FOR UKRAINE

Г. К. Мітчелл, Марілені Малкогіанні

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English
Англійська мова

7

STUDENT'S BOOK

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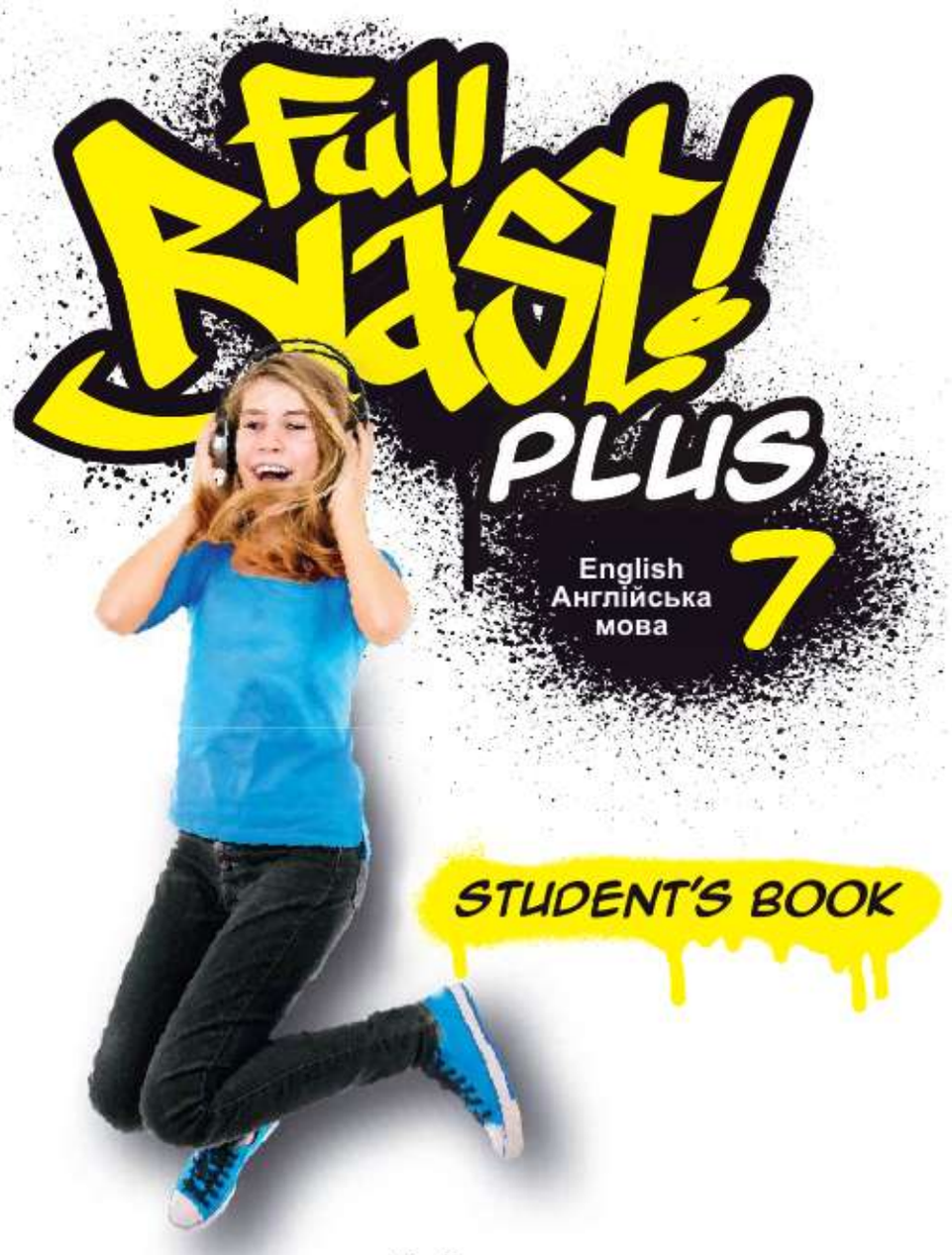
ВИДАВНИЦТВО ЛІНГВІСТ

Г. К. Мітчелл, Марілені Малкогіанні
H. Q. Mitchell, Marileni Malkogianni

Англійська мова
(7-й рік навчання)

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

Рекомендовано Міністерством освіти і науки України



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1 About me

Discuss:

- Look at a boy's schedule. What does he usually do on Saturdays?
- What do you usually do on Saturdays?

In this module you will learn...

- to talk about everyday life and routines (school, household chores, free-time activities, etc.)
- to say how often you do things
- to talk about what is happening now
- to talk about temporary situations
- to distinguish between habitual actions, things that are happening now and future arrangements
- to talk about what you like and don't like doing
- to make suggestions and respond to them
- to describe objects
- to form correct sentences and to link your ideas with *and, but, so, because* and *or*
- to write a blog post presenting your hobbies

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

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1a School life

1 Vocabulary

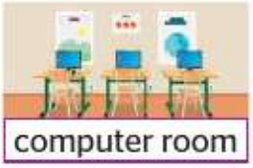
A. Listen and number 1-9.

maths ○ history ○ geography ○ biology ○ chemistry ○

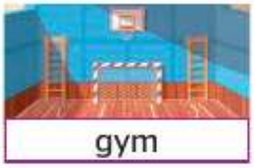
physics ○ PE (Physical Education) ○ IT (Information Technology) ○ art ○

B. Look at the school facilities below. Where do you do each of the subjects above?

classroom


computer room

science lab


gym

art room

2 Read

A. Look at the pictures and read the title of the text and the introduction. How is Caterfield Sports College different from other schools? Listen, read and check your answers.

Caterfield Sports College

Students at Caterfield Sports College study the same subjects as other students, like maths, physics, history, etc., but they do a lot more sport.

Caterfield is a great school. At the beginning of the year, we choose three sports, and we have lots of extra training in these sports. We train with some of the best coaches in the country!

Oliver Saunders, 15

People hear 'sports college' and think it's easy, but that's not true. We start at 8.45 and finish at 3.45, but there are extra sports classes after that, so I don't get home till about 6 p.m. It's hard, but it's great fun!

Jack Barnes, 13

I can't wait to go to school every day. I want to become a professional tennis player, so Caterfield is perfect for me!

Diane Taylor, 12

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I love swimming, and the facilities at Caterfield are excellent! My favourite place is the Olympic-size swimming pool.At the end of the school year, our school organises a sports event, and we have swimming competitions with other schools. It's my favourite school tradition!

Mike Gibson, 14

B. Read again and answer the questions.

1. What subjects do students at Caterfield study?
2. Why does Jack stay at school after 3.45?
3. Does Diane like Caterfield?
4. What is Mike's favourite place at school?

C. Find synonyms of the adjectives below in the text.

1. difficult = _____ (Jack)
2. great = _____ (Mike)

D. Find opposites of the words/phrases below in the text.

1. different ≠ _____ (introduction)
2. at the end ≠ _____ (Oliver)
3. difficult ≠ _____ (Jack)
4. start ≠ _____ (Jack)

Tip! *When you learn new words, it's a good idea to learn synonyms and/or opposites of these words too.*

3 Grammar
Present Simple

A: *What **does your brother do** in the afternoon?*

B: *He **studies** and then we **play** basketball together.*

PREPOSITIONS OF TIME

at	*7 a.m. / midnight / the weekend, etc.*	**till/until**	*9 p.m. / noon / Sunday, etc.*
in	*the morning / spring / March, etc.*	**before/ after**	*lunch / school / 11 p.m. etc.*
on	*Thursday / Sunday evening / weekdays, etc.*		

Complete with the Present Simple of the verbs in brackets and circle the correct preposition.

1. Ned and Brian _____ (not play) volleyball **in / on** Wednesday afternoons. They _____ (ride) their bikes in the park.
2. My dad _____ (come) home **at / on** 11.30 p.m. **in / on** Mondays, so he _____ (not go) to bed **after / before** midnight.

4 Pronunciation

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

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

	tennis /e/	easy /i:/
chemistry		
extra		
three		
excellent		
end		
these		
professional		
people		

5 Speak & Write

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

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1b Household chores

1 Vocabulary

Match the pictures with the household chores. Then listen and check your answers.

do the washing ○
do the washing-up ○
clean the windows ○
cook ○
hoover ○
iron clothes ○
take out the rubbish ○
tidy my room ○
wash the car ○

2 Read

A. Are you active or lazy? Do the quiz and find out!

QUIZ How active are you?

1. How often do you tidy your room?
- **a.** once a week
- **b.** twice a month
- **c.** never

2. What's your favourite place to hang out?
- **a.** at the gym
- **b.** at the park
- **c.** on the sofa in my living room

3. What do you do when you want to get to the second floor of a building?
- **a.** I always take the stairs.
- **b.** I take the stairs when I'm not tired.
- **c.** I always take the lift.

4. Your parents need help with the housework. Which chore do you choose to do?

- **a.** wash the car – It's good exercise!
- **b.** do the washing-up – It's not very tiring!
- **c.** take out the rubbish – I'll finish in two minutes!

5. A friend invites you to his/her house. It's a fifteen-minute walk from your house. What do you do?
- **a.** I walk, skateboard or ride my bike to my friend's house.
- **b.** I take the bus to my friend's house.
- **c.** I ask my friend to come over to my house.

6. Do you exercise?

- **a.** Yes, very often.
- **b.** Sometimes, but not very often.
- **c.** Exercise? What's that?

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Check your score

More:

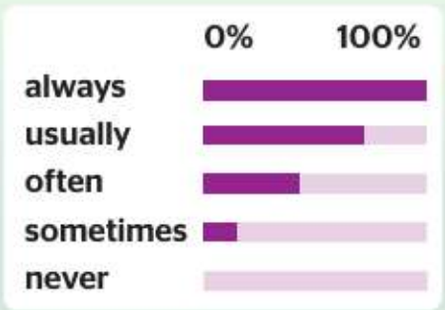
as: You are very active. You love physical activities, and you just can't sit around and do nothing. Stay active! It's very good for you!

bs: You are not exactly an active or a lazy person. You sometimes do physical activities, but other times you just want to relax. Remember: an active lifestyle is good for your health. So, walk, ride your bike and help out around the house more!

cs: You aren't active at all. Be careful! Sitting down all day isn't good for you. Walk or do a sport three times a week. This way, you can be healthy and feel good too!

B. Do you agree with the results? Why? / Why not?

3 Grammar
Adverbs of frequency



We place adverbs of frequency:

- **before** the main verb.
  *Lisa **sometimes** cooks at the weekend.*
  Kelly doesn't often hoover.
  *Do you **always** wash your dad's car?*
- **after** the verb be.
  *My dad is **usually** busy in the evenings.*

How often?

***A: How often** do you clean the windows?*

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

Put the words in the correct order to make sentences.

1. rubbish / the / sometimes / takes out / Ken /.

_____

_____

2. do / often / you / clothes / how / iron / your /?

_____

_____

3. mornings / am / never / I / the / tired / in /.

_____

_____

4. volleyball / usually / Fred / school / plays / after /.

_____

_____

4 Listen

Listen to two short dialogues and answer the questions. Choose a, b or c.

1. Who usually takes out the rubbish?
   a. the girl **b.** the boy **c.** both

2. How often does Brian tidy his bedroom?
   a. once a week **b.** twice a week **c.** three times a week

5 Speak

Talk in pairs about how often you and other members of your family do housework.

How often do you iron your clothes?

Once a week. What about you?

I never iron my clothes. My mum irons...

Tip! *Don't be afraid to make mistakes when you speak.*

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1c At the youth club

1 Vocabulary

A. Read the sentences on the right. What's the difference between the adjectives in bold?

Painting lessons are really **exciting**.
Fay wants to take part in an art competition. She's so **excited**!

B. Circle the correct words.

1. Larry, you look **tired / tiring**. Are you OK?
2. I don't really like table tennis. I think it's **bored / boring**.
3. Ted is **interested / interesting** in history. He wants to be a history teacher.
4. I'm **surprised / surprising** you want to join the youth club.

2 Read

A. Look at the picture. Where do you think Liv, Stu and Amy are? What are they doing? Listen to the dialogue and check your answers. Then read it out in groups.

Liv Hey, guys! Is this the art class?
Stu Hi, Liv! Yes, it is.
Amy Stu's painting my portrait.
Stu It's my first portrait. I usually paint landscapes. I have a lot of talent. Amy! You're moving!
Amy Sorry. What are you doing here at the youth club, Liv?
Liv Well, I want to join the club.
Amy You're joking!
Liv I'm serious!
Stu Really? Join the art class. We have lessons twice a week. It's great fun.
Liv No, thanks. I think art's boring.
Amy What about sports? We need an extra player in the volleyball team.
Liv No, that's not for me. I just want to join the club and hang out at the café in the afternoons.
Stu Go on then! Join! You can play board games, chess and table tennis.
Amy And next month we're going camping.
Stu Amy! Stop moving!
Amy Let me see your painting, Stu.
Stu OK... Ta-da! What do you think?
Liv Well, erm... It looks interesting, but...
Amy Stu! Is that me?
Stu Yep! You're surprised, right? What can I say? I'm a talented artist!
Liv That's for sure! Ha ha!

B. Read again and correct the sentences.

1. Stu is painting his first landscape.
2. Liv wants to join the art class.
3. Stu has an art class once a week.
4. Liv likes volleyball.
5. Amy and Stu are going canoeing next month.
6. The girls like the portrait very much.

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3 Grammar
Present Progressive

Present Simple vs Present Progressive

- *I usually **play** football every Friday afternoon, but today it **'s raining** and I'm at my cousin's house. We **'re playing** board games. We **love** them.*
- *Cassie **is going** shopping tomorrow. She **wants** to buy a new backpack.*
- *Jess **is staying** at her aunt's house this summer.*
- *My sister **is always taking** my clothes without asking me.*

TIME EXPRESSIONS

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

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

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

1. Sorry, I can't go out now. I _____(do) my homework.
2. Kevin _____(not want) to join the basketball team. He _____(hate) basketball.
3. Diane _____(have) a party for her birthday next month. She _____ (have) a party every year.
4. My friends and I usually _____ (go) rollerblading at the weekend, but this weekend we _____(go) to the cinema.

4 Pronunciation

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

a. think **b.** easy **c.** twice

B. Listen again and tick (☐) the sound you hear.

	sometimes	boring	need	artist	excited	cycle	team
think /ɪ/							
easy /iː/							
twice /aɪ/							

5 Listen

Listen to three short dialogues and answer the questions. Choose a, b or c.

1. Where is the boy going on Saturday?
   a. to the skatepark **b.** to the funfair **c.** to visit his cousins
2. Who likes playing chess?
   a. the boy **b.** the girl **c.** both of them
3. What is Mike doing right now?
   a. playing basketball **b.** hanging out with his friends **c.** ice skating

6 Speak

Guessing Game

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

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1d Fun after school

1 Read

A. Listen and read. Then decide what each advertisement says. Choose a, b or c.

1

Do you hate taking bad pictures?

Then why don't you sign up for photography lessons with photographer Vanessa Gales? For €10, spend time in the park next to the school and learn how to take the best photos. You can use any kind of camera you've got, even the one on your mobile phone!

One-hour lessons every Wednesday at 4 p.m.

The first lesson is free!

a. You don't need to pay to have lessons.

b. You need special equipment to take part.

c. Lessons take place outdoors.

2

JOIN THE DRAMA CLUB!

Do you enjoy going to the theatre? Do you want to be an actor or an actress one day? Then this club is the perfect choice for you!

When? every Tuesday and Thursday from 3.45 p.m. to 4.45 p.m.

Where? in the school theatre

Cost? all lessons are free of charge

Come and learn how to act, dance, sing and help make your costume for this year's school performance!

REMEMBER!

We organise trips to the national theatre to enjoy famous plays! **Ticket price: €5**

a. The club meets an hour a week.

b. You need to pay to join the club.

c. Club members will perform in a play.

3

Do you want to learn how to play a musical instrument?

Then how about joining the after-school music club?

Take part in one of our group lessons and learn how to play the piano, the guitar or the drums.

At the end of the school year, take part in our school concert!

Days and times depend on the musical instrument of your choice. Ask Mr Turner, the music teacher.

a. All students should contact Mr Turner.

b. Mr Turner can tell students about the classes he offers.

c. Students should ask Mr Turner about what musical instruments to bring.

B. Discuss.

- Do you like learning new things? Why? / Why not?
- Which of the three clubs in activity A would you like to join? Why?
- Why do you think it's good to have hobbies?

2 Vocabulary

Match. Then listen and check your answers.

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

a model car/ ship/plane	do arts and crafts / jigsaw puzzles	fly build make jewellery e.g. bracelets / a collage	a drone/kite

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3 Grammar
Expressing likes and dislikes

like / love / enjoy / dislike / hate / can't stand + ***-ing*** form or noun
would like / want + full infinitive

Making suggestions

What/How about + ***-ing*** form?
Why don't you/we + bare infinitive?
Let's + bare infinitive.

A: *I **love playing** the guitar. **How about joining** a music club?*
B: *Sounds great! I **like music** too.*

A: *We have a lot of free time. **Why don't we join** a sports club?*
B: *No, I **can't stand sports. Let's join** a photography club. I want to learn to take nice pictures.*
A: *Great idea!*

Complete with the correct form of the verbs in brackets.

1. Mike likes _____ (fly) his drone in his free time.
2. Kate can't stand _____ (do) jigsaw puzzles. She thinks they're for kids.
3. I'm bored. How about _____ (go) to the park?
4. Let's _____ (go) to the funfair tomorrow. I love _____ (ride) the roller coaster.

4 Listen

Listen to two teens talking about a new arts-and-crafts club and complete the poster below.

TIP! *Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.*

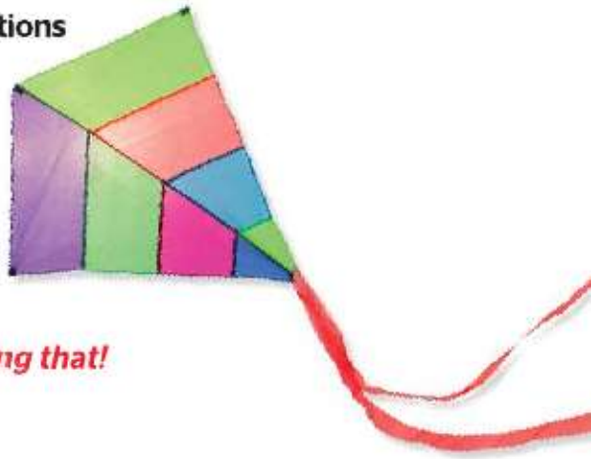
Join the NEW arts and crafts club

ON MONDAYS: learn how to make **(1)** _____
ON (2) _____: learn to build a model car, ship, and much more
Competitions every month. First one 5 October:
Who can build the best model **(3)** _____*?*
End-of-year school trip: visit a(n) **(4)** _____
Sign up **TODAY** at **(5)** _____ p.m. in the art room

5 Speak

Talk in groups of three. Discuss, make suggestions and decide what to do today after school.

What can we do today after school? Any ideas?
Let's fly our kites in the park.
No, it's raining and it's cold. Let's do something else.
What about making a collage at my house?
That's boring. I don't like making collages.
I know! Why don't we build model cars? We all love doing that!
Nice idea!
Sure! That sounds like fun!



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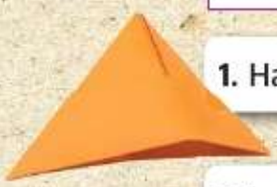
1e My new hobby

1 Vocabulary

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

plastic	wooden	paper	metal	glass



1. Have we got any _____ bags? I want to make more funny hats.

2. I used the scissors to cut a _____ bottle and make a flowerpot.

3. How about putting those buttons in this _____ jar?

4. How can I decorate this _____ box to make it look nice?

5. What colour should I paint this _____ pencil holder?

2 Listen

A. Listen to three teens talking about their hobbies and choose a, b or c.

1. What does Karen find interesting?
   - **a.** making bracelets
   - **b.** making collages
   - **c.** making paper flowers
2. Jill isn't a big fan of...
   - **a.** arts and crafts.
   - **b.** music.
   - **c.** painting.
3. What does Nadia think of her pencil holder?
   - **a.** She thinks it's horrible.
   - **b.** She believes it's nice.
   - **c.** She needs to make another one.

B. Listen again and match the names with the pictures a-c.

Karen ○ Jill ○ Nadia ○

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3 Speak & Write

A. Read the blog post and answer the questions.

http://www.freds_blog.com

My free-time activities

I'm really interested in making puppets! It's my new hobby! I usually make them out of paper or wood. At the moment, I'm making a wooden puppet of a goat! Next week, I'm planning to make a sheep or a wolf! You can check out all my puppets here.

I'm also into rock climbing. It's a very exciting and adventurous activity, but at the same time, you must be careful because it can be dangerous. My dad and brother are crazy about rock climbing too, so we go rock climbing together once a month. In fact, we're going this weekend! I can't wait!

ABOUT ME

Hello! My name's Fred Peters. I'm 12 years old and I'm from London in the UK. Welcome to my blog.

SEARCH MY BLOG

FOLLOW BY EMAIL

1. Who created this blog and why?
2. Which free-time activities does the writer mention?
3. The writer uses the phrases: *I'm really interested in..., I'm also into..., crazy about....* What do these phrases show?
4. Which tenses does the writer use? Find examples.
5. Why does the writer use the linking words *and, but, so, because, or*? Find examples.

B. Put the words in the correct order to make sentences.

WORD ORDER

- subject + verb + object
- adjective + noun
- verb *be* + adjective

☐ Betty makes flowerpots.

☐ This is a beautiful flowerpot. Betty's got beautiful flowerpots.

☐ Betty's flowerpots are beautiful.

1. enjoys / Greg / arts and crafts / doing _____
2. best friend / my / got / toys / has / wooden _____
3. pencil holder / a / plastic / this / is _____

C. Talk in pairs.

What do you like doing in your free time? ...

Can you tell me a few things about your hobbies? ...

Why do you like them? ...

Do your friends have the same hobbies? ...

What are you planning to do next weekend/ month? ...

D. Imagine that you are starting a blog. Write a post to present yourself and your free-time activities and hobbies. Read the tip in the Writing section at the back of the book and use the information from activity 3C.

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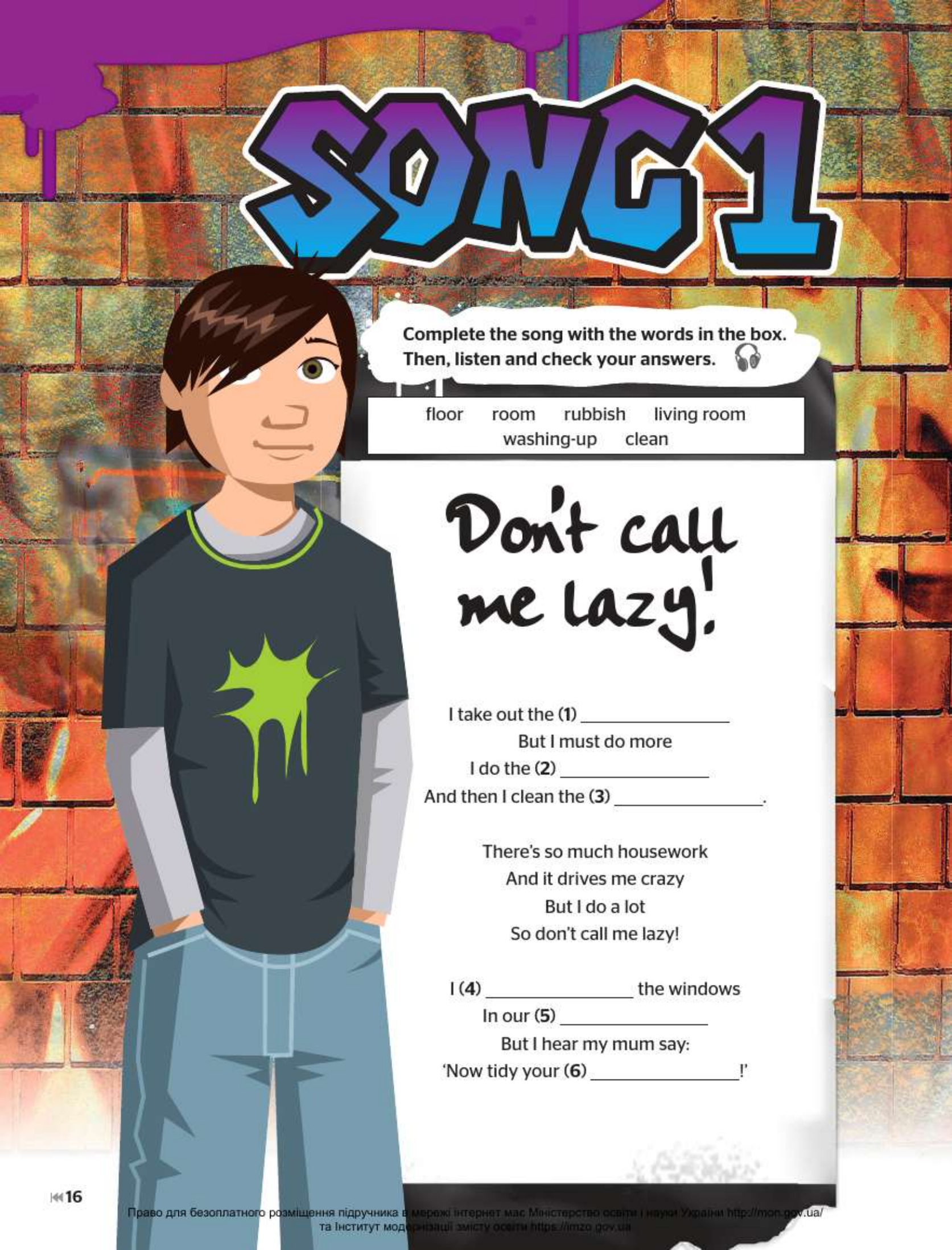
SONG 1



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

floor room rubbish living room
washing-up clean

Don't call me lazy!

I take out the (1) _____
But I must do more
I do the (2) _____
And then I clean the (3) _____.

There's so much housework
And it drives me crazy
But I do a lot
So don't call me lazy!

I (4) _____ the windows
In our (5) _____
But I hear my mum say:
'Now tidy your (6) _____!'

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2 Communication and Technology

Discuss:

- What kind of gadgets or electronic devices do you use in your daily life?
- In what ways do you communicate with your friends and family?

In this module you will learn...

- to talk about past events and experiences
- to express ability in the past
- to talk about things you used to do in the past
- to talk about accidents
- to give and follow instructions
- to respond to good and bad news
- the main differences between a formal and an informal email

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

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2a When technology goes wrong!

1 Vocabulary

Match the words with the items 1-11 in the picture. Then listen and check your answers.

speakers ◯ printer ◯ website ◯ USB flash drive ◯ wireless headphones ◯ tablet ◯
mouse ◯ screen ◯ keyboard ◯ webcam ◯ laptop ◯

2 Read

A. Look at the three posts from an online forum. Listen and read. What is each person? Match the people with a-d. There is one extra option which you will not need to use.

1. Oliver ◯
2. Fran ◯
3. Emma ◯

a. a teacher
b. a businessman/ businesswoman
c. a parent
d. a student

B. Read the forum posts again and the statements below. Write O for Oliver, F for Fran or E for Emma.

This person...

1. got in trouble. ◯
2. tried to show something to people he/she works with. ◯
3. hasn't got all the technology he/she needs. ◯
4. stayed calm when things went wrong. ◯
5. told someone about the problem. ◯
6. didn't need help to fix the problem. ◯

http://www.mytechassistant.com

TECH PROBLEMS!

Technology makes our lives easier, right? Well, not always! Can you tell us about a time technology made life difficult for you?

Oliver

Last Wednesday, I wanted to present a new project to my colleagues. I went to the front of the room, connected my USB flash drive to the computer, opened my presentation and was ready to start. Suddenly, the screen went black! I didn't know what to do, and my colleagues were unhappy! I pressed some keys on the keyboard, but nothing happened. In the end, I decided to call a technician to fix the problem.

Fran

I haven't got a printer at home, so, every morning, I go to my cousin's house to print out my homework, and then I go to school. But yesterday, there was a problem with my cousin's printer. I had an essay to hand in, and was a bit worried, but I didn't mention anything to my history teacher. This morning, the printer worked, so I gave her my essay. 'A day late!' she said to me. She wasn't at all happy!

Emma

Yeah, technology can create problems. Last week, I wanted the kids to watch a programme about healthy eating, but when I tried to play it, we couldn't hear anything. The kids started laughing and running around and I couldn't stop them. What did I do? I laughed too! In the end, I checked the speakers, found the problem and managed to fix the sound. That's when they sat at their desks again.

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3 Grammar
Past Simple

A: ***Did*** *you* ***get*** *a new keyboard?*
B: Yes, I did. My old one ***didn't work*** *well, and I* ***couldn't*** *play video games.*
A: What about a new screen?
B: I ***wanted*** *to get a bigger one, but they* ***were*** *too expensive, so I only* ***bought*** *a keyboard.*

TIME EXPRESSIONS
yesterday
last night/week/year, etc.
in 2020, etc.
two days/months ago

NOTE The Past Simple of the verb **can** is **could**. The Past Simple of the verb **be** is **was/were**.

Complete with the Past Simple of the verbs in brackets.

1. Yesterday _____ (be) a great day! My parents _____ (go) to the shopping centre and _____ (buy) me a laptop.

2. **A:** Why _____ (Julia / call) you?
B: She _____ (have) a problem with her new printer. She _____ (not can) connect it to her computer, but I _____ (tell) her how to do it.

4 Pronunciation

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

B. Listen again and tick (☐) the sound you hear.

	enjoyed	called	decided	stopped	needed	liked	showed	visited
helped /t/								
played /d/								
wanted /ɪd/								

5 Speak & Write

A. Talk in pairs. Ask questions to find out what your partner did yesterday after school. Use the prompts.

- Where / you / go?
- Who / you / go / with?
- What / do / there?
- you / buy/eat/drink / anything?
- What time / you get home?

Where did you go yesterday after school?
I went to the computer shop on Dale Street.

B. Write a few sentences about what you did yesterday after school.

Yesterday after school, I went to the computer shop on Dale Street.

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2b Tech break

1 Vocabulary

Match. Then listen and check your answers.

1. turn on/off	◯	a. a computer, a laptop, a tablet, a mobile phone	
2. send/receive	◯	b. emails, text messages	
3. download	◯	c. on a link / an icon	
4. click	◯	d. apps, songs, videos	
5. make	◯	e. a video call	
6. post	◯	f. the Internet, an app	
7. use	◯	g. something on a website	
8. save/delete/print	◯	h. a document, a picture	

2 Read

A. Look at the picture. Why do you think Stu is upset? Listen to the dialogue and check your answers. Then read it out in pairs.

Amy What's up with you?

Stu Well, Mr Wilson wants us to take part in a digital detox.

Amy A digital detox? Oh, that's when you don't use your phone or computer, right?

Stu Yes! I must turn it off tonight and turn it back on next week!

Amy Big deal! Anybody can do that.

Stu Are you kidding? I do everything on my phone – I use the Internet, I chat with my friends, I listen to music...

Amy So what? In the past, people didn't use to have smartphones.

Stu Sure, but things are different now.

Amy Come on, Stu. It's only for a few days. You didn't use to care about phones.

Stu That's true. My old smartphone was very slow, and I couldn't download many apps. My new smartphone does so many cool things. I just downloaded that new game SpaceRace!

Amy I think a digital detox is a good idea.

Stu Really?

Amy Yes, we all need to take a break from phones.

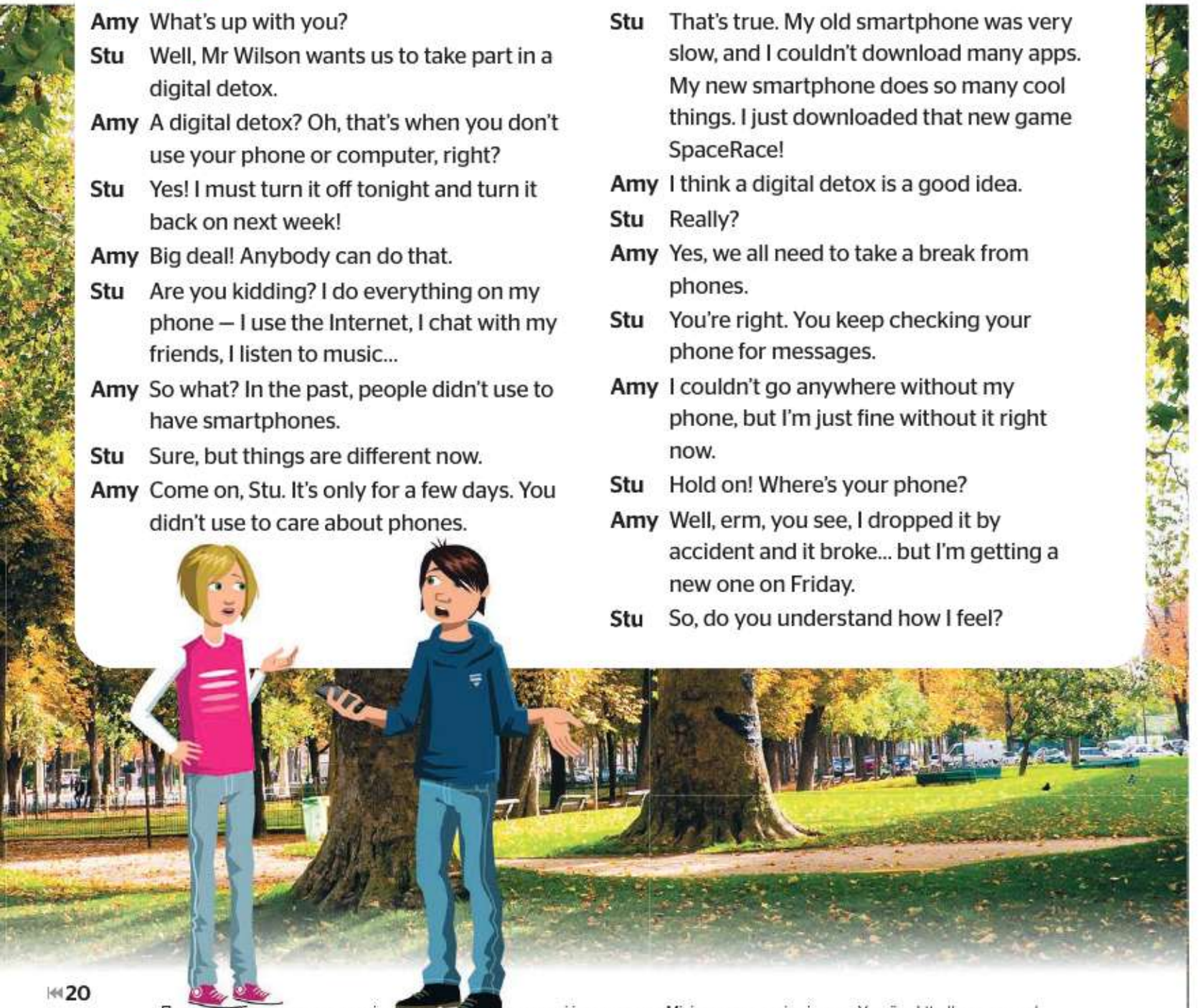
Stu You're right. You keep checking your phone for messages.

Amy I couldn't go anywhere without my phone, but I'm just fine without it right now.

Stu Hold on! Where's your phone?

Amy Well, erm, you see, I dropped it by accident and it broke... but I'm getting a new one on Friday.

Stu So, do you understand how I feel?



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

1. Amy knows what a digital detox is.
2. Stu can't use his phone this week.
3. Amy doesn't think a digital detox is difficult.
4. Stu's new smartphone is better than his old one.
5. Amy used her phone a lot in the past.
6. Amy's phone doesn't work any more.

3 Grammar

The verb *used to*

- *I **used to** play chess when I was younger. (= I don't play any more.)*
- *Greg **didn't use to** have a smartphone. (= Now Greg's got a smartphone.)*
- ***A: Did** your mum **use to** work at the bank in the city centre?*
  ***B:** Yes, she did. / No, she didn't.*

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

1. I _____ (send) emails to my cousins every week, but now I text them every day.
2. Did Brian _____ (live) in New York City?
3. Jackie _____ (not have) long hair, but now she does.
4. I _____ (post) on my blog once a week, but I don't do that any more.

4 Listen

Listen to two short dialogues and answer the questions. Choose picture a or b.

1. What did the boy use to have?

2. What did the girl help the boy do?

5 Speak

Talk in pairs about your life 2-5 years ago using used to and didn't use to. You can use the ideas in the box.

• have a tablet, laptop, etc.	• drink...
• know how to....	• eat...
• speak English	• live...
• like...	• go...

I didn't use to know how to use a tablet, but now I do. What about you?

Well, I didn't use to know how to download apps, but now I do.

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2c Look out!

1 Vocabulary

Match the verbs related to accidents with the pictures 1-5. Then listen and check your answers.

- spill ○
- slip (on) ○
- knock over ○
- trip over ○
- step on ○

2 Read

A. Discuss.

- Have you ever been in a power cut?
- What did you do?

B. Read the comic strip. Choose the best last line for Mr Baxter to say. Then listen and check your answers.

a. Somebody usually has an accident during a power cut.

b. Someone please fix the lights before we have any more accidents!

c. Do you really think we can work during a power cut?

The Power Cut

Mr Baxter Listen everyone. Sorry, but we need to stay a little longer tonight...

Jake I'm so sorry, Mr Baxter. Here you are. Are you injured?

Mr Baxter You knocked me over, Jake. Why were you running?

Jake I was trying to help. As soon as I heard someone scream, I started running.

Linda That was me.

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Mr Baxter What happened to you, Linda?
Linda I was sitting at my desk when the lights went out. I wasn't doing anything. I was waiting for the lights to come back on when someone spilt very hot tea all over me. It burnt my face. That's why I screamed.

Ken Sorry about that, Linda.
Mr Baxter Ken? You're bleeding. What happened to you?
Ken I was coming back from the canteen with some tea for my sore throat when I tripped over something and hit my head on a desk.

Penny So, that was you?
Ken What do you mean, Penny? Where were you?
Penny Well, while I was carrying some boxes to my desk over there, I stepped on something and fell. I think I've sprained my ankle. Then, I heard someone trip over the boxes.

Mr Baxter I don't believe this. ____?

C. Read the second frame of the comic strip again. Who says each phrase?

D. Read again. What happened when the lights went out? Put the sentences in order. Write 1-6.

Ken tripped.	○	Penny fell down and sprained her ankle.	1
Jake knocked over Mr Baxter.	○	Jake ran to help Linda.	○
Linda screamed.	○	Ken spilt hot tea on Linda.	○

3 Grammar

Past Simple – Past Progressive
Time clauses (when, while, as soon as)

- *While I **was walking** in the forest, I **slipped** on some wet leaves.*
- *Mum **was reading** a book while Dad **was watching** TV.*
- *Alice **was waiting** at the bus stop when she **saw** Jack.*
- *It **started** raining as soon as I **got out** of the taxi.*

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

1. I _____ (run) in the garden when I _____ (trip), _____ (fall) and _____ (hit) my knee on a rock.
2. While I _____ (ride) my bike, a cat _____ (jump) out in front of me.

4 Speak

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

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2d Become a blogger!

1 Read

A. Read the article and match steps 1-5 with the headings a-e. Then listen and check your answers.

a. Choose a catchy name
b. Write your first post
c. Let others know about your blog
d. Pick a topic
e. Design the blog

How to start a blog

Are you thinking of starting a blog but are not sure how to do it? Here are some steps to follow from a blog expert!

Step 1: _____

Answering these questions can help you get started: What do you love doing? What do you know well? What do you want to tell the world? You should choose something interesting. A blog can also be like a diary: you can write about your life and your everyday experiences, for example, funny things that happen at school. But a blog can also be about a particular subject: video games, gadgets, cooking, music, films and many more.

