
clean-up, n прибирання
daffodil, n /'dæfədɪl/ нарцис
sea daffodil, n морський нарцис
discover, v /dɪ'skʌvə(r)/ виявити
dozen, determ /'dʌz(ə)n/ десяток, дюжина
dune, n /djuːn/ дюна
environment, n /ɪn'vaɪrənmənt/ навколишнє середовище
explore, v /ɪk'splɔː(r)/ досліджувати
explorer, n /ɪk'splɔːrə(r)/ дослідник
float, v /fləʊt/ плавати
grab, v /græb/ хапати
nature reserve, n /'neɪtʃə(r) rɪ'zɜː(r)v/ заповідник
note, n /nəʊt/ примітка
path, n /pɑːθ/ шлях
recycle, v /riː'saɪk(ə)l/ переробляти
reuse, v /riː'juːz/ використовувати вдруге
rubbish, n (uncountable) /'rʌbɪʃ/ сміття
sail, v /seɪl/ вітрило
separate, v /'sepəreɪt/ відокремлювати
swimming trunks, n (pl) /'swɪmɪŋ ˌtrʌŋks/ плавки
swimsuit, n /'swɪmˌsuːt/ купальник
throw, v /θrəʊ/ кинути
throw away, v викинути
towel, n /'taʊəl/ рушник
water lily, n /'wɔːtə(r)'lɪli/ латаття
while, conj /waɪl/ поки

UNIT 6

attack, v /ə'tæk/ атака
barn, n /bɑː(r)n/ сарай
bite, v /baɪt/ укус
building, n /'bɪldɪŋ/ будівля
bull, n /bʊl/ бик
chase, v /tʃeɪs/ бігати, переслідувати
cottage, n /'kɒtɪdʒ/ котедж
countryside, n (uncountable) /'kʌn-triˌsaɪd/ сільська місцевість
darling, n /'dɑː(r)lɪŋ/ милий
excuse, n /ɪk'skjuːs/ вибачення
field, n /fiːld/ поле
follow, v /'fɒləʊ/ слідувати
gallop, v /'gæləp/ бігти галопом
goose, n /guːs/ гусак
graze, v /greɪz/ пастися
hiss, v /hɪs/ шипіти
hissing, adj /'hɪsɪŋ/ шиплячий
horror, n /'hɒrə(r)/ жах
horror film, фільм жахів
invent, v /ɪn'vent/ винаходити
invent your own excuses, вигадувати власні виправдання
monster, n /'mɒnstə(r)/ чудовисько
orchard, n /'ɔː(r)tʃə(r)d/ фруктовий сад
scare, v /skeə(r)/ налякати
scare away, v відлякнути
sculpture, n /'skʌlptʃə(r)/ скульптура
skyscraper, n /'skaɪˌskreɪpə(r)/ хмарочос
smell, v /smel/ запах
traffic, n (uncountable) /'træfɪk/ рух, трафік
underpass, n /'ʌndə(r)ˌpɑːs/ підземний перехід (амер.)

Проект майбутнього "Дружина видавництва Ранок"

vineyard, n /'vɪnjə(r)d/ виноградник
yard, n /jɑ:(r)d/ подвір'я

UP TO NOW 2

available, adj /ə'veɪləb(ə)l/ наявний
feeder, n /'fi:də(r)/ годівниця
main, adj /meɪn/ головний
rent, n /rent/ орендна плата
situated, adj /'sɪtʃueɪtɪd/ розташований
throughout, prep /θru:'aʊt/ скрізь

FUN TIME 1

alive, adj /ə'laɪv/ живий
arm, n /ɑ:(r)m/ рука
back, n /bæk/ назад
bend, v /bend/ згинати
breath, n /breθ/ подих
breathe, v /bri:ð/ дихати
brook, n /brʊk/ струмок
by your side, з твого боку
chest, n /tʃest/ груди
consist of, v /kən'sɪst/ складатися з
fingertip, n /'fɪŋgə(r),tɪp/ кінчик пальця
heel, n /hi:l/ підбір
petal, n /'pet(ə)l/ пелюстка
pose, n /pəʊz/ поза
raise, v /reɪz/ піднімати
stand up, v підводитися
thigh, n /θaɪ/ стегно

