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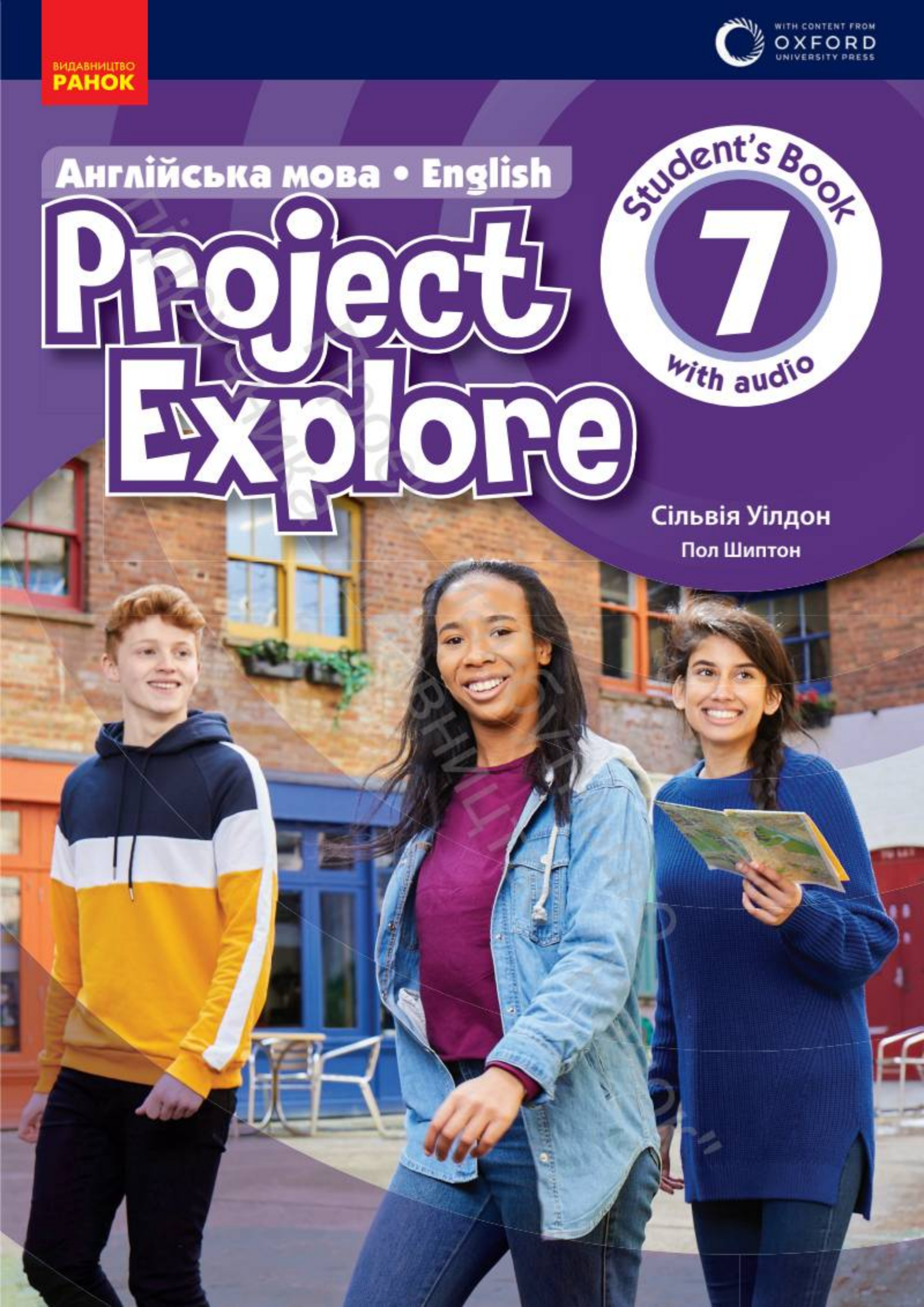
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Англійська мова • English

Project Explore

Student's Book
7
with audio

Сільвія Уілдон
Пол Шиптон



Сільвія Уілдон
Пол Шиптон

Проект майбутнього підручника Видавництво "Ранок"

«Англійська мова (7-й рік навчання)»

підручник для 7 класу закладів загальної середньої освіти

(з аудіосупроводом)

«English»

Рекомендовано Міністерством освіти і науки України

Видавництво «Ранок»

Підручник створено відповідно до модельної навчальної програми «Іноземна мова. 5-9 класи» для закладів загальної середньої освіти (автори Редько В. Г., Шаленко О. П., Сотникова С. І., Коваленко О. Я., Коропецька І. Б., Якоб О. М., Самойлюкевич І. В., Добра О. М., Кіор Т. М.)

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Проєкт майбутнього підручника видавництво "Ранок"

Сільвія Уілдон
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Based on an original concept
by Tom Hutchinson

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Київ • Харків
Видавництво «Ранок»
2024

Електронний архів підручників видавництва "Ранок"

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Проект "Книжка вчителя" Підручника нового покоління

Introduction

A Hello!

YOU FIRST!

What technology do you use every day? Write a list and compare with a partner.

1



Tasha Hi, I'm Natasha. I'm 15 years old and I live in Oxford with my mum, my brother Simon and our rabbit, Boris. I go to Headingly Secondary School. My favourite subjects are English…and Photography! Let me introduce you to the people in my world.

Tasha This is me and my best friend Zoe. We're taking selfies in my bedroom. We do it a lot! Zoe goes to the same school as me and she's super clever.

2



Zoe I'm not SUPER clever.

Tasha Yes, you are. And she's bossy.

Zoe I'm not bossy!

Tasha Stop interrupting me! Maths is her favourite subject.

3



Tasha This is my brother Simon and his best friend Ethan. As you can see, they're playing a video game. They do that a lot! Well, when Mum lets them.

Zoe Where's your mum at the moment?

Tasha My mum's running in the park. She does it a lot. Simon likes food and video games. Unfortunately, these aren't school subjects.

Simon Hey, close the door! I'm winning here!

Ethan That's what you think!

Tasha And this is my mum. She's a primary school teacher. And she's very fit.

4



Mum Hello Zoe… Hey, why are you filming me, Tash? I look terrible!

Tasha No you don't! Don't worry, I'm just making a little family film.

Mum Well, don't show it to anybody, please.

Tasha No, of course not, Mum! So, everybody, welcome to my world!

1 a 1.02 **Read and listen to the dialogues. What technology are they using?**

b What else did you learn about each person? Complete the information.

1 Tasha likes ___ and ___ .
2 Tasha's ___ is called Zoe.
3 Zoe's good at ___ and she's ___ and ___ .
4 Mum enjoys ___ .
5 Simon loves ___ and playing ___ .

2 a Spoken English How do you say these expressions in your own language?

Hey! | That's what you think. | Don't worry. | Well,...

b Work in a group. Practise the dialogues.

3 Over to you! Work with a partner and answer the questions.

1 Do you take selfies / make films with your friends?
2 Do you like video games? Why? / Why not?
3 Do you like keeping fit? What do you do?

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Grammar

Present simple and present continuous

4 a **Complete the sentences with the verbs from the dialogue.**

We ___ selfies in my bedroom. We ___ it a lot!

b **Match the verbs from exercise 4a to the correct tense.**

present continuous present simple

c **Read the rules and complete them with the correct tense. Then find more examples in the dialogue.**

We use the ___ to talk about regular activities and permanent situations. We often use *always*, *usually*, *sometimes*, *rarely* and *never* with this tense.

We use the ___ to talk about what is happening now or around now. We often use *today*, *at the moment* and *now* with this tense.

5 a **Complete these present simple sentences from the dialogue.**

1 I ___ in Oxford.
2 I ___ to Headingly Secondary School.
3 Zoe ___ to the same school as me.

b **Complete the rule.**

In the present simple, for *he*, *she* and *it*, we add ___ to the verb.

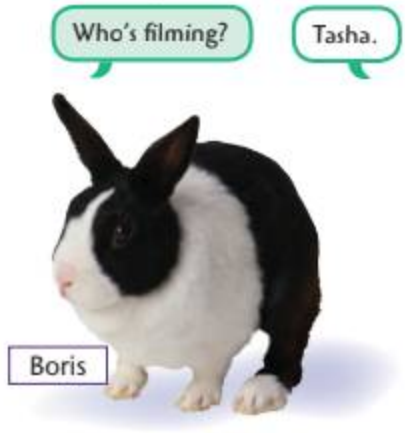
Irregular verbs are different, e.g. *goes*, *has*, etc.

c **What are the spelling rules with the present continuous? Put these verbs in the *-ing* form.**

film make take run win play

6 **What's going on in the story? Write questions. Use the present continuous. Then ask and answer with your partner.**

1 Who / film?
2 Who / interrupt?
3 Who / play a video game?
4 Who / run in the park?



Speaking

7 a **Write the questions about Tasha using the correct tense.**

1 Where / live?
2 got any brothers or sisters?
3 What / favourite subjects?
4 What / like / do?
5 What / do / at the moment?
6 What / wear / today?

b Get ready to speak **Work with a partner. Ask and answer the questions about Tasha in exercise 7a.**

c **Change the questions to ask and answer about you and your partner.**

8 **Make a presentation about your world. Introduce your family and friends.**

Vocabulary Plural nouns

9 a **Read the rules and write the plurals.**

1 To make a noun plural, we add an *-s*.
selfie ___ subject ___ boy ___
2 After a consonant, *-y* changes to *-ies*.
baby ___ story ___
3 Words ending in *-ch*, *-sh*, *-x*, *-s*, *-z* and *-ss* add *-es*.
box ___ church ___ bus ___
4 Most words ending in *-o* add *-es*.
potato ___ tomato ___ hero ___
BUT photo ___ video ___ kilo ___
5 Nouns ending in *-f* change to *-ves*.
knife ___ leaf ___ life ___

Some plurals are irregular. Do you know them?