Step 2: _____

Next, you should find an interesting name. A creative name can help you get readers' attention!

Step 3: _____

What do you want your blog to look like?

There are many websites that can help you create a blog. These websites offer you different themes and colours to design your blog.

Step 4: _____

It's finally time to start writing! There are lots of ways to begin a blog. You can welcome your readers, write a short paragraph introducing yourself, or you can tell your readers what they will learn about in your blog. Don't forget to add pictures or videos!

Step 5: _____

Of course, you want to find some readers for your blog! Send emails to your friends and family, or post a link on your social media!

B. Read the steps again. Then talk in pairs.

Student A
Close your book and give Student B instructions on how to create a blog.

Student B
Listen and check that Student A's instructions are correct.

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2 Vocabulary

Match the verbs 1-5 with the phrases a-e. Then listen and check your answers.

1. charge ◯
2. connect ◯
3. set ◯
4. create/design ◯
5. enter/give ◯

a. a blog/website
b. the time/date
c. a battery / a mobile phone
d. your password
e. to the Inter net / to the Wi-Fi / to a charger

3 Grammar

The verb *should*

- *You **should** send an email to your teacher.*
- *You **shouldn't** go out and play.*

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

1. **A:** My phone's battery is low.
   B: (charge / it) _____
2. **A:** I have to get up early tomorrow.
   B: (stay up / late) _____
3. **A:** The computer isn't working again.
   B: (call / technician) _____
4. **A:** I've got an English test tomorrow.
   B: (study / this afternoon) _____
5. **A:** Amy feels very tired.
   B: (go to bed / early / tonight) _____

4 Listen & Speak

A. Listen to a man giving instructions on how to use a camera for the first time and put the pictures (a-h) in the correct order (1-8).

a ◯ b ◯ c ◯ d ◯ e ◯ f ◯ g ◯ h ◯

B. Talk in pairs. Look at the pictures above and give your partner instructions on how to use the camera.

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2e Guess what!

1 Listen

Listen to a dialogue between two friends. What is the girl's good news and what is her bad news? Choose a, b or c.

Good news

a. She passed all her exams.
b. She passed her biology exam.
c. She got a good mark on a project.

Bad news

a. She failed an exam.
b. She got a bad mark on a project.
c. She needs to do a project again.

2 Speak

Role play

Talk in pairs.

Student A

Imagine you have some good and bad news to tell Student B. Use some of the ideas below or your own.

Good news

passed an exam / a test bought something
won something took up a new activity
went somewhere interesting

Bad news

failed an exam / a test lost something
had an accident your mobile broke down
the team you play in lost an important game

Student B

Listen to Student A's news and respond. Use some of the phrases in the table below. Show interest and express enthusiasm or sympathy.

Responding to good news

How exciting/nice! What wonderful news!
Well done! You're kidding!
Congratulations! I'm so glad to hear that!
I'm so happy for you!

Responding to bad news

How awful/terrible! That's so sad.
I'm sorry to hear that. That's too bad.
Poor you! Cheer up!
Is there anything I can do to help?

3 Speak & Write

A. Read the two emails and the statements. Write *A* for email A, *B* for email B or *AB* for both. When it is possible, underline parts of the emails to justify your answers.

New message (A)

Hi Peter,
Guess what happened to me today! My mum was driving me to school when suddenly another car hit us. The good news is that no one got hurt. We waited until the police came and then my mum took me to school. The worst thing wasn't the accident! You remember that today I had an important maths test, right? Well, when I got to the classroom, my maths teacher didn't let me take the test because I was late – only five minutes! Can you believe it? It's so unfair! I complained, but nothing. He said: 'Rules are rules!' But I just want to take the test! Anyway, I'm going to write to the head teacher. Maybe he can help me. Waiting for your email!
Yours,
Robert

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B

New message

Dear Mr Clark,

I am writing to inform you about something that happened at school today. I had a maths test during the first period and Mr Williams did not allow me to take it because I was five minutes late. There was a very serious reason I arrived late today.

My mother and I had a car accident while she was driving me to school. I tried to explain this to Mr Williams; however, he did not want to listen. I believe it is unfair because I am never late to school.

Could you please talk to Mr Williams? I would like to take the maths test on my own. I look forward to your reply.

Yours sincerely,
Robert Miller

1. This email is for a friend of the writer's. ○
2. In this email, the writer describes what happened to him. ○
3. In this email, the writer is asking the other person to help him. ○
4. The writer uses formal phrases to begin and end this email. ○
5. In this email, the writer uses short forms. ○
6. In this email, the writer mentions that he is not happy with what happened. ○

B. Look at the two emails again. Which one is formal and which one is informal? What are their main differences?

C. Match the informal phrases 1-6 below with their more formal equivalents a-f.

1. I want to... ○
2. Hi... ○
3. Waiting for your email! ○
4. Guess what happened... ○
5. Yours, ○
6. It's so unfair! ○

a. I am writing to inform you...
b. Yours sincerely,
c. I look forward to your reply.
d. I believe it is unfair.
e. I would like to...
f. Dear...

D. Talk in pairs. Read the email Tina wrote to the IT teacher of her school. Then imagine you are Tina and tell your partner what happened at school today.

New message

Dear Ms Halliday,

I am writing to inform you about something that happened after school today. It was an accident and I feel really bad about it.

I was working on a project in the computer room. At some point, I got thirsty and took a bottle of water from my backpack to drink some. However, I spilt water on the keyboard by accident. I immediately turned off the computer and unplugged it, and got paper towels to wipe the keyboard. I hope there is nothing wrong with it and it still works. I did not manage to inform the secretary about this because she was busy.

I know students should not eat or drink anything in the computer room, and that it was wrong of me to do so. I apologise for what happened.

Yours sincerely,
Tina Winters

E. Read the email to the IT teacher again and the tip in the Writing section at the back of the book. Imagine you are Tina and write a letter to your cousin telling him/her what happened.

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Culture page 1

Read the introduction. Then do the quiz and see if you can guess the answers to any of the questions. Then listen and check your answers.

Like all languages, English is always changing. English is the official language of the UK, the USA, Australia and New Zealand, as well as of some other countries, and millions of people round the world speak English as a second language. However, the varieties of English spoken in different countries (for example, in the UK and the USA) – are never quite the same. Even native English speakers will sometimes hear words or phrases in English that they do not understand.

Can you understand all English?

QUIZ

1 If your friend from the UK asks to borrow a **brolly**, what do they want?
- **a.** a dollar
- **b.** a toothbrush
- **c.** an umbrella

2 If your Canadian friend is looking for some **runners**, what are they trying to find?
- **a.** a pair of trainers
- **b.** some athletes
- **c.** races

3 If a cashier in an Australian shop gives you a **pineapple**, what have you got?
- **a.** a plastic bag
- **b.** a piece of fruit
- **c.** a $50 note

4 If your British friend is **cheesed off**, how are they feeling?
- **a.** pleased
- **b.** annoyed
- **c.** hungry

5 When an American says that something is **for the birds**, what do they mean?
- **a.** It's not important.
- **b.** It's very small.
- **c.** It's not heavy.

6 If you're invited to an Australian **barbie**, where are you going?
- **a.** a toy shop
- **b.** a barbecue
- **c.** the beach

7 If you order **afters** in the UK, what are you going to eat?
- **a.** junk food
- **b.** dessert
- **c.** light snacks

8 In parts of Canada, if something is **hooped**, what is it?
- **a.** round
- **b.** broken
- **c.** popular

9 If your British friend **nips to the loo**, where have they gone?
- **a.** to get a jacket
- **b.** to the bathroom
- **c.** to find food

10 If an Australian asks what the **curry and rice** is, what do they want to know?
- **a.** if it's hot outside
- **b.** what food is available
- **c.** the price of something

Project

Do research!

Look at the English words and phrase in the box. Do you know what any of them mean? Choose three and do some research on the Internet to find out what they mean. In which countries are they used? Write each word/phrase in a sentence.

footy	Woop Woop	
fossick	ta	roo

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3 Family Holidays

Discuss:

- Do you like travelling? Why? / Why not?
- Where would you like to go on holiday next summer? Why?

In this module you will learn...

- to talk about travel and different types of holiday
- to talk about future plans
- to talk about experiences you have had
- to define people, places and things by using relative clauses
- to ask for one's opinion and express opinion
- to write an online comment

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

E

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3a Pack your bags

1 Read

A. Look at the picture below. What kind of holiday is Amy going on? Listen to the dialogue and check your answers. Then read it out in pairs.

Liv Hello, Amy! What are you up to?

Amy Hi, Liv. I'm packing! We're flying to Athens, Greece tomorrow! Remember? And then we're going to take a boat to the island of Santorini.

Liv I totally forgot! Need any help?

Amy Sure.

Liv You shouldn't take many things. You're going for a week, not a month!

Amy You're right!

Liv Don't forget your sunscreen.

Amy Or my swimsuit! We're going to stay at a beautiful holiday resort that's just a five-minute walk from the beach, so I imagine we're going to swim in the sea every day! Can you hand me that white hat?

Liv Sure! Do you want the red one too?

Amy I don't think I need both.

Liv OK! So, apart from swimming, what else are you going to do?

Amy Erm... we're going to go on a boat trip around the island one day, and also visit a volcano!

Liv Exciting! Can you bring me home a mug?

Amy Of course! I should get a souvenir for my Uncle Ian too. He's giving us a lift to the airport.

Later...

Amy Liv, can you do me a favour? Can you look after Fluffy while we're away?

Liv No problem! Erm... where's Fluffy? Fluffy! Wait! What's that noise? Open the suitcase.

Amy There you are, Fluffy! Sorry, but you can't come to Santorini!

B. Read the dialogue again and write T for True, F for False or NM for Not Mentioned.

1. Amy is going to travel to Greece by plane. ○
2. Amy is going to be in Santorini for four weeks. ○
3. The beach is a five-minute drive from Amy's hotel. ○
4. Amy decides to leave her red hat at home. ○
5. The boat trip around the island lasts all day. ○
6. Amy is going to get a mug for her uncle. ○
7. Amy is going to go to the airport by taxi. ○
8. Liv can't look after Fluffy. ○

NOTE We say:
- take a taxi, take the bus, take/use the underground
- travel/go **by** plane/boat/car **BUT** go **on** foot

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2 Vocabulary

A. Listen and repeat. Then answer the questions.

a. The flight time from Berlin to London is **two hours**.

b. It's a **two-hour** flight from Berlin to London.

1. Do the two sentences have the same meaning?
2. In which sentence is the phrase in bold an adjective?
3. What do you notice about this adjective?

B. Complete the sentences using compound adjectives.

1. Let's take a break for twenty minutes.
   Let's take _____.
2. I was tired after the train journey which lasted for five hours.
   I was tired after _____.
3. We're going on a cruise for three weeks in August.
   We're going on _____ in August.
4. I've got a brother who is four months old.
   I've got _____.

3 Grammar

Future *be going to*

A: ***Are*** *you* ***going to travel*** *to Paris by car?*

B: *No, we aren't. We're* ***going to take*** *the train. It's faster.*

TIME EXPRESSIONS

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

We use the **Future *be going to*** for something we intend to do in the future and for predictions based on evidence.

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

rain	not buy	travel	ask

1. Natalie _____ by ship for the first time next month.
2. **A:** My brother and I _____ our dad to give us a lift to the skatepark. Do you want to come?
   B: I don't think so. It's cloudy and I think it _____.
3. I _____ any more souvenirs. I haven't got any more money.

4 Listen

Listen to two dialogues and answer the questions. Choose a, b or c.

1. What kind of holiday is the man probably going to book?
   a. a cruise **b.** a trip abroad **c.** a holiday on an island
2. What is the girl **not** going to do in Barcelona?
   a. try a local dessert **b.** visit a beach **c.** go sightseeing

5 Speak

Talk in pairs about your plans for the summer.

Where are you and your family going to go this summer?
We are going to go to Rome.
When are you going to go to Rome?
We are going to go in July.
How long are you going to stay there?

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3b Holidays in the countryside

1 Vocabulary

Match. Then listen and check.

stable ○
field ○
cottage ○
barn ○
path ○
farmhouse ○
fence ○
stone wall ○

2 Read

A. Look at the title and the pictures. What do you think the people are doing? Why? Listen, read and find out.

Working holidays

Have you always wanted a holiday in the British countryside? Have you ever thought about going on a more active holiday? Then a working holiday is the perfect holiday for you!

We organise over four hundred working holidays every year with lots of activities to choose from. You can try planting trees, painting fences, building a barn, garden paths or stone walls. You can even work in the fields or help take care of the animals.

A working holiday gives you the chance to learn new skills and meet new people. It also gives you the chance to spend time in nature and live a more traditional way of life for a while. It's not all work, work, work, though.

We organise fun activities for the long summer evenings.

Seven days in the beautiful British countryside costs only £60. You can choose to stay in a traditional farmhouse or a cottage and all meals are included in the price.

Are you worried because you've never done anything like this before? Don't be! We provide full training as well as all the tools you will need.

It's an experience you'll never forget! Just ask anyone who's been on a working holiday!

B. Read again. Find sentences to prove that the statements below are wrong.

1. Everyone does the same activities.
2. On a working holiday, you work in the evenings too.
3. You receive £60 per week when you go on a working holiday.
4. You must pay extra for the meals.
5. You must have previous experience.

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3 Grammar

Present Perfect Simple

- *Laura **has never built** a fence, but she**'s built** a stone wall.*
- ***A: Have** you **ever travelled** abroad?*
  ***B:** No, I **haven't**, but I**'ve always wanted** to go to France.*
  ***A: I've visited** Paris **twice**.*

TIME EXPRESSIONS

ever, never, before, always, just, so far, once, twice, etc.

How long...?, for, since, yet, already

	EXAMPLE
for + a period of time **since** + a point in time	***How long** has Patrick been a farmer?* *Patrick has been a farmer **for** ten years.* *Patrick has been a farmer **since** 2011.*
already – something has happened	*We have **already** visited their farm.*
yet – something has not happened	*We haven't visited their farm **yet**.*

Complete the sentences with the Present Prefect Simple of the verbs in brackets and write *for* or *since* in the boxes.

1. **A:** _____ you ever _____ (be) to Spain?
   B: No, I _____ (not travel) to Europe yet.
2. **A:** Where's Fay? She isn't in her room.
   B: Oh, yes! I forgot to tell you. She _____ (go) to the supermarket.
3. Eddie _____ (not speak) to Harry _____ almost a year.
4. **A:** How long _____ you _____ (live) in this neighbourhood?
   B: I _____ (live) here _____ 2019.
5. This film is my favourite! I _____ (see) it four times!
6. Kevin _____ (be) here _____ an hour. He wants to see you.

4 Listen

A. Listen to Fred and Robert talking about a working holiday. Did Robert enjoy his holiday?

B. Listen again and complete the advertisement below.

Summer Getaway

Spend time in the (1) _____.
Learn to plant trees and (2) _____.
Where to stay (3) _____
Cost of holiday (4) _____
Holiday only available in (5) _____

5 Speak

Talk in pairs. Discuss some of the activities in the box.

- camp in the countryside
- build a stone wall
- paint a fence
- clean a stable
- sleep in a farmhouse/cottage
- plant a tree

Have you ever...?

...

How many times have you...?

...

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3c Holiday experiences

1 Read

A. Read the three posts in the forum and the titles a-c. Match the posts with the titles. Then listen, read and check your answers.

a. Unusual Traditions **b.** An Adventure Holiday **c.** Relaxing Activities

Thread: Holiday Experiences

Michelle
Member
84 posts

1 ◯ Well, here I am on my grandparents' farm in Switzerland. They've got lots of cows! The farm is about a one-hour drive from the nearest town, so I haven't seen anything apart from the farm yet. However, it's very beautiful and peaceful here. Yesterday, I went for a long walk with my grandparents. Tomorrow my grandfather is going to show me how to milk a cow the old-fashioned way! I really want to find out more about life on a farm.

Quote | Reply

Thomas
Member
136 posts

2 ◯ My family and I are staying at a hotel in a small town near Barcelona. We checked in a few days ago, but I love Spain already! The town is very pretty and has got some amazing sights. The people here are very friendly. However, Spain is very different from England. The shops close for a few hours every afternoon for the 'siesta'. Have you ever heard of that? It's very hot at that time and nobody can work, so they rest or take a nap! Sounds strange, right? Tomorrow we're going to see the sights in Barcelona and spend some time looking around for souvenirs! I can't wait!

Quote | Reply

James
Member
18 posts

3 ◯ South Africa is incredible. It's also hot! My parents and I are staying at the MalaMala Game Reserve. We wake up at 5 a.m. every day and set off for a different day trip. Our guide has taken us to many places and we've seen some amazing things. Yesterday, he took us to a river and we saw a giraffe that was drinking water. Suddenly, some lions appeared and started chasing the giraffe! I guess they were looking for food. Fortunately, they gave up after some time. The giraffe was safe!

Quote | Reply

B. Read the posts again and answer the questions. Write M for Michelle, T for Thomas or J for James.

Which person...

1. has been on a day trip? ◯
2. is going to visit a big city? ◯
3. gets up early? ◯
4. is having a quiet holiday? ◯
5. is close to nature? ◯, ◯

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2 Grammar

Present Perfect Simple vs Past Simple

TENSE	EXAMPLE	TIME EXPRESSIONS
Present Perfect Simple	*I **have visited** Paris before.*	ever, never, before, once, twice, so far, for, since, yet, already, etc.
Past Simple	*I **visited** Paris last August.*	yesterday, in 2019, last night/week/year, two days/months ago, etc.

Circle the correct options.

1. **A: Did you ever see / Have you ever seen** a lion?
   B: Yes. Last summer, my family and I **visited / have visited** South Africa and we **have seen / saw** lions and zebras for the first time.
2. **A:** We **were / 've been** at the skatepark for half an hour. Where's Oliver?
   B: I **have already called / already called** him three times, but he isn't answering.

3 Vocabulary

Complete the sentences with the words in the box to form phrasal verbs. Use a dictionary if necessary.

off around for up

1. How much time have we got to **look** _____ the castle?
2. I can't find the answer to this maths problem. I **give** _____!
3. Mr and Mrs Black **set** _____ for Rome yesterday morning.
4. Excuse me, I'm **looking** _____ the Science Museum. Can you help me?

Tip!
A phrasal verb consists of a verb and an adverb and/or one or more prepositions. The meaning of the phrasal verb is different from the meaning of the verb it includes.

4 Listen

Somebody is calling a travel agency and is listening to a recorded message about a cruise on the River Thames in London. Listen and answer the questions. Choose a, b or c.

1. Which cruise does the person calling want information about?
   a. Greenwich cruise **b.** London Eye cruise **c.** Tower of London cruise
2. Which bridge does the boat go under first?
   a. Tower Bridge **b.** London Bridge **c.** Westminster Bridge
3. Where does the boat stop first?
   a. Westminster Bridge **b.** London Eye **c.** Shakespeare's Globe Theatre
4. How much is the ticket for a student on the Lunchtime Special?
   a. £6.00 **b.** £20.00 **c.** £25.00

5 Speak

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

6 Write

Write a few sentences about one of your experiences.

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3d Travelling around Ukraine

1 Read

A. Look at the map of Ukraine and the travel blog. Read the text and match the missing headings a-d with days 1-4. Then listen and check your answers.

a. Heading west!
b. A unique phenomenon!
c. Arriving in the capital
d. Exploring nature!

www.robs_travel_blog.com

My Ukrainian Adventure!

by Rob Collins

Day 1: ◯ My parents and I arrived in Kyiv for a four-day trip in Ukraine! The hotel where we stayed was in the city centre. We visited many sights, and walked down the well-known Andriivskyi Descent. Both my parents love museums, and the National Art Museum of Ukraine was their favourite part of the day! It's a huge museum, so we spent a few hours there.

Day 3: ◯ We went to a very popular tourist destination: Synevyr Lake! It is up in the Carpathian Mountains, about four hours to the south of Lviv, and it's very beautiful! We spent the whole day exploring the area on foot! I've never been so exhausted! Other people were exploring the area on horseback, but my parents were too scared. I'm the only one in the family who has ridden a horse!

Day 2: ◯ On the second day, we got up at 6 a.m. to catch a flight to Lviv in the west. I was very tired and the moment we got on board, I fell asleep, and so did many of the other passengers. We had another fun day of sightseeing in this attractive city. I really enjoyed our visit to the Lviv Town Hall. It's got a tower with an observation deck that is 65 metres high. The view of the city was very impressive from up there.

Day 4: ◯ On the fourth day, we set off for Úzhhorod, where we walked through the beautiful Linden Alley. That place was something else! Úzhhorod is also full of cherry blossoms, and every spring, for only two weeks, the whole city is covered in pink flowers! I couldn't stop filming and taking pictures!

B. Read again and correct the mistakes in the sentences below.

1. Rob and his parents started their trip in Lviv.
2. The National Art Museum of Ukraine has a very high observation deck.
3. Rob's parents liked the Andriivskyi Descent more than the museum they visited.
4. In Úzhhorod, Rob didn't take any pictures.

C. Find adjectives in the text which are similar in meaning to the words/phrases below.

1. famous (Day 1): _____
2. amazing (Day 2): _____
3. beautiful (Day 2): _____
4. very tired (Day 3): _____

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2 Grammar

Relative Pronouns: who / which / that
Relative adverb: where

- We use **who/that** for people.
- We use **which/that** for things, animals and ideas.
- We use **where** for places.

Defining Relative Clauses

- *The boy **who/that** is wearing the blue T-shirt is my best friend.*
- *The book **(which/that)** I'm reading is very interesting.*
- *The hotel **where** we're staying has got a great restaurant.*

Non-Defining Relative Clauses

- *Pete, **who** lives next to the beach, goes swimming every afternoon.*
- *Next week I'm going to Spain, **where** my aunt lives.*

Circle the correct options and add commas where necessary.

1. That's the museum **which / where** you can see famous paintings by Vincent van Gogh.
2. My new hiking boots **which / where** I bought yesterday are very comfortable.
3. This is the travel agency **where / that** opened a week ago.
4. Edward **which / who** you met yesterday is my cousin.
5. My smartphone **who / which** I bought last month was very expensive.

3 Pronunciation

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

a. sell **b.** easy **c.** show

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

	sell /s/	easy /z/	show /ʃ/
passenger			
bags			
wash			
organise			
sure			
season			
sand			
traditional			
centre			

4 Speak

GUESSING GAME

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

5 Write

Think about your town/city or another interesting place in your country. Write a paragraph about this place. Use the prompts in the Writing section at the back of the book.

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3e Let's go camping!

1 Vocabulary

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

first aid kit ○
sleeping bag ○
tent ○
torch ○
matches ○
whistle ○
insect repellent ○
fishing gear ○

2 Listen

Listen to four short dialogues and answer the questions. Choose picture a, b or c.

1. What time are the boys meeting?

a
b
c

2. What do they **not** have with them?

a
b
c

3. Where did the woman look for the torch first?

a
b
c

4. What did Kevin do during his trip?

a
b
c

3 Speak & Write

A. Read the comments appearing on an online forum and answer the questions.

http://www.gocampingnow.com

GOCAMPINGNOW.COM FORUMS □ EQUIPMENT □ E-SHOP □

Have you ever been to Blue Lake Park Campsite? What did you think of it?

Please share your opinions and experiences with us. This will help the members of our community.

busy_bee
Posts: 10,112

I've been there once. I stayed there for three nights last summer. I thought it was a very nice and clean place. It's also very convenient because you don't need to have your own tent – they provide one. So, I just packed a few things and a sleeping bag and went. It costs only £20 a day and includes full use of all the campsite facilities. They offer horse riding too – £15 for two hours. I had an excellent time there! In my opinion, it's one of the best campsites in the country.

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funny_cat
Posts: 12,023

I don't really agree with you busy_bee. I stayed there for a few days last summer too, but it was nothing special. You're right about one thing – it was cheap. However, the Wi-Fi connection was bad and the campsite shop was open only for six hours every day. I believe it isn't worth visiting. Next summer, I'm thinking of going to Black Forest Campsite instead. Has anyone been there before? How was it?

1. Who has a positive opinion of the campsite? What reasons does he/she give?
2. Who has a negative opinion of the campsite? What reasons does he/she give?
3. What do funny_cat and busy_bee agree on?
4. Who is asking for people's opinions about another campsite?

B. Look at the highlighted phrases in the forum and use them to complete the table below.

ASKING FOR ONE'S OPINION	EXPRESSING ONE'S OPINION
• What's your opinion of...?	• I think it's...
• Did you like it (there)?	• _____...
• _____	• _____...
• _____	• _____...

C. Think about a campsite or a hotel you've been to. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

Which campsite/hotel have you been to? ...
Where was it? ...
When did you go? ...
How long did you stay there? ...
What did you think of it? ...
Will you go there again? Why (not)? ...

D. The comment below has several mistakes. They have been underlined and marked using the correction code shown. Read it and correct the mistakes.

I thought Meadwater Campsite was the (A) fantastic place! I spend (T) a whole week last summer there (WO) and just loved it! The campsite is near Red Wood forest, where (WW) is the perfect place for hikking (Sp). You can get there easily with (Pr) foot. It's a twenty-minutes (WW) walk. Everybody^works at the campsite is helpful but (WW) friendly. They even helped me to put up my tent when I have arrived (T)! In my opinion, it's something else? (P)

CORRECTION CODE

WW:	wrong word
WO:	wrong order
Pr:	preposition
T:	tense
P:	punctuation
A:	article
Sp:	spelling
^:	something missing

E. Write a comment for a forum expressing your opinion on a campsite/hotel you've been to. Read the tip in the Writing section at the back of the book, and use the expressions in activity 3B and your notes in activity 3C.

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SONGZ

Read the song and choose one option.
Listen and check your answers. Then sing.

New Experiences

I've travelled by bus and by train
But when will I travel by plane?
There are places I'd like to (1) **explore / explain**
And things I've never done (2) **so far / before**.

Let's try something new!
There's so much to do!
Let's make our dreams come true!

I've had lots of fun in the (3) **farmhouse / countryside**.
What should I do next? I can't decide.
I like walking in the (4) **fields / fences** and mountain biking
But when will I try rock climbing?

Let's try something new!
There's so much to do!
Let's make our dreams come true!

I want the chance to go on a (5) **cruise / sightseeing**
And visit all the capital cities I choose.
And now it's time to pack my (6) **souvenirs / suitcase**
And travel to a really exciting place.

Let's try something new!
There's so much to do!
Let's make our dreams come true!

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4 Entertainment

Discuss:

- Is there a TV programme or film that you recently watched and liked?
- What do you and your friends usually do in your free time?

In this module you will learn...

- to talk about various types of entertainment
- to make comparisons
- to express preference
- to express possession
- to express opinion
- to write a film review

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

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4a What's on?

1 Vocabulary

Match the pictures with the TV programmes. Then listen and check your answers.

soap opera	◯	wildlife	
quiz show	◯	documentary	◯
talent show	◯	cartoon	◯
weather		sitcom	◯
forecast	◯	talk show	◯
the news	◯		

2 Read

A. Look at the online TV guide below. Find different types of programmes and write their names on the notepad.

http://www.tv.guide/programme.com

CHANNEL 1

17.40 Cartoon Time
Eddie the elephant makes a new friend

18.00 News

18.30 Weather

18.40 Mr Q
Answer as many questions as you can and win a holiday!

19.30 Albion Street
DON'T MISS!

20.00 Film: Last Summer
Drama, starring Mina Williams

CHANNEL 2

18.00 Who's that?
Quiz show with Barry Newport

18.30 Wild World
Jack Fuller explores the world of mammals and reptiles

19.15 Film: Julie Forever
Love story with Stacey Stevens

21.00 Megastar
DON'T MISS!

wildlife documentary:

quiz show:

cartoon:

SPORTS EXTRA

15.30 Tennis
The European Championship from Paris

17.00 Basketball:
Pre-game show

18.30 Basketball:
The Cup Final
DON'T MISS!

21.00 Football
Live football from Wembley Stadium

DON'T MISS!

★★★☆ Megastar
(Channel 2, 9.00 p.m.)
Tonight is the first live show of the new talent show *Megastar*. This has been one of the hardest weeks on the show so far. The contestants have learnt their songs and they want to perform well. However, one contestant will leave the show. Will it be Jake or Betty?

★★★★ The Cup Final
(Sports Extra, 6.30 p.m.)
It's Cup Final time! Rovers vs United. The two best teams of the season are competing for the cup. It's going to be a great game!

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B. Read again and answer the questions.

1. Who stars in *Last Summer*?
2. Who is playing in the Cup Final?
3. Which contestants might leave *Megastar* tonight?
4. What time is the evening news on?
5. Which channel is showing the weather forecast?

3 Grammar

A. Adverbs

- *Look at those **beautiful** pictures! Diane draws **beautifully**.*
- *Bill is a very **good** driver. He drives **well**.*

B. Comparison of Adjectives and Adverbs

Comparative forms

- *Geography is **easier than** maths.*
- *Mary can run **faster than** Kate.*
- *Talent shows are **more popular than** they used to be.*

Superlative forms

- *This is **the best** soap opera **of all**.*
- *This is **the most boring** documentary I've ever watched.*

(not) as... as

- *This film is**n't as exciting as** the film we watched yesterday.*
- *I can run **as fast as** my sister.*

(not) as + many/much + as

- *We haven't got **as much** time **as** I thought we did.*

one of the...

- *This is **one of the worst** quiz shows I've ever watched.*

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

1. Dad gets up _____ (early) than me every morning, but Mum gets up the _____ (early) of the three of us.
2. May doesn't draw as _____ (well) as Kelly.
3. I think that maths is the _____ (difficult) subject.
4. Basketball is _____ (boring) than football.

4 Listen

Listen to five TV programmes. What is each one? Write a-g next to the numbers 1-5. There are two extra programmes which you do not need to use.

1. ◯ 2. ◯ 3. ◯ 4. ◯ 5. ◯

a. quiz show
b. cartoon
c. talent show
d. soap opera
e. sports programme
f. the news
g. weather forecast

5 Write

Write a short paragraph about two of your favourite TV programmes. Answer some of the questions in the box in the Writing section at the back of the book.

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4b End-of-school play

1 Read

A. Look at the picture and guess. What are Liv and Stu waiting for? Listen to the dialogue and check your answers. Then read it out in groups.

Liv I'm so excited! I've learnt all my lines for the audition and I'm ready for my performance.

Stu Me too. I'm sure I'll get the part.

Amy Hey guys. What are you up to?

Stu We're waiting to audition for the end-of-school play.

Amy Right. I remember seeing a poster on the noticeboard, but I'm not going to audition.

Stu Why not? Do you get stage fright?

Amy No, not really. I love being on stage and performing in front of an audience. But I haven't got enough time to make a costume.

Stu Make your costume? What are you talking about?

Liv Didn't you know? We have to make our costumes by ourselves.

Stu Can't I just buy mine? I absolutely hate making things by myself.

Amy No, Stu. You have to make it yourself.

Liv Stu, you're next.

Stu Erm, I don't think that I'm going to audition. I don't want to take part in the play any more.

Liv Really? I thought you wanted to play the main role.

Stu Well, I changed my mind. I don't really like acting that much.

Liv OK. But now that you aren't going to act in the play, you can at least help us make the scenery.

Stu What?

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

1. Liv and Stu have learnt their lines for the audition. ○
2. Amy didn't know about the auditions. ○
3. Amy has stage fright. ○
4. The students must make their costumes themselves. ○
5. Stu is going to buy his costume. ○
6. Stu decided that he doesn't want to act in the play. ○

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2 Vocabulary Find words in the box which mean

stage	performance	audience	audition	lines	play

1. a piece of writing performed in the theatre: _____
2. the place in the theatre where actors perform: _____
3. the words an actor says in a play: _____
4. the people who watch a play: _____
5. the act of entertaining other people: _____
6. a short performance that an actor gives to get a part in a play: _____

3 Grammar

Possessive Pronouns - Reflexive Pronouns

- ***A:*** *Are these your keys?*
  B: *No, they aren't* ***mine****. My keys are in my bag. Stacy was here earlier, so maybe they're* ***hers****.*
- *I enjoyed* ***myself*** *at the beach.*
- *They made the cake* ***(by) themselves****.*

Circle the correct options.

1. These sunglasses aren't **your / yours**. Why are they in **your / yours** bag?
2. Olivia made this bracelet by **hers / herself**.
3. This isn't my mobile phone. It's grey. **Mine / Myself** is black.
4. Ron taught **his / himself** how to play the guitar at the age of ten.
5. I cut **mine / myself** while I was making a salad.
6. I can't help you do your project. You have to do it **yourself / yours**.

4 Listen

Listen to three people talking about different places. Match the speakers with the places a-d. There is one extra place which you do not need to use.

Speaker 1 ◯ Speaker 2 ◯ Speaker 3 ◯

a. cinema **b.** restaurant **c.** theatre **d.** art gallery

5 Speak

Talk in pairs. Imagine that you and your classmates are organising an end-of-school play. Look at the ideas given and discuss what you can do by yourselves, and what you need help with.

- choose the play
- organise the auditions
- make the poster
- make the costumes
- make the scenery

I think that we can choose the play by ourselves.

I agree. I don't think that we can organise the auditions by ourselves. A teacher should help us.

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4c In an escape room

1 Read

A. Discuss.

- Do you know what an escape room is?
- Have you ever been to an escape room? If yes, did you have fun? If no, would you like to experience one?

B. Below is a dialogue in three parts. First, read Part 1 and try to guess the answer to the riddle. Then read Parts 2 and 3 and check your answer. Then listen to the whole dialogue and read it out in groups.

When you can't see,
read between the lines!
I've got a face

I've got hands

And I can make a sound

PART 1

Phil It's so difficult to solve this riddle!

Meg We won't manage to escape in four minutes.

Amy Don't give up! We can do this.

Meg It's got a face and hands... Do you think it's that woman in the painting?

Amy I don't think so. Paintings can't make a sound.

Phil Animals make sounds. Maybe it's that bird in the cage.

Amy But it hasn't got any hands.

Meg I agree.

Phil *When you can't see, read between the lines!* What does it mean?

Meg I've got it! We can't see in the dark. Turn off the lights!

PART 2

Meg That's incredible! There are more lines in the riddle now!

Phil Let me see... It hasn't got eyes, fingers or a mouth.

Amy But it's got a face and hands. I don't get it.

Phil Maybe it's a clock!

Amy You're right! Let's check out the grandfather clock for clues.

PART 3

Phil There are no clues here.

Meg Hang on! This clock isn't working, but the hands show five past four. Maybe these numbers will help us unlock the door.

Phil There's a keypad next to the door. Key in 5-4. Hurry up!

Meg The door isn't opening. I give up!

Phil Thirty seconds!

Amy What about 4-0-5, the way it is on digital clocks?

Meg That's it! We made it! Good job!

When you can't see,
read between the lines!
I've got a face
But I haven't got eyes
I've got hands
But I haven't got fingers
And I can make a sound
But I haven't got a mouth

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C. Read the dialogue again and complete the sentences.

PART 1

1. There are _____ left before the game finishes.
2. Amy doesn't think the answer is the _____, because it hasn't got hands.

PART 2

3. In the dark, three more _____ appear in the riddle.
4. Phil thinks the answer to the riddle is a(n) _____.

PART 3

5. The time on the grandfather clock is _____.
6. The door unlocks when they key in _____ on the keypad.

D. Read again and find expressions/phrases that match the ones below.

PART 1

1. Don't stop trying: _____
2. I have the same opinion: _____
3. I know the answer: _____

PART 2

4. I can't believe it: _____
5. I don't understand: _____

PART 3

6. Wait: _____
7. Be quick: _____
8. Well done: _____

2 Grammar

Full infinitive (*to* + base form of verb)

- *Alison went to the supermarket **to buy** some milk.*
- *Drew wants **to become** a doctor.*
- *I was happy **to see** Kim after so many years.*
- *It's easy **to make** a chocolate cake.*

Bare infinitive (base form of verb without *to*)

- *You must **visit** the dentist today.*
- *Dad, let me **go** to the concert, please!*
- *Our teacher makes us **study** hard.*

Circle the correct options.

1. Mr Walker went to the cinema **watch / to watch** a film.
2. You shouldn't **eat / to eat** sweets every day.
3. I think it's difficult **learn / to learn** Chinese.
4. My sister doesn't let me **borrow / to borrow** her laptop.

3 Pronunciation

A. Listen and repeat. Which letters are silent? lights

B. Read the words and underline the silent letters. Then listen and check your answers.

flight island write half listen hour climb would answer design

4 Speak

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

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4d All about video games

1 Vocabulary

Match the words 1-6 with their definitions a-f. Then listen and check your answers.

1. gamer ○
2. game controller ○
3. score ○
4. avatar ○
5. multiplayer game ○
6. graphics ○

a. an electronic device which is used to control a character or object in a game
b. the number of points a player gets
c. a game which more than one player can play at the same time
d. a person who plays games
e. the photos, drawings or other images in a game
f. an image that represents a person in a game

2 Read

A. Listen and read. Which user has a positive opinion of the game?

FAVOURITES | SEARCH | www.letstalkaboutgamesnow.com

Green_Knight14
Posts: 54

Hey, fellow gamers! Have any of you played the *Knights of Mortimor* video game? I've just finished it, and I think it's brilliant! I love watching the *Knights of Mortimor* TV series, so when I saw that a game was coming out, I was thrilled! Usually, I get bored easily with video games – but not with this one! I love the storyline. The graphics are very realistic, and I really wasn't expecting the avatars to look so much like the stars of the series! What do you all think?

Astrogirl11
Posts: 1023

I'm a big fan of the *KNoMO* series and watch it all the time, but I'm in the middle of the game and I can't say I am very impressed so far. Yes, the graphics are pretty good, but the game is nothing special. In my opinion, the plot isn't very interesting. Also, it's too easy! I'd like the knights to try and collect more hidden diamonds to get to the next level.

Riverbird
Posts: 385

Astrogirl11 is totally right about one thing: the game is a bit simple for a fantasy game and not very challenging. But I think the graphics are average. However, I continue playing it because I want to finish it before my brother! There's one thing I find really disappointing. Creating your own avatar is something important to me, but in this game, you can only choose it.

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B. Read again and answer the questions. Write G for Green_Knight14, A for Astrogirl11 or R for Riverbird.

Who mentions that he or she...

1. hasn't reached the end of the game yet? ○, ○
2. finds the story of the game boring? ○
3. does not find the graphics very impressive? ○
4. agrees with the opinion of another gamer? ○, ○
5. is crazy about the TV series the game is based on? ○, ○
6. prefers inventing their own video game character? ○
7. was surprised by something? ○

3 Grammar

-ing form

- ***Reading*** *is my favourite free-time activity.*
- *Emily loves* ***cooking****, but she can't stand* ***doing*** *the washing-up.*
- *How much time do you spend* ***playing*** *video games every day?*
- *I don't feel like* ***going*** *out tonight. How about* ***staying*** *at home?*
- *I went to the park after* ***doing*** *my homework.*
- *I'm thinking about* ***creating*** *a new avatar in this video game.*
- *Thomas usually goes* ***cycling*** *on Saturdays.*

Complete with the *-ing* form of the verbs in the box.

cook	visit	swim	go	order

1. Grace, please turn off the TV before _____ to bed.
2. **A:** I don't feel like _____ tonight, Fred.
   B: OK. What about _____ Chinese? It's your favourite.
3. Owen is looking forward to _____ his grandparents in Bristol next weekend.
4. _____ is good for your health. It helps you keep fit.

4 Speak & Write

A. Talk in pairs. Think of your favourite video game and describe it to your partner. Answer the questions below.

- What's the name of your favourite video game?
- What is it about?
- Can you create your own avatars? Do you like doing it?
- Is there anything special about this video game?
- Do you enjoy playing it?
- How often do you play it?
- Do you play it alone or with friends?