UNIT 7

among, prep /ə'mʌŋ/ серед
as ... as, adv /æz ... æz/ такий ... як, така ... як
bagpiper, n /'bagpaɪpə(r)/ волинщик
blog, n /blɒg/ блог
blow, v /bləʊ/ зігрівати диханням
bonfire, n /'bɒn,faɪə(r)/ багаття
candle, n /'kand(ə)l/ свічка
charming, adj /'tʃɑ:(r)mɪŋ/ чарівний
colourful, adj /'kʌlə(r)f(ə)l/ барвистий
competition, n /,kɒmpə'tɪʃ(ə)n/ змагання
control, v /kən'trəʊl/ контролювати, керувати
costume, n /'kɒstju:m/ костюм
cracker, n /'krækə(r)/ хлопавка
crowd, n /kraʊd/ натовп
decorate, v /'dekəreɪt/ прикрашати
decoration, n /,dekə'reɪʃ(ə)n/ прикраса
exhausting, adj /ɪg'zɔ:stɪŋ/ виснажливий
expect, v /ɪk'spekt/ очікувати
experience, n /ɪk'spɪərɪəns/ досвід
gathering, n /'gæðərɪŋ/ збирання
grill, v /grɪl/ смажити на грилі
guitar, n /gɪ'tɑ:(r)/ гітара
heavy, adj /'hevi/ важкий
honest, n /'ɒnɪst/ чесний
Hungary, n /'hʌŋgəri/ Угорщина
incredible, adj /ɪn'kredəb(ə)l/ неймовірно
Japan, n /dʒə'pan/ Японія
kitten, n /'kɪt(ə)n/ кошеня
lively, adj /'laɪvli/ жвавий, веселий
meadow, n /'medəʊ/ луг
melodious, adj /mə'ləʊdiəs/ милозвучний
neighbour, n /'neɪbə/ сусід
Netherlands (the), n /'neðələndz/ Нідерланди
organise, v /'ɔ:g(ə)naɪz/ організовувати
paint, v /peɪnt/ фарба
pick up, v підібрати
pick up the rhythm, підбирати ритм
picturesque, adj /,pɪktʃə'resk/ мальовничий

Підручник "Проєкт Майбутнього" видавництва "Ранок"

pile, n /paɪl/ купа
prize, n /praɪz/ приз
produce, v /prə'djuːs/ виробляти
put up, v поставити
rhythm, n /'rɪðəm/ ритм
shout, v /ʃaʊt/ кричати
simply, adv /'sɪmpli/ просто
solemn, adj /'sɒləm/ урочисто
step, n /step/ крок
surprised, adj /sə(r)'praɪzd/ здивований
Sweden, n /'swiːd(ə)n/ Швеція
Swedish, adj/n /'swiːdɪʃ/ шведський
take place, відбуватися
throw a party, організувати вечірку
tune, n /tjuːn/ настроювати
usual, adj /'juːʒʊəl/ звичний
winner, n /'wɪnə(r)/ переможець
wolf, n /wʊlf/ вовк
as hungry as a wolf, *idiom* голодний, як вовк

UNIT 8

acting, n /'æktɪŋ/ акторська майстерність
baking, n /'beɪkɪŋ/ випічка
bazaar, n /bə'zɑː(r)/ базар
brill, adj /brɪl/ блискучий (розм.)
brilliant, adj /'brɪljənt/ блискучий
chef, n /ʃef/ кухар
collect, v /kə'lekt/ збирати
congrats, n /kən'græts/ вітання (розм.)
congratulate, v /kən'grætʃʊleɪt/ вітати
congratulations, n /kən'grætʃʊleɪʃənz/ вітання
create, v /kri'eɪt/ творити
deep, adj /diːp/ глибокий
easily, adv /'iːzɪli/ легко
hobby, n /'hɒbi/ захоплення
hole, n /həʊl/ отвір
interest, n (uncountable) /'ɪntrəst/ інтерес
invent, v /ɪn'vent/ винаходити
keep a pet, тримати домашнього улюбленця
noise, n /nɔɪz/ шум
pass, v /pɑːs/ складати (іспит); проходити (тест)
pauper, n /'pɔːpə(r)/ жебрак
perform, v /pə(r)'fɔː(r)m/ виконувати
performance, n /pə(r)'fɔː(r)məns/ вистава
prince, n /prɪns/ принц
production, n /prə'dʌkʃ(ə)n/ виробництво
proud (of), adj /praʊd/ гордий (чим)
puzzle, n /'pʌz(ə)l/ пазл
recipe, n /'resəpi/ рецепт
recognise, v /'rekəgnaɪz/ розпізнавати
stage, n /steɪdʒ/ стадія
star, n /stɑː(r)/ зірка
talented, adj /'tæləntɪd/ талановитий
theatre, n /'θɪətə(r)/ театр
theatrical, adj /θi'ætrɪk(ə)l/ театральний