1 foot feet
2 tooth teeth
3 person ___
4 child ___
5 man ___
6 woman ___

b **Make these nouns plural.**

1 lip
2 watch
3 glass
4 dictionary
5 shelf
6 policeman
7 city
8 lunch
9 house

c 1.03 **Listen and check, then repeat. Do you notice any changes in pronunciation?**

d **Test your partner. Say a noun. Your partner says the plural form.**

EXTRA **Complete these sentences about you. Use the correct form.**

I really enjoy... I always... I never...

Підручник Майстерні Розумників
Видавництво Ранок

B Plans

YOU FIRST! Write a list of all the jobs you know in English. Compare with the class. What do you want to be?

1 1.04 ▶ **Read and listen to the dialogues. What special day are they talking about?**



Ethan What are you going to talk about at school tomorrow, Simon? It's Careers Advice Day, remember?

Simon I'm not going to talk about anything! I've got no idea what I'm going to do in the future.

Ethan Well, I'm going to be a scientist. I'm just not sure yet what kind of scientist I want to be.

Simon Yes, well, you're lucky. You know what you want to do. I'll have a think this evening.

2



Simon Tash? What are you going to discuss at Careers Advice?

Tasha I think I'll ask about a career in photography.

Simon Hey, good idea! What do you think I'm good at?

Tasha You're very good at eating. Be a chef.

Simon Oh, ha ha. Be serious. You know I can't even make toast. I mean, I like school, but I'm not really good at anything.

3



Zoe Hi guys! Are you ready for some careers advice? Me, I don't need any. Everybody knows I'm going to be a doctor.

Tasha Well, that's true. You've told the whole world once or twice before. But what will you do if that doesn't happen?

Zoe It's going to happen! I'll make it happen.

Simon A doctor? I think you should be Prime Minister!

Zoe Thank you. I'll consider it. Now, what about you, Simon?

Simon Oh, shh, Zoe. You sound like my mum.

Zoe Well, you won't succeed without a plan.

2 Are the sentences true (T) or false (F)? Correct the false sentences.

1 Simon knows what career he wants to have.
2 Ethan knows exactly what he wants to do.
3 Tasha thinks Simon should be a chef.
4 Zoe wants to be Prime Minister.

3 Spoken English What do these expressions mean? How do you say them in your own language?

I'll have a think. | Oh, ha ha. Be serious. | I mean... | Hi guys! | once or twice...

4 a How do you think Simon feels about his future? What do you think his careers advice will be?

b 1.05 ▶ **Listen and check your ideas.**

5 Over to you! Work with a partner. Ask and answer the questions.

1 Do you think Simon got good advice? Why / Why not?
2 What do you think of Ethan, Zoe and Tasha's choices of career?

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Grammar *will* and *be going to*

6 a **Complete the sentences (a–c) from the dialogue. Then complete the rules with *will* or *be going to*.**

We use _____ for:

- predictions about the future

1 I _____ it happen.

- quick decisions

2 Yes. I _____ a think this evening.

We use _____ for:

- what we plan to do

3 Well, I _____ be a scientist.

b **How do we make negatives and questions in each form? Find an example of each in the dialogue in exercise 1.**

Listening and Speaking

7 a **Look at Ethan and Simon's plans for Saturday. Are they doing the same things?**

b **Use the information. Complete the dialogue with *will* or *be going to*.**

Simon Hi Ethan! Are you around on Saturday? Do you want to come over to mine in the afternoon? I've got the new Battle Stations game.

Ethan Oh, cool, but I [1] _____ see my granny after lunch. What about before lunch?

Simon I can't. I [2] _____ play football in the park. What about after that?

Ethan Well, I [3] _____ finish my science project before dinner. It's really important.

Simon That's why I [4] _____ finish it after dinner.

Ethan Oh. I [5] _____ go round to Rob's house after dinner. His bike is broken and I [6] _____ see if I can fix it.

Simon I know! We [7] _____ finish our science projects together before dinner, and I [8] _____ come with you to Rob's later.

Ethan Cool. I [9] _____ tell him. But don't touch his bike. You [10] _____ break it more!

Simon Oh, ha ha...

c 1.06 **Listen and check.**

8 a Get ready to speak **Answer the questions with notes that are true for you.**

Today

1 Are you going to study this evening?

2 What else are you going to do?

3 Do you think you'll watch TV? If yes, what will you watch?

This week

4 Are you going to play any sports?

5 Are you going to do any other hobbies?

Your future

6 What job do you think you'll have?

7 Where do you think you'll live?

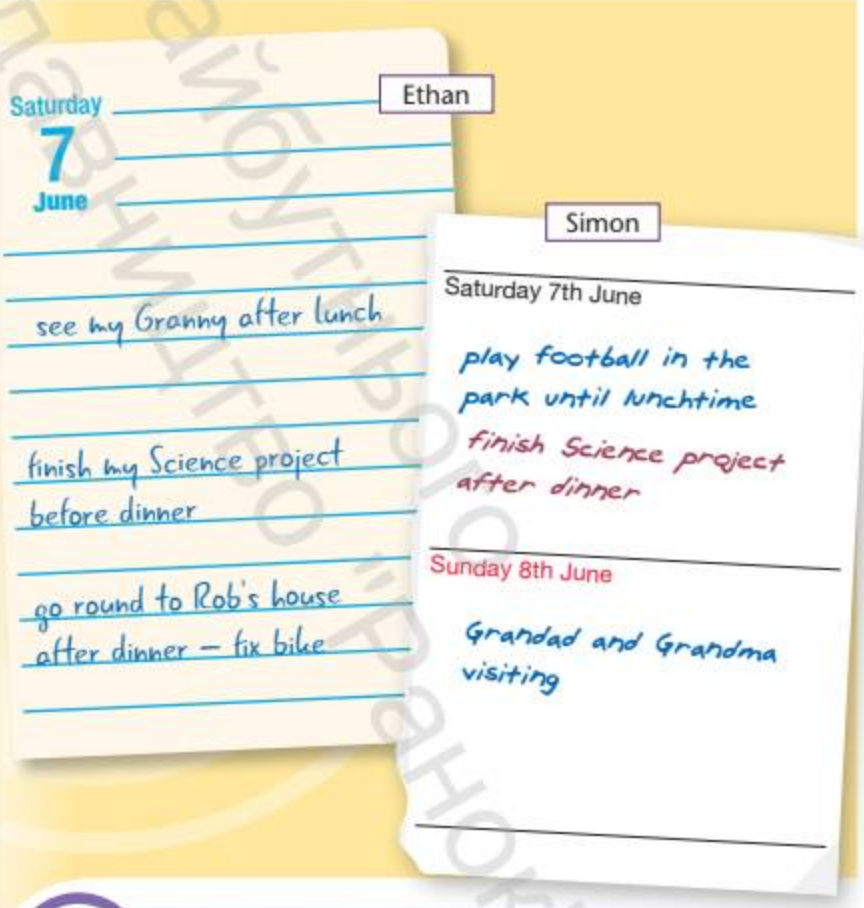
8 Do you think you'll be famous?

b **Work with a partner. Ask and answer the questions. Do you have the same ideas? Share with the class.**

Are you going to study this evening?

Yes, I am. Are you going to study this evening?

No, I'm not. I'm going to...



EXTRA **Write two things you are going to do next year and two things you think you will do.**

I'm...

I think I...

Проект «Майбутнього» Підручник для вчителя

1 Family histories

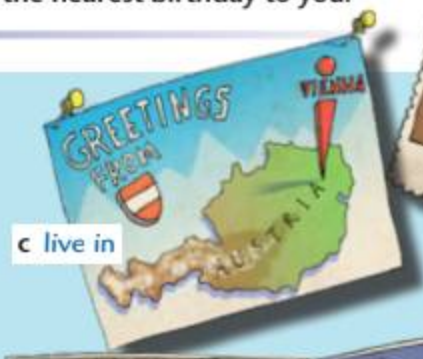
1A A life story

YOU FIRST! When and where were you born? Find the person in the class with the nearest birthday to you.



















Vocabulary Life stages

1 Look at the pictures. Whose life story is this?

2 **a** Match the pictures (a–l) with the words in the box. Which word is not in the pictures?

be born die get a job get married go to college
grow up have children leave school ~~live in~~
meet your future partner move to retire start school

b 1.07 Listen and check. Practise saying the words.

3 **a** Read the questionnaire. Write answers that are true for you.

Imagine! Your future life

1 Do you want to go to university?
2 At what age would you like to get a job?
3 Where would you like to live?
4 Would you like to move to another city or country?
5 Do you want to get married? At what age would you like to meet your future partner?
6 Do you want to have children? Why? / Why not?

b Over to you! Work with a partner. Ask and answer the questions.

Do you want to go to university? Well...

➤ Workbook page 2, exercises 1–2

Grammar Past simple regular



4 a 1.08 **Read and listen. What is Peter's passion?**

My name is Peter Goldman. I was born in 1950 and grew up in Austria. I [1]___ in Vienna with my family. I [2]___ school when I was six. I [3]___ school and [4]___ hard, but I [5]___ cars even more! I used to spend all my spare time at the local garage. My big ambition was to work on racing cars, so I went to the University of Vienna to study Engineering.

When I was a student, I met my future wife, Elaine. She was a student at a music school in Vienna, and she used to play the piano in a café. She was from London and didn't speak much German, but it didn't matter! We got married two years later and had two children quite soon after that.