B. Write a short description of your favourite video game.

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4e Let's watch a film

1 Read **A. Below is a film review. Did the writer like the film? Listen, read and find out.**

BLACK PANTHER: WAKANDA FOREVER

FILM REVIEW

Black Panther: Wakanda Forever is a science-fiction film directed by Ryan Coogler. Letitia Wright is one of the leading actors. She plays Shuri, a princess who lives in the Kingdom of Wakanda, a technologically advanced country in Africa.

The action begins when the King of Wakanda, the powerful Black Panther, dies. World powers immediately attack, and Wakanda is in huge danger. The evil commander, Namor (Tenoch Huerta), awakens his Talokan soldiers for battle with Wakanda, and Shuri, the dead king's sister, must save her people. However, she can't do it by herself. Her Wakandan friends, M'baku (Winston Duke), Nakia (Lupita Nyong'o) and Okoye (Danai Gurira), join her in a brilliant battle between good and evil.

In my opinion, Black Panther is an amazing film that is full of action. The plot is very interesting, because it takes old characters from the first Black Panther film and mixes in new ones. The acting is great, the costumes and the soundtrack are incredible, and the special effects are fantastic as well. I can't tell you how the film ends, but the ending was amazing! I recommend this film to all science-fiction film fans.

B. Read again and answer the questions.

1. What kind of film is *Black Panther: Wakanda Forever*?
2. Who is the director of the film?
3. Who plays the part of Princess Shuri?
4. Why is the Kingdom of Wakanda in danger?
5. What happens to Shuri's brother?
6. What does the writer like about the plot?
7. What does the writer think of the soundtrack?
8. What does the writer think of the special effects?

C. Read again and find words in the film review that mean.

1. the story of a film: _____
2. the last part of a film: _____
3. the clothes that actors wear in a film: _____
4. a piece of action in a film created by technology and special equipment: _____
5. the music of a film: _____
6. the main actor(s) in a film: _____

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2 Listen

A. Listen to three different people talking about films they have seen. Choose which kind of film (a-d) each speaker is talking about. There's one extra film you do not need to use.

Speaker 1 ◯ **a.** a comedy **b.** a romantic film
Speaker 2 ◯ **c.** a science-fiction film **d.** a horror film
Speaker 3 ◯

B. Now listen again and match the speakers with the sentences a-d. There's one extra sentence which you do not need to use.

Speaker 1 ◯ **a.** I didn't watch the ending. **b.** The actors were great.
Speaker 2 ◯ **c.** I really liked the film. **d.** I only liked the music.
Speaker 3 ◯

3 Speak

Choose a film you have seen, and tick (☐) the appropriate boxes in the table. Then talk in pairs about the film.

	excellent	OK	terrible
plot			
special effects			
acting			
music			
ending			

Did you like the plot?
Yes, I thought that the plot was really interesting.
What did you think of the special effects? ...
How was the acting? ...
Did you like the music? ...
Did you like the ending of the film? ...

4 Write

A. Read the plan in the Writing section at the back of the book and the information about *Spider-Man: No Way Home* next to the poster. Decide which paragraph each piece of information should be in. Write 1, 2 or 3.

B. Use the notes below to write a film review. You can write about the film shown in the poster or about another film you've seen.

- *... is a(n)... film.*
- *The story is...*
- *In my opinion...*

(a) ◯ **STARRING**
Tom Holland
Zendaya
Benedict Cumberbatch

(b) ◯ **DIRECTOR**
Jon Watts

(c) ◯ *Spider-Man: No Way Home*

(d) ◯ AMAZING SPECIAL EFFECTS

(e) ◯ A SCIENCE-FICTION FILM

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Culture page 2

A. What do you think fandoms are? Read and find out.

www.fandoms.com

Fandoms

NEWS | PICTURES | LINKS | SHOP

You've watched all the films your favourite actor has starred in, and you've bought your favourite group's latest album, but is that enough to make you a true fan?
Yes? Well, think again!

Many people join communities of fans called *fandoms*. These groups of fans know everything about their favourite book, film or character. There's a fandom for just about anything, from science fiction to pop stars to video games.

The science-fiction fandom includes a famous group of fans called Trekkies. Trekkies are fans of the television series *Star Trek* and its films, and they love meeting once a year at special events dressed up as their favourite *Star Trek* characters!

Another example of a fandom is the Tolkien fandom. These people are fans of the writer J.R.R. Tolkien. In his books *The Hobbit* and *The Lord of the Rings* trilogy, the elves speak 'Elvish', a language Tolkien invented. Can you imagine what some fans do? They sometimes speak to each other in Elvish!

Of course, there is also a Harry Potter fandom. These fans often chat online and post their own Harry Potter stories on the Internet. And that's not all. Believe it or not, there are many rock bands in the USA that play a type of music called Wizard Rock and sing songs just about Harry Potter! Now those are real fans!

Log in or Join | Keep Talking Forum

B. Read again and answer the questions.

1. What are fandoms?
2. What kind of fandoms can you find?
3. Where did Trekkies get their name from?
4. What do Trekkies do?
5. What is Elvish?
6. What is Wizard Rock?

Project

Give a presentation!

Search the Internet and find information about other famous fandoms. Find as many interesting facts about them as you can and present them to the class.

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5 Eating Habits

Discuss:

- What's your favourite food?
- What do you usually eat in a day?
- Do you think that you eat healthily?

In this module you will learn...

- to use quantifiers
- to talk about your eating habits
- to talk about food and recipes
- to sequence past actions and events
- to accept and refuse an invitation
- to write an email of invitation

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

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5a Eating right

1 Vocabulary

Match the words with the pictures in the food pyramid below. Write the correct numbers next to the words. Some of them are given. Then listen and check your answers.

◯ milk	◯ bananas	◯ carrots	◯ beef	(11) nuts	◯ mayonnaise
◯ pear	◯ chicken	◯ pasta	◯ butter	(20) melon	◯ cheese
(1) olive oil	◯ beans	(12) peppers	(19) grapes	◯ bread	◯ cereal
(16) spinach	◯ sweets	◯ yoghurt	◯ rice	(13) broccoli	(15) lettuce

2 Read

A. Look at the food pyramid. Which of the foods do you think you should eat more and which less? Listen, read and check your answers.

A balanced diet includes foods from all food groups. But what kind of foods are in each group? And how much should we eat? Learning about healthy eating can be fun with the food pyramid.

The Food Pyramid

a. FATS, OIL AND SWEETS

Too much fat is bad for you. Well, guess what? Dieticians say that too little fat is also bad for you! So don't avoid eating fats. Just don't overdo it!

b. DAIRY PRODUCTS

Milk, yoghurt and cheese are rich in protein and calcium. Protein is necessary for the body to grow and be strong. Calcium is necessary for your teeth and bones.

c. MEAT, CHICKEN, FISH, EGGS, NUTS, BEANS

This food group can also give you the protein you need to be strong and healthy. Meat can help you build strong muscles. However, red meat has got a lot of fat, so you should eat only a little of it. Try to eat more white meat, like fish and chicken.

d. FRUIT AND VEGETABLES

Fruit and vegetables contain many vitamins which help your body fight illnesses. You know what they say: 'An apple a day, keeps the doctor away.' So eat plenty of fresh fruit and vegetables. They're good for you!

e. BREAD, CEREAL, RICE, PASTA

Do you hate feeling tired? Well, try eating foods from this group which are rich in carbohydrates. Your brain and body need energy. So eat more from this group to stay energetic!

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B. Read again and match with the correct food group.
You will need to match one sentence with two food groups.

1. This food group helps your teeth stay strong.
2. This food group gives you energy.
3. This food group makes your muscles strong.
4. You shouldn't eat a lot from this food group.
5. This food group gives you the protein you need.
6. You should eat foods from this food group to avoid getting ill.

- **FATS, OIL AND SWEETS**
- **DAIRY PRODUCTS**
- **MEAT, CHICKEN, FISH, EGGS, NUTS, BEANS**
- **FRUIT AND VEGETABLES**
- **BREAD, CEREAL, RICE, PASTA**

3 Grammar

much / many / a lot of / lots of / plenty of

- ***Many / A lot of / Lots of / Plenty of*** *people enjoy eating junk food.*
- *Unfortunately, I don't do* ***much / a lot of / lots of*** *exercise.*

too much / too many

- *There's* ***too much*** *sugar in my tea. I can't drink it.*
- *There are* ***too many*** *people in this restaurant. Let's go somewhere else.*

a few / a little

- ***A:*** *I want to make a sandwich. Have we got any bread?*
  B: *Yes, there are* ***a few*** *slices of bread on the table.*
- *My salad is almost ready. I just need to add* ***a little*** *salt and some olive oil.*

NOTE ***Much, many, a few, a little, a lot, lots, plenty*** can also be used as pronouns.

Have you got any money? Just a little. We don't need any bread. We've got plenty.

Circle the correct options.

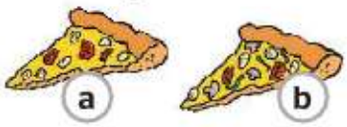
1. **A:** We haven't got **much / many** apples.
   B: Don't worry. I can go and buy **a little / a few** apples from the supermarket.
2. There's **many / plenty of** coffee in my cup. I don't want any more, thank you.
3. I'm painting my bedroom and I need **a little / a few** help. What do you say?
4. I'm sorry but I can't come to the cinema with you. I've got **too many / too much** homework to do.

4 Listen

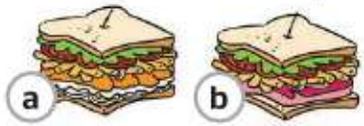
Listen to three short dialogues and answer the questions. Choose the correct picture a or b.

1. Which salad is the woman going to eat tonight?

2. Which pizza is Bruce having for dinner?



3. Which sandwich does the woman decide to buy?



5 Write

Write a few paragraphs about what you eat in a day.

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5b Healthy eating

1 Vocabulary

Match. Then listen and check your answers.

- a cup of tea
- a slice of bread
- a bottle of water
- a bar of chocolate / a chocolate bar
- a can of beans
- a bowl of soup
- a glass of orange juice
- a packet of sugar

2 Read

A. Listen and read. Then answer the question. Choose a, b or c.

What was Linda's problem?

a. She used to hate fruit and vegetables.

b. She didn't use to exercise.

c. She used to eat lots of junk food.

How healthy is your lifestyle?

This week's topic in *Teenage Life* is healthy eating. 17-year-old Linda Smith shares her experience with our health expert, Dylan Jones.

Dylan So, Linda, what do you think other teenagers can learn from your story?

Linda Many things, actually. You see, I didn't use to have a healthy diet at all.

Dylan When was that?

Linda Up until six months ago. I used to get a burger and chips after basketball practice and eat them on my way home. I didn't want my parents to know how much fast food I was eating – and it was a lot! It was very difficult to stop because... it's so tasty. I also love chocolate. I used to eat two chocolate bars every day!

Dylan Wow! What made you change your habits?

Linda I had put on a little weight and I started feeling tired at basketball practice, so my coach talked to me about healthy eating. He also told me about a fitness app that had helped many people.

Dylan Did you download the app?

Linda I did, and it's very useful! It's got games and recipes too. It helps you remember what you've eaten during the day, and it gives you healthy tips and ideas.

Dylan Can you give us an example?

Linda Of course! I was tired of having a bowl of cereal for breakfast every day, but I didn't know what else was healthy and full of vitamins. The app gave me a few breakfast options I had never made before, like an omelette with vegetables, or yoghurt with fruit.

Dylan Sounds good. I'll try it! So, don't you eat any junk food?

Linda Just once a week. I eat plenty of fruit and vegetables and I exercise more. That's the key to a healthy lifestyle.

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B. Read again and write T for True, F for False or NM for Not Mentioned.

1. Linda thinks her experience can help people her age.
2. Linda's parents knew she ate a lot of junk food.
3. Linda didn't follow her coach's advice.
4. Linda often uses the recipes she finds on the app.
5. Linda's diet includes only healthy food now.

3 Grammar

Past Perfect Simple

- ***A: Had** you **finished** all of your homework by 8 o'clock last night?*
  ***B:** No, I **hadn't finished** all of it. But I **had finished** the maths activities.*
- ***A: Did** you **go** to Kent at the weekend?*
  ***B:** No. By the time we **arrived** at the station, the train **had left**.*

TIME EXPRESSIONS
before, by, after, when, by the time

Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets.

1. Robert _____ (not wake up) by 8 a.m. yesterday morning.
2. It _____ (start) raining after Peter _____ (wash) his car.
3. _____ Brenda _____ (return) home from school when you _____ (call)?

4 Pronunciation

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

a. sugar **b.** orange

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

	sugar /g/	orange /dʒ/
energy		
glass		
game		
vegetables		
teenager		
good		
burger		

5 Listen

Listen to two dialogues and answer the questions. Choose a, b or c.

1. What is Tom going to have?
   a. a cup of coffee
   b. a cup of tea
   c. a cup of hot chocolate
2. What is true about Amy?
   a. She has stopped eating chocolate for breakfast.
   b. She has started eating breakfast.
   c. She always has fruit for breakfast.

6 Speak

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

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5c What will you have?

1 Read

A. Discuss.

- Have you ever tried food from other countries?
- If yes, what have you tried? Did you like it? If not, would you like to? Why? / Why not?

B. Look at the pictures. What do you think is happening? Listen to the dialogues and check your answers. Then read them out in groups.

a

Bill Hey! We're planning on going to the Dragon Palace tonight. Do you want to come?
Liv The Dragon Palace?
Bill Yes, and don't worry about the money. It's my treat.
Liv It's not that. I'm just not sure about Chinese food. Can't we go to another restaurant?
Bill Oh, come on, Liv. You really should try it! What have you got to lose?
Liv But I don't like it.
Bill How do you know that? You've never tasted it. So, what do you say?
Liv Umm...
Bill Sorry, but I haven't got much time Liv. I need to book a table.
Liv OK, just this once.

b

Host Dragon Palace. How can I help you?
Bill I'd like to reserve a table for 6.30 p.m. this evening.
Host For how many people?
Bill Four.
Host I'm sorry. We don't have any tables available at that time. Is 7.30 p.m. OK?
Bill Sure, that's fine.
Host All right. Can I have your name, please?
Bill My name's Bill Hughes.
Host OK. Thank you.

c

Waitress Are you ready to order?
Liv I had a look, but I'm a bit confused. I've never tried anything on the menu, and I've got very little knowledge of Chinese food. What do you recommend?
Waitress Well, few people can resist our Spicy Fried Chicken.
Liv Hmm, I don't particularly like spicy food. Are there any other dishes that you would recommend?
Waitress How about Peking Duck? It's one of our most popular dishes.
Liv Does it contain any nuts? I'm allergic to them.
Waitress Don't worry. It doesn't have any nuts. It's crispy duck with a sweet bean sauce.
Liv I'll have that, then.
Waitress Certainly. Would you like something to drink?
Liv Yes, I'd like some lemonade, please.
Waitress Sure.

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

1. This is the first time Liv has had Chinese food. ○
2. Bill is paying for Liv's meal. ○
3. Bill went to the restaurant with four of his friends. ○
4. Liv doesn't usually eat spicy food. ○

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D. Read the dialogues a-c again and answer the questions.
In which dialogue is someone...

1. making a reservation? ○
2. asking for information? ○○
3. giving information about a dish? ○
4. asking someone to suggest something? ○

2 Vocabulary

Listen. What do you think the words in bold mean?

1. Dark chocolate has got a **bitter** taste. Milk chocolate contains sugar and milk and is **sweet**.
2. The chips were disgusting. They were too **greasy**. I like my chips nice and **crispy**, without too much oil.
3. For an appetiser, I ordered mushroom soup. It was nice and **creamy**. Then for the main course, I had a delicious, **juicy** steak with vegetables.
4. The sauce is **bland**, totally **tasteless**. I'd like it to be **spicy**.
5. At the end of our meal, they brought some **mouth-watering** cakes. I just couldn't resist. I ate three!
6. Add **fresh** vegetables to the soup. Oh, and make sure you don't make it too **salty** this time.

3 Grammar

A. Some / Any / No / Every and their compounds

- *I'd like **some** cake and **something** to drink.*
- *We haven't got **any** milk. Is there a supermarket **anywhere** near here?*
- *There is **no** food in the fridge. I've got **nothing** to eat.*
- ***Every** student in my class likes pizza. **Everybody** enjoyed the pizza we ate yesterday.*

B. other, the other(s), another

other

- *Are there any **other** restaurants in the area?*

the other(s)

- *I'm buying the black bag. I don't like **the other** one.*
- *This T-shirt is nice, but **the others** are cheaper.*

another

- *I'd like **another** glass of orange juice.*
- *This dish is too spicy. You should order **another** one.*

Circle the correct words.

1. Would you like **another / other** slice of cake?
2. I'm sorry. There's **every / no** orange juice. Would you like **something / nothing** else?
3. We can go to the Chinese restaurant some **another / other** day.
4. This supermarket is too expensive. Why don't you go to **other / the other** supermarket on Park Street?
5. **Nobody / Anybody** in my class likes football.

4 Speak

ROLE PLAY

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

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5d What's cooking?

1 Vocabulary

A. Match the items in the picture with the words. Then listen and check your answers.

- ◯ plate
- ◯ bowl
- ◯ fork
- ◯ knife
- ◯ teaspoon
- ◯ tablespoon
- ◯ saucepan
- ◯ frying pan
- ◯ oven dish

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

- ◯ fry the eggs
- ◯ add some salt
- ◯ grate some cheese
- ◯ melt the butter
- ◯ boil the water
- ◯ peel the potatoes
- ◯ stir the mixture
- ◯ bake the cake
- ◯ pour some orange juice

2 Read

A. Look at the pictures. What ingredients do you think you need to prepare what's in the pictures? Listen, read and check your answers.

CELEBRITY CHEF CORNER

Every week we ask a celebrity chef to tell us his or her secrets. This week we have Clive Hardy, 'The Travelling Chef'. Hardy has spent many years visiting different countries in search of delicious recipes. He shows us that you don't have to travel to the four corners of the globe to try them. Here are some easy-to-make recipes that you can try at home.

1. Cut the chilli in half and remove the seeds.
2. Pour the milk into a saucepan and add the chilli. Cook over a medium heat for 7 minutes.
3. Remove the saucepan from the heat and leave to cool for 10 minutes.
4. Break the chocolate into small pieces.
5. Add the chocolate and the cream to the saucepan and stir over a low heat until the chocolate has melted.
6. Remove the chilli and serve.

Chilli Hot Chocolate (serves 4)

Ingredients

- 600 ml milk
- 1 red chilli
- 100 ml cream
- 125 g chocolate

1. Cook some rice and leave it to cool.
2. Grate the carrots and the red pepper into two different bowls.
3. Cut the top and the bottom off a small water bottle to make a tube. Put the tube on a plate and use a spoon to add layers of rice, carrot, red pepper and raisins.
4. Remove the tube carefully.

Stripy Sushi (serves 2)

Ingredients

- ½ cup rice
- 2 carrots
- 1 red pepper
- ½ cup raisins

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B. Read the recipes again. What do the words in bold refer to?

1. You need half a cup of **these**.

_____

2. **This ingredient** must melt.

_____

3. You grate **these ingredients**.

_____

4. You heat the milk for **this long**.

_____

5. You make hot chocolate in **this**.

_____

6. You add **this** first to the tube.

_____

7. You remove **this** before you drink the hot chocolate.

_____

C. Discuss.

Do you like trying food from different countries?
If yes, which country's food is your favourite?

3 Listen

Listen to two dialogues and answer the questions below. Choose a or b.

Dialogue 1

1. What is Ellen going to do?
   a. Stir the soup. **b.** Stir the soup and make a salad.
2. What's the last ingredient that they will add to the soup?
   a. mushrooms **b.** olive oil

Dialogue 2

3. What did the chef do with the apples?
   a. He fried them. **b.** He boiled them.
4. How much sugar did Ted add?
   a. half a cup **b.** half a teaspoon

4 Write

The pictures below show how you can make Baked Bananas. Write the recipe (ingredients and procedure), using the prompts given.

1. peel

2. cut and put / oven dish

3. pour / orange juice / on top

4. add / brown sugar

9. serve warm

5. grate / skin of an orange and add

6. add / butter

7. cover

8. bake / oven / at 180 °C

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5e Eating out

1 Vocabulary & Speak

Look, listen and discuss.

- Where's the best place in your neighbourhood/town/city to eat the following?
- How often do you go to these places?
- Which of the following do you usually order?

vegetarian food

fast food

cakes and pastries

pizza

crepes

snacks

sushi

2 Listen

A. Listen to a conversation between Lee and two of his friends and choose the main idea.

a. Lee is inviting his friends to his house for dinner.

b. Lee is inviting his friends out.

c. Lee is asking his friends about a restaurant.

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

1. Mike doesn't want to go to Joe's Steakhouse because he doesn't like it. ○

2. Mike is watching his brother play basketball tonight. ○

3. Lee calls Alison while he's talking to Mike. ○

4. Alison read Lee's message before she did her maths project. ○

5. Lee and Alison made plans for Saturday. ○

3 Speak

Go to the Pair work activities section.

4 Write

A. Read the three emails below and answer the questions.

1. What is the relationship between the three senders?

2. What is the purpose of each email?

3. What phrases do the writers use to show this?

Hi everyone,

As you know (hopefully), it's my birthday next Wednesday. So, I'm organising a get-together at a restaurant and I'd really like you to come. I really like pizza, so I'm thinking of going to that new Italian restaurant on Maple Avenue. I've heard it has some delicious dishes. What do you think? Also, I can't go out during the week, so how about going on Saturday evening? My mum can drive us there, so how about meeting at my house? That's all. I hope you can make it. Waiting for your reply.

Julie

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Hi Julie,
Thanks for inviting me. I'd love to come and pizza sounds great! By the way, who else is coming? My cousin from Canada is staying with me at the moment. Can she come along too? I'm really looking forward to your birthday get-together.
Ronald

Hello Julie,
I love pizza, but I'm afraid I can't make it on Saturday. I'm going on a camping trip with my family. I'd like to come over on Wednesday evening, though, and give you your present. Is that OK? Let me know.
Barbara

B. Read the set phrases given below and the phrases 1-4. In which part do they belong? Write the phrases under the correct heading.

1. Waiting for your reply.
2. I'm sorry but I've got other plans.
3. How about coming to...?
4. How can I say no?

Set phrases to invite, and accept or refuse an invitation

Inviting

At the beginning:

- *I'd like to invite you to...*
- *Would you like to come to...?*
- *I'm writing to invite you to...*
- *I just want to let you know that I...*
- *I'm planning/organising... and I'd really like you to come.*
- _____

At the end:

- *I really want you to come.*
- *Please, don't say no.*
- *I hope you can make it.*
- _____

Accepting

- *I'd love to come.*
- *I'm writing to thank you for the invitation.*
- *I'm really looking forward to it.*
- *Thanks for inviting me.*
- *Sounds great/perfect/brilliant!*
- _____

Refusing

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

C. Write an email to a friend inviting him/her to go out. Swap with another student and write an email accepting or refusing the invitation. You can use the ideas you discussed in activity 3.

TIP! *When writing, keep the purpose of the email and the person who is going to read it in mind. Write in an appropriate style and use set phrases.*

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SONGS

Circle the correct options. Then listen and check your answers.

Friday night dinner

I come home, but there's no (1) **food / dinner** for me.
I go to the (2) **kitchen / fridge** and what do I see?
There's some (3) **pasta / pizza**, but it's a bit cold
And look at that, it's also a week old!

All I want is a good meal.
I don't think it's a big deal.
What's there to eat?
What's there to eat?

I want to make some chicken (4) **salad / soup**.
But the chicken and vegetables don't look good.
I'd like to have a nice (5) **omelette / burger**.
Where's that phone? I think it's time to order.

All I want is a good meal.
I don't think it's a big deal.
What's there to eat?
What's there to eat?

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6 Natural Disasters

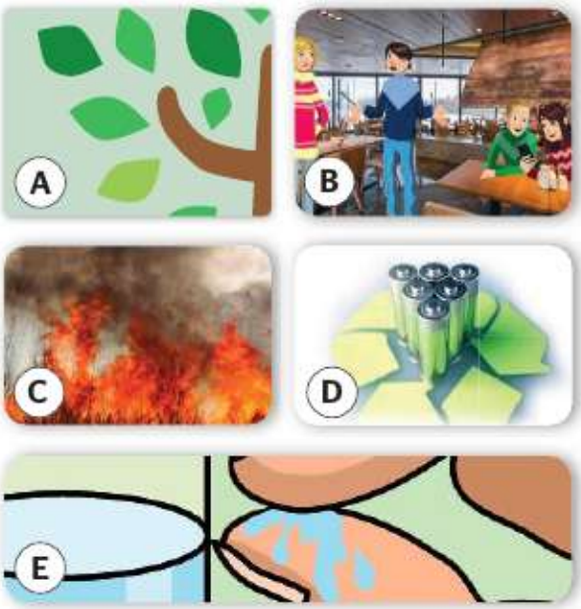
Discuss:

- What kind of weather do you like the most? Why?
- What are natural disasters? How do they affect people?

In this module you will learn...

- to talk about natural disasters, the weather and the environment
- to make predictions
- to express possibility
- to make offers and requests, and to ask for favours
- to ask for, give and refuse permission
- to talk about conditions and express their results
- to offer and ask for help
- to make a flyer advertising an event

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



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6a Helping others

1 Read

A. Listen and read. Where is each dialogue taking place? Choose a or b.

Dialogue 1

a. at a hospital

b. on the street

1. Girl Are you hurt, sir?

Man I don't think so.

Girl Would you like me to call an ambulance?

Man No, thanks, I'm fine. I can't believe what just happened!

Girl You're lucky that huge branch didn't fall while you were in the car. This thunderstorm is something else! It's so windy!

Man I'm lucky to be alive, you're right. But look at my car! It's badly damaged! What am I going to do?

Girl How can I help? Is there anything I can do?

Man Could I borrow your phone for a minute, please? Mine's in the car and I can't get in.

Girl Yes, of course. Go ahead.

Dialogue 2

a. at a shopping centre

b. in a shop

2. Boy Excuse me. May I ask you something?

Woman Of course. How may I help you?

Boy I've brought these batteries and I'd like to recycle them. Can I throw them in the recycling bins over there?

Woman I'm afraid not. Those are only for plastic, paper, metal and glass. Why don't you take them to the electronics shop on the third floor? They may have a special recycling bin for batteries.

Boy Great, thanks.

B. Read again and answer the questions. Write B for Boy, G for Girl, M for Man or W for Woman.

1. Who asks for permission to do something? ◯
2. Who offers to help another person? ◯ ◯
3. Who requests something? ◯ ◯

2 Vocabulary

Complete the sentences with the words in the boxes. In some cases, more than one answer may be correct.

give	borrow	lend

1. Could you _____ me £20?
2. Mark, I need to _____ your headphones for a while.
3. You can _____ me my jacket back next week. I don't need it.

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bring get take carry

4. Remember to _____ some milk from the supermarket on your way home.
5. Please _____ me a glass of water. I'm thirsty.
6. Help me _____ these boxes to the recycling bin. They're heavy.
7. Don't forget to _____ an umbrella with you. It's raining.

hurt damaged

8. Fortunately, no one was _____ in the accident.
9. Unfortunately, the storm _____ lots of houses in my town.

3 Grammar

Can / Could / May / Will / Would

We use:

- **Can I...?, Could I...?, May I...?** to ask for permission.
  ***May I** take pictures in the museum?*
- **Can I...?, Could I...?, May I...?** to make requests and offers.
  ***May I** have some water?*
  ***Could I** help you with those bags?*
- **Can you...?, Could you...?, Will you...?, Would you...?** to make requests and ask for a favour. **Could** and **Would** are more polite.
  ***Could you** give me some information about the concert, please?*
  ***Will you** drive me to the city centre?*

may / might / could

We use **may**, **might** and **could** to express possibility in the present or future.
Might expresses slight possibility.

A: Are you doing anything special this weekend?
*B: We **may/might/could** go hiking, but I'm not sure.*

NOTE We use **may not / might not** to express lack of possibility.
*Henry **may not / might not** come to the park.*

Rewrite the sentences using the words in brackets.

1. Please bring me my mobile phone from the kitchen. (can)

_____

2. Is it possible for me to borrow your backpack? (may)

_____

3. Perhaps the Bears will lose this game. (might)

_____

4. I'd like a leaflet about recycling. (could / give)

_____

5. I'm thinking of buying new trainers, but I haven't decided yet. (may)

_____

4 Speak

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

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6b Save our planet!

1 Read **A. What are the causes of water pollution? Listen, read and check your answers.**

WATER POLLUTION

Water is very important for life. Without it, life on Earth would not exist. Most of us know this, but we still keep polluting the water on our planet.

One of the main causes of water pollution is waste which is pumped into rivers, lakes and seas. The waste comes from homes, factories and farms. This waste can harm people, animals and plants, for example, by causing diseases. Scientists predict that water pollution will increase and that soon there won't be any clean rivers left.

Another main cause of water pollution is oil spills. Oil spills are caused by leaks in ships or when oil tankers have an accident. When something like this happens, the surface of the sea fills with oil. This can destroy the plants in the sea and along the coasts, and can also kill fish, sea mammals, and even birds.

Will things ever change for the better? It depends. Governments make people and businesses that pollute the water pay fines. But that is not enough. Cleaning up the world's waters is extremely difficult and expensive, and can take years, so the best thing is to try to prevent water pollution in the first place.

Experiment

You will need:

- a glass of water (half full)
- a few drops of car engine oil
- some cotton wool
- some washing-up liquid

1. Rub the water between your fingers. Remember what this feels like.
2. Add a few drops of car engine oil to the water. This is your 'water pollution'.
3. Use the cotton wool to try and get the oil out of the water. This is your 'clean-up' operation.
4. Rub the water between your fingers again. Notice that the water is still oily. You cannot remove all the oil. Just imagine what it's like in the sea with waves!
5. Add washing-up liquid until the water doesn't feel oily. You will need to add quite a lot! Now the water isn't very oily but it's full of soap, which is also harmful.

What did you learn?

It's much better to prevent pollution than to try and clean it up afterwards.

B. Read the text again and answer the questions.

1. Where does waste usually come from?
2. Why is this waste dangerous?
3. What do scientists predict?
4. What causes oil spills?
5. How do oil spills harm the environment?
6. Why is it better to prevent water pollution than to clean it up?

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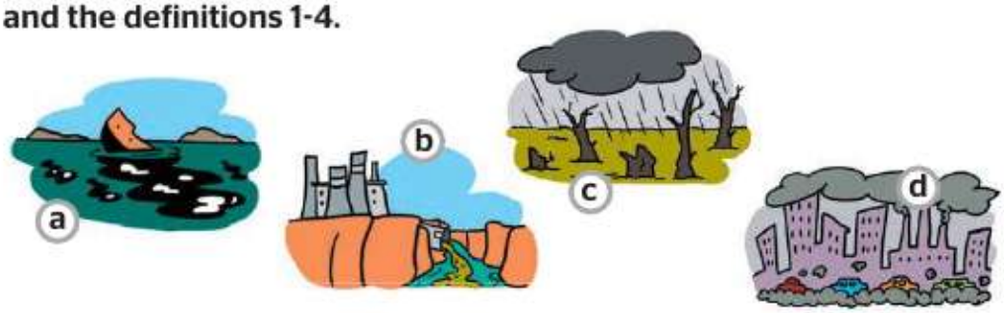
C. Read the experiment again and tick (☐) the correct pictures.

2 Vocabulary

Match the words below with the pictures a-d and the definitions 1-4.

smog ☐☐
acid rain ☐☐
oil spill ☐☐
toxic waste ☐☐



1. the oil on the surface of the water which comes from ships
2. a mixture of smoke and fog that is caused by cars and factories
3. rain that has acid from pollution and harms plants and buildings
4. harmful materials that are not used any more, and are pumped into rivers, lakes and seas

3 Grammar

The Future *will*

- *I think that people **will go** on holiday to the moon one day.*
- *I'm tired. I **won't come** to the skatepark with you.*
- *I promise I **'ll tidy** my room after school.*
- *Don't worry. I **'ll help** you do the experiment.*
- ***Will** you **show** me your new mobile phone?*

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

NOTE

Shall is used only with **I** and **we** in formal English or with suggestions and offers.

Shall we go to the Italian restaurant?

Shall I make some tea?

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

win	not use	not be	carry

1. I think the Lions _____ the game tonight. What do you think?
2. Scientists believe that there _____ any clean air to breathe in the future.
3. I promise I _____ your computer when you're not home.
4. My backpack is heavy. _____ you _____ it for me, please?

4 Speak & Write

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

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6c What will the weather be like?

1 Read

A. Look at the pictures and guess what is happening. Listen to the dialogue and check. Then read it out in groups.

Amy OK, I just talked to Brian at the information desk. He said there's a guide that's taking a group up to Lewis Peak tomorrow morning, setting off at 7 a.m., and then another guide leaving here at 10 a.m. So, if we get up bright and early, we can set off at seven.

Stu Hang on a minute! Why so early?

Amy Look, if we don't leave just after sunrise, we won't reach Lewis Peak before it starts to rain, or... even snow.

Liv Don't talk nonsense! There isn't a cloud in the sky! And the weather forecast for tomorrow shows exactly the same thing. Look!

Bill Yeah, Liv has a point. The weather app says it'll be sunny all day in the area!

Amy Well, Brian said that the weather can sometimes change at Lewis Peak. The temperature can suddenly drop, and it can get rainy and windy. If that happens, it will feel a lot colder than it actually is.

Stu Look, I'm exhausted. I can't be bothered to get up that early!

Bill Same here! Let's just get a good night's sleep and set off with the guide after breakfast. It'll be fine.

Amy OK, guys. We've all got warm jackets, right? How bad can it get?

The next morning...

Guide Well done, guys! You made it to the top.

Bill What a shame! We hiked all the way up here and we can't see a thing!

Liv We're prepared for rain and snow, but nobody said anything about fog!

Amy Oh well! Next time we'll just have to...

Stu We know, we know! Get up bright and early!

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

1. The four friends are going hiking tomorrow.
2. Amy is worried about the weather.
3. Bill agrees with Liv about the weather.
4. The boys want to join the second hiking group.
5. The weather app proved to be wrong.
6. The view from the top of the mountain was disappointing.

2 Vocabulary

Look at the map and complete the weather forecasts 1-6 with the words in the box. Then listen and check your answers.

NOTE

We write: -2 °C

We say: minus two degrees Celsius

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clear cloudy foggy sunshine freezing rain windy thunder

1. The temperature in Oslo will drop to a _____ -2 °C tonight, so get ready for some snow.
2. In Kyiv we will see heavy _____ later today, and the temperature will drop to 10 °C.
3. In Warsaw, temperatures will reach 11 °C, but it will be _____, so be careful on those roads.
4. In Paris, temperatures will rise to 12 °C, but it will be quite _____, so it will feel much colder.
5. The storm is over, so enjoy the _____ blue skies in Rome with a temperature of 23 °C. Enjoy the warm, sunny weather with no _____ or lightning!
6. We will see _____ skies in Athens this morning and it might rain at noon, but we will see some _____ in the afternoon. Today's temperature will rise to 20 °C.

3 Grammar

Conditional Sentences Type 1

- *If you **tell** Bill your secret, everybody **will find out**.*
- *Mike **can take part** in the beach clean-up if he **wants** to help.*
- *If you **don't need** this box, **recycle** it.*

NOTE unless = if not

- ***Unless** you're tired tomorrow, we can visit the museum.*
- ***If** you **aren't** tired tomorrow, we can visit the museum.*

Match the two halves of the sentences.

1. We might go surfing on Saturday ○
2. Unless we leave the house early, ○
3. I won't speak to you again ○
4. If you find the weather app, ○

a. we won't get to the concert hall on time.
b. if it's windy.
c. if you don't apologise to me.
d. please download it for me.

4 Pronunciation

Listen and repeat. Notice the intonation and rhythm.

1. If you decide to go hiking, you should wear your hiking boots.
2. If there's a thunderstorm, we won't go on a trip.
3. If you see a fire, call the fire brigade.
4. If it doesn't rain, we may go swimming.
5. If they go to the funfair, they will go on the roller coaster.

5 Listen

Listen to the dialogues and choose a, b or c.

1. When will it snow?
   - (a) MONDAY
   - (b) WEDNESDAY
   - (c) FRIDAY

2. What will the weather be like on Sunday?

6 Speak

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

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6d What a disaster!

1 Vocabulary

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

earthquake ◯ hurricane ◯ snowstorm ◯ wildfire ◯ flood ◯ tsunami ◯

2 Read

A. Look at the picture and the title of the news article. What do you think happened? Listen, read and check your answers.

April 2023 — The Daily News

CINDY HITS TYDESTOWE

Yesterday one of the strongest hurricanes of the last 20 years hit our neighbouring town, Tydestowe. Cindy caused major damage, leaving people homeless and injured.

The local authorities asked people to evacuate the town a couple of days before, but most people decided to stay and protect their homes. Cindy, a category three hurricane, struck the towns south of Tydestowe first. The hurricane brought strong winds, heavy storms and rain which quickly moved on to Tydestowe.

The local authorities weren't able to unblock the drainage system in time and, as a result, the town flooded.

The floods damaged hundreds of homes and destroyed roads. So far, rescue teams across the country have saved many people from the floodwater, rescued people that got trapped in their homes, and even helped to move farm animals to places where they will be safe. 'We're doing everything we can,' said one rescue worker. 'But we're facing a very difficult and challenging situation. I have never seen anything like it.'

Unfortunately, it may be a while before it will be possible for communities to return home again. Experts warn that the situation could get worse if storms continue. Until then, authorities are giving people who left their homes food and clothing.

B. Read the article again and answer the questions.

1. How did the people of Tydestowe know that the hurricane was coming?
2. What have rescue workers done to help people?
3. How did the town flood?
4. What are experts worried about now?
5. How are authorities helping people who can't go home yet?

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3 Listen

A. Andrew is giving an interview about an experience he had while on holiday. Listen and tick (☐) the natural disasters that he experienced.

flood	○	earthquake	○
storm	○	tsunami	○

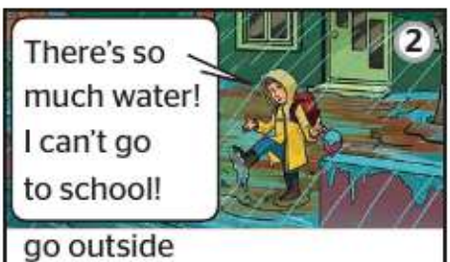
B. Listen again and write T for True or F for False.

1. Andrew was at a café when he felt his chair shaking. ○
2. All the people left the beach. ○
3. Andrew and his wife went up the mountain. ○
4. Several buildings were destroyed. ○
5. The shelters were only for the homeless. ○
6. Andrew and his wife weren't hurt. ○
7. Hundreds of people died. ○

4 Speak & Write

A. Work in groups of three to narrate the story shown in the pictures. Follow the steps below.

wake up rain heavily



go outside
water and mud everywhere

garden flood terrified

climb a tree shout for help

see rescue team in boat
wave and shout

dad wake him up
dream relieved

Step 1: Look at the pictures carefully and discuss the story, keeping notes. Add details wherever necessary.

Step 2: Narrate your story to the class, using past tenses and the words/ phrases given. Divide the story so that each group member narrates what's happening in two pictures.

B. Now write a short paragraph narrating the story.

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6e Give a helping hand

1 Listen A. Discuss.

- What is a marathon?
- Have you ever heard of the words *walkathon*, *bikeathon* or *readathon*?
- What do you think they mean?