UNIT 9

avocado, n /ˌævə'kɑːdəʊ/ авокадо
baguette, n /bæ'get/ багет
banger, n /'bæŋə(r)/ банер
bar, n /bɑː(r)/ бар
barista, n /bə'rɪstə/ бариста
beef, n /biːf/ яловичина
berry, n /'beri/ ягода
beverage, n /'bev(ə)rɪdʒ/ напій
blackberry, n /'blækbəri/ ожина
breast, n /brest/ груди
cappuccino, n /ˌkæpə'tʃiːnəʊ/ капучино
caramel, n /'kærəmel/ карамель
carton, n /'kɑː(r)t(ə)n/ коробка
cheesecake, n /'tʃiːzˌkeɪk/ сирник
chips, n (pl) /tʃɪps/ чипси
citrus, n /'sɪtrəs/ цитрусові
eat out, v їсти не вдома
fries, n (pl) /fraɪz/ картопля фрі

Проект майбутнього видавництва

grapefruit, n /'greɪpˌfruːt/ грейпфрут
Italian, adj/n /ɪ'tælɪən/ італійський
madam, n /'mædəm/ пані
main course, n /'meɪn ˌkɔː(r)s/ основна страва
mango, n /'mæŋgəʊ/ манго
mash, n (uncountable) /mæʃ/ пюре
meatball, n /'miːtˌbɔːl/ фрикаделька
menu, n /'menjuː/ меню
mix, n /mɪks/ змішувати
mixed, adj /mɪkst/ змішаний
order, v /'ɔː(r)də(r)/ замовляти, наказувати
packet, n /'pækɪt/ пакунок
pen name, n /'pen ˌneɪm/ псевдонім
pineapple, n /'paɪnˌæp(ə)l/ ананас
play, n /pleɪ/ грати
pork, n /pɔː(r)k/ свинина
portion, n /'pɔː(r)ʃ(ə)n/ порція
product, n /'prɒdʌkt/ виріб
reservation, n /ˌrezə(r)'veɪʃ(ə)n/ застереження
scone, n /skɒn/ булочка
seafood, n (uncountable) /'siːˌfuːd/ морепродукти
serve, v /sɜː(r)v/ служити
shortly, adv /'ʃɔː(r)tli/ незабаром
shrimp, n /ʃrɪmp/ креветки
sir, n /sɜː(r)/ пан
slice, n /slaɪs/ зріз
sliced, adj /slaɪst/ нарізаний
smoothie, n /'smuːði/ смузі
sparkling, adj /'spɑː(r)k(ə)lɪŋ/ іскристий
spinach, n (uncountable) /'spɪnɪdʒ/ шпинат
starter, n /'stɑː(r)tə(r)/ стартер
starve, v /'stɑː(r)v/ голодувати
I'm starving! Я голодний!
steak, n /steɪk/ стейк
steamed, adj /stiːmd/ приготований на пару
still, adj /stɪl/ ще
survive, v /sə(r)'vaɪv/ виживати
toffee, n /'tɒfi/ іриска
trout, n /traʊt/ форель
tuna, n /'tjuːnə/ тунець
waiter, n /'weɪtə(r)/ офіціант
waitress, n /'weɪtrəs/ офіціантка