We didn't use to have much money, but then I got my dream job with a Formula 1 racing team! So, we [6]___ to Oxford. I [7]___ all over the world with my job and I finally [8]___ in 2015. But I can still watch the racing whenever I want!

b Complete the text with the verbs in the box.

liked lived loved moved
retired started studied travelled

5 Look at the verbs in exercise 4b and answer the questions.

1 How do we form the past simple of regular verbs?
We usually add -__ to the base form of the verb.

2 Find two examples of the past simple negative in the text.

3 Complete and answer these past simple questions.
1 ___ he ___ school at five?
2 What subject ___ he ___ at university?

Past simple irregular

6 Find the past simple irregular form of these verbs in Peter's life story in exercise 4a.

be grow up go meet get have

7 a Write questions about last week.

1 you / read a book? → What book / you / read?
2 you / go to school? → What time / you / get up?
3 you / ride a bike? → Where / you / go?
4 you / go to the cinema? → What film / you / see?

b Over to you! Work with a partner. Ask and answer the questions in exercise 7a.

Did you read a book last week?
Yes, I did.
What book did you read?
I read Harry Potter.

used to

8 a Complete these sentences from the text in exercise 4a.

1 I ___ all my spare time at the local garage.
2 She ___ the piano in a café.

b Find a negative form in the text.

c Look at the question with *used to*. Then complete and answer the other questions.

1 Did Peter use to go to university? Yes, he did.
2 ___ he ___ study in Vienna? ___
3 ___ he ___ study History? ___

d Choose the correct words to complete the rule.

We use *used to* to talk about things that were true in the *past / future*, but aren't true now.

e Say three things that you used to do as a child.

➤ Workbook pages 2–3, exercises 3–5

Listening and Speaking

9 1.09 **Listen to the interview with an adventurer. Complete the information.**

Janna Piedmont
Adventurer
Place and year of birth: France in [1]___
Age started school: [2]___
Age finished school: [3]___
Favourite subjects: PE and [4]___
First job: [5]___
Top three adventures:
• climbed Everest without oxygen in [6]___
• rowed across Pacific Ocean in [7]___
• swam down Amazon River in [8]___
Married in: [9]___
Number of children: [10]___
Moved to: [11]___
Retired?: [12]___



➤ Workbook page 3, exercise 6

10 a Get ready to speak **Work with a partner. Write questions to interview Janna.**

b Role-play the interview.

Janna, you're an experienced adventurer. Can you tell me about a time you were scared?
Yes. It was in the...

EXTRA **Write some questions that you would like to ask your older family members or friends. Then find out the answers and report back to the class.**

1B One sunny day...

YOU FIRST! What activities did you do last weekend? Did anything funny happen?

Vocabulary Verbs of movement

1 Look at the verbs in the box. Can you find people or animals doing these things in picture 2? Which three verbs are not shown?

catch chase climb crash cycle drive fall fly
jump pull push run skateboard throw walk

2 Over to you! Work with a partner. Describe the pictures. Make sentences with the verbs in the box in exercise 1.

Some birds are flying in the sky.

A cat is...

Some people are...

➤ Workbook page 4, exercises 1–2

Reading and Listening

3 **a** 1.10 Cover the text. Look at picture 1. What were Tasha, Simon and their mum doing? Listen and check.

b 1.11 Look at picture 2. Was Simon good at skateboarding? Were Tasha and Simon enjoying themselves? Listen and check.

c 1.12 Work with a partner. Discuss what you think happens next. Listen and check.

d 1.13 Look at picture 3. How does the story end? Listen and check.

1



It was a lovely day. The sun was shining and birds were flying in the sky. But Tasha and I weren't paying any attention. We were playing a video game and it was really exciting. But what was Mum doing? She was getting our bike and skateboard out. 'Get off the computer, both of you!' she said. 'You need some fresh air! And take Freddy with you. He needs a walk.'

2



Half an hour later, we were in the park. Families were walking around in the nice weather. I was cycling, Simon was skateboarding, and Freddy was chasing us. Surprisingly, we began to enjoy ourselves. Simon was getting more confident on the skateboard. 'Hey, how can I go faster?' he asked. And I had a good idea...

3



Half an hour later, Mum was driving us both to the doctor's. Mum kept saying, 'I just don't believe it. All I wanted was for you both to get out of the house for a bit.' And two hours after that, Simon and I were sitting in the house again. Now we could finish our exciting game!

Grammar Past continuous

4 a **Complete the sentences from the story.**

1 The sun ___ ___ and birds ___ ___ in the sky.

2 We ___ ___ a video game.

b **How do we form the past continuous? Look at the examples in exercise 4a and complete the rule with the correct form of *be*.**

We make the past continuous with ___ or ___ and the *-ing* form of the verb.

c **How do we make the negative and question forms? Find one example of each in the story.**

d **Find eight more examples of the past continuous in the story.**

e **Write the *-ing* form of these verbs.**

chase cycle fly get shine sit walk

f **When do we use the past continuous? Choose the correct words to complete the rule.**

We use the past continuous to talk about *a completed action / an action in progress* in the past.

5 a **Imagine you had the most exciting weekend ever. Write what you were doing for each part of the day in your diary.**

Saturday	Sunday
Morning	Morning
I was windsurfing in the Mediterranean Sea.	
Afternoon	Afternoon
Evening	Evening

b Over to you! **Work with a partner. Ask and answer the questions.**

What were you doing on Saturday morning?

I was windsurfing in the Mediterranean Sea. What were you doing?

I was visiting New York!

➤ Workbook pages 4–5, exercises 3–4

Speaking and Writing

6 a Get ready to write **What was happening in the park last Sunday? Look at the picture and make questions about the people.**



1 Sam / take / photos of his friends ?

2 Mark / skateboarding ?

3 Izzy and Katie / lie / in the sun ?

4 Jenny / talk / to Katie ?

5 Fido / chase / a ball ?

6 Sam and Mark / look at / Fido ?

b **Work with a partner. Ask and answer. Give the correct information when necessary.**

Was Sam taking photos of his friends?

No, he wasn't. He was...

➤ Workbook page 5, exercise 5

7 **Write about the park last Sunday. Remember to use the past continuous and the past simple when necessary.**

It was a lovely Sunday. The sun was...and the birds... In the park, people were...

Unfortunately, Sam didn't see...

What a disaster!

EXTRA **Write five true / false sentences about the picture in exercise 6. Close your books. Test your partner's memory!**

Mark was cycling in the picture.

False!

Katie was wearing...

1C How they met

YOU FIRST! When and how did you meet your oldest friend?

Reading and Listening

1 a Look at the photos. Who can you see?

b Read and match the photos (1–4) to the website posts (A–D).

1



2



3



13:18 30%

Rate our readers' stories

Add new story

Josh, Birmingham, UK
11.5.20 10.48 a.m. **A**

I moved school last year. I was nervous because I didn't know anybody. I was sitting in class on my own when another student walked in. He came up and said, 'Hi, I'm Dom White.' 'And I'm Josh Green,' I said. 'Well,' he said, 'that means that we are going to be good friends.' 'Why? Just because both of our surnames are colours?' I asked, laughing. 'Yes,' he said. And, actually, now we are.

How many stars? ☆☆☆☆☆

Kate, Texas, USA
14.6.20 06.20 a.m. **B**

I was ten years old. I was training in my karate class when Ben came in. Ben was 12 and very tall! While he was showing us some moves, I watched carefully. I really wanted to be as good as him. For years we went to the same competitions, but of course he never spoke to me because I was just a little girl. Four years later, he finally said 'hi' and I was so surprised! Now we are teammates – and the best of friends.

How many stars? ☆☆☆☆☆

Simon, Oxford, UK
21.6.20 15.18 p.m. **C**

My grandad was an engineering student in Vienna. He was sitting in a café when this girl walked in. She was English and a music student. She sat down at the piano and started to play. When she finished, he got up to speak to her. But while he was walking across the room, he slipped and landed under the piano! He was so embarrassed, but fortunately my grandmother still agreed to go out with him! They got married more than 35 years ago.

How many stars? ☆☆☆☆☆

Loella, Michigan, USA
28.6.20 08.12 a.m. **D**

My aunt and uncle met at the airport while they were waiting for different planes. While they were chatting, they discovered that they lived in the same town. Later, my aunt was standing in the queue for her plane. My uncle suddenly appeared again and asked if he could phone her. Much later, my aunt found out that while he was asking for her number, he missed his plane! But my uncle says it was worth it!

How many stars? ☆☆☆☆☆

4



2 1.14 **Work with a partner. Read and listen to the posts (A–D). Answer the questions.**

	A	B	C	D
1 Who are the people?				
2 Where did they meet?				
3 What were they doing when they met?				
4 What is their relationship now?				

3 Over to you! **Work with a partner. How did you rate the stories (1–5 stars)? Compare your answers.**

Grammar Past simple and past continuous

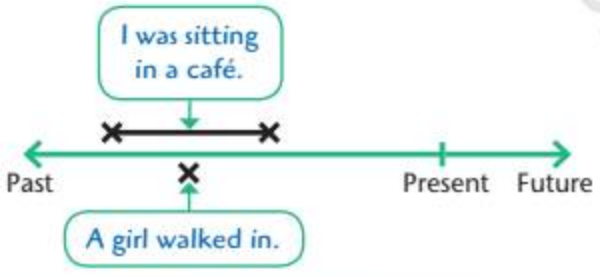
4 **Complete the sentences from the posts in exercise 1. Then answer the questions.**

1 He ___ in a café when this girl ___ in.

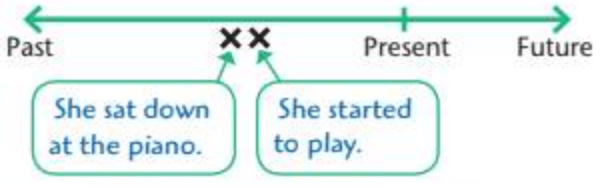
2 She ___ down at the piano and ___ to play.