B. Listen to two short dialogues and answer the questions.

Dialogue 1

1. What is Tania doing?

2. What does Jessie advise Tania to do?

Dialogue 2

3. What does Phil want Eric to do?

4. Does Eric help him?

C. Listen again. Which of the following phrases do the speakers use to offer help or ask for help? Tick (☐).

Offering help		Asking for help	
• Do you need any help?	☐	• Could you help me?	☐
• Need any help?	☐	• Can I ask for a favour?	☐
• Let me help you.	☐	• I need some help here.	☐
• Can I do something?	☐	• I'm not sure how to...	☐
• What can I do for you?	☐	• Give me a hand with this, please.	☐
• Can I give you a hand with that?	☐	• Can you give me a hand, please?	☐
• I'll give you a hand.	☐		
• Would you like some help?	☐		

NOTE

The phrase **give someone a hand** is used mostly when you help someone do something that involves physical effort.

Can I give you a hand with that bag?

2 Speak & Write

A. Look at the leaflet advertising an event and answer the questions.

Plant a Tree for You and Me!

Do you want to do more for the environment? Can you give a helping hand? If yes, then don't miss our event!

Why: Global warming is a serious environmental problem. Planting trees can help to reduce it. The trees will also provide homes to birds, animals, and insects like butterflies and bees.
What we will do: Our goal is to plant 1,000 trees on both sides of the river and 500 trees in other areas of the park.
What we provide: the trees, gardening tools, gloves
What to wear: old clothes, a hat or cap, boots or trainers

Our planet needs you! Allandon Town is organising a tree-planting event!

Allandon Park
Saturday, 15 October
10 a.m. – 1 p.m.

What are you waiting for? Become a volunteer NOW!

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After the event: Time for some fun! We'll all enjoy an amazing picnic in the picnic area. There will be delicious sandwiches and drinks for everyone, and the Allandon Secondary School band will play fantastic music for us! You will also have the chance to buy wonderful T-shirts with the logo 'Plant a Tree for You and Me!' for just £5!

How to sign up: Send us an email at **allandontreeplanting@email.com** or call us at 7735 1234.

1. When and where is the event taking place?
2. How many trees are they planning on planting?
3. What won't the volunteers need to bring?
4. What should the volunteers wear?
5. What will everyone do after the tree planting?
6. How can somebody take part in this event?
7. Read the part **After the event** again.
   Which adjectives make it more lively and appealing to the reader?

B. Read the NOTE and replace the adjective *nice* in the sentences 1-4.

1. If you join the hiking group, you'll definitely have a nice time!
2. The weather was nice during the forest clean-up.
3. We visited a nice beach when we went on holiday.
4. During the trip, you will have the chance to see some nice plants.

NOTE

When describing something e.g. an event, don't use the same adjectives all the time. Use a variety of adjectives. This will make your writing more lively and appealing to the reader.

C. Talk in pairs. Imagine you and your partner go to different schools. Ask and answer questions about an event your school is organising to help the local community or the environment (e.g. a walkathon to raise money for people in need, a forest clean-up, etc.).

What event is your school organising this year? ...
Why are they organising this event? ...
When and where is it taking place? ...
What will participants do? ...
What do participants need to wear/bring? ...
How can participants sign up? ...

D. Make a leaflet advertising a school event. Read the tip in the Writing section at the back of the book and use the ideas you discussed in activity 2C.

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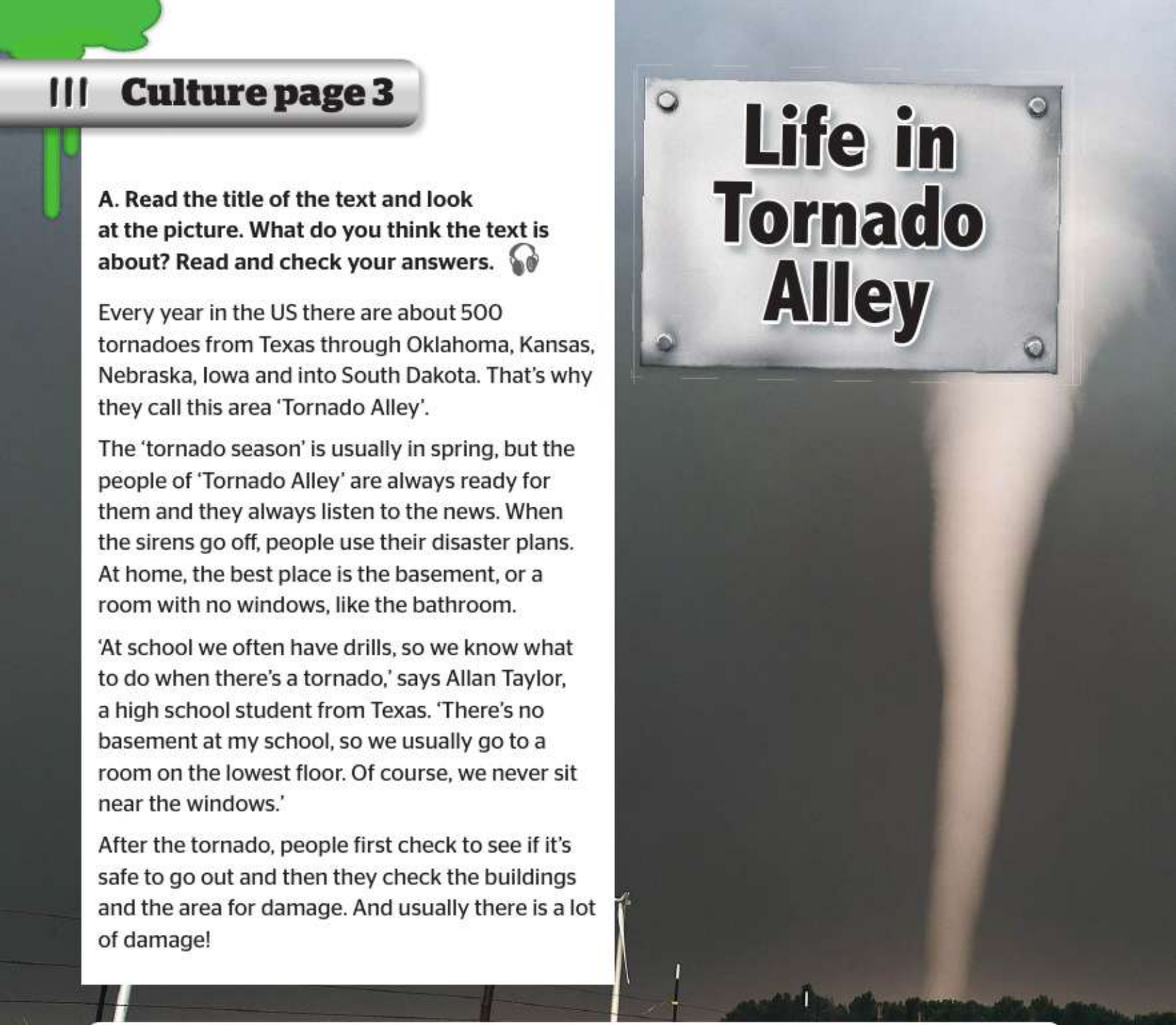
Life in Tornado Alley



A. Read the title of the text and look at the picture. What do you think the text is about? Read and check your answers.

Every year in the US there are about 500 tornadoes from Texas through Oklahoma, Kansas, Nebraska, Iowa and into South Dakota. That's why they call this area 'Tornado Alley'.

The 'tornado season' is usually in spring, but the people of 'Tornado Alley' are always ready for them and they always listen to the news. When the sirens go off, people use their disaster plans. At home, the best place is the basement, or a room with no windows, like the bathroom.

'At school we often have drills, so we know what to do when there's a tornado,' says Allan Taylor, a high school student from Texas. 'There's no basement at my school, so we usually go to a room on the lowest floor. Of course, we never sit near the windows.'

After the tornado, people first check to see if it's safe to go out and then they check the buildings and the area for damage. And usually there is a lot of damage!

B. Read again and answer the questions.

1. How many tornadoes are there every year in 'Tornado Alley'?
2. Where is 'Tornado Alley'?
3. Where is the safest place to go during a tornado?
4. Is it safe to come out of the house right after the tornado?

Project

Write a description!

Search the Internet and find information about a place in the world that has extreme weather conditions. Write a paragraph about this place, including all the details you think are important for your classmates to know. Present your paragraph in class.

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7 Feeling Good

Discuss:

- Do you think you have a healthy lifestyle?
- What do you do to stay healthy?

In this module you will learn...

- to talk about health problems
- to talk about an accident / injuries / first aid
- to call the emergency services
- to use the Passive Voice
- to describe feelings
- to ask for and give advice

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

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7a Watch out!

1 Read

A. Look at the picture. What do you think happened to Stu? Listen to the dialogue and check your answers. Then read it out in groups.

Amy So, did you find the costumes for the fancy dress party?

Liv They're in a box somewhere in the basement.

Stu What? You haven't found them yet?

Liv No, I haven't. You have to help me carry the box upstairs. I can't do it by myself.

Amy OK, let's go find it.

Liv Watch out, guys. It's dark down here.

Stu Haven't you got another torch?

Liv No, but don't worry. I'll find the light switch. It's just that I haven't been down here for ages and I don't remember where it is.

Stu Arghh!

Liv What happened, Stu? Have you hurt yourself?

Stu Yeah, I banged my nose.

Amy Are you OK?

Stu I suppose so. Shine the torch over here.

Liv Just a second.

Stu Ouch!

Amy Now what?

Stu I tried to hold onto something and I've cut myself.

Amy Stu, sit still.

Liv Wait, I need to find the light switch... Here it is... Oh, Stu, your nose is bleeding!

Amy Your hand is bleeding too!

Stu That's just a scratch, but my nose hurts... Ouch! Now, I banged my head too!

Liv Why did you do that? Just stay put.

Stu Well, the bleeding won't stop by itself. Don't they say that you have to hold your head back for a while?

Liv Actually, that's wrong. You mustn't hold your head back when your nose is bleeding. I've been on a first-aid course. To stop the bleeding, you must hold your head slightly forward and pinch your nose for about ten minutes.

Amy Oh, now there's blood on his T-shirt!

Liv I've got an idea. One of us can dress up as a nurse tonight and Stu can be the patient.

Stu Don't make fun of me, Liv!

B. Read the dialogue again. Find expressions/phrases that match the ones below.

1. on my own _____

2. for a long time _____

3. I think so. _____

4. Don't move! _____

5. Stop laughing at me! _____

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C. Read again and find sentences to prove the following.

1. Liv, Amy and Stu are going to a party tonight.
2. Liv doesn't know where the light switch is.
3. Stu had three accidents.
4. Stu doesn't mind about the cut on his hand.
5. Liv knows how to stop a nosebleed.

2 Vocabulary

Listen to the words. What's the best way to treat the injuries?

INJURIES

▸ burn

▸ sunburn

▸ cut

▸ sprain

▸ scratch

FIRST AID

scissors

cotton wool

bandage

elastic bandage

plaster

antiseptic cream

medicine

ice

3 Grammar

must / mustn't / have to / don't have to / need to / don't need to / needn't / can't

- *You **must / have to** be quiet in class.*
- *I **need to** buy a new backpack.*
- *You **mustn't / can't** take photos here. Look at the sign!*
- *You **don't have to / don't need to / needn't** buy a costume. You can borrow one from me.*

NOTE • *To express obligation in the past, we use **had to**.*
• *To express obligation in the future, we use **will have to**.*

Circle the correct options.

1. You **mustn't / don't have** to do the washing-up. I can do it.
2. **A:** I **need / must** hurry. I don't want to miss the bus.
   B: You **mustn't / needn't** go by bus. I can give you a lift.
3. **A:** Are your glasses new?
   B: Yes. I broke my old glasses, so I **had to / must** buy new ones.
4. **A:** Oh, no! We're late. We **can't / don't have to** enter the museum now. It's almost closing time.
   B: We **need / must** to try to get here earlier next time.

4 Speak & Write

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

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7b It's an emergency!

1 Warm-up

A. Answer the following questions.

- Do you know any emergency services number(s) in your country?
- Have you ever had to call the emergency services?

B. Listen to a boy calling for an ambulance and choose the correct picture.

2 Read

A. What information do you think you have to give when you ring for an ambulance? Listen, read and find out.

CALLING FOR AN AMBULANCE IN THE UK

The average person rings for an ambulance every seven years. That's not very often, but it's important to know what to say.

The number

In the UK, people call 999 for emergency calls. In fact, 999 was the first emergency number system, and it was first used in 1937. The call is free from any phone, and you can dial this number on mobiles even if they are locked.

Before Dialling

The first thing to remember is to STAY CALM. Most delays are caused because the caller is panicking and can't give an address. Secondly, think for a moment about exactly where you are. It's very important.

The Call

An operator will ask you: 'Which service do you need?' and then connect you to a call handler. First, the call handler will ask you: 'Where would you like the ambulance to be sent?' This is more important than what is wrong with the patient because an ambulance is sent to an address, not to an injury. Secondly, the call handler will ask you: 'What is wrong with the person?' Don't give too many details. The call handler doesn't need to know the patient's complete medical history. If it has nothing to do with what's wrong with the patient now, then it's not important. The most important information is whether the person is conscious and talking.

It sounds like a lot to remember, but the average call lasts less than three minutes. Just remember to stay calm.

B. Read the text again and answer the questions.

1. How often do people ring for an ambulance in the UK?
2. How much does the call cost from a mobile?
3. Who do you speak to first when you ring for an ambulance?
4. Who takes all the information about the patient?
5. How long does a call usually last?

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3 Vocabulary

Read the dialogues and complete them with the words in the box. Then listen and check your answers.

fire brigade	calm down	alarm	emergency	hurry	engine	ambulance	shortly

1. Operator Which service? Fire, police or _____?

Mrs Miggins Police, please.

Call handler Metropolitan Police. Where are you calling from?

Mrs Miggins You must _____! It's a(n) _____! The burglar is getting away and my husband is chasing him.

Call handler _____, madam. What's your address?

Mrs Miggins 99 Pogsville Avenue, near Lindon Park and my name's Mary Miggins.

Call handler OK, wait for the police car. It's on its way.

2. Operator Which service? Fire, police or ambulance?

Donna _____, please.

Call handler Fire emergency. Where do you need the fire _____to be sent?

Donna 32 Briset Street.

Call handler Where's the fire?

Donna In our flat. It's flat 9. The curtains caught fire, but we can't put it out. And the _____didn't go off. We've evacuated the building and notified the other residents as well.

Call handler OK, stay away from the building. The firefighters will be there _____.

4 Grammar

Passive Voice (Present Simple - Past Simple)

	ACTIVE VOICE	PASSIVE VOICE
Present Simple	*The school **organises** sports events every year.*	*Sports events **are organised** by the school every year.*
Past Simple	*The police **notified** the residents about the accident.*	*The residents **were notified** about the accident by the police.*

Complete with the Present Simple Passive or the Past Simple Passive of the verbs in brackets.

1. One of the players _____ (injure) in the match.
2. _____ English _____ (speak) in New Zealand?
3. The people _____ (ask) to evacuate the building.
4. Music _____ (not teach) at my school any more.
5. This island _____ (visit) by many tourists every year.
6. The woman _____ (take) to the hospital after the accident.

5 Speak

Role play

Talk in pairs. Students A & B: Go to the Pair work activities section.

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7c Good night!

1 Warm-up Discuss.

- Do you enjoy sleeping?
- How many hours do you sleep every night?
- Do you often wake up feeling tired?
- Do you remember your dreams?

2 Read

A. Read the interview and match the questions a-e with the answers 1-5. Then listen and check your answers.

a. Does everybody dream?
b. What is the most common nightmare?
c. How important is sleep?
d. How much sleep should we get?
e. What happens if we don't get enough sleep?

Feeling sleepy?

This week's topic in *Health Matters* is sleep. We interviewed top expert Dr Caroline Webber.

1 ◯ Sleep is food for the brain. People aren't usually aware of it, but it is necessary for a healthy life. New research is constantly being done to help scientists understand the different ways that sleep affects our body and mind. About one third of your life is spent asleep, which means that in your lifetime you will sleep for about twenty-five years.

2 ◯ It depends, but most people don't get enough. You should get used to sleeping the same amount every night. Avoid sleeping less during the week and trying to catch up at the weekend. This will make you feel more tired. Eight hours a night is probably the best for most people. However, according to recent studies, teenagers need at least 9.5 hours of sleep. In fact, some schools are considering starting lessons later to help with this.

3 ◯ Lack of sleep is unhealthy, even dangerous. It leads to low levels of concentration and harms your memory. And remember, a brain hungry for sleep won't stay awake forever. It will fall asleep even when you don't expect it, perhaps when you're behind the wheel.

4 ◯ All human beings spend about 2,100 days dreaming in their lifetime. Some dreams are scary and some don't make any sense. Until the age of three, babies only dream about other people, and from that age they have lots more nightmares than adults, until they are seven or eight years old. Even blind people dream. People who are born blind don't see images but they dream with the senses of sound, smell and touch as well as with emotion.

5 ◯ Research shows that most people have dreamt that they were being chased by someone. Dreams about drowning or being trapped are also high on the list. We dream about lots of horrible things, but luckily within five minutes of waking up, half of the dream is forgotten and within ten minutes, 90% is gone.

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B. Read again and answer the questions.

1. How much time do people usually sleep in a lifetime?
2. Why are schools thinking of starting lessons later than they do?
3. How is lack of sleep bad for us?
4. When do children have more nightmares than adults?
5. How do blind people dream?
6. How long does it usually take a person to forget most of his/her dream?

C. Look at the phrases/expressions 1-5 from the text and match them with the meanings a-e.

1. be aware of ◯
2. get used to ◯
3. catch up ◯
4. behind the wheel ◯
5. make sense ◯

a. driving a car
b. spend time doing something you should have already done
c. have a meaning that you can understand easily
d. make a habit of
e. know or realise something

3 Grammar

Passive Voice (Present Progressive - Past Progressive)

	ACTIVE VOICE	PASSIVE VOICE
Present Progressive	*They **are building** a new school in our town.*	*A new school **is being built** in our town.*
Past Progressive	*The scientists **were doing** research on sleep.*	*Research on sleep **was being done** by scientists.*

Complete the sentences using the Passive Voice.

1. Students at the university are making a documentary on healthy eating habits.
   A documentary _____ by students at the university.
2. When I moved here, they were using this building as a youth club.
   When I moved here, this building _____ as a youth club.
3. When I got there, the police were evacuating the building. When I got there, the building _____ by the police.
4. They are raising money to build a new hospital in the area.
   Money _____ to build a new hospital in the area.

4 Listen

A. Listen to four people describing their dreams. Who had a nightmare?

B. Listen again and match the statements a-d with the people.

Sonia ◯
Harry ◯
Isabel ◯
Tony ◯

a. I wanted to find out what happened in the end.
b. My dream didn't make any sense.
c. I could do something people can't do.
d. I know why I had this dream.

5 Speak & Write

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

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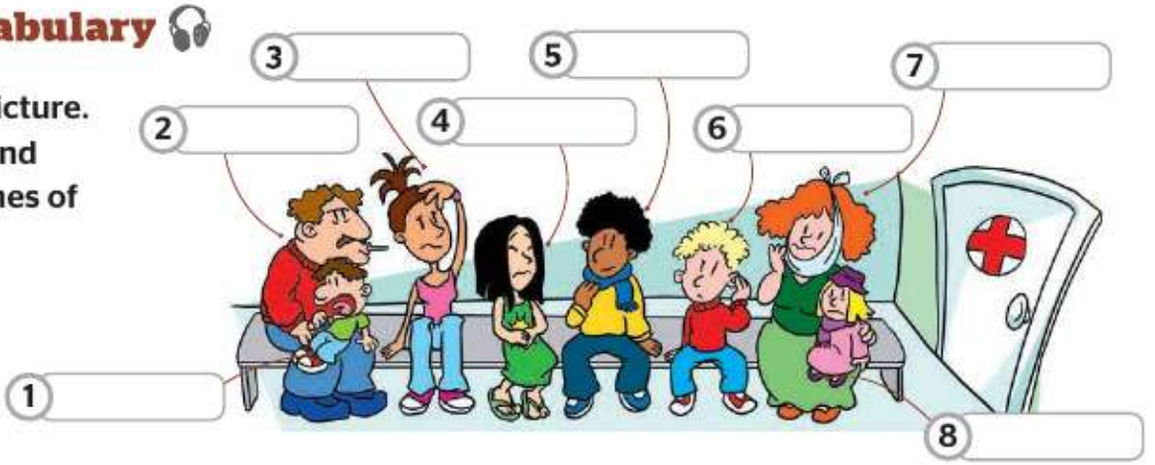
7d What's wrong with you?

1 Vocabulary

Look at the picture. Listen, read and write the names of the people.



- Colin is wearing a red jumper. He's got earache.
- Lisa is sitting next to Colin. She's got toothache.
- Lisa's daughter, Meg, has got the flu.
- Ken is wearing a blue scarf. He's got a sore throat.
- Mandy is next to Ken. She's got a stomach ache.
- Tony has got a son called Roger. Roger has got a cough and Tony has got a temperature.
- Helen is next to Tony. She's got a headache.

2 Read

A. Listen, read and match the paragraphs 1-3 with the pictures a-c.

A Pain in the Ear!

It's annoying, painful and if it's really bad, you can't hear well. So what can you do to stop earache? Here are some unusual tips.

1 ◯ In the 1900s, people used to put a hot onion in their ear while they had their feet in hot water. During the night, they tied a cooked onion to their feet. They used to do all these things too when they had the flu.

2 ◯ Others used to put garlic into their ear and wait for half an hour for the earache to go away. Sometimes, they were lucky. If not, they went to the doctor's and had to explain why their ear smelt of garlic.

3 ◯ Nowadays, some people use a hairdryer when they've got earache. The hot air helps the pain go away. However, you should hold the hairdryer about 30 cm from your ear or else you'll burn it.

Of course, the best thing to do if you've got earache is to see your doctor who will give you some medicine. It's probably better than onions and garlic!

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B. Read again and correct the sentences.

1. People used to tie a cooked onion to their ear.
2. People used to put their ear in hot water.
3. People used to put garlic into their ear for half a day.
4. People shouldn't hold the hairdryer closer than 3 cm from their ear.

3 Grammar

The article 'the'

- *There's a new hospital in my town.* ***The*** *hospital is on Oxford street.*
- *Scientists believe that humans will live on* ***the*** *moon some day.*
- ***The*** *Rocky Mountains are in* ***the*** *USA.* ***The*** *highest peak is Mount Elbert.*
- *One of* ***the*** *longest rivers in* ***the*** *world is* ***the*** *Amazon.*

Complete the sentences with the or -.

1. ____ Gina usually meets her friends in ____ evening after ____ work.
2. Kids! Go and wash your hands because ____ dinner is ready.
3. Everybody knows that we can't live without ____ food and ____ water for long.
4. ____ Lake Titicaca is high in ____ Andes mountain range in ____ South America.

4 Pronunciation

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

a. hot **b.** home

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

	hot /ɒ/	home /əʊ/
stop		
hold		
doctor		
alone		
know		
probably		
popular		
go		

5 Listen

Listen to Kyle talking to his sister. What's wrong with him?
Tick (☐) the correct answers.

◯ stomach ache ◯ the flu ◯ cough ◯ sore throat ◯ headache ◯ temperature

6 Speak

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

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7e I need some advice

1 Read

A. Below is part of a problem page of a website. What problems might Mandy and Pete have? Listen, read and check your answers.

Teen Probs

Write to Carol Bishop for some advice.

I need some advice. I want to lose some weight and have healthier eating habits. I've been on a diet twice, but when I stop I just put on more weight. What should I do?
Mandy, Sheffield

You shouldn't go on a diet without talking to a dietician first. You should try to eat healthy, balanced meals with lots of fruit, vegetables and water. You should also join a gym or take up a sport. It'll help you become fit and healthy.

My family and I moved to a new town about a month ago. The problem is that the kids in my new neighbourhood are older than me. There's no one my age to hang out with. In addition, I'm a very shy guy, and it's difficult for me to make new friends. I feel very lonely. What should I do?
Pete, Milton Keynes

Well, you can visit the local community centre and take up a team sport or join a youth club in your area. You will meet lots of young people who have got similar interests, so it will be easier for you to make new friends.

B. Read again and answer the questions.

1. What problems have Mandy and Pete got?
2. Who has tried to do something about his/her problem?
3. Why can't Pete hang out with the kids in his neighbourhood?
4. Who should see someone for help?
5. Who should take up a sport?

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2 Listen

Listen to a girl calling a teenage helpline and write T for True or F for False.

1. The girl wanted to get a tablet. ○
2. The girl's mother is a photographer. ○
3. The girl worked at the studio for two hours every week. ○
4. The girl borrowed a camera from her mother's friend. ○
5. The girl should call her mum's friend. ○

3 Speak

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

4 Write

A. Read the tip in the Writing section at the back of the book and complete the blanks 1-6 with the phrases a-f.

NOTE A Post on a Forum

An Internet forum is an online site. People can chat about their problems or any other ideas they may have on a forum. You can give your advice/opinion or ask for advice or an opinion on any subject.

a. What should I do
b. everything will be just fine
c. I've got a problem
d. don't worry
e. First of all
f. I need some advice

(1) _____ with my best friend and (2) _____.
He used to enjoy hanging out with his friends and having lots of fun. Now he just wants to be alone. He doesn't go out much and he never calls.
(3) _____ to help him?
Steve, Warwick

(4) _____, you should try talking to him to find out what his problem is. If he doesn't want to tell you, (5) _____. Visit him often or even organise a small party for him. That will show him that you care.
I'm sure he will talk to you soon and (6) _____.
Bridget Green

B. Read this post on a forum and write a reply giving advice.

I like wearing my sister's clothes and shoes, but she doesn't agree. So we always argue. What should I do?
Fay, Durham

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SONG

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

fruit good harmful go work people should place

Feeling Good

There's something we all know
But few
(1) _____ really do
So, come on everyone, let's
(2) _____
Get in shape, it's
(3) _____ for you

Something else you
(4) _____ do
Stop eating food that's
(5) _____

And always eat healthy food
Like lots of
(6) _____
and vegetables!

Feeling good
Just like you should
Get in shape
And feel real good

Feeling good
Just like you should
Eating well
And feeling good

The last thing you need to know
Are different ways to
(7) _____ out
The gym's a good
(8) _____ to go
But don't forget when you go out

to DANCE! DANCE! DANCE!

Feeling good
Just like you should
Dancercise
And feel real good

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8 Sports

Discuss:

- Do you play any sports?
- What else do you do to stay fit?

In this module you will learn...

- to report statements, questions, commands and requests
- to talk about habits that can help you lead a healthy life
- to express result
- to talk about the advantages and disadvantages of something
- to write a paragraph about the advantages and disadvantages of something

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

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8a Sports and leisure

1 Read

A. Look at the pictures accompanying the interview. What do you think is special about Kelly Adams? Listen, read and check your answers.

www.teensports_blog.com

This week's highlight:

Interview with a champion!

So, Kelly, you're a champion horse rider. How many years have you been training?

Well, I took up horse riding six years ago. One of my friends told me that a new horse riding school had opened in my area, so I decided to join a class. I haven't stopped training since then!

In your last interview, a year ago, you said that you trained three times a week. Do you still train that much?

Yes, I train after school three times a week, and sometimes I train on Saturday mornings too.

Wow, that's a lot of training! And what do you do when you aren't busy training?

Well, I only have some free time at the weekend. I hang out with my friends from school, but we don't go horse riding. We usually go canoeing! It's our favourite free-time activity.

And what about school? Have you got a favourite subject?

I like most subjects, apart from maths. My favourite is biology. It's just so interesting, you see! And I've got a brilliant teacher.

And what's your next competition?

Well, I have important exams at school this year, so I can't take part in any competitions till next summer. School always comes first!

Kelly Adams

B. Read the interview and write T for True or F for False.

1. Kelly told her friend about the new horse riding school. ○
2. Kelly trains less often than she used to. ○
3. Kelly goes horse riding with her friends. ○
4. Kelly doesn't like maths. ○
5. Kelly doesn't have time for competitions right now. ○

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2 Vocabulary

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

go rock climbing ○ go scuba diving ○ go snowboarding ○

go canoeing ○ go jogging ○ go surfing ○

3 Grammar

Reported Speech (Statements)

Direct speech	Reported speech
'I saw Bill at the shopping centre yesterday,' Steve said to Lee.	*Steve told Lee (that) he had seen Bill at the shopping centre the day before.*

When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence.

Complete the sentences using Reported Speech.

1. 'I bought a nice present for my brother,' Gina said.
   Gina said that she _____.
2. 'I went scuba diving yesterday,' Danny said.
   Danny said that he _____.
3. 'Lily can't go to the park tomorrow,' Mr Adams said.
   Mr Adams told me that Lily _____.
4. 'I have read this book three times,' William said.
   William said that he _____.
5. 'I may go canoeing next week,' Julie said.
   Julie said that she _____.
6. 'You must study harder for the exams,' my English teacher said.
   My English teacher told me that I _____.

4 Speak

Talk in pairs. Interview each other and then report your partner's answers to the class. Use these questions.

- What's your favourite sport?
- How often do you usually play this sport?
- Do your friends like this sport?
- Do you play any other sports?
- Do you want to try any new sports/activities?

Oliver said that his favourite sport was...

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8b Don't be a couch potato!

1 Read

A. Look at the picture. What do you think the girls are asking Stu to do? Listen to the dialogue and find out. Then read it out in groups.

Amy Hi, Stu.

Stu Erm... hi. Hey, don't touch the remote control!

Amy It's too loud, Stu. I told you to turn the volume down half an hour ago, but you didn't. You know, it's just crossed my mind that you spend all your free time watching TV. Why don't you go out with us or do something else?

Stu Well, I've been too busy. Yesterday I watched the last two *Fantastic Beasts* films. I've watched the entire film series. Now, excuse me girls, but I'm trying to watch an episode of my favourite science-fiction series, *Doctor Who*.

Liv You've lost it.

Stu Shhh!

Amy Liv's right.

Stu Phew! Commercials! Now, what's the matter with you? I'm all ears.

Amy Stu, you've become a TV addict. You sit in front of the TV or your laptop watching films or series all day long! You have to become more active.

Liv Exactly! You don't do enough exercise and have become a couch potato!

Stu Are you kidding? I go to football practice on Tuesdays and Thursdays.

Liv Sure, but you don't do anything else. Bill asked you to go to the skatepark with him yesterday, but you said that you couldn't.

Stu I was too tired. I just wanted to stay home and watch TV.

Amy See? You are a TV addict.

Stu Only at the weekend.

Liv Oh, come on, let's go out. What about bowling?

Stu Bowling! Now you're talking! There's a Bowling Championship on Sports Channel tonight. How about watching it together?

Liv We're just wasting our time. I give up.

Amy Me too. If you change your mind, let us know.

Stu Wait! I don't get it! What did I say?

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B. Look at the expressions 1-5 and match them with the meanings a-e.

1. It's just crossed my mind. ○	**a.** You're crazy.
2. You've lost it. ○	**b.** That's a good idea.
3. I'm all ears. ○	**c.** I've just thought of something.
4. Now you're talking! ○	**d.** I don't understand.
5. I don't get it! ○	**e.** I'm listening.

C. Read the dialogue again and write T for True or F for False.

1. The girls want to watch TV with Stu. ○
2. Stu watched two episodes of *Doctor Who* yesterday. ○
3. The girls think Stu should make changes to his lifestyle. ○
4. Stu thinks he does enough exercise. ○
5. Stu has football practice three times a week. ○
6. Stu wants to watch a film with the girls. ○
7. Stu decides to go bowling with the girls. ○

2 Grammar

Reported Speech (Commands, Requests)

DIRECT SPEECH	REPORTED SPEECH
*'**Turn off** the TV!' my mum said.*	*My mum told me **to turn off** the TV.*
*'**Be** quiet, please,' the teacher said to the students.*	*The teacher asked the students **to be** quiet.*

Rewrite the sentences using Reported Speech and the verbs given.

1. 'Nicole, please answer the phone,' said Tina. **ask**

_____

2. 'Take your shoes off,' my mother said. **tell**

_____

3. 'Please come to the doctor with me,' Stacey said to Jane. **ask**

_____

4. 'Don't get out of the car,' the police officer said to the man. **order**

_____

3 Speak

GAME: What did they tell you to do?

Student A: Imagine you are one of the people below. Tell Student B three things to do.

Student B: Listen to Student A and report what he/she told you.

Mum/Dad	English teacher	
police officer	doctor	sister/brother

Do the washing-up.

My mum told me to do the washing-up.

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8c Keeping fit

1 Read

A. Answer the questions below. Then listen, read and check your answers.

1. How does regular exercise help people?
   - **a.** It helps people have a good night's sleep.
   - **b.** It helps people wake up earlier in the morning.
2. How much time should people spend on physical activity?
   - **a.** About half an hour most days of the week.
   - **b.** About two hours a day.
3. Which of the following should people definitely do?
   - **a.** Go to the gym.
   - **b.** Any type of physical activity.
4. What's the best way to burn off a chocolate bar?
   - **a.** Do housework for thirty minutes.
   - **b.** Go for a thirty-minute walk.

www.healthandfitnessblog.com

Fitness Corner

Do you want to be fit and healthy, but haven't got enough time to work out? Well, we're here to help you! We asked fitness expert Jessica Rivers what you can do to have a healthier lifestyle, and how you can stay active, even when you are too busy to go to the gym. Here are her tips!

We all know that regular physical activity is essential. It gives you more energy, reduces stress and helps you feel happier and sleep better. It helps you to burn off calories faster and lose weight. It also helps your muscles become stronger, and it helps your heart to work better.

People nowadays are very busy during the day, but that doesn't mean that they are active. Thirty minutes of physical activity most days of the week can help keep you fit and healthy.

Going to the gym is a great way to exercise, whether you're doing aerobics or lifting weights. However, if you don't like going, or if you're so busy that you haven't got the time, then don't worry. There are other ways to exercise.

Start walking! Take your dog for a long walk, use the stairs instead of the lift or go to the supermarket on foot instead of taking the car.

Do housework or wash the car. Did you know that half an hour of hoovering is such good exercise that it burns off almost as many calories as a thirty-minute workout? You can burn off a chocolate bar that you ate in less time if you wash the car or clean the windows than if you go for a walk.

Dance, go jogging, go swimming – whatever you like! Make exercise a habit that you can't live without.

B. Read the text again. Find words/phrases and match them with the meanings below.

1. strong, healthy and energetic (introduction): _____
2. very important; necessary (paragraph 1): _____
3. energetic exercise, often done to music (paragraph 3): _____
4. physical exercise (paragraph 5): _____

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2 Grammar

Reported Speech (Questions)

DIRECT SPEECH	REPORTED SPEECH
'When will you go to the gym?' Lisa asked Rob.	*Lisa asked Rob when he would go to the gym.*
'Do you want some orange juice?' my mum asked me.	*My mum asked me if/whether I wanted some orange juice.*

Rewrite the questions using Reported Speech.

1. 'Did you clean the windows?' Jenny asked her brother.
   Jenny asked her brother _____.
2. 'Which T-shirt will you wear to the gym?' Mum asked me.
   Mum asked me _____.
3. 'Where are you going tomorrow?' Harry asked Mark.
   Harry asked Mark _____.

3 Vocabulary

Look at the words in the box and find their definitions in a dictionary. Then complete the sentences using these words.

stretching lift lie bend

1. _____ on your back, _____ your knees and do ten sit-ups.
2. Do some _____ at the end of your workout. It's good for the muscles.
3. Stand up and hold the hand weight in your right hand. _____ it above your head and lower it. Repeat ten times.

4 Listen

Listen to an online personal trainer describing an exercise. Put the pictures in the correct order. Write 1-3.

5 Speak

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

6 Write

Write a paragraph about your daily routine and how active you are.

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8d Safety comes first

1 Vocabulary

Complete the table by ticking (☐) the correct boxes. Then listen and check your answers.

	team sports	karate	hiking	in/for a team	skydiving	athletics	mountain biking	water sports	tennis
play									
go									
do									

2 Read

A. Look at the leaflet and the email. Listen and read. When is Victor going to try skydiving?

Looking for some excitement?

Come to Sandy Bay Skydiving Centre for a safe and enjoyable experience.

A jump you will never forget!

- You must be between 18 and 65 years old.
- You mustn't be over 100 kg.
- You need to be in good shape.
- You have to complete our six-hour ground training programme. You can't jump with us if you don't.
- You don't have to bring anything – not even a helmet! We provide all necessary parachute equipment.

info@sandybayskydivingcentre.com

To: Victor Harper — Fri 26 March 9.45 a.m.

Congratulations VICTOR HARPER!
You've booked your first skydive with Sandy Bay!

Some tips before your big day:

- Get a good night's sleep.
- Eat a healthy breakfast. You need to have lots of energy to make the most of the experience.
- Don't forget to wear comfortable clothes tomorrow.
- If it's too windy, wet or cloudy, we will contact you on the phone number you have provided. We will have to cancel your jump and book for another day when the weather is better.
- If you are ill, please inform us immediately.
- We can take photos or video to record your experience (at an extra cost). If you're interested, let us know as soon as you arrive.
- Don't be nervous! For us, safety always comes first.

If you have any questions, feel free to ask.

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B. Read again and complete the sentences.

1. You need to be at least _____ to skydive at Sandy Bay Skydiving Centre.
2. The training lasts for _____.
3. The centre gives you _____ and a(n) _____.
4. The centre will contact you if _____ is bad.
5. If you pay a little extra, you can receive _____ or a(n) _____ of your experience.

3 Pronunciation

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

a. healthy **b.** weather

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

	healthy /θ/	weather /ð/
another		
clothes		
anything		
think		
together		
Thursday		

4 Speak & Listen

A. Talk in pairs. Read the quiz questions below and try to guess the answers. Choose a or b.

Did Ukraine first take part in the Olympic Games in 1896?

I'm not sure. Maybe the first time Ukraine took part in the Olympic Games was in 1994.

Sports Facts Quiz

1 When did Ukraine first take part in the Olympic Games?
a. 1896 **b.** 1994

2 How many gold medals has Yana Klochkova won at the Olympic Games for swimming?
a. 2 **b.** 4

3 How many spectators can fit inside the Olimpiyskiy National Sports Complex in Kyiv?
a. 70,050 **b.** 90,800

4 What year did the UEFA European Football Championship take place in Ukraine?
a. 2002 **b.** 2012

5 How old was Elina Svitolina when she became a professional tennis player?
a. 16 **b.** 20

6 How many times has Zhan Beleniuk been a world champion in wrestling?
a. 2 **b.** 3

B. Listen and check your answers to the quiz above.

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8e Get active!

1 Vocabulary

A. Read the examples below. What's the difference between *useful* and *useless*?

This book is very **useful**. I learnt a lot about cooking from it.

My new mobile phone is **useless**. It never works when I need it.

NOTE A lot of adjectives are formed by adding a suffix (-ful, -less) to a verb or noun. The suffix -less means *without*.

B. Complete with the correct form of the words in capitals.

1. Eating junk food every day is _____ to your health. **HARM**
2. I was in London and I couldn't speak English. I felt _____. **HELP**
3. Tony is a very _____ driver. He's had many accidents. **CARE**
4. Zhan Beleniuk is a very _____ Ukranian wrestler. **SUCCESS**
5. Don't be afraid of the dog. It's _____. **HARM**
6. Alice was very _____. Thanks to her I finished my project on time. **HELP**
7. Be _____ not to get hurt when you do karate. **CARE**
8. I'm _____ at snowboarding and fall over all the time. **HOPE**

2 Listen

A. Listen to three people talking about activities that they took part in and match the people with the statements a-d. There is one extra statement.

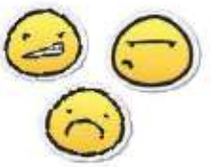
1. Mark ◯
2. Pete ◯
3. Danny ◯

a. I'm into this activity because it's the perfect way to see new places.
b. Before I tried this activity for the first time, I didn't like water sports.
c. I tried this activity because I wanted to do something exciting.
d. Taking part in this activity has helped me stay in shape.

B. Listen again and match the people with their feelings a-c.

How did they feel?