UP TO NOW 3

carnival, n /'kɑː(r)nɪv(ə)l/ карнавал
passionate, adj /'pæʃ(ə)nət/ пристрасний

UNIT 10

Antarctica, n /æn'tɑː(r)ktɪkə/ Антарктида
arrival, n /ə'raɪv(ə)l/ прибуття
Brazil, n /brə'zɪl/ Бразилія
Brazilian, adj/n /brə'zɪlɪən/ бразильський
cardinal, adj /'kɑː(r)dɪn(ə)l/ основний, головний
the four cardinal points, чотири сторони світу
carved, adj /kɑːvd/ вирізьблений
China, n /'tʃaɪnə/ Китай
Chinese, adj/n /ˌtʃaɪ'niːz/ китайський
chorizo, n (uncountable) /tʃə'riːzəʊ/ чорізо
civilisation, n /ˌsɪvəlaɪ'zeɪʃ(ə)n/ цивілізація
cliff, n /klɪf/ обрив
combat, n /'kɒmbæt/ бій; боротьба
compass, n /'kʌmpəs/ компас
contest, n /'kɒntest/ змагання
cost, v /kɒst/ коштувати (вартість)
departure, n /dɪ'pɑː(r)tʃə(r)/ від'їзд
dynasty, n /'dɪnəsti/ династія
east, n /iːst/ схід
Egypt, n /'iːdʒɪpt/ Єгипет
era, n /'ɪərə/ ера

Проект видавництва "Лабораторія"

exactly, adv /ɪg'zæk(t)li/ точно
exhibition, n /ˌeksɪ'bɪʃ(ə)n/ виставка
fair, n /feə(r)/ ярмарок
flamenco, n /flə'meŋkəʊ/ фламенко
geometric, adj /ˌdʒiːə'metrɪk/ геометричний
gladiator, n /'glædiˌeɪtə(r)/ гладіатор
Greek, adj/n /griːk/ грецький
horseman, n /'hɔː(r)smən/ вершник
Italy, n /'ɪtəli/ Італія
Latin, n /'lætɪn/ латинська
lift, n /lɪft/ ліфт; підйом
mainly, adv /'meɪnli/ переважно
monument, n /'mɒnjʊmənt/ пам'ятник
north, n /nɔːθ/ північ
northeastern, adj /nɔːθ'iːstə(r)n/ північно-східний
Peru, n /pə'ruː/ Перу
point, n /pɔɪnt/ точка; крапка
position, n /pə'zɪʃ(ə)n/ становище; положення
preserved, v /prɪ'zɜː(r)vd/ зберегтися
probably, adv /'prɒbəbli/ мабуть
pyramid, n /'pɪrəmɪd/ піраміда
reception, n /rɪ'sepʃ(ə)n/ прийом
registration form, n /ˌredʒɪ'streɪʃ(ə)n 'fɔː(r)m/ реєстраційна форма
relief, n /rɪ'liːf/ полегшення
religious, adj /rə'lɪdʒəs/ релігійний
result, n /rɪ'zʌlt/ результат
rider, n /'raɪdə(r)/ вершник
scene, n /siːn/ сцена
south, n /saʊθ/ південь
southern, adj /'sʌðə(r)n/ південний
southwestern, adj /saʊθ'westə(r)n/ південно-західний
Spanish, adj/n /'spænɪʃ/ іспанський
spectator, n /spek'teɪtə/ глядач
stall, n /stɔːl/ стійло
structure, n /'strʌktʃə/ структура
surface, n /'sɜː(r)fɪs/ поверхня
Turkish, adj/n /'tɜː(r)kɪʃ/ турецький
various, adj /'veəriəs/ різноманітний
west, n /west/ захід

UNIT 11

a couple of, /'kʌp(ə)l/ кілька
babysit, v /'beɪbisɪt/ доглядати за дітьми
build, v /bɪld/ будувати
care, v /keə/ піклуватися
column, n /'kɒləm/ стовпчик
crossword, n /'krɒsˌwɜː(r)d/ кросворд
deliver, v /dɪ'lɪvə/ доставляти
design, v /dɪ'zaɪn/ конструювати
dictation, n /dɪk'teɪʃ(ə)n/ диктант
driver, n /'draɪvə(r)/ водій
earn, v /ɜː(r)n/ заробляти
effort, n /'efə(r)t/ зусилля
emergency, n /ɪ'mɜː(r)dʒ(ə)nsi/ невідкладний випадок
engineer, n /ˌendʒɪ'nɪə(r)/ інженер
extra, adj /'ekstrə/ додатковий
factory, n /'fæktri/ фабрика
flyer, n /flaɪə(r)/ листівка
hairdresser, n /'heə(r)ˌdresə(r)/ перукарня
job, n /dʒɒb/ робота
maximum, adj /'mæksɪməm/ максимум
mechanic, n /mɪ'kænɪk/ механік
mess, n /mes/ безлад
make a mess, смітити
nurse, n /nɜː(r)s/ медсестра
progress, n (uncountable) /'prəʊgres/ прогрес
regularly, adv /'regjʊlə(r)li/ регулярно
repair, v /rɪ'peə(r)/ ремонтувати
savings, n (pl) /'seɪvɪŋz/ заощадження
sec, n /sek/ секунда (розм.)
shift, n /ʃɪft/ зсув
work in shifts, робота позмінно
sis, n /sɪs/ сестра (розм.)
software, n (uncountable) /'sɒf(t)ˌweə(r)/ програмне забезпечення
teenage, adj /'tiːnˌeɪdʒ/ підлітковий
tenner, n /'tenə(r)/ десятка (гроші)
weekly, adv /'wiːkli/ щотижня