Why are the tenses different in sentence 1? Why are they the same in sentence 2?

5 a **Look at the timelines. Read and complete the rules with the correct past tense: simple or continuous.**



The past ___ shows an action in progress when another action happened in the past.



The past ___ shows one or more completed actions in the past.

b **Find nine sentences with *when* and *while* in the website posts in exercise 1. Where can they go in the sentence?**

6 **Choose the correct verbs.**

1 When I *looked / was looking* out of the window, it *snowed / was snowing*.

2 I *did / was doing* my homework when she *arrived / was arriving*.

3 When I *started / was starting* school, we *lived / were living* in the old house.

4 I *saw / was seeing* Jo while she *waited / was waiting* for the bus.

7 a **Think of the first time you met a good friend. Answer these questions. Make notes.**

1 Who was it?

2 Where were you?

3 What were you doing when you first met him / her?

4 What happened after that?

b Over to you! **Tell your partner your story.**

➤ Workbook pages 6–7, exercises 1–7

Listening and Speaking

8 a 1.15 **Work with a partner. Listen to the sounds. What was John doing? What happened after that? Complete the table.**

What / doing?	What happened?
1	
2	
3	
4	
5	

b **Work with a partner. Write sentences about John.**

9 a Get ready to speak **You are going to tell a joke.**

Student A Look at page 86. Read the joke about the dangerous bear.

Student B Look at page 87. Read the joke about the dangerous dog.

b **Student As work in a group. Student Bs work in a group. Practise reading your joke together.**

10 **Work with a partner from the other group. Tell your joke to your partner. Which joke is funnier? Have a class vote.**



EXTRA **Think of a joke you know in your own language. Can you tell it in English? Tell it to a partner.**

Проект Міністерства освіти України Підручник відповідає вимогам Державного стандарту

1D Gossip



YOU FIRST!

If you are gossiping, what are you doing? What do people gossip about?

1 a 1.16 **Read and listen to the dialogues. What did Simon tell Tasha? What did he tell Zoe?**

Zoe …That's what she said! And then he said to her… Oh, hi Simon.
Simon Hi girls! Who said what? What are you two talking about?
Tasha We can't tell you, sorry.
Simon Why not?
Tasha It's got nothing to do with you.
Simon You're gossiping!
Zoe No, we aren't! We're just sharing news about other people.
Simon That's the same thing!
Tasha No, it isn't! Anyway, we're going now. See you later.
Simon Hmmm.

1



2 Next day



Simon Did you hear that Zoe met a boy yesterday?
Tasha No, I didn't! Tell me more. What else did you hear?
Simon I heard that she was waiting at the bus station and a good-looking guy got off the bus and hugged her.
Tasha Really? But why didn't she tell me? I'm her best friend!
Simon Maybe he's a relative or something.
Tasha I know all her relatives!
Simon Well, it seems Zoe has a new boyfriend!
Tasha Huh! It also seems I'm not her best friend any more!

3



Simon Hey Zoe. Did you know that Tasha was planning a party all day yesterday?
Zoe No, I didn't. Without me?
Simon Yes, I heard that she talked to Becky about it.
Zoe What do you mean? To Becky? But I'm her best friend!
Simon I'm pretty sure it's next weekend. But I'm sure she'll invite you, Zoe.
Zoe Well, I'm not sure I want to go!

b Are the sentences true (T) or false (F)? Correct the false sentences.

1 The girls were gossiping in the kitchen.
2 They told Simon what they were talking about.
3 Simon first told Tasha that Zoe met a relative.
4 Simon told Zoe that Tasha was planning a party.

2 a Spoken English **What do these expressions mean? How do you say them in your own language?**

It's got nothing to do with you.
That's the same thing!
What do you mean?
…or something.
Huh!

b Work in a group. Practise the dialogues.

➤ Workbook page 8, exercise 1

3 a What do you think will happen next?

b 1.17 Listen and check.

4 Over to you! Work with a partner. Answer the questions.

1 Why did Simon do it?
2 Was it a good thing to do? Why? / Why not?
3 People generally gossip. Is it a problem?

Everyday English Giving news

5 a Look at the useful phrases. Find examples in the dialogue in exercise 1.

Useful phrases: giving news

Did you know...?
Did you hear (that)...?
I heard (that)...
It seems (that)...
I'm pretty sure (that)...

Useful phrases: responding to news

Really?
What else did you hear?

We can use a short answer in response to *Did you...?*

Did you hear...?
No, I didn't.

b 1.18 Listen and repeat. Copy the intonation.

Pronunciation

6 a 1.19 Listen and repeat the words in the box. How many syllables are there?

didn't heard hugged jumped
needed planned thought
waited wanted wasn't

b Put the words from exercise 6a in the correct column.

one syllable	two syllables
heard	didn't
____	____

c 1.20 Listen and check.

d When do we pronounce *-ed* as a separate syllable?

Workbook pages 8–9, exercises 2–6

Listening and Speaking

7 a 1.21 Listen to three conversations. Which of the pieces of news do you hear?

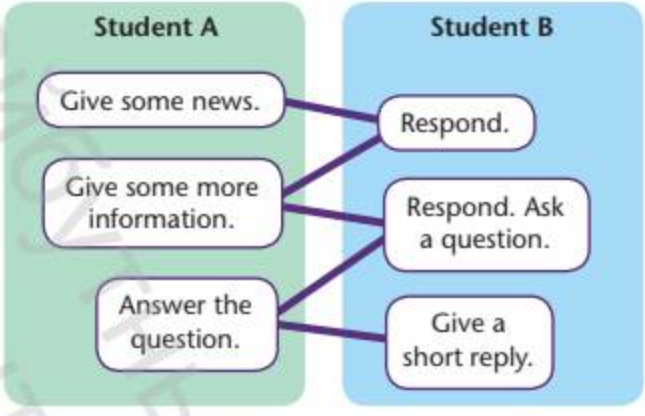
1 My brother's getting married.
2 Sally went on holiday to Brazil.
3 Dan passed all of his exams.
4 Amy is moving to America.
5 My aunt is having a baby.
6 Jack won the lottery.
7 Sally passed her driving test.
8 Mike isn't going to university.

b 1.21 Listen again. Write two extra pieces of information for each piece of news.

Workbook page 9, exercise 7

8 a Get ready to speak Choose three pieces of news from exercise 7a or use your own ideas. Write extra information about each one.

b Work with a partner. Role-play giving your news and responding. Use different expressions every time. Use this chart to help you:



Did you hear that Dan passed all of his exams?
No, I didn't. That's great. Tell me more!

c Role-play one of your dialogues for the class.

EXTRA

What do Tasha and Zoe say to Simon? Write the conversation.

Tasha Simon! We're very annoyed! Why did you say those things?
Simon Hey, I was just...





Проект Мастер-класс Виктории Ивановой

1 Revision

Vocabulary Life stages

1 **Complete the life story with the correct form of the words in the box.**

~~be born~~	get a job	get married
go to university	have	leave school
live	meet	move to	start school

I [1]was born in Scotland in 1975. Our family [2]___ in the centre of Edinburgh. I [3]___ at five. When I was nine, we [4]___ a village on the coast. I studied hard and loved languages. I [5]___ at 18, and I [6]___ to study French and German. When I was 22, I [7]___ as a teacher. Alastair and I [8]___ in the school where we both worked. He taught Art. We [9]___ in 2003 and we [10]___ twins in 2005. We are still working at the same school and our children go there, too!

Verbs of movement

2 **Write eight sentences about the picture with the verbs in the box.**

chase	climb	crash into
~~cycle~~	fly	jump	run	walk

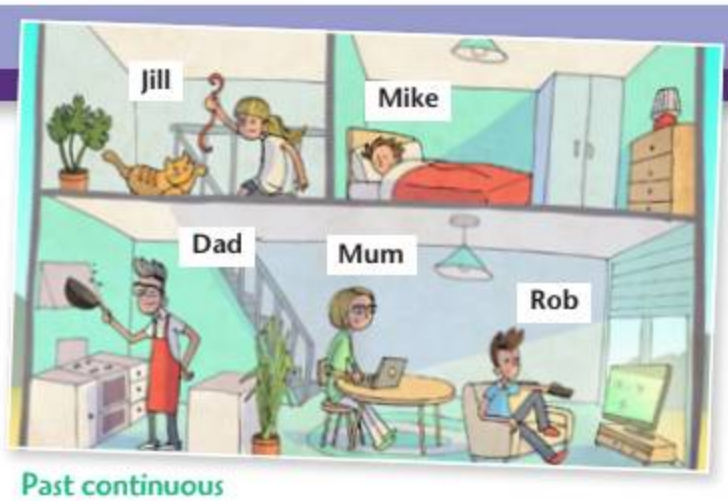


1 He's cycling.

Grammar Past simple

3 **Complete the dialogue with the correct form of the verbs in brackets or a short answer.**

A [1]___ you [2]___ Ellen at school this afternoon? (see)
B No, I [3]___ . [4]___ she [5]___ home? (go)
A I'm not sure. I [6]___ her in the morning, but she [7]___ well. (see / look)
B [8]___ you [9]___ to her? (speak)
A Yes, I [10]___ . But she [11]___ anything about going home. (say)
B Let's call her after class.