1. Mark ◯	2. Pete ◯	3. Danny ◯
a. nervous	**b.** annoyed	**c.** disappointed



3 Speak & Write

A. What are the advantages and disadvantages of taking up a team sport? Discuss.

The **Advantages** and **Disadvantages** of taking up

A TEAM SPORT

People all around the world love playing sports. Some do individual sports, such as swimming, while others prefer team sports, such as ice hockey.

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Playing team sports can have many advantages. To begin with, players learn to work together towards the same goal. This encourages them to be less selfish and show more respect. What is more, playing in a team can help people, especially shy people, make new friends.

On the other hand, there are also some disadvantages. Firstly, players may not always get on with each other. This can make them argue a lot and become competitive. In addition, when you are part of a team, you have to depend on other players. For example, when players do not show up, practice may be cancelled.

To sum up, team sports have both advantages and disadvantages. Personally, I believe that you can learn a lot more by playing in a team and feel a lot more enjoyment than you do when you play alone.

B. Read the essay and compare the ideas to your answers. Then answer the questions.

1. Does the writer state his/her opinion in the first paragraph?
2. What is the purpose of the second and third paragraphs?
3. Which words/phrases does the writer use to list/add points? Underline them.
4. In which paragraph does the writer state his/her general opinion?
5. Which words/phrases does he/she use to state this opinion? Underline them.
6. Does the writer write in a formal or in an informal style?

C. Read the plan in the Writing section at the back of the book.

D. The phrases in bold are written in an informal style. Rewrite them in a formal style.

1. **Oh, and something else,** personal trainers can help people do exercises that are suitable for their body type.
2. **But** hiring a personal trainer can be very expensive.
3. **Now, thinking about all these things,** I believe that personal trainers are the best way to get fit in a healthy way.

E. Write an essay discussing the advantages and disadvantages of working out at a gym. Follow the plan in the Writing section at the back of the book.

TIP! *Before you start, choose a few advantages and disadvantages (the ones you have the most to say about) and make some notes. Avoid discussing too many ideas in your essay.*

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A. Look at the pictures. Do you know anything about these sports? Then listen and check your answers.

Fancy a game of football?

In different parts of the world the word *football* is used to describe some very different games. The only things they have in common is that they are all team games, they are played with a ball and they are related to games played in medieval times.

Most people think that *football* got its name from the fact that the players kick the ball, but that's not true. Different medieval games became known as *football* because people played them on foot and not on horseback.

The game the British know as football is officially called *Association Football*. People in Australia and the USA call it soccer. In this game, players can only use their feet, except for the goalkeeper who can use his hands too.

In the USA, football is something different. In *American Football*, players mostly use their hands. Players can score points by carrying the ball to score a touchdown or they can kick a field goal through the upright posts.

Football for Australians is *Australian Rules Football* or *Aussie Rules* and players use their hands and feet to kick, pass and shoot. *Aussie Rules* began as a way for cricket players to keep fit during the winter. It is played on cricket pitches, which are oval and much bigger than those used for other types of football.

The one thing that all football games have in common is that fans are crazy about them. In England in 1349, King Edward III banned football because it was making people practise archery less. Just imagine if someone tried to ban football today!

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

1. We call the sport football because players kick the ball. ○
2. Football is called soccer only in the USA. ○
3. In both American Football and Aussie Rules players can use their hands. ○
4. Aussie Rules is played on a pitch that is bigger than most football pitches. ○
5. People were not allowed to play football in England in 1349. ○

C. Read again and answer the questions.

1. Why were different medieval games called *football*?
2. What do people from the USA call *Association Football*?
3. How do you score a *field goal*?
4. What do Australians mean by *football*?
5. Where do Australians play *Aussie Rules*?

Project

Give a presentation!

Search the Internet and find information about the history of another sport. Find as many interesting facts as possible and present them to the class.

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1 Round-up

work with a teacher

Vocabulary

A. Match.

1. be	**a.** board games
2. sign up	**b.** a big fan of
3. clean	**c.** the clothes
4. have	**d.** a collage
5. play	**e.** a lesson
6. iron	**f.** the rubbish
7. take out	**g.** the windows
8. make	**h.** for a club

Score: / 8

B. Circle the correct words.

1. Look! The boys are **flying / building** their kites very high.
2. We need some **metal / paper** bags for our project.
3. Rock climbing is adventurous but also very **tired / tiring**.
4. Would you like to **do / make** this jigsaw puzzle with me?
5. I want to go to the youth **building / club** and play table tennis with my friends.
6. The photography festival **comes over / takes place** in October every year.
7. We don't have lessons at the weekend, so I can **perform / relax** with my family and friends.
8. My favourite school subject is **physics / geography** because I like learning about different places.

Score: / 8

Grammar

C. Complete with the Present Simple of the verbs in brackets.

1. Jessica _____ (go) cycling in the park. It's her favourite activity.
2. **A:** How often _____ Mike _____ (play) table tennis?
   B: Only once or twice a week.
3. **A:** _____ you _____ (meet) your friends at the weekend?
   B: Yes, we often _____ (hang out) at the park.
4. My cousins usually _____ (stay) at home on Friday evenings. They _____ (not like) going out.

Score: / 6

D. Complete with the Present Progressive of the verbs in the box.

hoover	cook	wash	play
not fly	make		

1. Everyone helps with the housework. Now, Diane _____ the floor in the living room, and Bill and Claire _____ dinner.
2. Victor _____ his drone at the moment. He _____ a collage for his art class.
3. **A:** _____ Martin and Steve _____ chess?
   B: No, they _____ their dad's car.

Score: / 6

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E. Circle the correct words.

1. **A:** **Are you exercising / Do you exercise** every day?
   B: Yes. I often **play / am playing** football with my friends after school. I also **have / am having** a karate lesson on Tuesdays and Thursdays. This afternoon, I **go / am going** ice skating.
2. There's an art class **on / in** Saturday morning. We both enjoy **to paint / painting**. Why don't we **to sign up / sign up** for that?
3. We **don't usually go / usually don't go** cycling **in / at** the evening.
4. **A:** Would you like **watching / to watch** a film with me?
   B: Sure! But, I have football practice, and we never **finish / are finishing** before seven o'clock. So, I can't be there **until / after** about eight o'clock.

Score:	/ 12

Communication

F. Complete the dialogue with the sentences a-e.

a. Let's check that out.	**d.** It's not for me.
b. You're joking!	**e.** I'm crazy about table tennis!
c. It's great fun!	

Tim Do you want to play chess?
Ben (1) _____
Tim Oh, come on. (2) _____
Ben I don't really like playing chess.
Tim OK. There's a new youth club. (3) _____
Ben A new youth club? I don't know where that is.
Tim (4) _____ It's very popular. We can do many things there.
Ben Good idea! (5) _____! Can we play that?
Tim Sure!

Score:	/ 5

TOTAL SCORE:	/ 45

Now I can...

- talk about everyday life and routines
- say how often I do things
- talk about what is happening now
- talk about temporary situations
- distinguish between habitual actions, things that are happening now and future arrangements
- talk about what I like and don't like doing
- make suggestions and respond to them
- describe objects
- form correct sentences
- use *and, but, so, because* and *or*
- write a blog post presenting my hobbies

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2 Round-up

work with a teacher

Vocabulary

A. Match.

1. make	**a.** an essay
2. hand in	**b.** to your reply
3. turn	**c.** a video call
4. be	**d.** in trouble
5. set	**e.** off my tablet
6. look forward	**f.** the time

Score: / 6

B. Circle the correct words.

1. There's only 12% battery left on my tablet, so I need to **connect / charge** it.
2. **Click / Post** on this link and it will take you to the school's website.
3. My younger brother **knocked / tripped** over the TV, and it broke.
4. I want to watch films on my laptop, so I need to get one with a bigger **keyboard / screen**.
5. Can you help me find online videos about sea turtles? I need to download some for my **presentation / document**.
6. The website asked me to **enter / design** my password, but I can't remember it.
7. I cut my hand by accident, and it started **burning / bleeding**.
8. Did you **inform / explain** your teacher about what happened?

Score: / 8

Grammar

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

1. **A:** Last summer, my family and I _____ (travel) around Italy.
   B: _____ you _____ (have) fun?
   A: Yes, it _____ (be) wonderful.
2. Mandy _____ (not study), so she _____ (not do) well in the history test.
3. **A:** How long _____ the flight _____ (last)?
   B: Two hours. I _____ (sleep) the whole time.
4. Last night, I _____ (try) to finish my project, but I _____ (not can).

Score: / 9

D. Circle the correct words.

1. While Tony **tried / was trying** to take a photo, he **dropped / was dropping** the camera.
2. Sandra has a test tomorrow morning, so she **should / shouldn't** go to bed late.
3. The Wi-Fi isn't working again. We **should / shouldn't** call the technician.
4. While I **lived / was living** in London, we **used to / use to** go to the cinema every Friday.
5. Don't worry. We **didn't sleep / weren't sleeping** when you **called / were calling** last night.
6. I **spilt / was spilling** my orange juice while I **walked / was walking** across the living room.

Score: / 10

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E. Complete the sentences below. Use *used to* and the verbs in the box.

do	ride	watch	be	not speak
not live	not allow			

1. When Robert was young, his parents _____ him to stay out late.
2. When Tina was five, she _____ cartoons every afternoon.
3. Alice _____ English well, but now she can.
4. We _____ so near my school. We moved closer six months ago.
5. My brothers _____ karate, but now they play football in their free time.
6. Geography _____ my favourite school subject.
7. My grandfather _____ a bicycle everywhere, but now he uses his car.

Score: / 7

Communication

F. Choose *a* or *b*.

1. **A:** I passed all my exams!
   B: _____
   a. I'm so glad to hear that.
   b. That's too bad.
2. **A:** I learnt how to download apps on my phone.
   B: _____
   a. Cheer up!
   b. Big deal!
3. **A:** Guess what! My dad got me a smartphone.
   B: _____
   a. What's up with you?
   b. Are you kidding?
4. **A:** I sprained my ankle in PE today.
   B: _____
   a. Poor you!
   b. How exciting!
5. **A:** I spilt my coffee all over the photos I had on my desk.
   B: _____
   a. Hold on!
   b. How awful!

Score: / 5

TOTAL SCORE: / 45

Now I can...

- talk about past events/experiences
- express ability in the past
- talk about things I used to do in the past
- talk about accidents
- give and follow instructions
- respond to good and bad news
- understand the main differences between a formal and an informal email

CLIL Page: ICT

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3 Round-up

work with a teacher

Vocabulary

A. Match.

1. fishing	a. blossom
2. cherry	b. animal
3. stone	c. repellent
4. travel	d. agency
5. insect	e. wall
6. wild	f. gear

Score: / 6

B. Circle the correct words.

1. The boys **set off / checked in** at 9 a.m. and arrived at the campsite an hour later.
2. The cottage is only a **ten-minute / ten minutes** walk from the sea.
3. The farmer painted the **field / fence** in front of the barn.
4. Italy is a very popular tourist **destination / facility**.
5. Does the cost of the tour **provide / include** meals?
6. This hotel is very **convenient / available** because it's near the airport.
7. The children were very tired and **rested / fell** asleep quickly.
8. Our **journey / flight** leaves at ten o'clock so we need to be at the airport by 9 a.m.
9. When we went on a working holiday, we stayed in a **cottage / path**.
10. When we checked into the hotel, the **receptionist / passenger** gave us our key.

Score: / 10

Grammar

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

put up	see	go	not buy	stay
camp	visit	try		

1. **A:** _____ in the countryside this weekend?
   B: Yes, we _____ to a lake in the mountains. There is a beautiful area near the lake and we _____ our tent there.
2. My parents _____ Rome for the first time this summer. They _____ in a hotel in the city centre. They _____ the sights and they _____ the local food.
3. I haven't got much money, so I _____ any souvenirs this time.

Score: / 8

D. Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

1. **A:** _____ (you / ever / visit) Italy?
   B: Yes, I _____ (spend) my summer in Rome last year.
2. **A:** How long _____ (you / live) in this house?
   B: We _____ (move) here five months ago. We _____ (be) here since June.
3. John _____ (take part) in a photography competition yesterday. He _____ (take part) in many competitions before, but he _____ (not win) any so far.

Score: / 8

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E. Circle the correct options and add commas where necessary.

1. The holiday resort **where / that** we stayed was very nice.
2. My uncle **which / who** has just bought a cottage in the countryside invited me to visit him there.
3. The Mexican restaurant **which / where** is near my home has got great food.
4. Do you know the girl **who / which** is talking to Cathy?
5. My grandparents' farm **where / which** is in the north of the country is very big.
6. This is the area **that / where** they are going to build a new hotel.
7. My cousin Anna **who / where** is a doctor, works at the hospital on Green Street.
8. The mug **which / where** is on the table is mine.

Score: / 8

Now I can...

- talk about travel and different types of holiday
- talk about future plans
- talk about experiences I have had
- define people, places and things by using relative clauses
- ask for one's opinion and express opinion
- write an online comment

Communication

F. Match.

1. What do you think of this campsite?	a. It was nothing special.
2. How are you going to travel?	b. I'm getting ready to go hiking.
3. Can you do me a favour?	c. No problem!
4. How was the tower?	d. By train.
5. What are you up to?	e. It's something else!

Score: / 5

TOTAL SCORE: / 45

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4 Round-up

work with a teacher

Vocabulary

A. Cross out the odd word. Then add one more.

1. cartoon – wildlife documentary – audience – quiz show – _____
2. avatar – director – score – graphics – _____
3. riddle – audition – role – lines – _____
4. soundtrack – special effects – plot – fantasy – _____

Score: / 8

B. Circle the correct words.

1. I want to watch the cup final. Which **level / channel** is it on?
2. Jim is good at painting, so he can help us make the **scenery / performance** for the play.
3. Will doesn't want to be an actor because he gets stage **fright / battle**.
4. Japan is one of the most technologically **powerful / advanced** countries in the world.
5. The film is **set / based** on a popular children's book.
6. It's a fantastic computer game! I **entertain / recommend** it to everyone.
7. I was very **impressed / brilliant** by the play. I really enjoyed it!
8. I don't like soap **operas / series**, so I never watch them.

Score: / 8

Grammar

C. Circle the correct words.

1. **A:** Is this **yours / your** laptop, Liam?
   B: Yes, it's **my / mine**, but it's got a problem. After a few minutes, it suddenly turns off by **its / itself**.
2. **A:** Did Philip enjoy **him / himself** at the school event last weekend?
   B: Not really. None of **his / himself** friends were there.
3. **A:** These are Emily's bracelets, right?
   B: No, they aren't **her / hers**. They're **our / ours** bracelets. We made them **yourself / ourselves** yesterday.

Score: / 8

D. Complete the sentences with adverbs. Use the adjectives in brackets to form adverbs.

1. Luke can speak French very _____ (good) because his mother is from France.
2. Listen _____ (careful) to the teacher.
3. She can sing, but not as _____ (beautiful) as her sister.
4. Kevin usually goes to bed _____ (late).
5. Harry isn't a good driver. He drives _____ (dangerous).
6. Ellen always works _____ (hard).

Score: / 6

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E. Complete the sentences with the correct form of the adjectives or adverbs in brackets.

1. The maths exam was _____ (difficult) than the history exam, so I got a _____ (bad) mark.
2. This is the _____ (interesting) book I've ever read. You should read it too.
3. The green dress isn't as _____ (expensive) as the blue one.
4. Today Greg woke up _____ (early) than he usually does.
5. This film was _____ (funny) than the film we saw last week.
6. There are lots of good restaurants in our town, but I think that this one is the _____ (good) of all.

Score: / 7

F. Complete the sentences with the correct form of the verbs in brackets.

1. We didn't feel like _____ (stay) home, so we decided _____ (go) out with a friend.
2. I love _____ (watch) the series, but I can't stand _____ (play) the video game.
3. We're looking forward to _____ (go) to the beach this weekend. We usually spend most of our time _____ (swim), but this weekend our parents are going to let us _____ (try) windsurfing.
4. I must _____ (stop) at the supermarket. I forgot _____ (buy) milk this morning.

Score: / 9

Communication

G. Choose *a* or *b*.

1. **A:** Do you know anything about the new science-fiction film on at the cinema?
   B: I saw it last week. It's great! _____
   a. Good job!
   b. You shouldn't miss it for the world!
2. **A:** I'm leaving now. I don't want to be late.
   B: _____ I'm almost ready.
   a. Hurry up!
   b. Hang on!
3. **A:** Let's go. Mark is waiting for us.
   B: Sorry, Jim, _____ I prefer to stay here.
   a. I've changed my mind.
   b. I've got it.
4. **A:** Here's our clue.
   B: _____ What does it mean?
   a. I don't get it.
   b. I don't think so.

Score: / 4

TOTAL SCORE: / 50

Now I can...

- talk about various types of entertainment
- make comparisons
- express preference
- express possession
- express opinion
- write a film review

CLIL Page: Art

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5 Round-up

Work with a teacher

Vocabulary

A. Circle the correct words.

1. **A:** Is there anything in the fridge to drink?
   B: There's a **bowl / bottle** of orange juice.
2. John put on a lot of **energy / weight** last summer.
3. Does this cake **contain / avoid** any eggs?
4. Have we got all the **ingredients / pastries** to make this dish?
5. **Beans / Strawberries** are my favourite fruit.
6. I need a frying **pan / saucepan** to boil all that pasta.
7. First I had a salad, and for the main **course / appetiser** I had chicken and rice.
8. You need to eat foods with protein to build strong **habits / muscles**.

Score: / 8

B. Complete the sentences with the words in the box.

practice	healthy	invitation	remove
creamy	bitter	grate	allergic

1. After you _____ the seeds from the chilli, add it to the soup.
2. We have volleyball _____ three days a week.
3. I'm making pizza. Can you _____ some cheese for me?
4. Cathy doesn't eat nuts because she's _____ to them.
5. Mike sent me a(n) _____ for his party on Friday.
6. You should try to exercise more and have a good diet in order to keep your body _____.
7. I put some sugar in my coffee because it was very _____.
8. The mushroom soup I had was _____ and delicious.

Score: / 8

Grammar

C. Circle the correct words.

1. There were only **lots of / a few** people in the restaurant, so it didn't take long for the waiter to bring our food.
2. Try not to eat **too much / too many** junk food.
3. I added **a little / a few** pepper to the omelette.
4. There are **much / many** mouth-watering dishes at this restaurant to choose from.
5. I know you like raisins, but don't put **too many / lots of** in the cake.
6. We've got **a lot of / few** pears. We don't need any more.
7. We've got **many / plenty** of eggs, but we haven't got **many / much** butter.

Score: / 8

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

1. They _____ (finish) eating dinner by the time we _____ (arrive) at their house.
2. I _____ (find) out that she didn't want to go to the play after I _____ (buy) the tickets.
3. Ryan _____ (work) as a waiter at the restaurant before he _____ (become) the chef there.
4. I _____ (not finish) all my work by five o'clock, so I _____ (stay) later to finish it.

Score: / 8

E. Complete the sentences with the words in the box.

somewhere another no one the other no nothing other some

1. There's _____ to eat in the house. Let's order a pizza.
2. Tina can't come because she's going _____ _____ with her cousin.
3. This is the only cinema in town. There are _____ others.
4. Can I have _____ cup of tea, please?
5. _____ wants to play board games, so let's do something else.
6. Don't buy that jacket. Buy _____ one. It looks better on you.
7. There's _____ yoghurt in the fridge that you can put in the fruit salad.
8. Are there any _____ places you'd like to visit?

Score: / 8

Communication

F. Complete the dialogues with the phrases a-e.

a. How can I say no?
b. It's my treat.
c. Why don't we meet there at seven o'clock?
d. What do you say?
e. Just this once.

1. **A:** Let's get sushi tonight. (1) _____
   B: I'm not crazy about it, but OK. (2) _____ Next time, Chinese food.
   A: OK. And don't worry about money. (3) _____.
   B: Thanks!

2. **A:** Paul and I are going to Mario's Pizza. Do you want to come along?
   B: (4) _____ I love their pizza.
   A: Great! (5) _____
   B: Certainly!

Score: / 5

TOTAL SCORE: / 45

Now I can...

- use quantifiers
- talk about my eating habits
- talk about food and recipes
- make suggestions and arrangements
- sequence past actions and events
- accept and refuse an invitation
- write an email of invitation

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6 Round-up

Work with a teacher

Vocabulary

A. Match.

1. call	**a.** an experiment
2. be	**b.** money
3. do	**c.** married
4. keep	**d.** an ambulance
5. raise	**e.** doing something

Score: / 5

B. Circle the correct words.

1. More people should use public transport if we want to reduce the **fog / smog** in our city.
2. The authorities warn that the storm may **cause / occur** floods.
3. In this leaflet you can find information about the materials we can **recycle / rescue.**
4. The temperature has dropped to -20 °C, so it's **freezing / windy** outside!
5. The hurricane **harmed / damaged** a lot of houses in the area.
6. They're **preventing / predicting** warm weather for next week.
7. Most of the fish in the lake died after the factory had **polluted / pumped** it.
8. Some buildings **trapped / collapsed** during the earthquake.
9. A group of **volunteers / participants** cleaned up the beach yesterday.
10. The police officers asked us to **rise / evacuate** the building.

Score: / 10

Grammar

C. Circle the correct words.

1. **A: Could / May** you lend me £5?
   B: I'm sorry, I **can't / may not**. I haven't got any money on me.
2. Don't worry. I **would / will** feed your cat till you get back from your trip.
3. **A: Would / Might** you like some more coffee?
   B: No, thanks.
4. Greg's not sure he'll finish early, so he **couldn't / might not** come with us tonight.
5. **A: Could / Would** I speak to Ms Harris, please?
   B: Yes, of course.
6. It's getting late. **Shall / Would** we leave or just wait for the others?
7. I **may / would** go on a trip to Italy next month.

Score: / 8

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

become	help	not arrive	call
go	not play	buy	be

1. I promise I _____ you with the housework when I get home this evening.
2. I'm very tired. I _____ to bed early tonight.
3. **A:** Where's Luke? Did he forget about our meeting?
   B: I don't know. I _____ him.

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4. I believe that Lily _____ a doctor when she finishes school. She likes helping people.
5. Do you think James _____ a new car?
6. It's a long journey, so we _____ before eight o'clock.
7. **A:** I think that the weather _____ sunny and hot next weekend.
   B: Let's have a picnic then.
8. John _____ table tennis with you because he doesn't like it.

Score: / 8

E. Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences Type 1.

1. If you _____ (need) help moving to your new flat, _____ (call) me.
2. We _____ (not go) hiking unless the weather _____ (be) good.
3. If it _____ (snow) a lot tonight, we _____ (make) a snowman tomorrow.
4. People _____ (experience) lots of problems if we _____ (continue) to destroy the environment.

Score: / 8

Communication

F. Match.

1. Thanks for helping me finish my project!
2. Could I use your laptop?
3. I'm afraid I can't come to the cinema with you tonight.
4. If you don't need those bottles, you should recycle them.
5. You look like you need some help.
6. We're getting up bright and early to see the sunrise. Do you want to join us?

a. What are friends for?
b. I do. Can you give me a hand?
c. No, thanks! I can't be bothered.
d. You have a point.
e. What a shame!
f. Go ahead.

Score: / 6

TOTAL SCORE: / 45

Now I can...

- talk about natural disasters, the weather and the environment
- make predictions
- express possibility
- make offers and requests, and ask for favours
- ask for, give and refuse permission
- talk about conditions and express their results
- offer and ask for help
- make a flyer advertising an event

CLIL Page: Science & Social Studies

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7 Round-up

work with a teacher

Vocabulary

A. Match.

1. human	**a.** bandage
2. fire	**b.** cream
3. emergency	**c.** being
4. elastic	**d.** services
5. antiseptic	**e.** engine

Score: / 5

B. Circle the correct words.

1. When I travel abroad, I always try the **local / similar** food of the country.
2. Dave didn't sleep well because he had a **sense / nightmare**.
3. If we **hurry / notify**, we won't be late.
4. The nurse **tied / pinched** the bandage to his arm.
5. Fortunately, I was only **slightly / exactly** injured after the car accidents. I had only a few scratches.
6. My mum is a **nurse / patient** and works at a big hospital in the city centre.
7. Our flight had a two-hour **detail / delay** because of the bad weather.

Score: / 7

C. Cross out the odd word. Then add one more.

1. plaster – medicine – bandage – sunburn – _____
2. sprain – scratch – blood – cut – _____
3. stomach ache – dream – headache – cough – toothache – _____

Score: / 6

Grammar

D. Circle the correct words.

1. Mr Rogers **needn't / mustn't** wait because the doctor is ready to see him now.
2. We **must / can't** go to the beach today. The weather is really bad.
3. We **must / don't need to** be quiet in the library! Don't make any noise, please.
4. You **don't have / can't** to get a taxi to the airport. I can give you a lift.
5. Rebecca **must / had to** go to the hospital last night because she had an accident.
6. You **mustn't / don't have to** eat or drink on the bus.

Score: / 6

E. Complete with the Present Simple Passive or the Past Simple Passive of the verbs in brackets.

1. Millions of photos _____ (post) on social media every day.
2. A lot of plastic _____ (recycle) by the students last year.
3. A writing competition _____ (organise) by our school every year.
4. The beach _____ (clean) by volunteers two months ago.

Score: / 4

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F. Complete with the Present Progressive Passive or the Past Progressive Passive of the verbs in brackets.

1. A lot of research _____ (do) by experts on the forest at the moment.
2. While dinner _____ (cook), Mum was talking on the phone.
3. When I got home from school, my bedroom _____ (paint) by my dad.
4. Look! There is a fire on the second floor and the building _____ (evacuate) by the fire brigade!

Score: / 4

G. Complete the sentences with *the* or -.

1. I love watching _____ films, but I hate going to _____ cinema.
2. _____ school is on _____ Baker Street.
3. I always get up at seven o'clock in _____ morning to go to _____ school.
4. Greg used to live in _____ Netherlands, but now he lives in _____ Spain.

Score: / 8

Communication

H. Match.

1. Can you come here, please?	a. Stay put! I'll shine the torch there.
2. I think I've got the flu.	b. Stay at home and drink lots of water.
3. Is that Mark over there?	c. Just a second, please.
4. I can't find the light switch.	d. I banged my head.
5. What happened?	e. I suppose so. I haven't seen him for ages.

Score: / 5

TOTAL SCORE: / 45

Now I can...

- talk about health problems
- talk about an accident / injuries / first aid
- call the emergency services
- use the Passive Voice
- describe feelings
- ask for and give advice

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8 Round-up

work with a teacher

Vocabulary

A. Complete the sentences with the words in the box.

trainer	physical	advantage	interview
burn	fall	respect	show

1. My personal _____ teaches me how to do exercises correctly.
2. Make sure you _____ up for the meeting this afternoon because Mr Gardner will be upset if you're not there.
3. A(n) _____ of going to the gym is that there is equipment there that you don't have at home.
4. You won't _____ off many calories if you sit there and watch TV all day.
5. In the _____, they asked the winner about his coach and how his coach had helped him.
6. By working hard, being polite and listening to others, Molly soon got the _____ of her colleagues.
7. You should try to do some kind of _____ activity every day.
8. When people try snowboarding for the first time, they often _____ over.

Score: / 8

B. Circle the correct words.

1. You should be more active and not **use / waste** your time playing computer games all day.
2. I can't stand it when there are too many **commercials / remote controls** on TV!
3. A lot of people **play / do** water sports in the summer.
4. It is **suitable / essential** that we finish this project today.
5. I tried to persuade him to be more careful, but it was **careless / useless**.
6. **Instead of / Apart from** John, everyone else is going to Tim's party on Saturday.
7. My older sister never shares her clothes with me. She's so **competitive / selfish**!
8. The hike was **cancelled / completed** because of the rain.
9. I can't come to the park right now. I'm watching a(n) **episode / volume** of my favourite TV show.
10. It didn't **turn / cross** my mind that Steve might be at Pete's house.

Score: / 10

Grammar

C. Complete the sentences using Reported Speech.

1. 'We're going to the beach tomorrow,' said Jane.
   Jane said _____
   _____.
2. 'Ms Andrews will arrive at 7 p.m. today,' said the receptionist.
   The receptionist said _____
   _____.
3. 'We must leave by six o'clock or there will be lots of traffic,' Paul told us.
   Paul told us _____
   _____.
4. 'Bill has finished his homework,' the teacher said.
   The teacher said _____
   _____.
5. 'I may go to the beach next week,' Claudia said.
   Claudia said _____
   _____.

Score: / 10

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D. Circle the correct words.

1. Rita asked Mary **which / when** festival she wanted to go to.
2. Irene said the team **wins / had won** the game.
3. John said he **would / must** work the previous weekend.
4. My coach told me **run / to run** faster.
5. Stan asked me what **I thought / did I think** of his new car.
6. Carl wanted to know where **they would go / are they going** the following week.
7. Nancy said she had seen Anna **today / that day**.
8. Brendan told me that he would buy a new tablet **next day / the following day**.

Score: / 8

E. Rewrite the sentences using Reported Speech and the verbs given.

1. What time do you want to meet this evening?' Tina asked Sheila. **want to know**

_____

2. 'Tidy your room,' Mum said to Tom. **tell**

_____

3. 'Do you go to the gym near the park?' William asked Ryan. **if**

_____

4. 'Don't touch any of the paintings in the museum,' the teacher told the students. **not**

_____

5. 'Can I borrow your bike tomorrow?' Julie asked her sister. **ask**

_____

Score: / 10

Communication

F. Match.

1. You won't believe who I met!
2. I'd like to know more about the art course you're doing.
3. David wants us all to go skydiving next weekend.
4. Let's forget about the museum and go to the beach.

a. Feel free to ask me anything you want to know.
b. Now you're talking. I can be ready in ten minutes.
c. Tell me everything! I'm all ears!
d. He's lost it! There's no way I'm doing that!

Score: / 4

TOTAL SCORE: / 50

Now I can...

- report statements, questions, commands and requests
- talk about habits that can help me lead a healthy life
- express result
- talk about the advantages and disadvantages of something
- write a paragraph about the advantages and disadvantages of something

CLIL Page: PE

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Culture page for Ukraine 1

A. Look at the pictures. Do you know anything about these sights? Listen, read and check your answers.

Exploring the Incredible Sights of Kyiv

There are almost three million people in Kyiv, which is the capital of Ukraine. It is one of the most beautiful European cities, and it is a place full of history and culture. Thousands of tourists visit it every year, and when you think about all the wonderful things there are to do and see there, it's easy to understand why.

One of the first places that tourists want to visit is Saint Sophia Cathedral. This colourful building is over one thousand years old. It is also on the UNESCO World Heritage List. Visitors can go inside and explore the cathedral as well as climb the famous Bell Tower. From there you can enjoy incredible views of the city. Not far from Saint Sophia Cathedral is a place just as interesting – the Kyiv Pechersk Lavra. It is a monastery which has the most amazing underground tunnels. You can go on a tour and explore them with a guide. It's definitely worth doing.

Next on the list of Kyiv's top sights is Independence Square. This is an exciting and busy place to be, with some very beautiful old buildings. It's also a place where they organise events like festivals and concerts during the year. That's not all, though. There's also an underground shopping centre there!

Another well-known place to check out is Peizazhna Alley. It's a beautiful street, with impressive, colourful art for visitors to enjoy. It's a very popular place for tourists to go for a walk and take pictures.

Kyiv is a fantastic tourist destination, and it is a city that people often want to visit again and again.

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B. Read the text again and answer the questions.

1. How many people live in Kyiv?
2. How old is Saint Sophia Cathedral?
3. Where can you see great views of Kyiv?
4. What can visitors do at Kyiv Pechersk Lavra?
5. What takes place at Independence Square?
6. What can tourists do at Peizazhna Alley?

Project

Make a poster!

Choose one of the sights mentioned in the text or another sight in Kyiv. Find information about it online and make a poster. You can add some pictures to make your poster more interesting. Then present it to the class.

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A. Look at the pictures and the headings. Do you know anything about these museums? Listen, read and check your answers.

Museums in Kyiv

Kyiv, the capital city of Ukraine, is a beautiful city with a long history and an exciting culture. There are lots of museums in the city, and whether you're interested in art, history or science, you'll definitely find one that's perfect for you.

1

2

National Folk Decorative Art Museum

The National Folk Decorative Art Museum is in the National Kyiv-Pechersk Historical and Cultural Preserve, and it's one of the largest museums in the country. The museum has a large collection of traditional clothes from the 19th and 20th century. Visitors can also see folk art, jewellery and beautiful traditional objects made by talented Ukrainian artists.

National Museum of the History of Ukraine

This museum first opened in 1899, and in the beginning, it had mostly ancient objects. Today, it also includes more recent objects, like paintings from the 20th century. It has over 800,000 exhibits and is one of the best places for people to visit who want to learn about the country's history from ancient times up to now.

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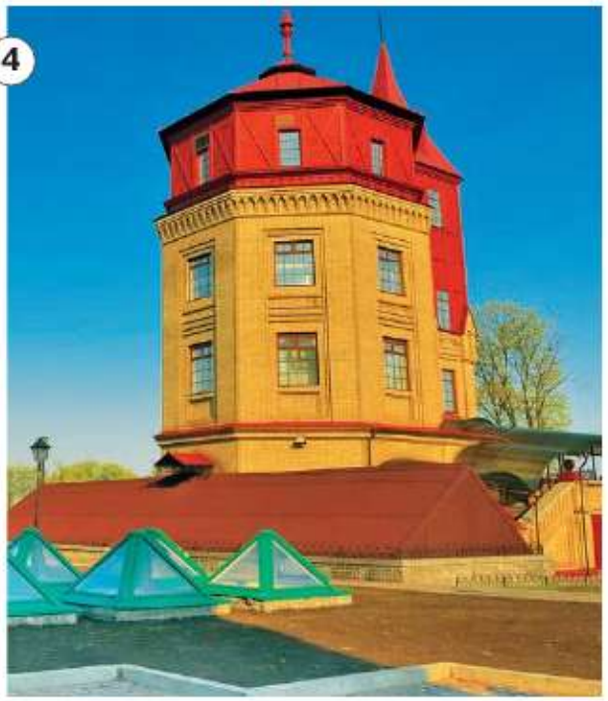
3

National Museum of Natural History

The National Museum of Natural History at the National Academy of Sciences of Ukraine opened in 1966, and it is one of the biggest museums of its kind worldwide. It has over thirty thousand objects which help visitors understand the history of planet Earth. There you can also learn about plants and animals from the past till today.

4



Kyiv Water Museum

The Kyiv Water Museum opened in 2003. The museum shows the history of the Ukrainian water system, and it's a great place for visitors who want to learn about how important water is for people's lives. It's popular with people of all ages, and it's also a very fun place for children, who can see different kinds of fish, play games and take part in fun educational activities.

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

1. The National Museum of the History of Ukraine has over 800,000 ancient objects. ○
2. Visitors can see jewellery made by artists from Ukraine at the National Folk Decorative Art Museum. ○
3. In the National Museum of Natural History of Ukraine, visitors can learn about past and present life on Earth. ○
4. The Kyiv Water Museum is a museum for children. ○

Project

Write a blog!

Find some information about another museum in Kyiv or in another city in Ukraine and write a short blog. Then present it to the class.

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1 CLIL / ICT Keyboard shortcuts

A. What happens when you press the following keys on a computer keyboard? Use the Internet to help you, if necessary.

Ctrl + A _____ Ctrl + F _____ Ctrl + B _____

B. Look at the following icons. What do you think each one shows? Match each icon with the correct action a-g.

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○

a. print **b.** paste **c.** help **d.** copy **e.** save **f.** delete **g.** open

C. Look at activity B again. Which keyboard shortcuts can you use to carry out each of the actions a-g? Write your answers below. Then listen, read and check your answers.

a ___ + ___ b ___ + ___ c ___ d ___ + ___

e ___ + ___ f ___ g ___ + ___

Keyboard shortcuts can make our lives a lot easier. We can use the keyboard to do many of the things we do on a computer using the mouse, and this helps us work much faster.

Most keyboard shortcuts are easy to remember because you just need to press the CTRL key and then the letter of the action you want to do – for example, if you want to print something, you press CTRL and then P. In the same way, you use S to save your work and O to open something else. You don't always need two or more keys. If you want to delete something, there is one special key that does that: DEL.

Some shortcuts are harder to remember. You use CTRL + C to copy something, but when you want to paste it somewhere else, you need to press CTRL + V, not CTRL + P. However, this letter is next to C on the keyboard, so it's not hard to find!

There are also special keys at the top of the keyboard called 'function keys'. These shortcut keys have the letter F and then a number, and they can be very helpful – like F1, which will open the 'help' section of any program you are using.

D. Discuss.

- Do you use keyboard shortcuts when you are using a computer? Which ones?
- Did you learn about any new shortcuts today that you want to start using?

Project

Look at the keyboard shortcuts below. How many do you know? Find information about the ones you do not know and share it with the class.

1. CTRL + X
2. CTRL + Z
3. CTRL + I
4. CTRL + U
5. CTRL + ALT + DEL
6. ALT + TAB
7. F7
8. CTRL + ALT + LEFT ARROW

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A. Look at the drawing. Can you see where the light in this drawing is coming from? How does the artist show light and dark?

B. Do you know what hatching is? Listen, read and check your answers.

The Art of Hatching

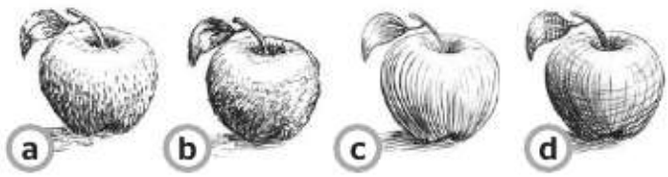
If you show where the light falls in a drawing, you give it depth and make it look more 3D. Hatching is a way to show the light and dark parts of a drawing. It involves thinking about which parts of a picture should be lighter or darker, then filling in the darker parts with lines. You can use hatching to show lighter or darker parts by drawing the lines closer together or further apart, or by using different kinds of lines.

Did you know?

Leonardo da Vinci used hatching in his drawings.

C. Below are some examples of hatching. Read each description and match it to the picture that shows the technique.

1. ◯ The simplest **hatching** uses long lines that run next to each other. The lines can be straight or they can follow the shape of the drawing.
2. ◯ For even darker areas, you can first fill in an area with hatching and then draw more hatching above it, with lines going the other way. This is called **cross-hatching**.
3. ◯ Another type of hatching uses very short lines. This is called **tick hatching**, and the lines can be closer together and not straight, as in normal hatching.
4. ◯ **Scribbling** is another way of showing light and dark. The lines used are wavy lines, and they can go in any direction.



Project

Do a drawing!

Use the picture to experiment with different types of hatching.

Tip! *Before using hatching, decide where the light in your drawing is coming from.*

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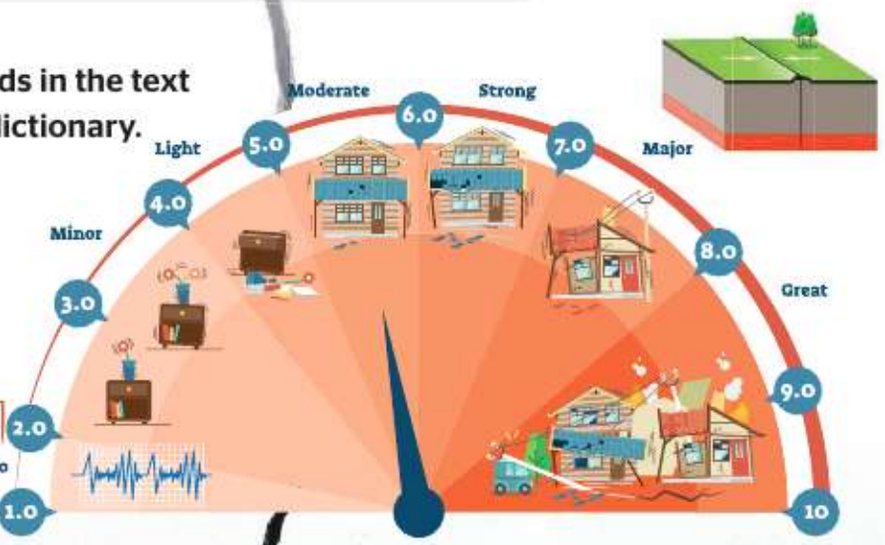
3 CLIL / Science & Social Studies

A. Look at the highlighted words in the text and find their definitions in a dictionary.

B. What do you know about earthquakes? Listen, read and check your answers.



MOMENT MAGNITUDE SCALE (MMS)

Earthquakes

Lots of earthquakes happen every day in the world. Earthquakes happen when the rocks under the surface of the Earth hit each other. When earthquakes are small, people don't feel them, but big earthquakes can make buildings and houses fall.