Проєкт майбутнього підручника видавництва "Ранок"

will, n /wɪl/ бажання, воля
where there's a will, there's a way, якщо є бажання — знайдеться можливість
worker, n /'wɜ:(r)kə(r)/ робітник

UNIT 12

allow, v /ə'laʊ/ дозволяти
anytime, adv /'eni,taɪm/ будь-коли
attract, v /ə'trækt/ приваблювати
baggage, n (uncountable) /'bægɪdʒ/ поклажа
believe, v /bɪ'li:v/ вірити
belong, v /bɪ'lɒŋ/ належати
block, v /blɒk/ блокувати
board, v /'bɔ:(r)d/ дошка
cabin luggage, n (uncountable) /'kæbɪn 'lʌgɪdʒ/ ручна поклажа
final, adj /'faɪn(ə)l/ кінцевий
flash, n /flæʃ/ спалах
fluent, adj /'flu:ənt/ вільний
fluently, adv /'flu:əntli/ вільно
gate, n /geɪt/ вихід (до літака)
gratitude, n (uncountable) /'grætɪ,tju:d/ вдячність
hold, v /həʊld/ тримати
immediately, adv /ɪ'mi:diətli/ негайно
interrupt, n /,ɪntə'rʌpt/ переривання
kindness, n (uncountable) /'kaɪn(d)nəs/ доброта
knock, v /nɒk/ стукати
luggage, n (uncountable) /'lʌgɪdʒ/ багаж
passenger, n /'pæsɪndʒə(r)/ пасажир
passport, n /'pɑ:spɔ:(r)t/ паспорт
politely, adv /pə'laɪtli/ чемно
respect, n (uncountable) /rɪ'spekt/ повага
secretary, n /'sekrətri/ секретар
smile, n /smaɪl/ посмішка
sneeze, v /sni:z/ чхати
suitcase, n /'su:tkeɪs/ валіза
team, n /ti:m/ команда
Thanks a million! Величезне дякую!
universal, adj /,ju:nɪ'vɜ:(r)s(ə)l/ універсальний
yawn, v /jɔ:n/ позіхати

UP TO NOW 4

advantage, n /əd'vɑ:ntɪdʒ/ перевага
cool, v /ku:l/ охолоджувати
educate, v /'edjʊkeɪt/ виховувати
goal, n /gəʊl/ гол
population, n /,pɒpjʊ'leɪʃ(ə)n/ населення
provide, v /prə'vaɪd/ забезпечувати
rooftop, n /'ru:f,tɒp/ дах

FUN TIME 2

equivalent, adj /ɪ'kwɪvələnt/ еквівалент
forehead, n /'fɒrɪd/ чоло
globe, n /gləʊb/ глобус
handshake, n /'hæn(d),ʃeɪk/ рукостискання
index finger, n /'ɪndeks ,fɪŋgə(r)/ вказівний палець
insult, n /'ɪnsʌlt/ образа
noodles, n (pl) /'nu:d(ə)lz/ локшина
palm, n /pɑ:m/ долоня
slurp, v /slɜ:(r)p/ чмокнути
stick, v /stɪk/ дотримуватися, тримати
stick out your tongue, висунути язик
suppose, v /sə'pəʊz/ припускати, гадати
thumb, n /θʌm/ великий палець
worthless, adj /'wɜ:(r)θləs/ нікчемний

Підручник видавництва "Проект Мавпеня"