Past continuous

4 **What was happening at home yesterday evening? Write the questions and answers.**

1 Mike / listen to music? Was Mike listening to music? No, he wasn't. He was sleeping.
2 Rob and Mum / play video games?
3 Dad / cook dinner?
4 Jill / play / with her dog?

Past simple and past continuous

5 **Complete the sentences with the correct form of the verbs in brackets.**

1 When Emma ___ (hear) the news, it ___ (start) to snow.
2 While we ___ (shop), we ___ (meet) John.
3 While he ___ (work) on his computer, it ___ (crash).
4 The teacher ___ (come in) while we ___ (play) cards.

Everyday English Giving news

6 **Complete the dialogue with the words in the box.**

didn't	hear	told	Really	else

A Did you [1]___ that Tom is moving school?
B No, I [2]___ ! What [3]___ did you hear?
A Someone [4]___ me that he wants to go to sports college.
B [5]___ ? When?
A I'm not sure.

Learning to learn
Organizing your English notebook

You will need a notebook for your English lessons. Organize it carefully and it will help you to revise.

1 Always write the day and date of the lesson and the unit and page of the Student's Book.
2 Write new grammar and examples clearly so you can understand it when you revise.
3 Make your own mini dictionary at the back of your book with the new words on one side and the meanings on the other.

➤ Workbook pages 10–11, exercises 1–7

YOU FIRST! What's a biography? Do you ever read biographies of famous people?

A biography

A biography of the Dassler brothers



The Dassler brothers are famous for two brands of trainers. They are also famous for a family argument which lasted for 60 years.

Date and place of birth
Rudolf (Rudi) Dassler was born in 1898 and Adolf (Adi) Dassler was born in 1900, in Germany.

Early life and education
The brothers grew up in the town of Herzogenaurach. They learned to make shoes because their father worked in a shoe factory.

Marriage and early career
By the 1920s, Adi was designing trainers and Rudi was selling them for their Dassler Brothers Sports Shoe Company. They each got married, but their wives didn't like each other!

Career history and achievements
In 1936, at the Berlin Olympic Games, American Jesse Owens won four gold medals while he was wearing Dassler trainers. Now everybody wanted them. But the brothers had an argument during the Second World War, and as a result they never spoke again.

The brothers divided the business and each developed a successful company – Adidas (from Adi Dassler) and Puma. Each company had a factory in Herzogenaurach. As the brothers were employing most of the townspeople, the whole town was divided. Adidas employees couldn't marry Puma employees!

Date of death
The brothers died in the 1970s. Finally, in 2009, Adidas and Puma had a friendly football match so that they could end the argument.



Look! Linkers of cause / result and purpose

We use linking words to connect ideas in a sentence.

Result → Cause: *as, because*

Result	Cause
They learned to make shoes.	Their father worked in a shoe factory.

They learned to make shoes ***as / because*** their father worked in a shoe factory.

Find an example with *as* in the text.

Cause → Result: *as a result*

The brothers never spoke again ***because*** they had an argument during the Second World War.

OR But the brothers had an argument during the Second World War, and ***as a result*** they never spoke again.

Purpose: *so that*

Adidas and Puma had a friendly football match ***so that*** they could end the argument.

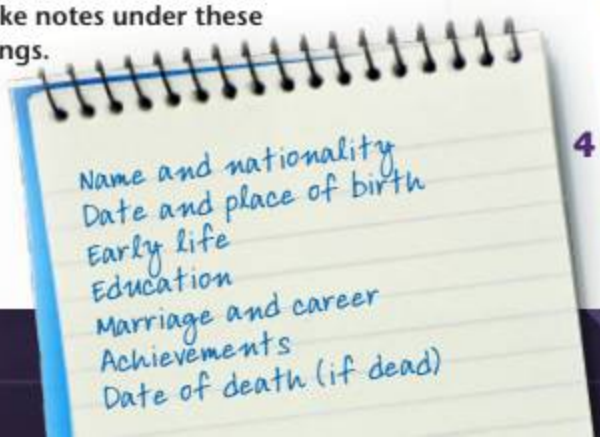




1 a Get ready to write **Choose a person that you would like to write about. It can be a famous person or an older member of your family.**

b Find information and pictures about your chosen person – from home, on the internet, or from books and magazines.

c Make notes under these headings.



2 Read Timo's project, then read the Look! box. Look at your notes in exercise 1. Where can you use the linkers?

3 a Start writing **Write a sentence to introduce your person.**

b Organize your notes into sentences underneath each heading.

c Try to use one or two linkers from the Look! box.

4 a Complete your project **Put your project on a piece of paper with your pictures.**

b Present your project to the class. Whose life is / was most interesting?

YOU FIRST!

Why do Americans celebrate Thanksgiving?
What do the Scottish call New Year?

Family celebrations

Thanksgiving



Thanksgiving is a family celebration in the USA. Every November, millions of Americans travel home to celebrate with their families and to give thanks for the harvest. They have a traditional dinner of turkey, root vegetables and pumpkin pie.

The story behind Thanksgiving is about an early group of settlers called Pilgrims. They came from England in 1620, and for the first year they were really hungry. A Native American tribe showed them how to grow food. So, the next year they gave thanks for their first harvest by sharing their feast with the Native Americans. They were celebrating for three days!

But it was not a tradition yet. However, Sarah Hale, a magazine editor, thought it was important for the USA to have a Thanksgiving holiday every year. She wrote regular letters to every president for 40 years! Finally, in 1863, President Lincoln made the last Thursday in November the national day of Thanksgiving. It is now America's biggest holiday.

Hogmanay

Everyone celebrates New Year, but Scottish families celebrate it the most. They call it Hogmanay.

First, families clean their houses to start the new year fresh. Then most families have parties where houses are open and everyone is welcome. At midnight, everyone stands in a circle to welcome the New Year. They sing 'Auld Lang Syne', written by Scots poet, Robert Burns. Another tradition is that the first person who comes in the door after midnight should bring a piece of coal, cake and whisky. This is called 'first footing' and brings good luck for the next year.

New Year is a special time for the Scots because for 400 years the Scottish Church didn't allow a holiday at Christmas. This didn't change until 1958! So the Scots worked at Christmas, and New Year was the family holiday to give presents to the children. Scotland still has two days of national holiday at New Year. And in Edinburgh, the capital city, there are street parties and an amazing fireworks display from the castle.



Glossary

harvest pumpkin settlers fresh coal

1 **Look at the photos. What can you see?**

2 **a** **Work with a partner.**

Student A Read about Thanksgiving.

Student B Read about Hogmanay.

b **Ask and answer the questions.**

1 What is the celebration and where does it happen?
2 What do people traditionally do?
3 When did the celebration start and why?
4 Why did it become a national holiday?
5 Why is it important?

c **What do you think was the most interesting fact in each text?**

3 Over to you! **What are your country's biggest celebrations? What does your family do to celebrate? What traditions do you have?**

Chinese New Year

Family celebrations in Ukraine

Masnytsia



One of the best-loved holidays in Ukraine is a spring holiday, called Maslyana or Masnytsia. It lasts a whole week. Although it is celebrated before the Great Lent, which is a Christian holiday, it originates from the pagan times and the pagan celebration of welcoming the advent of spring.

At that time our ancestors worshipped the Sun as a God and welcomed longer days that meant revival and the start of a new life cycle after the long winter. Within the week people were not allowed to eat meat but they could still enjoy dairy products: milk, butter, sour cream, cheese etc. It is then that Ukrainians baked round cakes, and later pancakes, that reminded of the Sun. It was believed that those who have tasted such a cake is blessed with the sun's warmth and light. Some people cooked varenyky, dumplings with cottage cheese filling, a traditional Ukrainian meal that according to our ancestors reminded of the crescent.

This holiday is full of fun, joy and optimism: such sports as fistfights, a pancake eating contest, climbing the pole for a prize were especially popular among youngsters in the villages. On the last day of the holiday week, it was customary to burn a straw man that symbolized winter.

Though this holiday is not a national holiday in modern Ukraine, many people enjoy it nowadays: families cook pancakes and varenyky and spend time in a family circle.

International Children's Day

International Children's Day, known as Children Protection Day in Ukraine, serves as a dedicated occasion to raise awareness about children's issues such as famine, rights violations, and abuse. Established in Paris in November 1949 by the Council of the International Democratic Federation of Women, this annual event takes place on June 1st. First celebrated in 1950 across 51 countries, the UN endorsed and prioritized the protection of children's rights, life, and health.Globally, families embrace the day, strengthening their bonds through shared experiences. In Ukraine, vibrant festivals and contests unfold in city squares, offering diverse activities like sand figure exhibitions and hands-on masterclasses for crafting miniature sand monuments. Sports contests further unite parents and children in friendly competitions showcasing speed, agility, and wit. As the day progresses, families often choose to explore parks, capping off the celebration with a delightful family dinner at a local cafe.



1 **Look at the pictures. Can you guess what holidays are depicted there?**

2 **a** **Work with a partner.**

Student A Read the text about Masnytsia.

Student B Read the text about Children's Day.

b **Ask and answer the questions. Put the questions to 3 of your classmates and write down their answers.**

1 What is your favourite holiday?
2 What is your favorite holiday food or dish?
3 What are your favourite holiday clothes or accessory?
4 What is the best present you ever got?
5 Who would you like to spend holidays with?
6 Where would you like to spend holidays?

3 Over to you! **Would you like to have more or fewer holidays? What interesting or unusual holidays in the world do you know? Would you like any of them to become a state holiday in Ukraine? How do you usually celebrate holidays in your family? Do you keep to any family traditions?**

YOU FIRST! Who are some important people in your country's history?