Scientists use different scales to measure earthquakes. One of these is the MMS scale. Small earthquakes measure less than 3 on this scale, but bigger ones measure 6 or more. The biggest earthquake measured 9.5. It happened in Chile in 1960.

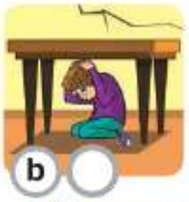
In some places, bigger earthquakes happen very often. One of these places is the 'Ring of Fire', around the Pacific Ocean. About 90% of the world's earthquakes happen there.

Be prepared!

- During an earthquake, you mustn't stand near a window.
- You must put your arms on your head and get under a desk or table. Do not run outside.
- Are you outdoors? Stay there and don't go near buildings.
- After the earthquake, you mustn't use the lift. Take the stairs.

C. Read the 'Be prepared!' box again, look at the pictures a-e and put a tick (☐) or a cross (☐)

a ☐


b ☐

c ☐

d ☐

e ☐

Project

Put on a live performance!

Work in groups. Prepare a short performance about what to do when an earthquake happens. You can use the tips mentioned in the 'Be prepared!' box or do some research and find out more.

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A. How much physical activity do you think a young person needs to stay healthy? Listen, read and check your answers.

B. Now look at the highlighted words in the text and find their definitions in a dictionary.

Physical Activity

Physical activity is any activity where you move your body and burn energy. There are many benefits of being physically active. Firstly, exercise stops you from becoming overweight, and this is important because keeping a healthy weight lowers your risk of developing certain illnesses in the future. What is more, when you work out, play a sport or even just go for a walk, the muscles and bones in your body become stronger. Because your heart is a muscle too, physical activity can keep it strong and healthy. You definitely want it to be strong enough to send blood and oxygen around your body! We should all take part in physical activity regularly. According to the World Health Organisation, young people aged between 5 and 17 should do about 60 minutes of moderate to high-intensity physical activity daily to keep their heart healthy and to stay fit. This does not have to be done all at once but can be done throughout the day.

LOW INTENSITY
walking

MODERATE INTENSITY
hiking

HIGH INTENSITY
running

C. Read again and answer the questions.

1. What could an unhealthy weight lead to?
2. How does physical activity benefit our muscles and bones?
3. What does our heart do?
4. What should young people do to be healthy?

D. Discuss.

- Do you think you need to include more physical activity into your week? Why? / Why not?
- How can friends help one another to become more physically fit?

Project

Select and write down 2-3 fitness goals for yourself (e.g. I want to build up my muscles). For the next seven days keep an activity diary to see how much physical activity you are already doing in a week and what you need to change to achieve your goals. Then come up with a plan to help you reach your fitness goals. Present it to your friends and ask for their suggestions.

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Pair work activities

1a Speak & Write

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

B. Use the ideas below to write a paragraph about your school.

- What's the name of your school?
- How many students are there?
- What facilities are there at your school?
- What time do classes start and finish?
- What subjects do you do?
- What are your favourite subjects?
- What is your favourite place at school?
- What kind of activities do you do at school?
- Are there any special events that take place every year at your school?
- Are there any traditions at your school?

1c Speak

Guessing Game: Who is it?

Look at the information on the cards below and talk in pairs.

Student A: Choose a person, but don't tell Student B. Answer Student B's questions.

Student B: Ask Student A questions and guess which person he/she has chosen.

Fred

Every day: go cycling
Every Tuesday: play table tennis
Next Saturday: go rock climbing

Katie

Every day: go ice skating
Every Thursday: have art lessons
Next Saturday: go horse riding

Drew

Every day: play table tennis
Every Tuesday: go cycling
Next Saturday: go surfing

Chloe

Every day: go ice skating
Every Thursday: have art lessons
Next Saturday: go canoeing

Alex

Every day: go cycling
Every Tuesday: play table tennis
Next Saturday: go canoeing

Emily

Every day: have art lessons
Every Thursday: go ice skating
Next Saturday: go snowboarding

Is it a boy or a girl?
A boy.
Does he go cycling every day?
Yes, he does.
Does he play table tennis every Tuesday?
Yes, he does.
Is he going canoeing next Saturday?
No, he isn't.
Is he going rock climbing next Saturday?
Yes, he is.
It's Fred!
Correct!

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2c Speak

Look at the pictures below. Talk in pairs and try to guess what happened. Report your answers to the class.

The man was painting on the ladder when he fell and hurt his arm.

I think he was trying to fix the lights when he fell off the ladder.

3c Speak

Talk in pairs. Have you ever done either of the following?

Discuss the details.

travelled abroad	seen a wild animal
• Where / go?	• What?
• When / go?	• When?
• What / do?	• Where?
• have / good time?	• How / feel?

Have you ever travelled abroad?

...

Where did you go?

...

When did you go?

...

3d Speak

GUESSING GAME

Talk in pairs.

Student A: Choose one of the words in the box, without telling Student B. Describe it to him/her.

Student B: Listen to Student A and guess the word.

guide	suitcase	teacher	sunscreen
giraffe	horse	ticket	passenger
museum	stable	cow	souvenir

It's somebody who shows tourists around when they are on a trip.

Is it a...?

Right!/Wrong!

It's something / an animal which/that... / a place where...

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Pair work activities

4c Speak

Talk in pairs. Try to solve the riddles below.

- What kind of room has got no doors or windows?
- What is always coming but never arrives?
- What can you find once in every minute, twice in every moment, but never in a thousand years?
- What do you have to break before you use it?
- Which letter of the alphabet has got the most water?

What kind of room has got no doors or windows?

Is it a...?

I don't think so. It may be a...

I don't know. I give up.

For the answers, go to page 130.

5b Speak

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

- Do you follow a healthy diet?
- What healthy food do you like/hate?
- How often do you eat junk food?
- How often do you eat fruit and vegetables?
- What kinds of snacks do you eat?

5c Speak

1. **Student A:** You want to go to a vegetarian restaurant and decide to invite Student B to come with you. He/She is a meat eater. Try to persuade him/her to come along.

   Student B: Student A invites you to a vegetarian restaurant but you don't really want to go because you are a meat eater. Discuss with Student A.

2. **Student A:** You want to make a reservation at a Mexican restaurant. Call and give all the necessary information.

   Student B: You are a host/hostess at a Mexican restaurant. Student A wants to make a reservation. Answer the phone and help him/her.

3. **Student A:** You are at a restaurant and are looking at the menu. You don't like spicy food and don't know what the dishes contain. Ask the waiter/waitress (Student B) to help you decide what to order.

   Student B: You are a waiter/waitress at a restaurant. Student A is a customer but is confused by the menu. Help him/her decide what to order by recommending certain dishes.

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5e Speak

Talk in groups of three.

Student A: Imagine you want to go out with your friends (Students B and C) tonight. Invite them to a restaurant of your choice. Discuss and make arrangements about where and when to meet. Use some of the phrases given.

Are you doing anything tonight?
I'm planning to go to...
Would you like to go to...?
What time can we meet?
Is... o'clock OK for you?
Let's meet at...

Student B: Refuse Student A's invitation and give a reason. Use some of the phrases given.

I'm afraid I can't because...
Sorry, I've got other plans...
I'd like to come but...

Student C: Accept Student A's invitation to go out, but suggest a different restaurant and discuss in order to choose. Make arrangements about where and when to meet. Use some of the phrases given.

To make suggestions and arrangements, use the following structures:

- *Let's eat...*
- *How about eating...?*
- *Why don't we eat...?*

Sure! How can I say no?
I'd love to eat out but...
How about going...?
Why don't we eat at...?
We can meet at...

Tip! *Try to use the prompts given as much as possible, as well as the functions/structures you have learnt.*

6a Speak

Student A: Read the situations below. Make requests or ask for favours. Use *Can I/you...?, Could I/you...?, May I...?, Will you...?* or *Would you...?*. Answer any questions Student B may have.

- You want to return a book to the library, but you are ill.
- You want to get a sandwich, but you haven't got enough money.
- You need to work on a project, but your laptop has broken down.
- You call your friend Henry and his father answers the phone.

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Pair work activities

Student B: Listen to Student A and respond to him/her. When necessary, ask him/her for information or give an excuse.

- Yes, of course.
- Yes, you can/may.
- Sure. No problem.
- Certainly. What are friends for?
- No, I'm sorry I/you can't.
- I'm afraid not.
- Sorry, but I have to...
- Unfortunately,...

6b Speak & Write

A. Talk in pairs. Make predictions about what things will be like in fifteen years' time. Talk about:

- your own future (be/get married, family, job, etc.)
- school
- the environment
- technology
- transport

What will your life be like in fifteen years' time?

I think I will be married and have two kids.

Will you still live here?

I don't know. Perhaps I'll...

B. Write some of your predictions about what things will be like in fifteen years' time.

4c Speak

Answers to the riddles:

- What kind of room has got no doors or windows? *a mushroom*
- What is always coming but never arrives? *tomorrow*
- What can you find once in every minute, twice in every moment, but never in a thousand years? *the letter m*
- What do you have to break before you use it? *an egg*
- Which letter of the alphabet has got the most water? *the letter c*

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6c Speak

Talk in pairs. Discuss the weather and make plans for the weekend. You can use the ideas shown below.

shopping centre	hiking
stadium	skateboarding
funfair	sailing
skiing	restaurant
swimming	picnic

What will the weather be like at the weekend?
I'm not sure. It'll probably be sunny.
What will we do if it's sunny?
Well, if it's sunny, we can go... but if it isn't sunny, we can go...

7a Speak & Write

A. Talk in pairs. Think of an accident you have had. Then, ask each other questions about your accident.

B. Write a short description of your accident.

When did the accident happen?
It happened two months ago.
Where were you?
I was at...
What happened?
...
Were you alone?
...
Were you injured?
...
What did you do?
...
Did anybody help you?
...

7b Speak

Student A

Look at the map on the left. Choose a location and imagine something happened. You can choose from the ideas in the box. Call the emergency services by using your mobile phone. Student B is an operator and a call handler. Answer his/her questions.

- there was a car accident
- someone was hit by a car
- a tree/shop is on fire
- someone is robbing a bank
- a kid fell off his bike and is unconscious

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Pair work activities

7c Speak & Write

A. Talk in pairs. Think of a dream you've recently had and describe it to your partner. Answer the questions below to help you.

- Where were you?
- Who were you with?
- What was happening?
- How did you feel?
- Did you want the dream to continue or end?
- Have you had this dream before?

TIP! *When talking to another person, listen carefully and show interest or surpise by using phrases like Really?, Did you?, etc.*

B. Write a short description of your dream.

7d Speak

Talk in pairs. In turn, choose one of the situations below and ask your partner for advice. Then listen to your partner and give him/her advice.

- stay at home
- sleep or relax
- brush your teeth twice a day
- eat healthy food
- drink lots of water
- see the dentist every six months

I've got the flu. What should I do?

I want to have healthy teeth. What should I do?

7e Speak

ROLE PLAY

Talk in pairs.

Student A

Choose one of the situations below. Describe your problem to Student B, say how you feel and ask him/her for advice.

You discover that your best friend has invited two other friends over to his/her house to watch a film but not you.

Your parents don't let you invite friends to your house because you may make a lot of noise.

You are tired all the time, and the school exams are in a week.

You moved to another town and had to change schools. You don't know anyone and you don't make friends easily.

Your brother/sister and you fight because your favourite TV programmes are on at the same time and you have to share the TV.

The problem is that...
I feel... What should I do?
Don't worry.
Perhaps you should...

Student B

Listen to Student A's problem and give him/her advice.

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7b Speak

Student B

Imagine you are an operator and then a call handler for the emergency services. Student A calls you and asks for help. Look at the prompts below. Ask Student A questions and give him/her instructions.

Which service do you need?

...

Ambulance/Fire/Police emergency. What's the problem?

...

Police

Remember to:

- ask for a name
- ask for an address
- ask what the problem is
- tell the caller not to panic

Ambulance Emergency

Remember to:

- ask for an address
- ask what is wrong with the person
- ask if he/she is conscious and talking
- tell the caller to stay calm

Fire Brigade

Remember to:

- ask for an address
- ask where exactly the fire is and what caused it
- tell the caller to evacuate the building and tell others to do so too
- tell the caller to stay away

8c Speak

Talk in pairs. Look at Tom's and Ann's daily schedules and discuss how active they are.

- Who do you think is more active? Why?
- How can they become more active?

I think Ann is... because she...

I agree, but she should...

TOM

ANN

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Writing section

1e Speak & Write

TIP!

When writing a blog entry:

- *write in a friendly tone.*
- *use a variety of adjectives (e.g. interesting, excited), verbs (e.g. like, enjoy) and phrases (e.g. I'm a big fan of..., I'm interested in..., I'm (really) into..., I'm crazy about...) to show how you feel.*
- *use appropriate tenses. Use the Present Simple for routines and the Present Progressive for temporary situations and future arrangements.*
- *link your ideas so that your writing flows. Use:*
- *and to join similar ideas.*
- *but to join two opposite ideas.*
- *because to show reason.*
- *so to express result/consequence.*
- *or to show an alternative.*

2e Speak & Write

In an informal letter/email	In a formal letter/email
Greet with: *Hi/Hello/Dear* + first name	Greet with: *Dear* + *Mr/Mrs/Miss/Ms* + surname
Use contractions (e.g. *I'm*, *didn't*) and shortened words (e.g. *info*, *ad*).	Use full forms (e.g. *I am*, *did not*) and complete words rather than shortened forms (e.g. *information*, *advertisement*).
Use informal language (e.g. *I want*, *Thanks*, *Guess what happened*, *Well*, *Anyway*).	Use more formal language (e.g. *I would like*, *Thank you*, *reply* instead of *answer*).
Use short sentences as well as questions and exclamations.	Use longer sentences and a variety of linking words/phrases to join the ideas in a sentence.
End with: *Love,* or *Yours*, + your first name	End with: *Yours sincerely*, + your first name and surname

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3d Write

- What's the name of the place?
- Where is it?
- What is special about it?
- What are some of the most interesting sights?
- What can visitors do there?

3e Speak & Write

When expressing your opinion online, remember to:

- *be polite and respectful; don't use offensive or aggressive language.*
- *comment on the ideas presented; don't personally attack the writers.*
- *use phrases to express your opinion.*
- *provide information and examples to explain and justify your opinion.*
- *make a first draft and check it. Check* ***punctuation, capital letters, spelling, word order, grammar, vocabulary,*** *etc. Then write your final draft.*

4a Write

- What kind of programmes are they?
- When are they on?
- What channel are they on?
- Which is the most interesting/ exciting/popular of the two?
- Which do you prefer to watch?

One of my favourite TV programmes is...
It's a...
My other favourite TV programme is...
It's a...
... is more interesting than... but... is more popular.

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Writing section

4e Write

When you're writing a **film review**, you should have three paragraphs:

Paragraph 1

- **Write some general information about the film (title, type of film, director, leading actors). Use phrases like:**
  - *... is a comedy/romantic film, etc.*
  - *It was directed by...*
  - *... is the leading actor / ... plays the character of...*

Paragraph 2

- **Write the main points of the plot. Don't reveal the ending.**
- **Use the Present Simple and phrases like:**
  - *The film is set in...*
  - *It's a story about...*
  - *The main character of the film is...*

Paragraph 3

- **Write your opinion of the film (e.g. plot, acting, special effects, soundtrack, costumes, ending). Use the Present Simple or the Past Simple and phrases like:**
  - *In my opinion, the film is excellent/awful, etc.*
  - *The special effects are amazing/awful/ realistic, etc.*
  - *The ending is surprising/exciting/terrible, etc.*
  - *I definitely recommend it.*
  - *You shouldn't miss it for the world!*

6e Write

When making a leaflet advertising an event:

- *think of an interesting or catchy name for the event.*
- *give important information about the event.*
- *you can include headings to describe the different aspects of the event and make it easier for the reader to read and locate.*
- *use lively, colourful language, e.g. adjectives/adverbs/phrases.*
- *address the reader personally and encourage him/her to take part in the event.*
- *ask rhetorical questions and use exclamations.*

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7e Write

TIP!

When you ask for advice:

- *state your problem. Use expressions like:*
  - *The problem is that...*
  - *I've got a problem with...*
- *describe how you feel. Use expressions like:*
  - *I feel terrible, etc.*
  - *I'm upset/scared, etc.*
  - *I'm in trouble.*
  - *I don't know what to do.*
- *use expressions like:*
  - *I need your advice.*
  - *What should I do?*
  - *Do you think I should...?*
  - *Can you please help me?*

When you write to give advice,

- *use expressions like:*
  - *I think you should/shouldn't...*
  - *Perhaps you should/shouldn't...*
  - *Why don't you...?*
  - *First of all, ...*
  - *You can...*
  - *Don't worry.*
  - *You can do it!*
  - *Everything will be just fine.*
  - *It's going to be all right.*
  - *I hope everything goes well.*

8e Speak & Write

When you're writing an essay discussing advantages and disadvantages, organise your ideas according to the plan below. Write in a formal style. Do not use short forms or abbreviations.

INTRODUCTION

- Introduce the subject of the essay and both sides of the topic.

MAIN PART (2 PARAGRAPHS)

- Present the advantages in one paragraph and the disadvantages in another paragraph. Cover both sides of the topic equally. Use linking words/phrases:

  To list points: firstly, first of all, to begin with, secondly, also, in addition, what is more, finally, lastly, etc.

  To express contrast: however, on the one hand, on the other hand, etc.

CONCLUSION

- **Make a general statement. Use phrases like:**

  In conclusion,...

  To sum up,...

- **State your opinion if you want to. Use phrases like:**

  In my opinion,...

  Personally, I believe...

  I (definitely) think...

  In my view,...

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Grammar Reference

Work with a teacher

Module 1

Present Simple

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I speak	I do not speak	I don't speak
You speak	You do not speak	You don't speak
He speaks	He does not speak	He doesn't speak
She speaks	She does not speak	She doesn't speak
It speaks	It does not speak	It doesn't speak
We speak	We do not speak	We don't speak
You speak	You do not speak	You don't speak
They speak	They do not speak	They don't speak

QUESTIONS	SHORT ANSWERS	
Do I speak?	Yes, I do.	No, I don't.
Do you speak?	Yes, you do.	No, you don't.
Does he speak?	Yes, he does.	No, he doesn't.
Does she speak?	Yes, she does.	No, she doesn't.
Does it speak?	Yes, it does.	No, it doesn't.
Do we speak?	Yes, we do.	No, we don't.
Do you speak?	Yes, you do.	No, you don't.
Do they speak?	Yes, they do.	No, they don't.

NOTE: No ***-s*** in the 3rd person singular after ***does/doesn't***.

Formation of the 3rd person singular (he/she/it)

- Most verbs take *-s*.
  I eat → He eats *I like → He likes*
- Verbs ending in *-ss, -sh, -ch, -x, -o* take *-es*.
  I watch → He watches *I go → He goes*
- Verbs ending in a consonant + *y*, drop the *-y* and take *-ies*.
  I tidy → He tidies **BUT** *I play → He plays*

We use the **Present Simple**:

- for habits or actions that happen regularly.
  I play basketball every afternoon.
  We always have breakfast at eight.
- for situations that are always the same.
  She lives in London.
  I work at a restaurant.
- for general truths.
  The earth goes round the sun.

Prepositions of time

at	*six o'clock / half past two / 7 a.m.* *noon/night/midday/midnight* *the weekend(s)*
in	*the morning/afternoon/evening* *my free time* *spring/March*
on	*Saturday* *Friday morning/afternoon, etc.* *weekdays*
till **until**	*I usually study till 6.00 p.m.*
before	*Steve always goes for a walk before dinner.*
after	*Karen does the washing-up after dinner.*
during	*I don't go out during the week.*
from... to/till/until	*I have an English lesson from 9 a.m. to 10.30 a.m.*

Adverbs of frequency

	*	***	****	*****
never	sometimes	often	usually	always

We use **adverbs of frequency** to talk about how often we do something. We place them:

- **before** the main verb.
  Tina often goes shopping on Saturdays.
  He doesn't always play video games in the afternoon.
- **after** the verb *be*.
  Mike is usually busy in the afternoons.

How often...?

We use **How often...?** to show the frequency of an action:

A: *How often do you play football?*

B: *I play football three times a week, but I never play football on Mondays.*

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Present Progressive

AFFIRMATIVE	
FULL FORMS	**SHORT FORMS**
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

NEGATIVE	
FULL FORMS	**SHORT FORMS**
I am not playing	I'm not playing
You are not playing	You aren't playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing

QUESTIONS	SHORT ANSWERS	
Am I playing?	Yes, I am.	No, I'm not.
Are you playing?	Yes, you are.	No, you aren't.
Is he playing?	Yes, he is.	No, he isn't.
Is she playing?	Yes, she is.	No, she isn't.
Is it playing?	Yes, it is.	No, it isn't.
Are we playing?	Yes, we are.	No, we aren't.
Are you playing?	Yes, you are.	No, you aren't.
Are they playing?	Yes, they are.	No, they aren't.

We use the **Present Progressive**:

- for actions that are happening at the moment of speaking.
  A: *What is Lucy doing at the moment?*
  B: *She is sleeping.*
- for temporary states.
  I am taking driving lessons this month.
- for future arrangements.
  We're travelling to Bristol tonight.

FORMATION OF *-ing*	
• most verbs take *-ing*	talk → talking
• verbs ending in ***-e*** drop the *-e* before the ***-ing***	come → coming
• verbs with one syllable ending in one vowel + one consonant double the consonant before the ***-ing***	stop → stopping
• verbs with two or more syllables ending in one stressed vowel + one consonant double the consonant before the ***-ing***	begin → beginning But happen → happening
• verbs ending in one vowel + ***-l*** double the ***-l*** before the ***-ing***	travel → travelling
• verbs ending in ***-ie*** change ***-ie*** to ***-y*** before the ***-ing***	lie → lying

TIME EXPRESSIONS
now, at the moment
today, these days
this week/year, etc.
next week/year, tonight, tomorrow

Present Progressive vs Present Simple

- We use the **Present Progressive** for actions that are happening at the moment of speaking and for temporary states.
  Alex is studying at the moment.
- We use the **Present Simple** for habits, repeated actions and permanent states.
  Alex studies in the afternoons.

Time Expressions	
Present Progressive	**Present Simple**
now, at the moment	usually, always, often, etc.
today, these days,	every day/week, etc.
this week/year, etc.	in the afternoons/
tonight, tomorrow, etc.	summer, etc.
next week/year, etc.	on Mondays,
	at the weekend, etc.
	once / twice /
	three times, etc.
	a week/day, etc.

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Stative Verbs

The following verbs are usually **not** used in the **Present Progressive**. They are called **stative verbs**:

- see, hear, smell, etc.
- like, love, hate, want, need, etc.
- think, understand, know, etc.
- be, have, cost, etc.

like / love / enjoy / dislike / hate / can't stand + -ing form
like / love / enjoy / dislike / hate / can't stand + noun
would like / want + full infinitive

- **like / love / enjoy / dislike / hate / can't stand + -ing form**
  She loves playing video games.
  I can't stand watching this TV programme.
- **like / love / enjoy / dislike / hate / can't stand + noun**
  I like chocolate cake.
  Mary hates ice cream.
- **would like / want + full infinitive**
  I'd like to go to Paris.

NOTE: We use **like + -ing** form or **like + noun** to say what we like in general:
I like watching TV.
Does she like swimming?
We use **would like** to to say what we want to do and to make offers, invitations and requests.
I'd like to watch TV.
Would you like to go swimming with me tomorrow?

What/How about + -ing form?
Why don't you/we + bare infinitive?
Let's + bare infinitive.

- **What/How about + -ing form?**
  How about going to the aquarium?
- **Why don't you/we + bare infinitive?**
  Why don't we play chess?
- **Let's + bare infinitive.**
  Let's have a picnic.

Module 2

Past Simple

AFFIRMATIVE		NEGATIVE	
I/He/She/It We/You/They	worked went	I/He/She/It We/You/They	didn't work/go
QUESTIONS			
Did	I/he/she/it we/you/they		work/go?

NOTE: For a list of irregular verbs go to page 151.

We use the **Past Simple**:

- for actions that started and were completed at a specific time in the past.
  They had lunch an hour ago.
- for habitual or repeated actions in the past.
  I always woke up early when I lived in London.
- for completed actions that happened the one after the other in the past.
  Last night I had dinner, finished my homework and went to bed.

TIME EXPRESSIONS
yesterday, in 1980, etc.
two hours ago, five years ago, etc.
last night/week/Sunday/March, etc.

NOTE: The Past Simple of the verb *can* is ***could***.
The Past Simple of the verb *be* is ***was/were.***

used to

AFFIRMATIVE		
I/He/She/It We/You/They	used to play	
NEGATIVE		
I/He/She/It We/You/They	didn't use to play	
QUESTIONS		
Did	I/he/she/it we/you/they	use to play?

We use **used to** to talk about something that happened regularly in the past, but no longer does.
We used to play tennis every Sunday when we were young.

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Past Progressive

AFFIRMATIVE	
I/He/She/It We/You/They	was working were working
NEGATIVE	
I/He/She/It We/You/They	wasn't working weren't working
QUESTIONS		
Was Were	I/he/she/itwe/you/ they	working? working?

We use the **Past Progressive:**

- for actions that were happening at a specific point in time in the past.
  Katy was doing her homework at five o'clock yesterday evening.
- to set the scene in a story.
  The children were playing on the beach and the sun was shining.
- for actions that were happening at the same time in the past. In this case we usually use **while**.
  While I was studying, my baby brother was sleeping.

Past Simple - Past Progressive

Time clauses (when, while, as soon as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while** or **when**.
  While I was playing basketball, I hurt my knee.
  My father was driving when he had the accident.

NOTE: We use **as soon as** with the Past Simple.
As soon as I got home, I called my mum.

The verb *should*

AFFIRMATIVE	I/He/She/It/We/You/They should go
NEGATIVE	I/He/She/It/We/You/They shouldn't go
QUESTIONS	Should I/he/she/it/we/you/they go?
SHORT ANSWERS	Yes, I/he/she/it/we/you/they should. No, I/he/she/it/we/you/they shouldn't.

We use **should**:

- to ask for and give advice.
  ***A:** What should I do?*
  ***B:** You shouldn't go out tonight*
- to express an opinion.
  I think you should eat more vegetables.
- to make a suggestion.
  You should visit the new shopping centre.

Module 3

Future *be going to*

AFFIRMATIVE	
FULL FORMS	**SHORT FORMS**
I am going to play	I'm going to play
You are going to play	You're going to play
He is going to play	He's going to play
She is going to play	She's going to play
It is going to play	It's going to play
We are going to play	We're going to play
You are going to play	You're going to play
They are going to play	They're going to play

NEGATIVE	
FULL FORMS	**SHORT FORMS**
I am not going to play	I'm not going to play
You are not going to play	You aren't going to play
He is not going to play	He isn't going to play
She is not going to play	She isn't going to play
It is not going to play	It isn't going to play
We are not going to play	We aren't going to play
You are not going to play	You aren't going to play
They are not going to play	They aren't going to play

QUESTIONS	SHORT ANSWERS	
Am I going to play?	Yes, I am.	No, I'm not.
Are you going to play?	Yes, you are.	No, you aren't.
Is he going to play?	Yes, he is.	No, he isn't.
Is she going to play?	Yes, she is.	No, she isn't.
Is it going to play?	Yes, it is.	No, it isn't.
Are we going to play?	Yes, we are.	No, we aren't.
Are you going to play?	Yes, you are.	No, you aren't.
Are they going to play?	Yes, they are.	No, they aren't.

TIME EXPRESSIONS
tomorrow/tonight
next month/year/week/Tuesday, etc.
in an hour / in a year, etc.
soon
this week/month, etc.

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The **Future *be going to*** is used:

- to talk about future plans.
  Sandra is going to paint her house next week.
- to make predictions based on evidence.
  Be careful! You're going to fall.

NOTE: It isn't necessary to say or write **to go** with the Future ***be going to***.
Ian is going (to go) to the shopping centre tomorrow.

Present Perfect Simple

AFFIRMATIVE	
FULL FORMS	**SHORT FORMS**
I have played	I've played
You have played	You've played
He has played	He's played
She has played	She's played
It has played	It's played
We have played	We've played
You have played	You've played
They have played	They've played

NEGATIVE	
FULL FORMS	**SHORT FORMS**
I have not played	I haven't played
You have not played	You haven't played
He has not played	He hasn't played
She has not played	She hasn't played
It has not played	It hasn't played
We have not played	We haven't played
You have not played	You haven't played
They have not played	They haven't played

QUESTIONS	SHORT ANSWERS	
Have I played?	Yes, I have.	No, I haven't.
Have you played?	Yes, you have.	No, you haven't.
Has he played?	Yes, he has.	No, he hasn't.
Has she played?	Yes, she has.	No, she hasn't.
Has it played?	Yes, it has.	No, it hasn't.
Have we played?	Yes, we have.	No, we haven't.
Have you played?	Yes, you have.	No, you haven't.
Have they played?	Yes, they have.	No, they haven't.

- We form the **Present Perfect Simple** with *have/has* and the past participle of the verb. The past participle of regular verbs is the same as the Past Simple (verb + ***-ed***).

NOTE: For a list of irregular verbs go to page 151.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
  I've been to Paris twice, so I want to go to Rome this year.
- for actions that happened in the past and their results are obvious in the present.
  Look! Anne has cleaned the house.
- for actions which were completed a short time ago (usually with just).
  I'm tired! I've just finished my homework.

TIME EXPRESSIONS
always, ever, never, before, so far, yet, already, just, once, twice, for, since etc.

NOTE:
- **have/has gone** means that someone has gone somewhere and is still there.
  Brad has gone to Ireland. (He's still there.)
- **have/has been** means that someone has visited a place but has come back.
  Brad has been to Ireland. (Now he's back.)

yet/already

yet is used only with the question and negative form of verbs. It is pl aced at the end of the sentence.	*Has she called yet?* *I haven't finished my homework yet.*
already is used with the affirmative and question form of verbs. It is placed between the auxiliary and the main verb, or at the end of the sentence for emphasis.	*I've already read that book.* *He's finished his project already.*

Present Perfect Simple: How long?, for, since

- We use the **Present Perfect** with **for**, **since** and **how long** for actions that started in the past and continue up to the present.

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How long...?	*How long has she had that car?*
since + a point in time *(e.g. since 1980, since yesterday, since last week, since 4 a.m.)* It refers to the time when the action started.	*She has had that car since 2017.*
for + a period of time *(e.g. for two weeks, for three days, for five minutes, for months)* It refers to the duration of the action.	*She has had that car for six years.*

Present Perfect Simple vs Past Simple

WE USE THE PRESENT PERFECT SIMPLE:	WE USE THE PAST SIMPLE:
• for actions that happened in the past, but we don't say when exactly. *I've lost my keys.*	• for actions that happened at a definite time in the past. We say when. *I lost my keys yesterday.*
• with the time expressions: ever, never, before, so far, just, yet, already, always, for, since.	• with the time expressions: yesterday, in 1995, ago, last week/ month, etc.

Relative clauses

Relative clauses are introduced by relative pronouns (**who, which, that**) and the relative adverb (**where**).

	Pronouns	Examples
PEOPLE	who/that	*The boy who/that is in that shop is my friend.* *The boy (who/that) I play tennis with is my cousin.*
THINGS ANIMALS IDEAS	which/ that	*The tablet that/which is on the desk is my sister's.* *The car (which/that) we bought last week is blue.*
	ADVERBS	**EXAMPLES**
PLACE	where	*The park where I play football is near my house.*

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

She's the girl who/that lives next door.
The book (which/that) you bought is on the desk.

NOTE: • **Who**, **which** and **that** can be omitted when they refer to the object.
• **Where** can never be omitted or replaced with **that**.

Non-defining relative clauses give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.
Mr Brown, who is our geography teacher, is quite old.
Our car, which cost us a lot, keeps breaking down.

Module 4

Adverbs

Adverbs of manner describe how something happens.
Stan is a good driver. He drives carefully.

We form most adverbs of manner by adding -ly to the adjective.	quiet → quietly careful → carefully
Adjectives ending in a consonant + *-y*, drop the *-y* and take *-ily*.	easy → easily
Adjectives ending in -le, drop the -e and take -y.	terrible → terribly

IRREGULAR ADVERBS		
good	→	well
fast	→	fast
hard	→	hard
late	→	late
early	→	early

Comparatives and superlatives of adjectives and adverbs

- We use the **comparative** of adjectives and adverbs when we compare two people, animals or things. Adjectives and adverbs are usually followed by **than**.
- We use the **superlative** of adjectives and adverbs when we compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article **the** and are usually followed by the prepositions **of** or **in**.

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All one-syllable and most two-syllable adjectives take -er/-est	*short - shorter - the shortest* *happy - happier - the happiest* *big - bigger - the biggest*
Adjectives with three or more syllables and some two-syllable adjectives take: more + adjective / most + adjective	*interesting -* *more interesting -* *the most interesting*
All one-syllable adverbs and **early** take -er/-est	*fast - faster - the fastest* *early - earlier - the earliest*
Adverbs with two or more syllables take: more + adverb / most + adverb	*carefully -* *more carefully -* *the most carefully*

IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good/well	better	the best
bad/badly	worse	the worst
little	less	the least
far	farther/further	the farthest/furthest
many/much	more	the most

Other forms of comparison

- **as + adjective/adverb + as**
  Fiona's portrait is as beautiful as Kelly's.
  Tim laughs as loudly as his father.
- **not as + adjective/adverb + as**
  Fiona isn't as tall as Kelly.
  Tim doesn't laugh as loudly as his father.
- **(not) as + many/much + as**
  Tom didn't get as much sleep as Mary.
  Today, there aren't as many children in the playground as yesterday.

Possessive Adjectives - Possessive Pronouns

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

- **Possessive adjectives** always go before nouns and do not take articles before them.
  Her hat is green.
- **Possessive pronouns** replace *possessive adjectives + noun*, so they are never followed by nouns. They can be used as short answers to questions starting with **whose**.
  Your bag is brown, but mine is black.
  That cat is hers.
  Whose is this ball? It's his.

Reflexive pronouns

myself yourself himself herself itself
ourselves yourselves themselves

We use **reflexive pronouns**:

- as objects of verbs when the subject and the object of the verb are the same.
  Lea bought herself a new laptop.
- after certain verbs with prepositions (talk about/to, take care of, say to, etc.).
  I never talk about myself.

NOTE: We use *by + reflexive pronoun* to show that someone does something alone, without any help from anyone else.
My oldest daughter tidies her room by herself.

Infinitive

We use the **full infinitive** (***to*** + base form of the verb):

- to express purpose.
  She went to the bookshop to buy a book.
- after certain verbs: *want, would like, would love, decide, forget, learn, teach, need, plan, promise, try, hope, manage, arrange.*
  I decided to buy a new car.

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- after the structure it + be + adjective.
  It's difficult to do this maths exercise.
- after certain adjectives: *afraid, surprised, free, happy, ready, sorry, glad.*
  Kevin was happy to see his grandparents after three months.

We use the **bare infinitive** (base form of the verb **without *to***):

- after modal verbs (can, could, will, would, should, may, might, must).
  Will you stop shouting?
  You must go to the dentist.
- after the verbs **let** and **make**.
  She makes me tidy my room all the time.
  Mum, let me go to the shopping centre with my friends, please!

NOTE: We can use the verb **help** with a bare or full infinitive.
I always help my mum do the washing-up.
I always help my mum **to do** *the washing-up.*

-ing form

We use the **-ing form** (base form of the verb + *-ing*) as a noun. We use *-ing* forms:

- as subjects.
  Eating lots of sweets isn't healthy.
- after certain verbs: *like, love, hate, enjoy, prefer, continue, stop, finish, start, keep, avoid, begin, imagine, spend (time).*
  Keep going and you'll see the newsagent's on your right.
- after certain expressions: *don't mind, can't stand, be interested in, it's worth, how about, can't help, feel like.*
  I can't stand watching TV. It's boring.
- after prepositions.
  I'm planning on travelling all over the world some day.
- after the verb **go** to indicate activities.
  I go jogging three times a week.

Module 5

Quantifiers (much / many / a lot of / lots of / plenty of / a little / a few)

- We use **much** with **uncountable nouns**, in questions and negative sentences.
  How much sugar do you need for the cake?
- We use **many** with **plural countable nouns**, usually in questions and negative sentences.
  There aren't many chairs in the room.
- We use **a lot of / lots of / plenty of** with **uncountable and plural countable nouns**, usually in affirmative sentences.
  There is a lot of / plenty of juice in the fridge.
  There are lots of / plenty of oranges on the table.
- We use **a little** with **uncountable nouns**, in affirmative sentences.
  There is a little water in the bottle.
- We use **a few** with **plural countable nouns,** in affirmative sentences.
  There are a few pens on my desk.

NOTE:
- For emphasis we can use: **so/too + much/many**
  There are so many people at the food festival. (positive meaning = The food festival is very popular.)
  There are too many people at the food festival. (negative meaning = I can't enjoy the food festival because of the large number of people.)
- When *much, many, a lot, lots, plenty, a little, a few* are used as pronouns, they are not followed by nouns.
  Have you got much homework? Yes, I've got a lot.
  Can you lend me some money? I haven't got much.

Past Perfect Simple

AFFIRMATIVE			
FULL FORMS		**SHORT FORMS**	
I/He/She/It We/You/They	had written	I/He/She/It We/You/They	'd written
NEGATIVE			
FULL FORMS		**SHORT FORMS**	
I/He/She/It We/You/They	had not written	I/He/She/It We/You/They	hadn't written
QUESTIONS			
Had	I/he/she/it we/you/they		written?

- We form the **Past Perfect Simple** with *had* and the *past participle* of the verb.

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NOTE: For a list of irregular verbs go to page 151.

We use the **Past Perfect Simple:**

- for actions which took place before a specific point in time or before another action in the past.
  She had finished cooking before 5 o'clock.
  My sister had left before I got home.

TIME EXPRESSIONS
before + point in time
by + point in time
before, after, when, by the time

NOTE: **When**, **after**, **before** and **by the time** are used to link two past actions, one of which happened earlier than the other. We often use the Past Perfect Simple for the action which happened earlier and the Past Simple for the action which happened later.
I had already finished my homework by the time he called me.

Some/Any/No/Every and their compounds

- **some + uncountable / plural countable nouns** in affirmative sentences and in questions when we offer something or ask for something politely.
  There is some water in the bottle.
  Would you like some biscuits?
  Could I have some orange juice?
- **any + uncountable / plural countable nouns** in questions and negative sentences.
  Is there any milk in the fridge?
  There aren't any biscuits on the plate.
- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.
  There is no chocolate in the box. = There isn't any chocolate in the box.
- **every + singular countable nouns** in affirmative sentences.
  Every student in this school has got a laptop.

	some	any	no	every
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- These compounds are used in the same way as **some**, **any**, **no**, **every** but they are not followed by a noun. They always go with singular verbs.
  Everybody in the class likes the teacher.
  I don't go anywhere without my mobile.