List of irregular verbs

arise /ə`raɪz/	**arose** /ə`rəʊz/	**arisen** [ə`rɪzn]	виникати; з'являтися
awake /ə`weik/	**awoke** /ə`wəʊk/	**awoken** [ə`wəʊkn]	будити; прокидатися
be /bi:/	**was** /wɒz/; **were** /wɜ:/	**been** [bi:n]	бути
beat /bi:t/	**beat** /bi:t/	**beaten** [`bi:tn]	бити
become /bi`kʌm/	**became** /bi`keim/	**become** [bi`kʌm]	ставати
begin /bi`gin/	**began** /bi`gæn/	**begun** [bi`gʌn]	починати
bend /bend/	**bent** /bent/	**bent** [bent]	згинати(ся)
bite /bait/	**bit** /bit/	**bitten** [`bitn]	кусати
bleed /bli:d/	**bled** /bled/	**bled** [bled]	кровоточити
blow /bləʊ/	**blew** /blu:/	**blown** [bləʊn]	дути
break /breik/	**broke** /brəʊk/	**broken** [`brəʊkn]	ламати(ся)
bring /briŋ/	**brought** /brɔ:t/	**brought** [brɔ:t]	приносити, носити
build /bild/	**built** /bilt/	**built** [bilt]	будувати
burn /bɜ:n/	**burnt** /bɜ:nt/	**burnt** [bɜ:nt]	палити; пекти; горіти
buy /bai/	**bought** /bɔ:t/	**bought** [bɔ:t]	купувати
catch /kætʃ/	**caught** /kɔ:t/	**caught** [kɔ:t]	ловити; спіймати
choose /tʃu:z/	**chose** /tʃəʊz/	**chosen** [`tʃəʊzn]	обирати
come /kʌm/	**came** /keim/	**come** [kʌm]	приходити
cost /kɒst/	**cost** /kɒst/	**cost** [kɒst]	коштувати
cut /kʌt/	**cut** /kʌt/	**cut** [kʌt]	різати
deal /di:l/	**dealt** /delt/	**dealt** [delt]	розподіляти; мати справу
dig /dig/	**dug** /dʌg/	**dug** [dʌg]	копати
do /du:/	**did** /did/	**done** [dʌn]	робити
draw /drɔ:/	**drew** /dru:/	**drawn** [drɔ:n]	малювати; тягти
dream /dri:m/	**dreamt** /dremt/ **dreamed** /dri:md/	**dreamt** [dremt] **dreamed** [drimt]	бачити сон; мріяти
drink /driŋk/	**drank** /dræŋk/	**drunk** [drʌŋk]	пити
drive /draiv/	**drove** /drəʊv/	**driven** [`drivn]	їхати (в автомобілі, тощо)
eat /i:t/	**ate** /et/	**eaten** [`i:tn]	їсти
fall /fɔ:l/	**fell** /fel/	**fallen** [`fɔ:lən]	падати
feed /fi:d/	**fed** /fed/	**fed** [fed]	годувати
feel /fi:l/	**felt** /felt/	**felt** [felt]	відчувати
fight /fait/	**fought** /fɔ:t/	**fought** [fɔ:t]	боротися
find /faind/	**found** /faʊnd/	**found** [faʊnd]	знаходити
fly /flai/	**flew** /flu:/	**flown** [fləʊn]	літати
forbid /fə`bid/	**forbade** /fə`beid/	**forbidden** [fə`bidn]	забороняти
forget /fə`get/	**forgot** /fə`gɒt/	**forgotten** [fə`gɒtn]	забувати
forgive /fə`giv/	**forgave** /fə`geiv/	**forgiven** [fə`givn]	пробачати
freeze /fri:z/	**froze** /frəʊz/	**frozen** [`frəʊzn]	заморожувати; мерзнути
get /get/	**got** /gɒt/	**got** [gɒt]	одержувати