Famous people in history

1 Elizabeth I

Born: 1533 | Died: 1603

Job: ___

Famous because... England was a very successful country when she was queen. She never got married.



2 Henry VIII

Born: ___ | Died: 1547

Job: King of England

Famous because... He had six ___. He disagreed with the Pope, so he started a new religion.



3 Marie Curie

Born: ___ | Died: 1934

Job: Scientist

Famous because... She discovered ___. She won the Nobel Prize twice – for Chemistry and later for Physics. She was the first person and the only woman to win two Nobel Prizes.



4 Irene Joliot-Curie

Born: 1897 | Died: 1956

Job: ___

Famous because... She won a Nobel Prize for ___. She became ill and died of cancer because of her scientific work.



5 Paloma Picasso

Born: ___ |

Job: ___

Famous because... She became a very successful fashion and jewellery designer and businesswoman. She is a style icon.



6 Pablo Picasso

Born: ___ | Died: 1973

Job: Artist

Famous because... He changed people's ideas about art. He invented a new style of art called ___.



1 a Look at the photos. Do you know anything about these people? What do you think are the relationships between them?

b Work with a partner. Complete the biographies with the information in the box.

1867	1949	1881	1491
Scientist	Designer	Queen of England	
Cubism	wives	radium	Chemistry

2 a 1.22 Listen and check.

b What did you get right? What other information did you learn?

3 a Put the people on a timeline in order of birth.

1400 1500 1600 1700 1800 1900 2000

b Add three famous people from your country.

1.23 ▶ Song *Whatever*

1 Prince Volodymyr

Born: c. 956	Died: 1015

Job: ruler of Kyivan Rus (prince)

Famous because... baptising Kyivan Rus in 988, thus uniting smaller clans into a strong state, a legitimate part of the powerful world states of the time. He gained the fame of a great ruler: he founded cities, took part in successful campaigns against enemies and defended the lands under his protection.



2 Anne of Kyiv or Anna Yaroslavna

Born: 1024-1036	Died: 1075-1079

Job: queen of France

Famous because... marrying the king of France Anna brought an extensive dowry. In the 18th-19th centuries, her name was often associated with the Reims Gospel kept in Reims Cathedral. The opinion that this manuscript (its first part, written in Cyrillic) was brought to France by Anna Yaroslavna gained great popularity. She was well-educated. Anne could read and write in several languages.



She influenced the French domestic and international affairs, signing state documents during the reign of her underage son Philip. In fact, her signature is the oldest example of old Ukrainian handwriting!

3 Mykola Leontovych

Born: 1877	Died: 1921

Job: composer, conductor, teacher

Famous because... he composed "Schchedryk" in 1901, later known in the world as "Carol of the Bells", one of the best-known and most beloved musical works for the Christmas time. Performances of his works in western Europe earned him the nickname "the Ukrainian Bach".



4 Lesia Ukrainka

Born: 1871	Died: 1913

Job: writer, translator, cultural and public activist

Famous because... Of her vast legacy of poems, plays and essays as well as diligent work on presentation and evolution of the Ukrainian language. She and her brother Mykhaylo were the co-founder of a literary club "Pleiada" that united writers concerned about the fate of the Ukrainian language. Her most famous work, "The Forest Song", was an ode to Ukrainian spirit, nature wonders and folklore, being the earliest example of fantasy fiction in Ukrainian literature.



1 **Look at the pictures. Do you recognize these people?**

2 **a** **Work with a partner.**
Student A Read the texts in the right column.
Student B Read the texts in the left column.

b **Read and choose the correct answer.**

1 The Forest Song by Lesia Ukrainka was...:
a a thriller **b** a comedy **c** a fantasy fiction novel

2 As a part of her dowry Anne of Kyiv brought to France... .
a the Gospel in Cyrillic type
b a treasure chest **c** a herd of horses

3 The Christmas song "Schchedryk" by Mykola Leontovych became famous in the world under the name of... .
a Christmas Bells **b** Carol of the Bells
c Ukrainian Carol

4 Prince Volodymyr baptized Kyivan Rus in the year...:
a 1888 **b** 988 **c** 788

3 Over to you! **Which of the periods in Ukrainian history do you consider most interesting? Which personalities of that period do you know? Which episode of the Ukrainian history would you like to witness, and what would like to change in the Ukrainian history?**

2 Teen life



2A Being friends

YOU FIRST! Do you like making new friends? Why? / Why not?
Are you sociable or more reserved with new people?

Vocabulary Phrasal verbs for relationships

1 a Look at the pictures (1–8). Do you know any of the phrasal verbs? Match them to the definitions (a–h).

a ___ become friendly immediately
b ___ have a good relationship
c ___ stay in contact
d ___ become friends again
e ___ exchange news
f ___ stop being friends after an argument
g ___ spend time with someone
h ___ accept something / someone that you don't really like


1 get on (well with)


2 fall out (with)


3 make up (with)


4 hit it off (with)


5 keep in touch (with)


6 catch up (with)


7 hang out (with)


8 put up with (something / someone)

b 1.24 Listen and check.

c 1.25 Practise saying the phrasal verbs. Listen and repeat.

➤ Workbook page12, exercise 1

2 a 1.26 Listen to two conversations. What is the problem?

b 1.26 Listen again. Which phrasal verbs from exercise 1 do you hear?

3 a Read the questionnaire. Choose the best answers for you.

b Over to you! Work with a partner. Ask and answer the questions. Then compare your answers.

Do you get on well with your family?

Me too.

Yes, I usually do.

Tell us about you

Do you...		usually	sometimes	rarely
1	get on well with your family?			
2	fall out with your friends?			
3	make up with your friends quickly after an argument?			
4	hang out with your friends?			
5	put up with your friends' bad habits?			
6	hit it off with new people easily?			
7	catch up with your friends' news?			
8	keep in touch with friends and family who don't live near you?			

Grammar Present perfect

4 1.27 **Read and listen to the dialogue. Why is Tasha upset?**





Simon Hey Tash. Why have you been in your room all day?

Tasha I've fallen out with Zoe, so I'm fed up. I haven't spoken to her today. She's become extra bossy and I don't like it!

Simon She is a bit bossy sometimes, but she can't help it. Zoe has always been so organized.

Tasha Yesterday, she said I was disorganized!

Simon But you are, Tash.

Tasha I know! But she shouldn't *say* it.

Simon Look, that's why you have always got on so well. She organizes you and you need it.

Tasha I've decided to do everything myself now.

Simon OK. But can you please make up with Zoe? I've arranged for us to hang out at Ethan's later.

Tasha Oh, OK then.

Simon Great. Why don't you phone her now?

Tasha Oh, can you do it?

5 a Look at the dialogue in exercise 4 and answer the questions.

1 How do we make the present perfect?

___ / *has* (*'ve* / *'s*) + past participle

2 Complete these sentences from the dialogue.

1 I ___ out with Zoe.

2 She ___ extra bossy.

b Find the past participle of these verbs in the dialogue. Which are regular?

arrange	be	become	
decide	fall	get on	speak

c Find a negative and a question in the dialogue.

6 When do we use the present perfect? Choose the correct words to complete the rule.

We use the present perfect to talk about events in the past when we *know* / *do not know* when they happened.

7 Write sentences using the present perfect.

1 I / be / at home all day.

2 She / fall out / with her friend.

3 We / arrange / to go out.

4 They / make up / again.

➤ Workbook page 12, exercises 2–3

Present perfect and past simple

8 a Complete the sentences from the dialogue in exercise 4.

1 Zoe ___ always ___ so organized.

2 Yesterday she ___ I was disorganized!

b Read and complete the rules with *present perfect* or *past simple*.

We use the ___ for an event in the past.

We use the ___ for an event in the past where there is a link to the present.

9 Choose the correct words.

1 I *saw* / *'ve* seen three famous people in my life.

2 He *was* / *'s* been at home yesterday.

3 Ben *changed* / *'s changed*. He used to be fun.

4 Tom *invited* / *'s invited* me to his party last week.

➤ Workbook page 12, exercise 4

Listening and Speaking

10 a 1.28 **Listen to six conversations. Complete the table.**

	What have they done?	When did they do it?
1	___	___

b Look at your notes. Report to the class.

He's finished his exams. He finished at ten o'clock this morning.

11 a Get ready to speak What have you done with your friends recently? Write sentences.

1 seen a film

I've seen a film with a friend. / I haven't seen a film.

2 do homework

3 watch a good TV programme

4 hang out

5 buy some new clothes

b Ask a partner questions about the activities in exercise 11a. If the answer is *yes*, ask when.

Have you seen a film recently? — Yes, I have. — When did you see it? — I saw it last week.