Other, the other(s), another

- Other means 'additional' or 'different'.
  Are there any other questions you would like to ask?
  I think you should go to London some other time.
- the other(s) = the rest, the remaining
  I'm buying the black boots. I don't like the other ones.
- another = one more or a different one.
  I'd like another glass of orange juice.
  Can you come back another time? I'm busy.

Module 6

can/could/may/will/would

- We use **Can I...?**, **Could I...?**, **May I...?** to ask for permission. We use can and may to give and refuse permission.
  Can/Could/May I go to the shopping centre?
  Yes, you can/may.
  No, you can't / may not.
- We use **Can I...?**, **Could I...?**, **May I...?** to offer help and make requests.
  Can/Could/May I help you?
  Can/Could/May I have a glass of water?
- We use **Can/Could/Will/Would you...?** to make polite requests and to ask for a favour. **Could** and **Would** are more polite.
  Can/Could/Will/Would you drive me to school?

may/might/could

- We use **may**, **might** and **could** to express **possibility** in the present or future. **Might** expresses slight possibility.
  I may/might/could go to the Spring Festival next weekend.

NOTE: We use **may not / might not** to express lack of possibility in the present or future.
Tony may not / might not be able to come to the party.

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Future *will*

AFFIRMATIVE		NEGATIVE	
I/He/She/It We/You/They	will work	I/He/She/It We/You/They	won't (will not) work
QUESTIONS			
Will	I/he/she/it/we/you/they		work?
SHORT ANSWERS			
Yes,	I/he/she/it/we/you/they		will.
No,	I/he/she/it/we/you/they		won't.

We use the **Future *will*** for:

- predictions, usually with the verbs **think** and **believe**.
  I think Eddie will pass his exam.
- on-the-spot decisions.
  OK. I'll come with you.
- offers.
  I'll help you tidy your room.
- warnings and threats.
  Give me my tablet, or I'll tell Mum.
- promises.
  I promise I'll help you with your homework.
- requests.
  Will you help me do the washing-up?

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

IF-CLAUSE	MAIN CLAUSE
If+Present Simple	Future *will*
	Modal Verbs (can, may, might, must)
	Imperative

If I finish my homework early, I'll watch TV.
If the weather is good, we can go on a picnic.
If you go out, put on a jacket.

NOTE: • We can use **unless** instead of **if... not**.
I'll go to the beach unless it's too cold.
(= I'll go to the beach if it isn't too cold.)
• When the **if-clause** comes before the **main clause**, the two clauses are separated by a **comma**.

Module 7

must / have to / need (to) / can't

- We use **must** and **have to** to express **obligation** in the present and future.
  I must drive Henry to school.
  He has to be at school before nine o'clock.
- We use **need to** to express **necessity**.
  I need to call Mum.
- We use **don't have to**, **don't need to** and **needn't** to express **lack of necessity/obligation**.
  You don't have to come to the park with us if you don't want to.
  He doesn't need to help me with my homework.
  You needn't cook anything for tonight.
- We use **mustn't** and **can't** to express **prohibition**.
  You mustn't/can't use your mobile phone in the class.

NOTE: • To express obligation in the past, we use **had to**.
• To express obligation in the future, we use **will have to**.

NOTE: •**Need** means that something is necessary. It is used:
• as a **main verb** in all tenses, in the affirmative, negative and question form. It is followed by a **full infinitive** and forms the negative and question form with auxiliary verbs.
• as a **modal verb** only in the negative and question form of the **Present Simple**. It is followed by a **bare infinitive** and forms the negative and question form without auxiliary verbs.

AFFIRMATIVE	
I He/She/It We/You/They	need to go needs to go need to go

NEGATIVE			
Main Verb		**Modal Verb**	
I He/She/It We/You/They	don't need to go doesn't need to go don't need to go	I He/She/It We/You/They	needn't go

QUESTIONS					
Main Verb			**Modal Verb**		
Do Does Do	I he/she/it we/you/they	need to go?	Need	I he/she/it we/you/they	go?

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Passive Voice I

Use

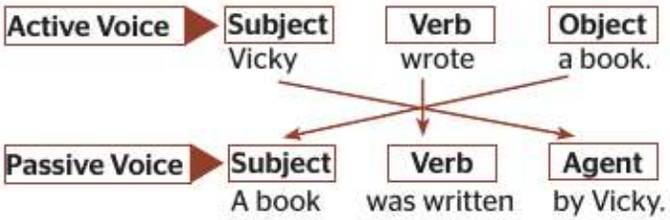
- We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

- The Passive Voice is formed with the verb **be** in the appropriate form and the **past participle** of the verb of the sentence. The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

NOTE: We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.
  My files were deleted.
  (by someone who we do not know)
  These bikes are made in France. (by factory workers)



Present Simple Passive

AFFIRMATIVE		
I He/She/It We/You/They	am is are	called/given
	NEGATIVE	
I He/She/It We/You/They	am not isn't aren't	called/given
	QUESTIONS	
Am Is Are	I he/she/it we/you/they	called/ given?

Past Simple Passive

AFFIRMATIVE		
I/He/She/It We/You/They	was were	called/given
	NEGATIVE	
I/He/She/It We/You/They	wasn't weren't	called/given
	QUESTIONS	
Was Were	I/he/she/it we/you/they	called/given?

Passive Voice II

- We form the **Progressive tenses** in the **Passive Voice** with the appropriate form of the verb **be + being + the past participle of the main verb**.

PRESENT PROGRESSIVE	PAST PROGRESSIVE
I am being called	I was being called
Are you being called?	Were you being called?
They aren't being called	They weren't being called

The article 'the'

'the' is used:

- for somebody or something specific or already mentioned.
  A: *There's a red hat in the living room.*
  B: *Yes, it's the hat Steve bought yesterday.*
- for things that are unique.
  the Earth, the Pyramids
- with the superlative of adjectives/adverbs.
  Rob is the best player in our team.
  Fay draws the most beautifully of all her classmates.
- before names of seas, rivers, oceans and deserts.
  the Black Sea, the Thames, the Indian Ocean, the Kalahari Desert
- before groups of islands, mountain ranges and countries in the plural.
  the Azores, the Alps, the Netherlands
- before musical instruments.
  James plays the piano.
- before the cardinal points.
  Durham is in the north of England.

'the' is not used:

- before names of people, streets, islands, mountains, cities, countries and continents.
  Joe Black, Oxford Street, Corsica, Everest, Rome, Turkey, Africa

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- before names of days and months.
  on Monday / in July
- before plural countable nouns or uncountable nouns when we are talking about something in general.
  Lions are wild animals.
  Gary hates tea.
- before abstract nouns (love, hope, beauty, etc.).
  When he heard the bad news, he didn't lose hope.
- before names of magazines, sports, games, colours and languages (when they are not followed by the word *language*).
  Sports Today is my favourite magazine.
  I love football.
  Tim's favourite colour is orange.
  I don't speak Spanish.
- before names of squares, parks and lakes.
  Trafalgar Square, Central Park, Lake Winnipeg
- before the words *hospital, school, work, home, bed, church, prison* and *university* when they are used for the purpose for which they exist.
  Anna woke up and went to school.
- before the words *breakfast, lunch* and *dinner*.
  I went to Jack's house for dinner.

Module 8

Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.
Sophia said, 'Rosie has bought a new house.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** (said) or **tell** (told), followed by **that** (which can be omitted) and the reported statement.
Sophia said that Rosie had bought a new house.

NOTE:
- We use **say** (said) when there is no indirect object. *'I'll be late,' she said.*
  She said *that she would be late.*
- We use **tell** (told) when there is an indirect object.
  'I'll help you, Freddie,' he said.
  He told Freddie *that he would help him.*

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence.
  'You look great in your new shirt', said Kelly.
  Kelly said that I looked great in my new shirt.
- When the reporting verb (say or tell) is in the Past Tense, we usually make the following changes:

Present Simple → Past Simple
Kevin said, 'I want to go bowling.'
Kevin said (that) he wanted to go bowling.

Present Progressive → Past Progressive
Emma said, 'I'm playing a video game.'
Emma said that she was playing a video game.

Past Simple → Past Perfect Simple
Jack said, 'Fred broke my glasses.'
Jack said that Fred had broken his glasses.

Present Perfect Simple → Past Perfect Simple
Frank said, 'I have bought a new mobile phone.'
Frank said he had bought a new mobile phone.

will → would
Bridget said, 'I'll talk to Ivy.'
Bridget said she would talk to Ivy.

can → could
Robert said, 'I can drive you to work.'
Robert said he could drive me to work.

may → might
Mary said, 'I may move to Italy.'
Mary said she might move to Italy.

must → had to
Dad said, 'You must finish your homework.'
Dad said I had to finish my homework.

now → then
William said, 'I will buy it now.'
William said he would buy it then.

here → there
Mum said, 'I left the phone here.'
Mum said she had left the phone there.

ago → before
Fiona said, 'I visited London two years ago.'
Fiona said she had visited London two years before.

today/tonight → that day, that night
Kim said, 'I bought a new car today.'
Kim said she had bought a new car that day.

yesterday → the previous day / the day before
George said, 'I saw Charlie yesterday.'
George said he had seen Charlie the previous day.

this morning/year, etc. → that morning/year, etc.
Alfie said, 'I haven't eaten anything this morning.'
Alfie said he hadn't eaten anything that morning.

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tomorrow → the next day / the following day
Amelia said, 'I'm travelling to Paris tomorrow.'
Amelia said she was travelling to Paris the following day.

last week/month, etc. → the previous week/ month, etc.
the week/month, etc. before
Tina said, 'I visited Lisa last week.'
Tina said she had visited Lisa the previous week.

next week/month, etc. → the following week/ month, etc.
Patrick said, 'I'll go to Bristol next week.'
Patrick said he would go to Bristol the following week.

NOTE:
- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.
  'I love playing basketball,' Dylan says.
  Dylan says (that) he loves playing basketball.
  'I will move to London next year,' says Andy.
  Andy says he will move to London next year.
- The Past Perfect and the verbs *could, might, should, would* and *used to* do not change in Reported Speech.
- The Past Progressive usually doesn't change in Reported Speech.

Reported Speech (Commands and Requests)

- We commonly use **tell** or **order** when we report commands and **ask** when we report requests.
- The Imperative changes to **to + base form** or **not + to + base form**.
  'Stay there,' said the man.
  The man told me to stay there.
  'Don't take this away, please,' she said.
  She asked me not to take that away.

Reported Speech (Questions)

- We usually introduce reported questions with the reporting verb **ask** and the expression **want to know**.
- Reported questions follow the word order of affirmative sentences.
  'Why did he come back?' she asked.
  She asked me why he had come back.
- If the direct question begins with a question word, the reported question also begins with the same question word.
  *'**What** are you doing?' she asked.*
  *She asked me **what** I was doing.*
- If the direct question does not begin with a question word, the reported question begins with **if** or **whether**.
  'Did you enjoy the barbecue?' he asked.
  *He asked me **if/whether** I had enjoyed the barbecue.*
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as when we report statements.

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IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	leave	left	left
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
bite	bit	bitten	light	lit	lit
bleed	bled	bled	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burnt/burned	burnt/burned	prove	proved	proven/proved
buy	bought	bought	put	put	put
catch	caught	caught	read	read	read
choose	chose	chosen	ride	rode	ridden
come	came	come	ring	rang	rung
cost	cost	cost	rise	rose	risen
cut	cut	cut	run	ran	run
deal	dealt	dealt	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamt/dreamed	dreamt/dreamed	send	sent	sent
drink	drank	drunk	set	set	set
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	shine	shone/shined	shone/shined
fall	fell	fallen	show	showed	shown
feed	fed	fed	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelt/smelled	smelt/smelled
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spell	spelt/spelled	spelt/spelled
get	got	got	spend	spent	spent
give	gave	given	spread	spread	spread
go	went	gone	stand	stood	stood
grow	grew	grown	steal	stole	stolen
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
learn	learnt/learned	learnt/learned	write	wrote	written

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Learning Tips

In class

How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read texts from English magazines and newspapers.
- Read English websites.
- Listen to English songs.
- Watch English TV programmes and DVDs.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.

In it write:
- tips and/or rules in your language,
- example sentences,
- important grammatical points e.g. irregular verbs.

- Write down grammatical errors that you often make.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook. Together with the English word:
  - write the translation in your language,
  - write an example sentence,
  - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn phrases (e.g. verb+noun) not just single words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.a
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Refer to the Wordlist.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

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Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the language you have learnt.
- Speak only in English.
- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise continue speaking.
- If you can't remember a word, don't stop. Try to use other words.
- When talking to another person, listen carefully to him/her and respond to what he/she is saying (e.g. *I agree*, *I don't know about that*). Also, show interest or surprise by using phrases like *Really?*, *Did you?*, etc.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to understand which of the words in the text are really important. Try to guess the meaning of as many of these words as possible from the context. Use the following strategies:
  - Read the words before and after the unknown word and think of the context.
  - Try to figure out if the unknown word is a verb, noun, etc.
  - See if the unknown word is similar to other words in English or in your own language.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (*he, it, this, them,* etc.) and the adverbs (*here, there,* etc.) refer to in the text.
- When completing a text with missing sentences, read the whole text first and then the sentences given. Pay special attention to the vocabulary, pronouns (e.g. *it, they, this*) and words/phrases which link sentences (e.g. *however, later*) both in the text and in the sentences given.

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Learning Tips

Listen

How to do better when doing listening tasks

- Before you listen, read the rubric carefully and look at the pictures. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.
- While listening for gist, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.
- When listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.
- When completing sentences, make sure that your answers make sense with the rest of the sentence.
- Don't be in a hurry to answer a multiple choice question. Listen carefully till the end and check all the options before your final decision.

Write

How to do better when doing writing tasks

- Make sure you write what the rubric asks you to. Don't include irrelevant information.
- Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it. Make notes of the information you want to include. You can also make a mind map to organise your ideas.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Use linking words (*and, but, or, so* and *because*) to join your ideas.
- Use linking words/phrases to add something (e.g. *in addition, what is more, also*), to express contrast (e.g. *but, however*), to express result (e.g. *as a result*) and to give reason (e.g. *that's why*). This will make your writing flow.
- Use time linkers (*first, firstly, then, next, after that, later, finally, when, before, while, as, as soon as*, etc.) to show the order in which events happen.
- Use a variety of adjectives (e.g. *fascinating, shocked*) and adverbs/adverbial phrases (e.g. *luckily, all of a sudden*) in your writing to make it more interesting.
- Use words like he, she, it, them, there, etc. to avoid repeating the same words.
- When you are asked to write a letter, try to understand why you are writing (to ask for information, to give news, to invite, etc.). Also, think carefully about your relationship with the person you are writing to (is he/she a friend, a stranger, etc.?) and write in an appropriate style (formal or informal). Remember to use set phrases in the opening and closing paragraph.
- Write neatly.
- Write your first draft and correct it. Then write your final draft.
- Edit your writing. Check punctuation, capital letters, word order, spelling, grammar, vocabulary and linking words.

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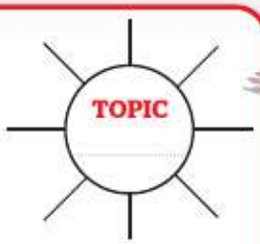
BRAINSTORM → PLAN → RESEARCH → CREATE → PROOFREAD → PRESENT

step 1

BRAINSTORM

- Think of the topic carefully and create a mind map to help you come up with ideas or words related to the topic.



step 2

PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

step 3

RESEARCH

- Do research on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Note down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

step 4

CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write captions underneath the pictures to describe them.

step 5

PROOFREAD

- After you finish, proofread your work.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

step 6

PRESENT

A presentation consists of **3 stages**:

Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

Stage 2: During the presentation

- First, introduce the topic. *(I would like to talk about... / I am going to talk about...)*
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at the people in the audience (your classmates) and make eye contact.

Stage 3: After the presentation

- Ask the audience if they have any questions and try to answer their questions. *(Any questions?)*
- Don't forget to thank the audience. *(Thank you for your attention.)*

TIP! Use the following checklist with the things you need to do. Tick (☐) the boxes when you do them.

PROJECT CHECKLIST

- mind map ☐
- plan ☐
- research ☐
- key words ☐
- paragraph/text ☐
- title ☐
- pictures and captions ☐
- checking ☐
- presentation practice ☐

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Wordlist

ABOUT ME

1a about /əˈbaʊt / *про, близько*
after /ˈɑːftə / *після*
art room /ɑːt ruːm / *художній клас*
at the beginning of /æt ðə bɪˈgɪnɪŋ əv / *на початку*
at the end of /æt ðə end əv / *в кінці*
become /bɪˈkʌm / *ставати, стати*
before /bɪˈfɔː / *перед*
begin /bɪˈgɪn / *починати*
choose /tʃuːz / *вибирати*
coach /kəʊtʃ / *тренер (-ка)*
competition /ˌkɒmpəˈtɪʃən / *змагання*
different /ˈdɪfərənt / *різний (-а, -е), відмінний (-а, -е)*
difficult /ˈdɪfɪkəlt / *складний (-а, -е)*
easy /ˈiːzi / *легкий (-а, -е)*
excellent /ˈeksələnt / *відмінний (-а, -е)*
extra /ˈekstrə / *додатковий (-а, -е)*
finish /ˈfɪnɪʃ / *закінчувати*
gym /dʒɪm / *спортзал*
hard /hɑːd / *важкий (-а, -е)*
like (prep.) /laɪk / *як*
organise /ˈɔːgənaɪz / *організовувати*
other /ˈʌðə / *інший (-а, -е)*
perfect /ˈpɜːfɪkt / *ідеальний (-а, -е)*
professional /prəˈfeʃənl / *професійний (-а, -е)*
science lab /ˈsaɪəns læb / *наукова лабораторія*
start /stɑːt / *початок*
the same... as /ðə seɪm... æz / *той самий / та сама / те саме... що й*
think /θɪŋk / *думати*
till / until /tɪl / ʌnˈtɪl / *до*
tradition /trəˈdɪʃən / *традиція*
train (v.) /treɪn / *навчати, тренувати*
training /ˈtreɪnɪŋ / *навчання, тренування*
true /truː / *правдивий (-а, -е), справжній (-я, -є)*

School subjects

art /ɑːt / *мистецтво*
biology /baɪˈɒlədʒi / *біологія*
chemistry /ˈkemɪstri / *хімія*
geography /dʒɪˈɒgrəfi / *географія*
history /ˈhɪstəri / *історія*
IT (Information Technology) /ˌaɪ ˈtiː / *IT (інформаційні технології)*
maths /mæθs / *математика*
PE (Physical Education) /ˌpiː ˈiː / *фізичне виховання*
physics /ˈfɪzɪks / *фізика*

I can't wait /aɪ kɑːnt weɪt / *Я не можу дочекатися.*
It's great fun! /ɪts greɪt fʌn / *Це дуже весело!*
1b active /ˈæktɪv / *активний (-а)*
ask /ɑːsk / *питати*
at all /ət ɔːl / *взагалі*
be careful /bi ˈkeəfəl / *будь обережним (-ою)*
both /bəʊθ / *обидва (-і)*
building /ˈbɪldɪŋ / *будівля*
busy /ˈbɪzi / *зайнятий (-а), метушливий (-а)*
come over /kʌm ˈəʊvə / *приходити*
exercise (v. + n.) /ˈeksəsaɪz / *займатися фізичними вправами*
feel /fiːl / *відчувати*
floor (of a building) /flɔː əv ə ˈbɪldɪŋ / *поверх будівлі*
hang out /hæŋ aʊt / *тусуватися*
help (n.) /help / *допомога*
housework /ˈhaʊswɜːk / *робота по дому*
invite /ɪnˈvaɪt / *запрошувати*
lazy /ˈleɪzi / *ледачий (-а)*
need /niːd / *потреба*
relax /rɪˈlæks / *розслабитися*
remember /rɪˈmembər / *пам'ятати*
take the lift /teɪk ðə lɪft / *їхати на ліфті*
take the stairs /teɪk ðə steərz / *йти сходами*
tired /ˈtaɪəd / *втомлений (-а)*
tiring /ˈtaɪərɪŋ / *втомлюючий (-а)*

Chores

clean the windows /kliːn ðə ˈwɪndəʊz / *мити вікна*
cook /kʊk / *готувати*
do the washing /duː ðə ˈwɒʃɪŋ / *прати*
do the washing up /duː ðə ˈwɒʃɪŋ ʌp / *мити посуд*
hoover /ˈhuːvə / *пилососити*
iron the clothes /ˈaɪən ðə kləʊðz / *прасувати одяг*
take out the rubbish /teɪk aʊt ðə ˈrʌbɪʃ / *виносити сміття*
tidy my room /ˈtaɪdi maɪ ruːm / *прибрати мою кімнату*
wash the car /wɒʃ ðə kɑː / *мити автомобіль*
How often...? Once / Twice / Three times a... /haʊ ˈɒfən··· wʌns / twaɪs / θriː taɪmz ə / *Як часто...? Один раз / Два рази / Три рази на...*
Which...? /wɪtʃ / *Який...?*

1c artist /ˈɑːtɪst / *художник (-ця)*
bored /bɔːd / *знудьгований (-а)*
boring /ˈbɔːrɪŋ / *нудний (-а, -е)*
café /ˈkæfeɪ / *кафе*

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excited /ɪkˈsaɪtɪd/ *щасливий (-а, -е)*
exciting /ɪkˈsaɪtɪŋ/ *захопливий (-а, -е)*
have a lesson /hæv ə ˈlesən/ *мати урок*
ice skating /aɪs ˈskeɪtɪŋ/ *катання на ковзанах*
interested /ˈɪntrəstɪd/ *зацікавлений (-а, -е)*
interesting /ˈɪntrəstɪŋ/ *цікавий (-а, -е)*
landscape /ˈlændskeɪp/ *пейзаж*
move (n.) /muːv/ *рух*
painting /ˈpeɪntɪŋ/ *живопис*
play board games /pleɪ bɔːd geɪmz/ *грати в настільні ігри*
play chess /pleɪ ʧes/ *грати в шахи*
play table tennis /pleɪ ˈteɪbl ˈtenɪs/ *грати в настільний теніс*
portrait /ˈpɔːtrɪt/ *портрет*
serious /ˈsɪərɪəs/ *серйозний (-а, -е)*
surprised /səˈpraɪzd/ *здивований (-а, -е)*
surprising /səˈpraɪzɪŋ/ *дивний (-а, -е), несподіваний (-а, -е)*
talent /ˈtælənt/ *талант*
talented /ˈtæləntɪd/ *талановитий (-а, -е)*
youth club /juːθ klʌb/ *молодіжний клуб*
Go on! /gəʊ ɒn/ *Продовжуйте!*
No, that's not for me. /nəʊ / ðæts nɒt fɔː miː/ *Ні, це не для мене.*
That's for sure! /ðæts fɔː ʃʊə/ *Це точно!*
What do you think? /wɒt duː juː θɪŋk/ *Що ти думаєш?*
You're joking! /juə ˈʤəʊkɪŋ/ *Ти жартуєш!*

1d **act (v.)** /ækt/ *діяти*
choice /ʧɔɪs/ *вибір*
contact (v.) /ˈkɒntækt/ *зв'язатися*
depend (on) /dɪˈpend (ɒn)/ *залежати (від)*
drama /ˈdrɑːmə/ *драма*
equipment /ɪˈkwɪpmənt/ *обладнання*
free of charge /friː əv ʧɑːrdʒ/ *безкоштовно*
member /ˈmembə/ *учасник (-ця)*
offer (v.) /ˈɒfə(r)/ *пропонувати*
perform /pəˈfɔːm/ *виступати*
performance /pəˈfɔːməns/ *виступ*
photo /ˈfəʊtəʊ/ *фото*
photographer /fəˈtɒgrəfə(r)/ *фотограф (-иня)*
photography /fəˈtɒgrəfi/ *фотографія*
play (n.) /pleɪ/ *п'єса*
sign up (for) /saɪn ʌp (fɔː)r/ *записатися (на)*
take place /teɪk pleɪs/ *відбуватися*

Free-time activities

build a model car/ship/plane /bɪld ə ˈmɒdl kɑː(r)/ʃɪp/ pleɪn/ *складати модель автомобіля / корабля / літака*
do a jigsaw puzzle /duː ə ˈʤɪgsɔː pʌzl/ *складати пазл*
do arts and crafts /duː ɑːts ənd krɑːfts/ *займатися мистецтвом та ремеслами*
fly a drone /flaɪ ə drəʊn/ *літати на дроні*
fly a kite /flaɪ ə kaɪt/ *запускати повітряного змія*
make a collage /meɪk ə kəˈlɑːʒ/ *створювати колаж*
make bracelets /meɪk ˈbreɪsləts/ *робити браслети*
make jewellery /meɪk ˈʤuːəlri/ *робити прикраси*

1e **adventurous** /ədˈventʃərəs/ *авантюрний (-а, -е)*
button /ˈbʌtn/ *кнопка*
decorate /ˈdekəreɪt/ *прикрашати*
flowerpot /ˈflaʊəpɒt/ *квітковий горщик*
glass /glɑːs/ *скло*
goat /gəʊt/ *коза*
horrible /ˈhɒrəbl/ *жахливий (-а, -е)*
in fact /ɪn fækt/ *насправді*
jar /ʤɑː/ *банка*
metal /ˈmetl/ *метал*
paper /ˈpeɪpər/ *папір*
pencil holder /ˈpensəl ˈhəʊldə(r)/ *підставка для олівців*
plan (v.) /plæn/ *планувати*
plastic /ˈplæstɪk/ *пластик*
puppet /ˈpʌpɪt/ *лялька-маріонетка*
scissors /ˈsɪzərz/ *ножиці*
sheep /ʃiːp/ *вівця*
wolf /wʊlf/ *вовк*
wood /wʊd/ *деревина*
wooden /ˈwʊdn/ *дерев'яний (-а, -е)*
be a big fan of /biː ə bɪg fæn ɒv/ *бути великим шанувальником (-ицею) чогось*
be crazy about /biː ˈkreɪzi əˈbaʊt/ *бути в захваті від чогось*
be into sth /biː ˈɪntuː sʌmθɪŋ/ *цікавитися чимось*
Check out... /ʧek aʊt/ *перевірити, дізнатися більше про...*
communicate /kəˈmjuːnɪkeɪt/ *спілкуватися*
communication /kəˌmjuːnɪˈkeɪʃən/ *комунікація*
electronic device /ɪˌlekˈtrɒnɪk dɪˈvaɪs/ *електронний пристрій*
gadget /ˈgædʒɪt/ *гаджет*
technology /tekˈnɒlədʒi/ *технологія*

COMMUNICATION AND TECHNOLOGY

2a **be/get in trouble** /biː/get ɪn ˈtrʌbəl/ *потрапити в неприємності*
businessman /ˈbɪznɪsmən/ *бізнесмен*
calm /kɑːm/ *спокійний (-а, -е)*
colleague /ˈkɒliːg/ *колега*
connect /kəˈnekt/ *під'єднувати*
create (problems) /kriˈeɪt (ˈprɒbləmz)/ *створювати (проблеми)*

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essay /ˈeseɪ / *есе, твір*
fix (v.) /fɪks / *виправляти*
go wrong /gəʊ rɒŋ / *піти не так*
hand in /hænd ɪn / *здавати*
keys /kiːz / *клавіші*
manage /ˈmænɪdʒ / *керувати*
mention /ˈmɛnʃən / *згадувати*
present (v.) /prɪˈzent / *представляти*
presentation /ˌprezənˈteɪʃən / *презентація*
press (v.) /pres / *натискати*
print sth out /prɪnt sʌmθɪŋ aʊt / *роздрукувати щось*
programme (n.) /ˈprəʊgræm / *програма*
sound (n.) /saʊnd / *звук*
tech /tek / *техніка*
technician /tekˈnɪʃən / *технік*

Computer words

keyboard /ˈkiːˌbɔːd / *клавіатура*
laptop /ˈlæp·tɒp / *ноутбук*
mouse /maʊs / *миша*
printer /ˈprɪn·tə / *принтер*
screen /skriːn / *екран*
speakers /ˈspiː·kəz / *динаміки*
tablet /ˈtæb.lət / *планшет*
USB flash drive /ˌjuː.esˈbiː flæʃ draɪv / *USB-флеш-накопичувач*
wireless headphones /ˈwaɪə·ləs ˈhed·fəʊnz / *бездротові навушники*

2b by accident /baɪ ˈæk·sɪ·dənt / *випадково*
care (about) /keə(r) / *турбота (про)*
drop (v.) /drɒp / *впускати*
in the past /ɪn ðə pɑːst / *у минулому*
smartphone /ˈsmɑːt.fəʊn / *смартфон*
take a break (from) /teɪk ə breɪk (frəm) / *взяти перерву (від)*
click on a link/on an icon /klɪk ɒn ə lɪŋk /ɒn ən ˈaɪ.kɒn / *натиснути на посилання / на піктограму*
download apps/songs/videos /daʊnˈləʊd æps/sɒŋz/ ˈvɪd.i.əʊz / *завантажити застосунки / пісні / відео*
make a video call /meɪk ə ˈvɪd.i.əʊ kɔːl / *здійснити відеодзвінок*
post sth on a website /pəʊst sʌm ɒn ə ˈweb·saɪt / *розмістити щось на вебсайті*
save/delete/print a document/picture /seɪv/dɪˈliːt/ prɪnt ə ˈdɒkjʊ.mənt/ˈpɪk.tʃər / *зберегти / видалити / надрукувати документ / зображення*
send/receive emails / text messages /send/rɪˈsiːv ˈiːmeɪlz/tɛkst ˈmɛsɪdʒɪz / *надсилати / отримувати електронні листи / текстові повідомлення*
text (v.) /tekst / *писати текст*
turn on/off a computer/laptop/tablet/mobile phone /tɜːn ɒn/ɒf ə kəmˈpjuː.tə(r)/ˈlæp.tɒp/ˈtæb.lət/ ˈməʊ·baɪl fəʊn / *увімкнути / вимкнути комп'ютер / ноутбук / планшет / мобільний телефон*
use the Internet / an app /juːz ðə ˈɪn.tə.net / ən æp / *використовувати інтернет / застосунок*
Are you kidding? /ɑː juː ˈkɪd.ɪŋ / *Ти жартуєш?*
Big deal! /bɪg diːl / *Нічого особливого!*
Hold on! /həʊld ɒn / *Почекай!*
So what? /səʊ wɒt / *Ну і що?*
What's up with you? /wɒts ʌp wɪð juː / *Що з тобою?*

2c canteen /kænˈtiːn / *їдальня*
come (back) on /kʌm (bæk) ɒn / *повернутися (назад)*
go out /gəʊ aʊt / *вийти*
ladder /ˈlæd.ə(r) / *драбина*
look out /lʊk aʊt / *обережно*
power cut /ˈpaʊə(r) kʌt / *відключення електропостачання*
scream (v.) /skriːm / *кричати*
sore throat /sɔː(r) θrəʊt / *біль у горлі*
torch /tɔː(r)tʃ / *ліхтар*
wet /wet / *мокрий (-а, -е)*
knock over sth/sb /nɒk ˈəʊ.və(r) sʌm.θɪŋ/sʌm.bɒ.di / *перекинути щось / когось*
slip (on) /slɪp (ɒn) / *послизнутися (на)*
spill (v.) /spɪl / *розливати*
step on /step ɒn / *наступати на*
trip (over) /trɪp (ˈəʊ·və(r)) / *впасти (перекинутися)*
bleed /bliːd / *кровоточити*
burn (v.) /bɜː(r)n / *обпекти, обгоріти*
hit /hɪt / *вдарити*
hurt /hɜːt / *уразити, поранити*
injured /ˈɪn.dʒə(r)d / *поранений (-а, -е)*

2d add /æd / *додавати*
catchy /ˈkætʃi / *запам'ятовуваний (-а, -е)*
creative /kriˈeɪtɪv / *творчий (-а, -е)*
diary /ˈdaɪəri / *щоденник*
experience (n.) /ɪkˈspɪəriəns / *досвід*
expert /ˈekspɜːt / *експерт (-ка)*
get sb's attention /get sʌmbədiz əˈtenʃən / *привернути чиюсь увагу*
introduce /ˌɪntrəˈdjuːs / *представити, знайомити*
low /ləʊ / *низький (-а, -е)*
particular /pəˈtɪkjʊlə(r) / *конкретний (-а, -е)*
pick (v.) /pɪk / *вибирати*
post (n.) /pəʊst / *пост*
reader /ˈriː.də(r) / *читач (-ка)*
social media /ˈsəʊʃl ˈmiː·diə / *соціальні мережі*
step (n.) /step / *крок*

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subject /ˈsʌbdʒɪkt / *предмет, тема*
topic /ˈtɒpɪk / *тема*
welcome (v.) /ˈwelkəm / *вітати*
charge a battery / a mobile phone /tʃɑːdʒ ə ˈbæt.ᵊr.i / ə ˈməʊ.baɪl fəʊn / *заряджати батарею / мобільний телефон*
connect to the Internet / to the Wi-Fi / to a charger /kəˈnekt ˈtuː ðə ˈɪn.tə.net / tə ðə ˈwaɪ.faɪ / tə ə ˈtʃɑː.dᵊr / *підключатися до інтернету / до Wi-Fi / до зарядного пристрою*
create/design a blog/website /kriˈeɪt/dɪˈzaɪn ə ˈblɒg/ ˈwɛb.saɪt / *створити / розробити блог / вебсайт*
enter/give your password /ˈɛntə(r)/gɪv jʊə(r) ˈpɑːs.wɜːd / *ввести / надати ваш пароль*
set the time/date /set ðə taɪm/deɪt / *встановити час / дату*

2e allow /əˈlaʊ / *дозволити, дати згоду*
apologise /əˈpɒl.ə.dʒaɪz / *вибачатися*
break down /breɪk daʊn / *зруйнуватися*
complain /kəmˈpleɪn / *скаржитися*
explain /ɪkˈspleɪn / *пояснити, пояснювати*
fail an exam / a test /feɪl ən ɪgˈzæm / ə test / *провалити іспит / тест*
get a good/bad mark (on) /get ə gʊd/bæd mɑːk (ɒn) / *отримати хорошу / погану оцінку (за)*
head teacher /hed ˈtiː.tʃə / *директор (-ка) школи*
immediately /ɪˈmiː.di.ət.li / *негайно*
inform /ɪnˈfɔːm / *повідомляти*
let /let / *дозволити*
paper towel /ˈpeɪ.pə(r) ˈtaʊ.əl / *паперовий рушник*
pass an exam / a test /pɑːs ən ɪgˈzæm / ə test / *успішно скласти іспит / тест*
reason /ˈriː.zən / *причина, мотив*
rule /ruːl / *правило*
take an exam / a test /teɪk ən ɪgˈzæm / *ə test / складати іспит / тест*
take up /teɪk ʌp / *починати, приймати, займатися*
unfair /ʌnˈfeə / *несправедливий (-а, -е)*
unplug /ʌnˈplʌg / *відключити*
wipe /waɪp / *витирати / протирати*
Congratulations! /kənˌgrætjʊˈleɪʃ(ə)nz / *Вітання!*
How exciting/nice! /haʊ ɪkˈsaɪtɪŋ /naɪs / *Як захопливо / приємно!*
I'm so glad to hear that! /aɪm səʊ glæd tuː hɪə ðæt / *Я дуже радий (-а) це чути!*
I'm so happy for you! /aɪm səʊ ˈhæpi fɔː juː / *Я такий (-а) щасливий (-а) за тебе!*
Well done! /wel dʌn / *Молодець!*
What wonderful news! /wɒt ˈwʌndəfʊl njuːz / *Які чудові новини!*
You're kidding! /jʊə kɪdɪŋ / *Ти жартуєш!*
Cheer up! /tʃɪər ʌp / *Підбадьорся!*
How awful/terrible! /haʊ ˈɔːf(ə)l /ˈterəbl / *Яка жахлива новина!*
I'm sorry to hear that. /aɪm ˈsɒri tuː hɪə ðæt / *Шкода це чути.*
Is there anything I can do to help? /ɪz ðeər ˈɛnɪθɪŋ aɪ kæn duː tuː help / *Чи є щось, що я можу зробити, щоб допомогти?*
Poor you! /pʊə juː / *Бідолашний (-а)!*
That's so sad. /ðæts səʊ sæd / *Це так сумно.*
That's too bad. /ðæts tuː bæd / *Це занадто погано.*
I look forward to your reply. /aɪ lʊk ˈfɔːwəd tuː jɔːrɪˈplaɪ / *Чекаю на вашу відповідь.*
Waiting for your email! /ˈweɪtɪŋ fɔːr jɔːr ˈiːmeɪl / *Чекаю на ваш електронний лист!*
Yours sincerely /jɔːz sɪnˈsɪəli / *З повагою*
Yours /jɔːz / *Ваш*

FAMILY HOLIDAYS

3a a five minute/two hour / etc. walk/drive/ flight / etc. / *прогулянка / поїздка / політ тощо тривалістю п'ять хвилин / дві години тощо*
abroad /əˈbrɔːd / *за кордоном*
by plane/boat / etc. /baɪ pleɪn/bəʊt / ɪtˈsetərə / *літаком / човном тощо*
flight /flaɪt / *рейс, політ*
give sb a lift /gɪv sʌmbədi eɪ lɪft / *підвезти когось*
hand (v.) /hænd / *передати*
island /ˈaɪlənd / *острів*
journey /ˈdʒɜː.ni / *подорож*
last (v.) /lɑːst / *тривати, займати*
look after /lʊk ˈɑːftər / *доглядати за*
mug /mʌg / *кухоль*
on foot /ɒn fʊt / *пішки*
probably /ˈprɒb.ə.bli / *ймовірно*
suitcase /ˈsuːt.keɪs / *валіза*
sunscreen /ˈsʌn.skriːn / *засіб для захисту від сонця*
swimsuit /ˈswɪm.suːt / *купальник*
volcano /vɒlˈkeɪ.nəʊ / *вулкан*

Holiday activities

book a holiday/trip /bʊk ə ˈhɒl.ɪ.deɪ/trɪp / *забронювати відпустку / поїздку*
buy souvenirs /baɪ ˌsuː.vəˈnɪəz / *купувати сувеніри*
go on a trip/cruise /gəʊ ɒn ə trɪp/kruːz / *поїхати в подорож / круїз*
go sightseeing /gəʊ ˈsaɪt.siː.ɪŋ / *оглядати пам'ятки*
pack your suitcase/bags /pæk jʊər ˈsuːt.keɪs/bægz / *упакувати свою валізу / сумки*

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stay at a holiday resort /steɪ æt ə ˈhɒl.ɪ.deɪ rɪˈzɔːt / *перебувати на курорті*
try local food /traɪ ˈləʊ.kəl fuːd / *куштувати місцеву їжу*
Can you do me a favour? /kæn juː duː miː ə ˈfeɪ.vər / *Чи можете ви мені допомогти?*
Need any help? /niːd ˈeni help / *Потрібна допомога?*
No problem! /nəʊ ˈprɒb.ləm / *Немає проблем!*
There you are! /ðeə juː ɑːr / *Ось вам!*
What are you up to? /wɒt ɑː juː ʌp tuː / *Що ти робиш?*

3b **as well as** /ˌæz ˈwel əz / *а також*
available /əˈveɪləbl / *доступний (-а, -е)*
barn /bɑːn / *амбар*
camp (v.) /kæmp / *розгорнути намет*
cost (v. + n.) /kɒst / *коштувати, вартість*
cottage /ˈkɒtɪdʒ / *котедж*
countryside /ˈkʌntrɪˌsaɪd / *сільська місцевість*
farm /fɑːm / *ферма*
farmer /ˈfɑːmər / *фермер (-ка)*
farmhouse /ˈfɑːmhaʊs / *фермерський будинок*
fence /fens / *паркан*
field /fiːld / *поле*
for a while /fər ə waɪl / *на деякий час*
full training /fʊl ˈtreɪnɪŋ / *повне навчання*
give sb the chance /gɪv sʌmbədi ðə tʃɑːns / *дати кому-небудь шанс*
include (v.) /ɪnˈkluːd / *включати, містити*
learn a skill /lɜːn ə skɪl / *опанувати навичку*
necessary /ˈnesəsəri / *необхідний (-а, -е)*
path /pɑːθ / *стежка*
plant (v.) /plɑːnt / *садити*
previous /ˈpriːviəs / *попередній*
provide /prəˈvaɪd / *надати*
stable /ˈsteɪbl / *стайня*
stone wall /stəʊn wɔːl / *кам'яний паркан*
take care of /teɪk keər əv / *піклуватися про*
tool /tuːl / *інструмент*
traditional /trəˈdɪʃənl / *традиційний (-а, -е)*