Проєкт Міністерства Відповідальності "Ранок"

give /giv/	**gave** /geiv/	**given** [`givn]	давати
go /gəʊ/	**went** /went/	**gone** [gɒn]	йти; їхати
grow /grəʊ/	**grew** /gru:/	**grown** [grəʊn]	рости; вирощувати
hang /hæŋ/	**hung** /hʌŋ/	**hung** [hʌŋ]	висіти; вішати
have /hæv/	**had** /hæd/	**had** [hæd]	мати
hear /hiə/	**heard** /hɜ:d/	**heard** [hɜ:d]	чути
hide /haid/	**hid** /hid/	**hidden** [`hidn]	ховати(ся)
hit /hit/	**hit** /hit/	**hit** [hit]	ударяти
hold /həʊld/	**held** /held/	**held** [held]	тримати
hurt /hɜ:t/	**hurt** /hɜ:t/	**hurt** [hɜ:t]	завдати болю
keep /ki:p/	**kept** /kept/	**kept** [kept]	тримати; берегти
kneel /ni:l/	**knelt** /nelt/	**knelt** [nelt]	ставати навколішки
know /nəʊ/	**knew** /nju:/	**known** [nəʊn]	знати
lay /lei/	**laid** /leid/	**laid** [leid]	класти
lead /li:d/	**led** /led/	**led** [led]	вести
lean /li:n/	**leant** /lent/	**leant** [lent]	притулятися; нахилятися
learn /lɜ:n/	**learnt** /lɜ:nt/	**learnt** [lɜ:nt]	вчити
leave /li:v/	**left** /left/	**left** [left]	залишати
let /let/	**let** /let/	**let** [let]	дозволяти
lie /lai/	**lay** /lei/	**lain** [lein]	лежати
light /lait/	**lit** /lit/	**lit** [lit]	освітлювати; світити
lose /lu:z/	**lost** /lɒst/	**lost** [lɒst]	губити
make /meik/	**made** /meid/	**made** [meid]	робити
mean /mi:n/	**meant** /ment/	**meant** [ment]	означати
meet /mi:t/	**met** /met/	**met** [met]	зустрічати(ся)
pay /pei/	**paid** /peid/	**paid** [peid]	платити
put /pʊt/	**put** /pʊt/	**put** [pʊt]	класти
read /ri:d/	**read** /red/	**read** [red]	читати
ride /raid/	**rode** /rəʊd/	**ridden** [`ridn]	їхати верхи
ring /riŋ/	**rang** /ræŋ/	**rung** [rʌŋ]	дзвонити
rise /raiz/	**rose** /rəʊz/	**risen** [`rizn]	підніматися; зростати
say /sei/	**said** /sed/	**said** [sed]	говорити, сказати
see /si:/	**saw** /sɔ:/	**seen** [si:n]	бачити
sell /sel/	**sold** /səʊld/	**sold** [səʊld]	продавати
send /send/	**sent** /sent/	**sent** [sent]	посилати
shake /ʃeik/	**shook** /ʃʊk/	**shaken** [`ʃeikn]	трясти(ся)
shine /ʃain/	**shone** /ʃɒn/	**shone** [ʃɒn]	сяяти
shoot /ʃu:t/	**shot** /ʃɒt/	**shot** [ʃɒt]	стріляти
shut /ʃʌt/	**shut** /ʃʌt/	**shut** [ʃʌt]	закривати(ся)
sing /siŋ/	**sang** /sæŋ/	**sung** [sʌŋ]	співати

Інтерактивний проект "Підручник нового покоління" видавництво "Ранок"