➤ Workbook page 13, exercises 5–6

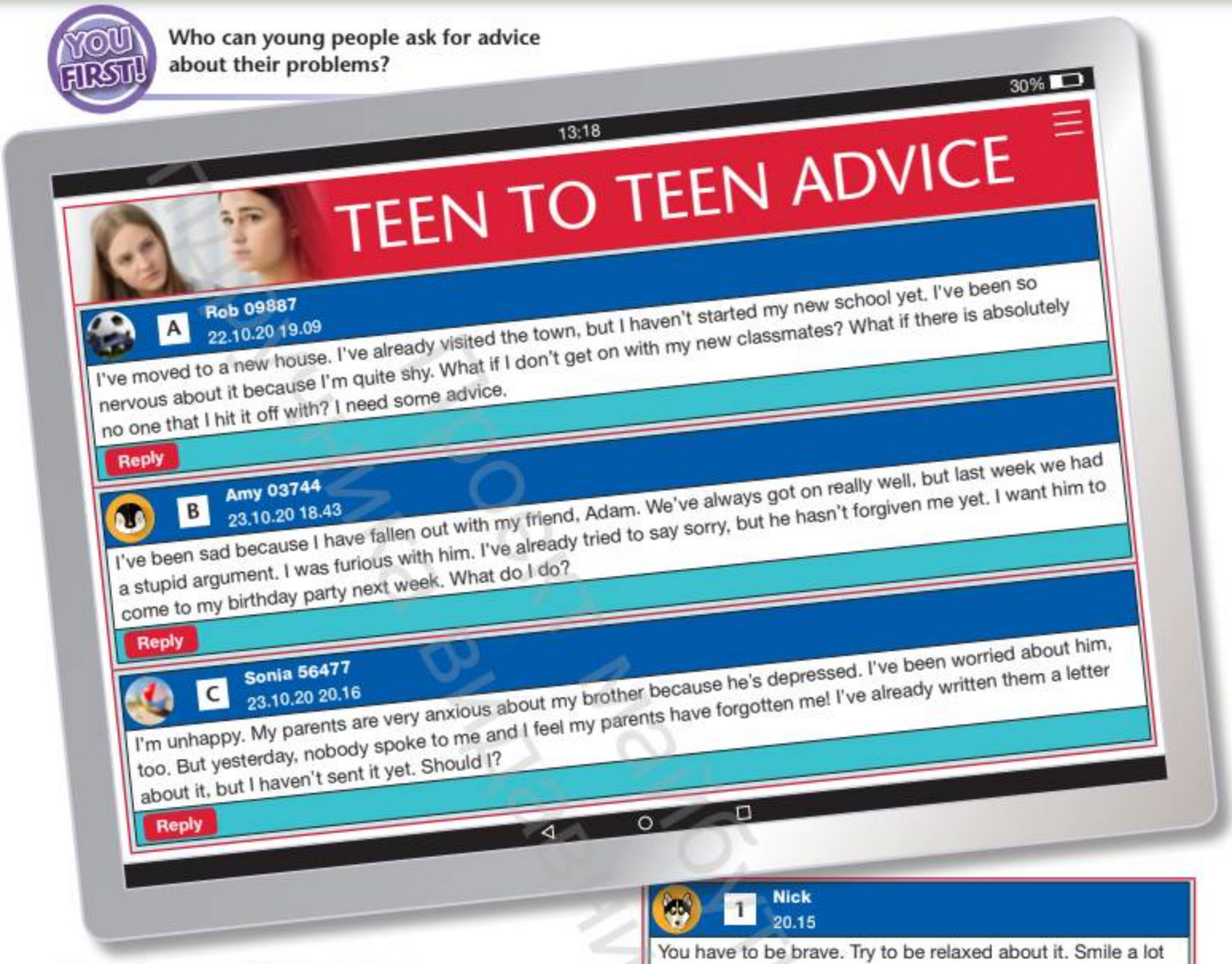
EXTRA **What have you and your friends done in the last few months? Write five sentences.**

We've been to...

2B A helping hand

YOU FIRST!

Who can young people ask for advice about their problems?



Reading and Listening

1 a **Look at the teen advice forum. Have you ever seen one?**

b **1.29** **Read and listen to the posts. Match the headings (1–3) to the problems (A–C).**

1 Making home life better
2 Making new friends
3 Making up again

c **Work in a group. Discuss what advice you would give to Rob, Amy and Sonia.**

I think that Amy should... Then she should...

I agree / don't agree. I think...

2 a **1.30** **Read, listen and match the replies (1–6) to the problems (A–C).**

b Over to you! **What advice do you agree with? Did anyone have the same advice as you?**

➤ **Workbook** page 14, exercises 1–2

1 **Nick** 20.15
You have to be brave. Try to be relaxed about it. Smile a lot and try and talk to people.

2 **Ella** 20.45
Talking is better. Your parents need to understand your feelings. Try not to be angry with them or jealous of your brother.

3 **Fran** 21.42
Be confident. Ask people questions. Find people with the same interests as you. It will get better.

4 **Tom** 21.47
Try one last time. Maybe he needed time to feel calmer. Or maybe he's still angry. Then you need to just enjoy your party without him. But if you've already said sorry then he's not being very nice. Then don't invite him.

5 **Ben** 22.02
I'm sure they don't mean to be unkind. A letter is a good idea. I hope the situation improves soon.

6 **Florence** 22.45
Try to make up with your friend. Invite him to your party. I'm sure he'll come.

Vocabulary Adjectives to describe feelings

3 a **Complete the sentence from the posts in exercise 1.**

I've been so ___ about it because I'm quite ___ .

b **Find 13 more adjectives to describe people's feelings in the posts in exercise 1 and the replies in exercise 2a. Then work with a partner and check the meanings.**

1 nervous	6 a___	11 a___
2 shy	7 d___	12 j___
3 s___	8 w___	13 c___
4 f___	9 b___	14 c___
5 u___	10 r___	15 u___

c **Which of the adjectives have similar meanings? Which are opposites?**

4 a **Choose four adjectives. When do people feel like this? Think of a situation for each adjective.**

b **Work with a partner. Describe the situations. Can your partner guess the adjectives?**

➤ Workbook page 14, exercises 1–2

Grammar Present perfect with *already* and *yet*

5 a **Complete the sentences from Rob's post.**

1 I've ___ visited the town.

2 I haven't started my new school ___ .

b **Complete the rules with *already* and *yet*.**

a ___ means 'before now'. We use it with positives. It goes before the past participle.

b ___ means 'not happened up to now, but you expect it will happen'. We use it with negatives and questions. It goes at the end of a sentence.

6 **Write the sentences. Use the present perfect with *already* or *yet*.**



1 They / visit / the hospital.
They've already visited the hospital.

2 She / not write / her email.

3 We / be / to the leisure centre.

4 He / not make up / with Sara.

5 You / not forgive / me.

6 I / do / my homework.

7 **Make the sentences in exercise 6 into questions with *yet*.**

Have they visited the hospital yet?

➤ Workbook page 14, exercise 3–4

Speaking

8 a Get ready to speak **You want to be helpful this week. Look at a list of things to do. Decide which ones you have already done and which you have not done yet.**

To do this week

1 do the shopping
2 buy flowers for my mum
3 tidy my room
4 make dinner for the family
5 visit my grandparents
6 take the neighbour's dog for a walk

Notes

b **Ask and answer the questions with a partner. Make notes.**

Have you done the shopping yet?

No, I haven't. Have you done the shopping yet?

c **Use your notes to write sentences. Write what you and your partner have already done and what you have not done yet.**

➤ Workbook page 15, exercises 5–6

Writing

9 a Get ready to write **Work with a partner. Think of a problem to post on the forum.**

b **Make notes on the grammar and vocabulary you will need.**

➤ Workbook page 15, exercises 7–8

10 a **Write about the problem. What has happened? How has it made you feel?**

b **Swap your problem with another pair and ask for advice. Do you think they have given good advice?**

c **Read the problem and discuss the advice as a class. What advice do you agree with?**

EXTRA **Choose one of the problems (A–C) on page 22 and write a follow-up post. Did he / she follow the advice? Did anything improve?**

Dear everybody, thank you very much for your advice. I've followed it and...

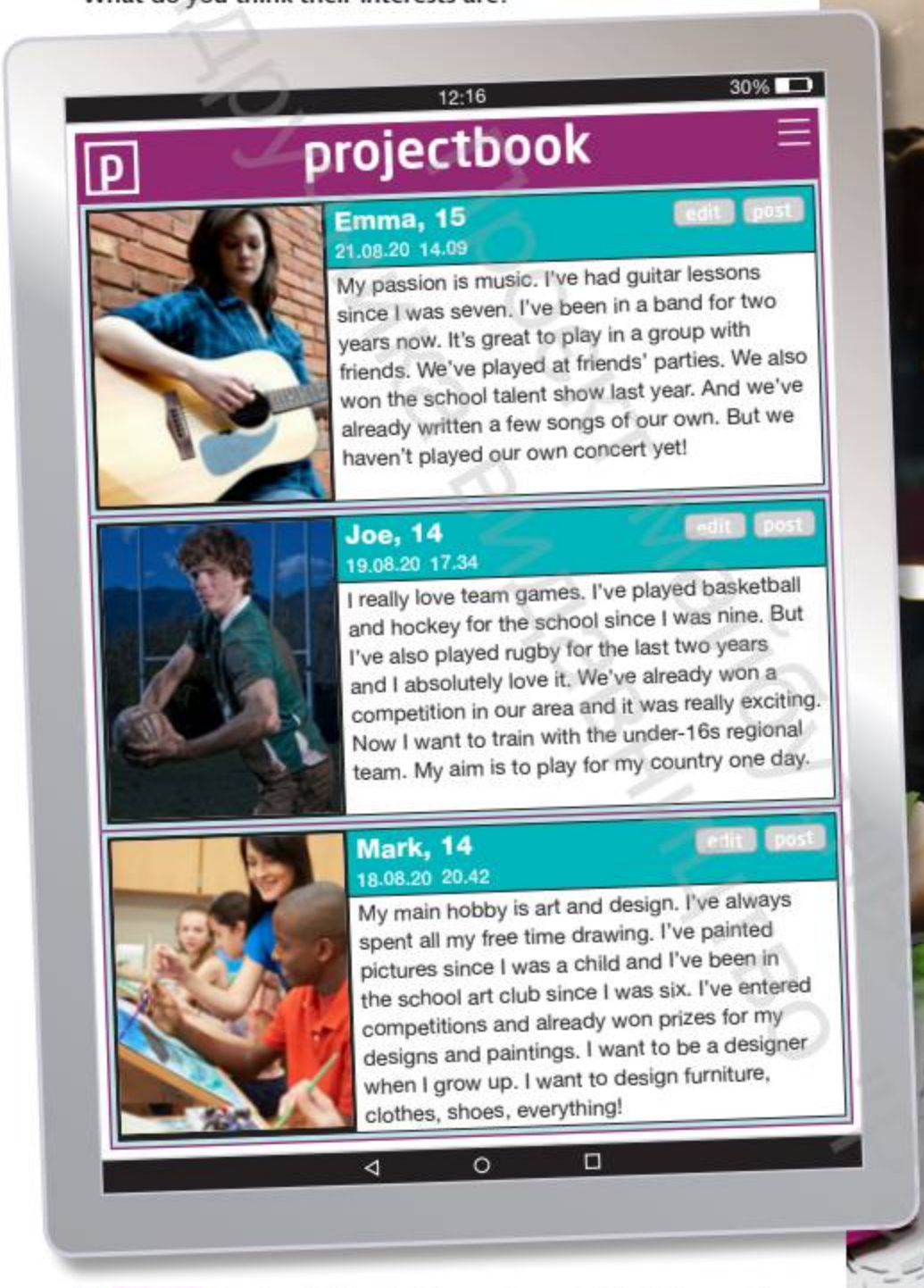
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2C Teen ambitions

YOU FIRST! What do you think are the top five interests of teenagers in your country?