3c **appear** /əˈpɪə / *з'являтися*
chase /tʃeɪs / *переслідування*
cow /kaʊ / *корова*
giraffe /dʒɪˈræf / *жираф*
go for a walk /gəʊ fɔːr ə wɔːk / *піти на прогулянку*
guide (n.) /gaɪd / *гід*
Here I am! /hɪər aɪ æm / *Ось я!*
incredible /ɪnˈkredəbl / *неймовірний (-а, -е)*
lion /ˈlaɪən / *лев*
old fashioned /ˌəʊldˈfæʃənd / *застарілий (-а, -е)*
peaceful /ˈpiːsfʊl / *спокійний (-а, -е)*
pretty /ˈprɪti / *гарний (-а, -е)*
receptionist /rɪˈsepʃənɪst / *ресепшіоніст (-ка)*
relaxing /rɪˈlæksɪŋ / *розслаблюючий (-а, -е)*
rest /rest / *відпочинок*
sight /saɪt / *видовище*
strange /streɪndʒ / *дивний (-а, -е)*
take a nap /teɪk ə næp / *дрімати*
unusual /ʌnˈjuːʒʊəl / *незвичайний (-а, -е)*
wild animal /waɪld ˈænɪməl / *дика тварина*
zebra /ˈziːbrə / *зебра*
check in /tʃek ɪn / *реєстрація*
find out /faɪnd aʊt / *дізнатися*
give up /gɪv ʌp / *здаватися*
look around /lʊk əˈraʊnd / *оглядатися*
look for /lʊk fɔːr / *шукати*
set off /set ɒf / *вирушати*

3d **attractive** /əˈtræktɪv / *привабливий (-а, -е)*
catch a flight /kætʃ ə flaɪt / *летіти рейсом*
cherry blossom /ˈtʃeri ˈblɒsəm / *квітка вишні*
exhausted /ɪgˈzɔːstɪd / *виснажений (-а, -е)*
explore /ɪkˈsplɔːr / *досліджувати*
fall asleep /fɔːl əˈsliːp / *заснути*
film (v.) /fɪlm / *фільмувати*
head (v.) /hed / *направлятися*
huge /hjuːdʒ / *величезний (-а, -е)*
impressive /ɪmˈpresɪv / *вражаючий (-а, -е)*
It's something else! /ɪts ˈsʌmθɪŋ els / *Це щось інше!*
on board /ɒn bɔːd / *на борту*
on horseback /ɒn ˈhɔːsbæk / *верхи*
passenger /ˈpæsəndʒər / *пасажир (-ка)*
tour /tʊə / *тур*
tourist destination /ˈtʊərɪst ˌdestɪˈneɪʃn / *туристичний напрямок*
tower /ˈtaʊər / *вежа*
travel agency /ˈtrævəl ˈeɪdʒənsi / *туристичне агентство*
unique /juːˈniːk / *унікальний (-а, -е)*
view /vjuː / *вид*
well known /ˌwelˈnəʊn / *відомий (-а, -е)*
whole /həʊl / *цілий (-а, -е)*

Points of the compass

east /iːst / *схід*
north /nɔːθ / *північ*
south /saʊθ / *південь*
west /west / *захід*

3e **agree** /əˈgriː / *погоджуватися*
(Wi-Fi) connection /kəˈnekʃən / *з'єднання (Wi-Fi)*
convenient /kənˈviːniənt / *зручний (-а, -е)*

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facility /fəˈsɪlɪti / *споруда*
helpful /ˈhelpfʊl / *корисний (-а, -е)*
share /ʃɛə / *ділитися*

Words/Phrases related to camping

(fishing) gear /ˈfɪʃɪŋ gɪə / *(рибальське) спорядження*
campsite /ˈkæmpsaɪt / *табір / місце для кемпінгу*
first aid kit /fɜːst eɪd kɪt / *аптечка першої допомоги*
insect repellent /ˈɪnsɛkt rɪˈpɛlənt / *засіб від комах*
matches /ˈmætʃɪz / *сірники*
put up (a tent) /pʊt ʌp (ə tɛnt) / *встановити (намет)*
sleeping bag /ˈsliːpɪŋ bæg / *спальний мішок*
tent /tɛnt / *намет*
whistle /ˈwɪsl / *свисток*
It isn't worth (+ing) /ɪt ɪzənt wɜːθ / *Не варто...*
It was nothing special. /ɪt wəz ˈnʌθɪŋ ˈspɛʃəl / *Нічого особливого.*

Phrases: Asking for one's opinion

Did you like it (there)? /dɪd juː laɪk ɪt (ðeər) / *Чи тобі там сподобалося?*
How was it? /haʊ wɒz ɪt / *Як це було?*
What did you think of it? /wɒt dɪd juː θɪŋk ʌv ɪt / *Що ти про це думаєш?*
What's your opinion of...? /wɒts jɔːr əˈpɪnjən ʌv / *Яка твоя думка про...?*

Phrases: expressing one's opinion

I think/believe... /aɪ ˈθɪŋk/bɪˈliːv / *Я думаю / вважаю*
I thought... /aɪ θɔːt / *Я думав...*
In my opinion /ɪn maɪ əˈpɪnjən / *На мою думку*

ENTERTAINMENT

4a championship /ˈtʃæmpiənʃɪp / *чемпіонат*
channel /ˈtʃænəl / *канал*
cup final /kʌp ˈfaɪnl / *фінал кубка*
live (adj.) /laɪv / *у прямому ефірі*
mammal /ˈmæməl / *ссавець*
miss /mɪs / *пропустити*
reptile /ˈrɛptaɪl / *плазун*
season /ˈsiːzən / *сезон*
star (v.) /stɑː / *бути зіркою*
vs (abbr: versus) /viː ˈɛs / *проти*
What channel/day/time is... on? /wɒt ˈtʃænl/deɪ/ taɪm ɪz/ɒn / *На якому каналі / У який день / час показують...?*

TV programmes

cartoon /kɑːˈtuːn / *мультфільм*
quiz show /kwɪz ʃəʊ / *вікторина*
soap opera /səʊp ˈɒpərə / *мильна опера*
talent show /ˈtælənt ʃəʊ / *шоу талантів*
the news /ðə njuːz / *новини*
weather forecast /ˈwɛðə ˈfɔːkɑːst / *прогноз погоди*
wildlife documentary /ˈwaɪldlaɪf ˌdɒkjʊˈmɛntəri / *документальний фільм про дику природу*

4b absolutely /ˈæbsəluːtli / *абсолютно*
at least /ət ˈliːst / *принаймні*
audience /ˈɔːdiəns / *аудиторія*
audition (v. + n.) /ɔːˈdɪʃn / *відбір, проба (для артистів)*
change one's mind /ʧeɪndʒ wʌnz ˈmaɪnd / *змінити думку*
costume /ˈkɒstjuːm / *костюм*
entertain /ˌentəˈteɪn / *розважати*
lines /laɪnz / *репліки (у виставі / фільмі)*
main /meɪn / *основний (-а, -е)*
noticeboard /ˈnəʊtɪsbɔːd / *дошка оголошень*
part /pɑːt / *частина*
performance /pəˈfɔːməns / *виступ*
play (v.) /pleɪ / *грати*
role /rəʊl / *роль*
scenery /ˈsiːnəri / *декорації*
stage /steɪʤ / *сцена*
stage fright /steɪʤ fraɪt / *страх сцени*
take part in /teɪk pɑːt ɪn / *брати участь у*

4c bird /bɜːd / *птах*
cage /keɪʤ / *клітка*
clue /kluː / *підказка*
digital (clock) /ˈdɪʤɪt(ə)l (klɒk) / *цифровий (годинник)*
escape /ɪˈskeɪp / *втікати*
guess (v. + n.) /ges / *вгадувати, припущення*
line /laɪn / *лінія*
riddle /ˈrɪdl / *загадка*
second /ˈsɛkənd / *другий (-а, -е)*
solve /sɒlv / *вирішувати*
unlock /ʌnˈlɒk / *розблокувати*
way (= manner) /weɪ / *спосіб*
Good job! /gʊd ʤɒb / *Молодець!*
Hang on! /hæŋ ɒn / *Почекай!*
Hurry up! /ˈhʌri ʌp / *Поспішай!*
I don't get it /aɪ dəʊnt get ɪt / *Я цього не розумію.*
I don't think so. /aɪ dəʊnt θɪŋk səʊ / *Я так не думаю.*
I've got it. /aɪv gɒt ɪt / *Я зрозумів.*

4d average /ˈævərɪʤ / *середній (-я, -є)*
based on /beɪst ɒn / *базується на*
challenging /ˈʧælɪnʤɪŋ / *амбіційний (-а, -е)*
come out /kʌm aʊt / *вийти*
control (v.) /kənˈtrəʊl / *керувати*
diamond /ˈdaɪəmənd / *діамант*
disappointing /ˌdɪsəˈpɔɪntɪŋ / *невтішний (-а, -е)*

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drawing /ˈdrɔːɪŋ / *малюнок*
expect /ɪkˈspɛkt / *очікувати*
fantasy /ˈfæntəsi / *фантазія*
feel like /fiːl laɪk / *відчуваю, що*
fellow /ˈfɛləʊ / *товариш (-ка)*
hidden /ˈhɪd(ə)n / *схований (-а, -е)*
image /ˈɪmɪdʒ / *зображення*
impressed /ɪmˈprɛst / *вражений (-а)*
invent /ɪnˈvɛnt / *винаходити*
knight /naɪt / *лицар*
plot (n.) /plɒt / *сюжет*
realistic /ˌrɪəˈlɪstɪk / *реалістичний (-а, -е)*
series /ˈsɪəriːz / *серія*
simple /ˈsɪmp(ə)l / *простий (-а, -е)*
storyline /ˈstɔːriˌlaɪn / *сюжетна лінія*

Words/Phrases related to video games

avatar /ˈævətɑː / *аватар*
game controller /geɪm kənˈtrəʊlə / *ігровий контролер*
gamer /ˈgeɪmə / *гравець*
graphics /ˈgræfɪks / *графіка*
level /ˈlɛv(ə)l / *рівень*
multiplayer game /ˈmʌltɪˌpleɪə geɪm / *багатокористувацька гра*
score /skɔː / *рахунок*

4e **action** /ˈækʃən / *дія*
amazing /əˈmeɪzɪŋ / *дивовижний (-а, -е)*
attack /əˈtæk / *напад*
battle /ˈbætl / *битва*
brilliant /ˈbrɪljənt / *блискучий (-а, -е)*
be set /biː sɛt / *бути встановленим (-ою)*
character /ˈkærɪktə / *персонаж*
dead /dɛd / *мертвий (-а, -е)*
definitely /ˈdɛfɪnətli / *безперечно*
direct (v.) /dɪˈrɛkt / *режисувати*
director /dɪˈrɛktə / *режисер*
end (v.) /ɛnd / *закінчувати, завершувати*
ending /ˈɛndɪŋ / *закінчення*
evil /ˈiːvl / *зловісний (-а, -е)*
fantastic /fænˈtæstɪk / *фантастичний (-а, -е)*
join /dʒɔɪn / *приєднатися*
leading actor /ˈliːdɪŋ ˈæktə / *провідний актор*
mix /mɪks / *змішувати*
power /ˈpaʊə / *потужність*
powerful /ˈpaʊəfʊl / *потужний (-а, -е)*
princess /ˈprɪnsɪs / *принцеса*
recommend /ˌrɛkəˈmɛnd / *рекомендувати*
review /rɪˈvjuː / *огляд*
save (v.) /seɪv / *зберігати*
science-fiction /ˈsaɪəns ˈfɪkʃən / *наукова фантастика*
soldier /ˈsəʊldʒə / *солдат (-ка)*
soundtrack /ˈsaʊndtræk / *саундтрек*
special effects /ˈspɛʃəl ɪˈfɛkts / *спеціальні ефекти*
technologically advanced /ˌtɛknəˈlɒdʒɪkli ədˈvɑːnst / *технологічно вдосконалений (-а, -е)*
You shouldn't miss it for the world! /juː ˈʃʊdnt mɪs ɪt fɔː ðə wɜːrld / *Ти не повинен (-на) це пропустити нізащо!*

EATING HABITS

5a **avoid** /əˈvɔɪd / *уникати*
be rich in /biː rɪtʃ ɪn / *бути багатим (-ою) на*
beans /biːnz / *боби*
beef /biːf / *яловичина*
bones /bəʊnz / *кістки*
brain /breɪn / *мозок*
broccoli /ˈbrɒkəli / *броколі*
butter /ˈbʌtə / *масло*
calcium /ˈkælsiəm / *кальцій*
cereal /ˈsɪərɪəl / *каші (зернові)*
contain /kənˈteɪn / *містити*
dairy products /ˈdeəri ˈprɒdʌkts / *молочні продукти*
diet /ˈdaɪət / *дієта*
energetic /ˌenəˈdʒɛtɪk / *енергійний (-а, -е)*
energy /ˈɛnədʒi / *енергія*
fight (v.) /faɪt / *боротися*
fresh /frɛʃ / *свіжий (-а, -е)*
grapes /greɪps / *виноград*
grow /grəʊ / *рости*
illness /ˈɪlnɪs / *захворювання*
lettuce /ˈlɛtɪs / *салат*
mayonnaise /ˌmeɪəˈneɪz / *майонез*
melon /ˈmɛlən / *кавун*
muscles /ˈmʌsəlz / *м'язи*
nuts /nʌts / *горіхи*
olive oil /ˈɒlɪv ɔɪl / *оливкова олія*
overdo /ˌəʊvəˈduː / *переборoти*
pasta /ˈpæstə / *паста*
pear /pɛə / *груша*
peppers /ˈpɛpəz / *перці*
protein /ˈprəʊtiːn / *білок*
rice /raɪs / *рис*
spinach /ˈspɪnɪdʒ / *шпинат*
strawberry /ˈstrɔːbəri / *полуниця*
vitamins /ˈvaɪtəmɪnz / *вітаміни*
yoghurt /ˈjəʊgət / *йогурт*

5b **advice** /ədˈvaɪs / *порада*
chocolate bar /ˈtʃɒklət bɑː / *шоколадний батончик*
fitness /ˈfɪtnəs / *фітнес*
habit /ˈhæbɪt / *звичка*
healthy /ˈhɛlθi / *здоровий (-а, -е)*

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junk food /dʒʌŋk fu:d / *шкідлива їжа*
key /ki: / *запорука*
lifestyle /ˈlaɪfˌstaɪl / *спосіб життя*
omelette /ˈɒmlət / *омлет*
(basketball) practice /ˈpræktɪs / *(баскетбольна) практика*
put on weight /pʊt ɒn weɪt / *набирати вагу*
snack /snæk / *перекус*
tasty /ˈteɪsti / *смачний (-а, -е)*
teenager /ˈti:nˌeɪdʒə / *підліток*
useful /ˈju:sfʊl / *корисний (-а, -е)*

Nouns expressing quantity

a bar of... / *плитка...*
a bottle of... / *пляшка...*
a bowl of... / *миска...*
a can of... / *банка...*
a cup of... / *чашка...*
a glass of... / *склянка...*
a packet of... / *пачка...*
a slice of... / *шматок...*

5c allergic /əˈlɜ:dʒɪk / *алергічний (-а, -е)*
appetiser /ˈæpɪtaɪzə / *закуска*
dish /dɪʃ / *страва*
have a look /hæv ə lʊk / *подивитися*
knowledge /ˈnɒlɪdʒ / *знання*
main course /meɪn kɔ:s / *основна страва*
make a reservation /meɪk ə ˌrɛzəˈveɪʃən / *забронювати*
persuade /pəˈsweɪd / *переконувати*
plan on /plæn ɒn / *планувати*
reserve (a table) /rɪˈzɜ:v/ (ə ˈteɪbl) / *зарезервувати (стіл)*
resist /rɪˈzɪst / *протистояти*
taste (n.) /teɪst / *смак*
vegetarian /ˌvɛdʒɪˈtɛərɪən / *вегетаріанський (-а, -е)*
whipped cream /wɪpt kri:m / *вершки*

Adjectives describing food

bitter /ˈbɪtə / *гіркий (-а, -е)*
bland /blænd / *м'який (-а, -е)*
creamy /ˈkri:mi / *вершковий (-а, -е)*
crispy /ˈkrɪspi / *хрусткий (-а, -е)*
disgusting /dɪsˈgʌstɪŋ / *огидний (-а, -е)*
greasy /ˈgri:si / *жирний (-а, -е)*
juicy /ˈdʒu:si / *соковитий (-а, -е)*
mouth watering /ˈmaʊθˈwɔ:tərɪŋ / *апетитний (-а, -е)*
salty /ˈsɔ:lti / *солоний (-а, -е)*
spicy /ˈspaɪsi / *гострий (-а, -е)*
sweet /swi:t / *солодкий (-а, -е)*
tasteless /ˈteɪstləs / *безсмаковий (-а, -е)*

Certainly. /ˈsɜ:tnli / *Звичайно.*
Come on! /kʌm ɒn / *Ну ж!*
I'll have... /aɪl hæv / *Я візьму...*
It's my treat. /ɪts maɪ tri:t / *Це мої ласощі.*
Just this once. /dʒʌst ðɪs wʌns / *Лише цього разу.*
What do you say? /wɒt du: ju: seɪ / *Що ти скажеш?*
What have you got to lose? /wɒt hæv ju: gɒt tə lu:z / *Що ти можеш втратити?*

5d bake /beɪk / *пекти*
boil /bɔɪl / *кип'ятити*
bottom /ˈbɒtəm / *дно*
chilli /ˈʧɪli / *чилі*
cook over a medium heat /kʊk ˈəʊvər ə ˈmi:dɪəm hi:t / *готувати на помірному вогні*
cool (v.) /ku:l / *охолоджувати*
cover (v.) /ˈkʌvər / *прикривати*
cream /kri:m / *вершки*
dish /dɪʃ / *страва*
fork /fɔ:k / *виделка*
fry /fraɪ / *смажити*
frying pan /ˈfraɪɪŋ pæn / *сковорода*
g (= gram) /dʒi: / *грам*
grate /greɪt / *терти*
heat (v.) /hi:t / *нагрівати*
ingredient /ɪnˈgri:diənt / *інгредієнт*
knife /naɪf / *ніж*
layer /ˈleɪər / *шар*
melt /mɛlt / *танути*
mixture /ˈmɪkstʃə / *суміш*
ml (= millilitre) /ˌɛm ˈɛl / *мл (= мілілітр)*
oven /ˈʌvən / *духовка*
oven dish /ˈʌvən dɪʃ / *форма для запікання*
peel /pi:l / *чистити*
plate /pleɪt / *тарілка*
pour /pɔ:r / *наливати*
raisin /ˈreɪzɪn / *родзинка*
recipe /ˈrɛsɪpi / *рецепт*
remove /rɪˈmu:v / *видаляти*
saucepan /ˈsɔ:spən / *каструля*
secret /ˈsi:krɪt / *таємниця*
seed /si:d / *насіння*
skin (n.) /skɪn / *шкіра*
stir /stɜ:r / *помішувати*
sushi /ˈsu:ʃi / *суші*
tablespoon /ˈteɪblspu:n / *столова ложка*
teaspoon /ˈti:spu:n / *чайна ложка*

5e accept /əkˈsept / *приймати*
come along /kʌm əˈlɒŋ / *йти разом*
get together /ˈgɛt təˈgɛðə / *зібратися разом*
eat out /i:t aʊt / *їсти вдома*

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hopefully /ˈhəʊpfʊli / *сподіваючись*
invitation /ˌɪnvɪˈteɪʃən / *запрошення*
plan (n.) /plæn / *план*
refuse /rɪˈfjuːz / *відмовлятися*

Food

crepe /kreɪp / *млинець*
pastries /ˈpeɪstriːz / *випічка*
pepper /ˈpɛpə / *перець*
How about + ing? / *Як щодо...?*
How can I say no? / *Як я можу сказати "ні"?*
I hope you can make it. / *Сподіваюся, що ви зможете прийти.*
I'm looking forward to it. / *Я чекаю цього з нетерпінням.*
Maybe some other time. / *Можливо, іншим разом.*
That's all. / *Ось і все.*
Waiting for your reply. / *Чекаю на вашу відповідь.*
Why don't we...? / *Чому б нам не...?*

NATURAL DISASTERS

6 Cover page **natural disaster** /ˈnætʃərəl dɪˈzɑːstə(r) / *природна катастрофа*

6a **alive** /əˈlaɪv / *живий (-а, -е)*
branch /brɑːntʃ / *гілка*
call an ambulance /kɔːl ən ˈæmbjʊləns / *викликати швидку допомогу*
damage (v.) /ˈdæmɪʤ / *заподіяти шкоди*
give sth back /gɪv sʌmθɪŋ bæk / *повернути щось*
leaflet /ˈliːflət / *листівка*
on one's way somewhere /ɒn wʌnz weɪ ˈsʌmweə / *по дорозі кудись*
recycle /riːˈsaɪkl / *переробляти*
recycling bin /riːˈsaɪklɪŋ bɪn / *контейнер для сміття для переробки*
sir /sɜːr / *пан*
thunderstorm /ˈθʌndərstɔːm / *гроза*
Go ahead. / *Продовжуйте.*
I'm afraid not. / *Боюся, що ні.*
What are friends for? / *Для чого друзі?*

6b **acid rain** /ˈæsɪd reɪn / *кислотний дощ*
afterwards /ˈɑːftəwədz / *після*
air /ɛər / *повітря*
be/get married /bi/gɛt ˈmærɪd / *одружитися*
breathe /briːð / *дихати*
business /ˈbɪznɪs / *бізнес*
cause (v.) /kɔːz / *призводити до*
cause (n.) /kɔːz / *причина*
clean up /kliːn ʌp / *прибирання*
come from /kʌm frɒm / *походити з*
destroy /dɪˈstrɔɪ / *знищувати*
disease /dɪˈziːz / *хвороба*
do an experiment /duː ən ɪksˈpɛrɪmənt / *робити експеримент*
factory /ˈfæktəri / *завод*
fine (n.) /faɪn / *штраф*
fog /fɒg / *туман*
government /ˈgʌvərmənt / *уряд*
harm (v.) /hɑːm / *шкодити*
harmful /ˈhɑːmfʊl / *шкідливий (-а, -е)*
increase (v.) /ɪnˈkriːs / *збільшувати*
keep (doing sth) /kiːp (ˈduːɪŋ ˈsʌmθɪŋ) / *продовжувати робити щось*
material /məˈtɪərɪəl / *матеріал*
oil spill /ɔɪl spɪl / *розлив нафти*
plant (n.) /plɑːnt / *рослина*
pollute /pəˈluːt / *забруднювати*
pollution /pəˈluːʃən / *забруднення*
predict /prɪˈdɪkt / *передбачати*
prevent /prɪˈvɛnt / *запобігати*
promise (v.) /ˈprɒmɪs / *обіцяти*
pump (v.) /pʌmp / *накачувати*
rub /rʌb / *терти*
smog /smɒg / *смог*
(toxic) waste /(ˈtɒksɪk) weɪst / *(токсичне) сміття*
wave (n.) /weɪv / *хвиля*

6c **a good night's sleep** /ə gʊd naɪts sliːp / *повноцінний нічний сон*
be over /biː ˈəʊvə / *закінчитися*
bright and early /braɪt ənd ˈɜːli / *рано-вранці*
fire brigade /faɪər brɪˈgeɪd / *пожежна команда*
hike /haɪk / *похід*
information desk /ˌɪnfəˈmeɪʃən dɛsk / *інформаційна стійка*
prepare /prɪˈpɛə / *готуватися*
sunrise /ˈsʌnraɪz / *схід сонця*
Don't talk nonsense! / *Не говоріть дурниці!*
I can't be bothered. / *Мене це не турбує.*
What a shame! / *Як шкода!*
You have a point. / *Ти маєш рацію.*
You made it. / *Ти впорався.*

Words/Phrases related to the weather

cloud /klaʊd / *хмара*
cloudy /ˈklaʊ·di / *хмарно*
degrees /dɪˈgriːz / *градуси*
foggy /ˈfɒg·i / *туманно*
freezing /ˈfriː·zɪŋ / *мороз*
lightning /ˈlaɪt·nɪŋ / *блискавка*
(heavy) rain /ˈhev·i reɪn / *(сильний) дощ*
rainy /ˈreɪ·ni / *дощовий*
rise /raɪz / *сходження*

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snow (v.) /snəʊ / *сніжити*
snow (n.) /snəʊ / *сніг*
sunny /ˈsʌn.i / *сонячно*
sunshine /ˈsʌn.ʃaɪn / *сонце*
thunder /ˈθʌn.dər / *грім*
What will the weather be like? /wɒt wɪl ðə ˈweðə bi laɪk / *Яка буде погода?*
windy /ˈwɪn.di / *вітряно*

6d **according to** /əˈkɔːdɪŋ tuː / *відповідно до*
as a result /æz ə rɪˈzʌlt / *у результаті*
the authorities /ðiː əˈθɒrɪtiz / *влада*
category /ˈkætɪgəri / *категорія*
clothing /ˈkləʊðɪŋ / *одяг*
collapse /kəˈlæps / *крах*
community /kəˈmjuːnɪti / *спільнота*
die /daɪ / *померти*
evacuate /ɪˈvækjʊeɪt / *евакуювати*
experience (v.) /ɪkˈspɪərɪəns / *набувати досвіду*
face (v.) /feɪs / *стикатися*
flood (v.) /flʌd / *затоплювати*
homeless /ˈhəʊmləs / *бездомний (-а, -е)*
major /ˈmeɪdʒər / *головний (-а, -е)*
mud /mʌd / *бруд*
neighbouring /ˈneɪbərɪŋ / *сусідній (-я, -є)*
occur /əˈkɜːr / *траплятися*
relieved /rɪˈliːvd / *полегшений (-а, -е)*
rescue (v.) /ˈreskjuː / *рятувати*
rescue team /ˈreskjuː tiːm / *рятувальна команда*
rescue worker /ˈreskjuː ˈwɜːkər / *рятувальник*
shake /ʃeɪk / *трусити*
snowstorm /ˈsnəʊstɔːm / *снігова буря*
storm /stɔːm / *шторм*
terrified /ˈterɪfaɪd / *наляканий (-а, -е)*
trap (v.) /træp / *зловити*
warn /wɔːn / *попереджати*
wave (v.) /weɪv / *махати*

Natural disasters

earthquake /ˈɜːθkweɪk / *землетрус*
flood /flʌd / *повінь*
hurricane /ˈhʌrɪkən / *ураган*
tsunami /tsuːˈnɑːmi / *цунамі*
wildfire /ˈwaɪldfaɪər / *лісові пожежі*

6e **advise** /ədˈvaɪz / *порадити*
bee /biː / *бджола*
butterfly /ˈbʌtəflaɪ / *метелик*
give sb a hand /gɪv sʌmbədi ə hænd / *допомогти комусь*
glove /glʌv / *рукавичка*
goal /gəʊl / *мета*
marathon /ˈmærəθɒn / *марафон*
participant /pɑːˈtɪsɪpənt / *учасник (-ця)*
people in need /ˈpiːpl ɪn niːd / *люди, які потребують допомоги*
raise money /reɪz ˈmʌni / *збирати гроші*
reduce /rɪˈdjuːs / *зменшувати*
volunteer (n.) /ˌvɒlənˈtɪər / *волонтер (-ка)*
walkathon /ˈwɔːkəθɒn / *марафон ходьби*

FEELING GOOD

7a **antiseptic cream** /ˌæntɪˈsɛptɪk kriːm / *антисептичний крем*
Argh! /ɑː / *Ой!*
basement /ˈbeɪsmənt / *підвал*
bandage /ˈbændɪdʒ / *бандаж*
bang (v.) /bæŋ / *вибухнути*
blood /blʌd / *кров*
burn (n.) /bɜːn / *опік*
cotton wool /ˈkɒtn wʊl / *вата*
course /kɔːs / *курс*
cut (n.) /kʌt / *поріз*
elastic bandage /ɪˈlæstɪk bændɪdʒ / *еластичний бинт*
for ages /fɔːr ˈeɪdʒɪz / *дуже довго*
forward /ˈfɔːwəd / *вперед*
hold onto /həʊld ˈɒntuː / *триматися*
light switch /laɪt swɪtʃ / *вимикач світла*
make fun of /meɪk fʌn ɒv / *сміятися з*
medicine /ˈmɛdɪsɪn / *медицина*
nosebleed /nəʊzblid / *кровотеча з носа*
nurse /nɜːs / *медсестра / медбрат*
patient /ˈpeɪʃənt / *пацієнт (-ка)*
pinch /pɪntʃ / *затиснути*
plaster /ˈplɑːstər / *пластир*
scratch (v. + n.) /skrætʃ / *подряпатися, подряпина*
shine /ʃaɪn / *сяяти*
slightly /ˈslaɪtli / *трохи*
sprain (n.) /spreɪn / *вивих*
sunburn /ˈsʌnbɜːn / *сонячний опік*
I suppose so. / *Можливо.*
Just a second! / *Щойно!*
Sit still! / *Сиди спокійно!*
Stay put! / *Залишайтесь на місці!*
Watch out! / *Обережно!*

7b **alarm** /əˈlɑːm / *сигнал тривоги*
call for (an ambulance) /kɔːl fɔːr (ən ˈæmbjʊləns) / *викликати (швидку)*
caller /ˈkɔːlər / *абонент (-ка) (той / та, хто телефонує, кличе)*
calm down /kɑːm daʊn / *заспокоїтися*
catch fire /kætʃ ˈfaɪər / *загорітися*

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complete (adj.) /kəmˈpliːt/ *повний (-а, -е)*
conscious /ˈkɒnʃəs/ *свідомий (-а, -е)*
delay (n.) /dɪˈleɪ/ *затримка*
detail /ˈdiːteɪl/ *деталь*
emergency services /ɪˈmɜːdʒənsi ˈsɜːvɪsɪz/ *екстрені служби*
even if /ˈiːv(ə)n ɪf/ *навіть якщо*
exactly /ɪgˈzæktli/ *точно*
fire engine /ˈfaɪər ˈɛnʤɪn/ *пожежна машина*
get away /gɛt əˈweɪ/ *забиратися геть*
go off (alarm) /gəʊ ɒf (əˈlɑːm)/ *спрацьовувати (сигнал тривоги)*
have nothing to do with /hæv ˈnʌθɪŋ tuː duː wɪð/ *не мають нічого спільного з*
hurry (v.) /ˈhʌri/ *поспішати*
It's an emergency! / *Це надзвичайна ситуація!*
locked /lɒkt/ *замкнутий (-а, -е)*
medical history /ˈmɛdɪkəl ˈhɪstəri/ *історія хвороби*
notify /ˈnəʊtɪfaɪ/ *повідомити*
operator /ˈɒpəreɪtər/ *оператор (-ка)*
rob /rɒb/ *грабіж*
shortly /ˈʃɔːtli/ *незабаром*
sounds like / *звучить як*
stay away / *утримуватися*
unconscious /ʌnˈkɒnʃəs/ *безсвідомий (-а, -е)*

7c affect /əˈfekt/ *впливати*
amount /əˈmaʊnt/ *кількість*
awake /əˈweɪk/ *бути пробудженим (-ою)*
be aware of /biː əˈweər ɒv/ *бути обізнаним (-ою)*
behind the wheel /bɪˈhaɪnd ðə wiːl/ *за кермом*
blind /blaɪnd/ *сліпий (-а, -е)*
catch up /kætʃ ʌp/ *надолужити, наздогнати*
common /ˈkɒmən/ *загальний (-а, -е)*
consider /kənˈsɪdər/ *розглядати*
constantly /ˈkɒnstəntli/ *постійно*
dream (v. + n.) /driːm/ *мріяти, сон*
drown /draʊn/ *тонути*
emotion /ɪˈməʊʃn/ *емоція*
get used to /gɛt juːzd tuː/ *звикати до*
human being /ˈhjuːmən ˈbiːɪŋ/ *людина*
lack of /læk ɒv/ *відсутність*
lead to /liːd tuː/ *призводити до*
lifetime /ˈlaɪftaɪm/ *життя*
make sense /meɪk sɛns/ *бути логічним (-ою)*
nightmare /ˈnaɪtmeə/ *кошмар*
perhaps /pəˈhæps/ *можливо*
recent /ˈriːsnt/ *останній (-я, -є)*
research (n.) /rɪˈsɜːʧ/ *дослідження*
sense (n.) /sɛns/ *почуття*
sleepy /ˈsliːpi/ *сонний (-а, -е)*
smell (n.) /smɛl/ *запах*
sound /saʊnd/ *звук*
study (n.) /ˈstʌdi/ *навчання*
touch (n.) /tʌʧ/ *дотик*
within /wɪˈðɪn/ *всередині*
It depends / *Залежить*

7d cm (= centimetre) /siːˈɛm/ *см (= сантиметр)*
cooked /kʊkt/ *приготований (-а, -е)*
cough /kɒf/ *кашель*
earache /ˈɪəreɪk/ *біль у вусі*
garlic /ˈgɑːlɪk/ *часник*
go away / *піти геть*
hairdryer /ˈhɛːdaɪə/ *фен*
headache /ˈhɛdeɪk/ *головний біль*
onion /ˈʌnjən/ *цибуля*
or else /ɔːr ɛls/ *або ж*
pain /peɪn/ *біль*
stomach ache /ˈstʌmək eɪk/ *біль у животі*
temperature /ˈtɛmp(ə)rətʃə/ *температура*
the flu /ðə fluː/ *грип*
tie (v.) /taɪ/ *зав'язувати*
toothache /ˈtuːθeɪk/ *зубний біль*

7e care /kɛː/ *догляд*
community centre /kəˈmjuːnɪti ˈsɛntə/ *центр спільноти*
dietician /daɪəˈtɪʃn/ *дієтолог*
local /ˈləʊk(ə)l/ *місцевий (-а, -е)*
lose weight / *схуднути*
my age / *мій вік*
neighbourhood /ˈneɪbəhʊd/ *сусідство*
similar /ˈsɪmɪlə/ *схожий (-а, -е)*
studio /ˈstjuːdɪəʊ/ *студія*

SPORTS

8a apart from / *окрім*
champion /ˈʧæmpɪən/ *чемпіон (-ка)*
come first / *прийти першим (-ою)*
horse rider / *вершник (-ця)*
interview (n.) /ˈɪntəvjuː/ *інтерв'ю*

Free time activities

canoeing /kəˈnuːɪŋ/ *веслування на байдарках*
horse riding / *верхова їзда*
jogging /ˈʤɒgɪŋ/ *біг*
rock climbing / *скелелазіння*
scuba diving / *занурення з аквалангом*
snowboarding /ˈsnəʊbɔːdɪŋ/ *сноубординг*
surfing /ˈsɜːfɪŋ/ *серфінг*

8b (TV) addict /ˈædɪkt/ *телезалежний (-а)*
all day long / *весь день*
commercial /kəˈmɜːʃəl/ *реклама*

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couch potato /kaʊtʃ pəˈteɪtəʊ / *ледар (-ка)*
cross one's mind / *спадати на думку*
episode /ˈɛpɪsəʊd / *епізод*
remote control /rɪˈməʊt kənˈtrəʊl / *пульт дистанційного керування*
turn down / *зменшити гучність*
volume /ˈvɒljuːm / *гучність*
waste one's time / *витрачати свій час*
I'm all ears. / *Я уважно слухаю.*
Now you're talking! / *Це інша розмова!*
What's the matter with you? / *Що з тобою?*
You've lost it! / *Ти пропустив це!*

8c aerobics /eɪˈrəʊbɪks / *аеробіка*
bend (v.) /bɛnd / *вигина́ти*
burn off / *спалити*
calorie /ˈkæləri / *калорія*
do sit ups / *виконувати підйоми тулуба*
essential /ɪˈsɛnʃəl / *важливий (-а, -е)*
instead of / *замість*
knees /niːz / *коліна*
lift weights / *піднімати вагу*
lower (v.) /ˈləʊər / *знижувати*
nowadays /ˈnaʊədeɪz / *у наші дні*
personal trainer / *особистий (-а) тренер (-ка)*
physical activity / *фізична активність*
regular /ˈrɛgjʊlə / *регулярний (-а, -е)*
stress (n.) /strɛs / *стрес*
stretch (v.) /strɛtʃ / *розтягувати*
use the stairs / *користуватися сходами*
whether... or... / *чи... чи...*
workout /ˈwɜːkaʊt / *тренування*

8d cancel /ˈkæns(ə)l / *скасувати*
complete (v.) /kəmˈpliːt / *завершити*
excitement /ɪkˈsaɪtm(ə)nt / *захоплення*
feel free / *почуватися вільно*
ground /graʊnd / *земля*
in (good) shape / *у (гарній) формі*
make the most of sth / *використовувати найкраще з чогось*
over /ˈəʊvə / *понад*
record (v.) /rɪˈkɔːd / *записати*
safety /ˈseɪfti / *безпека*
skydiving /ˈskaɪdaɪvɪŋ / *стрибки з парашутом*
weigh /weɪ / *важити*

Sports/Activities

do athletics / *займатися легкою атлетикою*
do karate / *займатися карате*
do water sports / *займатися водними видами спорту*
go hiking / *вирушити в похід*
go mountain biking / *кататися на гірських велосипедах*
go skydiving / *стрибнути з парашутом*
play in/for a team / *грати в команді*
play team sports / *грати в командних видах спорту*
play tennis / *грати в теніс*

8e advantage /ədˈvɑːntɪdʒ / *перевага*
careless /ˈkeərlɪs / *необережний (-а, -е)*
competitive /kəmˈpɛtɪtɪv / *конкурентний (-а, -е)*
disadvantage /ˌdɪsədˈvɑːntɪdʒ / *недолік*
fall over /fɔːl ˈəʊvə(r) / *впасти*
harmless /ˈhɑːmlɪs / *безпечний (-а, -е)*
helpless /ˈhelp·ləs / *безпорадний (-а, -е)*
hopeless /ˈhəʊp·ləs / *безнадійний (-а, -е)*
ice hockey /aɪs ˈhɒk·i / *хокей на ковзанах*
individual /ˌɪn·dɪˈvɪdʒ·u·əl / *індивідуальний (-а, -е)*
respect (n.) /rɪˈspekt / *повага*
selfish /ˈselfɪʃ / *егоїст (-ка)*
show up /ʃəʊ ʌp / *з'являтися*
suitable /ˈsuː·tə·bl̩ / *відповідний (-а, -е)*
towards /ˈtɔːdz / *у бік / у напрямку*
useless /ˈjuːsləs / *безглуздий (-а, -е)*
In addition... /ɪn əˈdɪʃən / *До того ж...*
In conclusion... /ɪn kənˈkluːʒən / *На завершення...*
Lastly... /ˈlæstli / *Нарешті...*
On the one hand... /ɒn ðə wʌn hænd / *З одного боку...*
On the other hand... /ɒn ði ˈʌðə hænd / *З іншого боку...*
Personally... /ˈpɜːsənəli / *Особисто...*
Secondly... /ˈsekəndli / *По-друге...*
To begin with... /tuː bɪˈgɪn wɪð / *Починаючи з...*
To sum up... /tuː sʌm ʌp / *Підсумовуючи...*
What is more... /wɒt ɪz mɔːr / *Крім того...*

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