sink /siŋk/	**sank** /sæŋk/	**sunk** [sʌŋk]	опускати(ся); тонути
sit /sit/	**sat** /sæt/	**sat** [sæt]	сидіти
sleep /sli:p/	**slept** /slept/	**slept** [slept]	спати
smell /smel/	**smelt** /smelt/	**smelt** [smelt]	пахнути; нюхати
speak /spi:k/	**spoke** /spəʊk/	**spoken** [`spəʊkn]	говорити
speed /spi:d/	**sped** /sped/	**sped** [sped]	поспішати
spend /spend/	**spent** /spent/	**spent** [spent]	тратити; проводити (час)
spit /spit/	**spat** /spæt/	**spat** [spæt]	плювати(ся); пирхати
split /split/	**split** /split/	**split** [split]	розколювати(ся)
stand /stænd/	**stood** /stʊd/	**stood** [stʊd]	стояти
steal /sti:l/	**stole** /stəʊl/	**stolen** [`stəʊln]	красти
stick /stik/	**stuck** /stʌk/	**stuck** [stʌk]	клеїти; проколювати
sting /stiŋ/	**stung** /stʌŋ/	**stung** [stʌŋ]	жалити; мучити
strike /straik/	**struck** /strʌk/	**struck** [strʌk]	бити
swear /sweə/	**swore** /swɔ:/	**sworn** [swɔ:n]	присягатися
sweep /swi:p/	**swept** /swept/	**swept** [swept]	підмітати; мчати
swim /swim/	**swam** /swæm/	**swum** [swʌm]	плавати
swing /swiŋ/	**swung** /swʌŋ/	**swung** [swʌŋ]	коливати(ся), гойдати(ся)
take /teik/	**took** /tʊk/	**taken** [`teikn]	брати
teach /ti:tʃ/	**taught** /tɔ:t/	**taught** [tɔ:t]	вчити
tear /teə/	**tore** /tɔ:/	**torn** [tɔ:n]	рвати(ся)
tell /tel/	**told** /təʊld/	**told** [təʊld]	казати, розповідати
think /θiŋk/	**thought** /θɔ:t/	**thought** [θɔ:t]	думати
throw /θrəʊ/	**threw** /θru:/	**thrown** [θrəʊn]	кидати
tread /tred/	**trod** /trɒd/	**trodden** [trɒdn]	йти; крокувати
understand /ʌndə`stænd/	**understood** /ʌndə`stʊd/	**understood** [~ʌndə`stʊd]	розуміти
upset /ʌp`set/	**upset** /ʌp`set/	**upset** [ʌp`set]	перевертати(ся); засмучувати
wake /weik/	**woke** /wəʊk/	**woken** [`wəʊkn]	прокидатися; будити
wear /weə/	**wore** /wɔ:/	**worn** [wɔ:n]	носити (одяг)
weep /wi:p/	**wept** /wept/	**wept** [wept]	плакати
win /win/	**won** /wʌn/	**won** [wʌn]	перемагати
wind /waind/	**wound** /waʊnd/	**wound** [waʊnd]	витися; накручувати (годинник)
write /rait/	**wrote** /rəʊt/	**written** [`ritn]	писати

Проект Майбутнього Підручника видавництва "Ранок"

Stative Verbs

to agree погоджуватися (*with* — із кимось, *to* — із чимось, *on* — на щось)
to allow допускати, визнавати
to appear виявитися, виявити себе
У значенні «з'являтися» дієслово *to appear* не є статичним і може вживатися у тривалих часах.
to believe вірити, вважати
to care for піклуватися про когось (щось), любити
to cost мати вартість, коштувати
to depend залежати
to dislike не любити, не подобатися
to doubt сумніватися, не наважуватися
to forget забувати
to forgive (for) пробачати (за щось)
to hate ненавидіти
to have мати, володіти
У сталих словосполученнях типу *to have a shower* — приймати душ, *to have a good time* — добре проводити час, *to have lunch* — обідати тощо дієслово *to have* може вживатися у тривалих часах.
to imagine уявляти, припускати
to interest цікавити
to know знати
to like подобатися
to look виглядати
У значенні «дивитися» дієслово *to look* не є статичним і може вживатися у тривалих часах.
to love любити, кохати
to mean значити, мати на увазі
to need потребувати
to please радувати, зробити приємність
to prefer надавати перевагу
to realize усвідомлювати, виконувати, здійснювати (план, намір)
to refuse відмовляти
to remember пам'ятати
to see бачити, розуміти
У значеннях «оглядати» та «зустрічатися» дієслово *to see* не є статичним і може вживатися у тривалих часах.
to smell мати запах, пахнути
У значенні «нюхати» дієслово *to smell* не є статичним і може вживатися у тривалих часах.
to sound звучати
to think думати, вважати
У значенні «обмірковувати, розмірковувати» дієслово *to think* не є статичним і може вживатися у тривалих часах.
to understand розуміти
to want хотіти

Підручник від видавництва "Проект Майбутнього Ранок"

«АНГЛІЙСЬКА МОВА (7-й рік навчання)»

підручник для 7 класу закладів загальної середньої освіти (з аудіосупроводом)

Проєкт підручника видавництва "Ранок"

Підручник сприятиме:

- **розвитку навичок XXI століття (креативності, критичного мислення, комунікативних навичок і вміння співпрацювати в команді);**
- **формуванню правильної вимови завдяки аудіосупроводу у виконанні носіїв мови;**
- **закріпленню вивченого за допомогою уроків повторення з підсумковими іграми й проєктними роботами;**
- **розкриттю творчого потенціалу кожної дитини засобами іншомовного спілкування.**

ВИДАВНИЦТВО
РАНОК