Reading and Listening

1 a Look at the social media profiles. Describe what you can see. What do you think their interests are?



b 1.31 **Read and listen to Emma, Joe and Mark. Do you have a similar hobby or interest?**

c Answer the questions. Write the correct name or names.

Who has…

1 played in a team?
2 played in a band?
3 entered competitions?
4 had lessons for eight years?
5 been in a club for eight years?
6 won a prize?

Grammar Present perfect with *for* and *since*

2 a **Complete the sentences from the text about Emma in exercise 1.**

1 I've been in a band ___ now.
2 I've had guitar lessons ___ .

b **Look at the timelines. Complete the rule with *for* and *since*.**



We use the present perfect with ___ to talk about length of time, and we use it with ___ to talk about when the time started.

c **Find four more examples of the present perfect with *for* and *since* in exercise 1.**

3 **Complete the sentences with *for* or *since*.**

1 We've been here ___ two o'clock.
2 They've had lessons ___ four years.
3 We haven't seen him ___ Thursday.
4 I haven't eaten chocolate ___ 11th October.
5 He's had a puppy ___ two months.
6 This week, you've watched TV ___ an hour a day.

➤ Workbook page 16, exercises 1–2

Listening

4 a 1.32 **Listen to seven people talking about their interests. Who has the most interesting hobby?**

b 1.32 **Listen again. Complete the table.**

	Person	Interest	How long for?	More info
1	Bryan, 15			
2	Alice, 14			
3	Ollie, 16			
4	Petros, 15			
5	Sarah, 15			
6	Alfie, 14			
7	Mark, 14			

c **Work with a partner. Compare your answers.**

Bryan's been in a cycling group for two years. They go cycling every Saturday morning.

5 a **Write sentences that are true for you.**

1 I've been at this school since…
2 I've studied English since…
3 Today we've been in class for…
4 I've lived in my house/flat since…
5 I haven't looked at my phone for…
6 I haven't listened to music for…

b Over to you! **Work in a group. Compare your answers to exercise 5a. Tell the class something new you have learned about your partner.**

I've been at this school since… — Me too.

I haven't. I've been here since…

➤ Workbook pages 16–17, exercises 3–5

Writing

6 a Get ready to write **Think of a hobby or something you like doing a lot. Make notes for your social media profile. Use the questions to help you.**

1 What do you like doing?
2 How long have you done it for?
3 What have you achieved?
4 Do you have any ambitions for it?

b **Work with a partner. Ask and answer the questions from exercise 6a.**

What do you like doing? — I like…

How long have you done it for? — Since / For…

➤ Workbook page 17, exercise 6

7 a **Write your paragraph. Use your notes from exercise 6a.**

b **Now read your partner's profile. Ask questions to get more information.**

Why do you enjoy it? — I love it because…

Who do you do it with? — I usually go with…

EXTRA

Write sentences that are true for you.

1 I've been mad about…for/since…
2 I've always had a passion for….
3 I've been into…for/since…
4 I've never liked…

Пробний видавничий проект Майстер Книга

2D Going out

YOU FIRST! **Where do you like going with your friends?**

1 a 1.33 **Read and listen to the dialogues. Who can go to the concert?**

1



Tasha Hi Ethan. How are you doing?

Ethan I'm good. Listen, are you doing anything on the 23rd?

Tasha I don't think so. Why?

Ethan Would you like to go to a concert in the town hall?

Tasha Sure. Why not! Who's playing?

Ethan A new band called PopMasters. I've heard they're good.

Tasha Have you asked Simon and Zoe?

2



Simon Hi guys. What's up?

Tasha We've decided to get tickets for the concert at the Town Hall. Do you fancy joining us?

Zoe Great idea!

Simon Oh! I can't, sorry!

Ethan But I haven't said when it is yet!

Simon I'm sure I'm busy then. Got to go! See you later!

Ethan Never mind. Another time maybe… Well, what was that all about?

Zoe Absolutely no idea!

Tasha That's odd. I know my brother's strange, but that was really strange!

3 Later



Tasha Hey Ethan, who's the girl that Simon's talking to?

Ethan I don't know. I haven't seen much of him lately. He's been busy.

Tasha Busy doing what?

Ethan Studying, he said.

Tasha No, he hasn't! He's definitely up to something. Come on, let's follow them.

b Are the sentences true (T) or false (F)? Correct the false sentences.

1 Ethan hasn't seen the band before.

2 Tasha isn't sure about going to the concert.

3 Ethan tells Simon when the concert is.

4 Simon has been too busy to see Ethan.

2 a Spoken English **What do these expressions mean? How do you say them in your own language?**

How are you doing? | I'm good. | Why not! | What's up? | What was that all about? | That's odd.

b Work in a group. Practise the dialogues.

➤ Workbook page 18, exercise 1

Ірен Макарова ВКЛАДКА до ВО "Рапок"

3 a What do you think will happen next?

b 1.34 Listen and check.

4 Over to you! Work with a partner. Answer the questions.

1 Why didn't Simon mention to anybody what he was doing?
2 Was it a good idea to follow Simon? Why? / Why not?
3 What do you think the others will do now? Will they tell him they know? Why? / Why not?

Everyday English Making invitations

5 a Look at the useful phrases. Find examples in the dialogue.

Useful phrases: making invitations

Are you doing anything on…?
Would you like to go to…?
Do you fancy joining me / us?

Useful phrases: asking for more information

Who's playing?

Useful phrases: responding

I don't think so.	I can't, sorry.
Sure.	I'm looking forward to it.
Sounds fun.	Never mind. Another time maybe.
Great idea!	

b 1.35 Listen and repeat.

➤ Workbook page 18, exercises 2–3

Pronunciation /æ/ /eɪ/

6 a 1.36 Listen to the two different sounds for the letter 'a'. Repeat the words.

/æ/ band /eɪ/ playing

b 1.37 Match the words in the box to the correct sound. There are five for each sound.

bass can fancy great hasn't
haven't lately played strange that

/æ/	/eɪ/
_____	_____
_____	_____

c 1.38 Listen and check.

➤ Workbook page 19, exercise 4

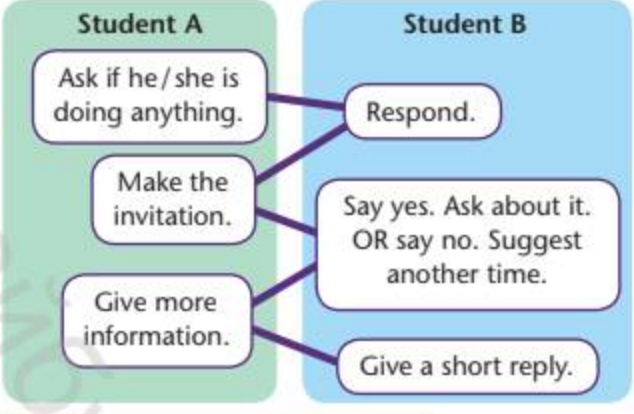
Listening and Speaking

7 a 1.39 Listen to three conversations. Which of the invitations (1–8) do you hear?

1 go to the cinema on Saturday
2 go on a picnic on Sunday
3 play tennis at the weekend
4 come to my house tonight
5 have a drink in the café just now
6 go to a party this weekend
7 go shopping tomorrow
8 do some revision together this evening

b Does each person say *yes* or *no* to the invitation?

8 a Get ready to speak Work with a partner. Choose an invitation from exercise 7a. Invite your partner to do something. Use a different expression every time.



Are you doing anything this evening?

I don't think so. Why?

b Work with a partner. Write one of your dialogues.

c Role-play your dialogue for the class.

➤ Workbook page 19, exercises 5–7

EXTRA

Invite someone to go with you to a sporting event, concert or festival. Write the dialogue.

There's a fantastic…on next month. Would you like to go with…?

Great…! When…?



2 Revision

Vocabulary Phrasal verbs for relationships

1 Complete the sentences with the correct form of the verbs in the box.

get on well	hang out	hit it off
keep in touch	make up	put up with

1 Sally's my best friend. We have always ___ .
2 I had a terrible argument with my sister, but we have ___ again now.
3 Jack and Tim really ___ when they first met and now they're good friends.
4 I don't like Mark. But I ___ him because he's my sister's boyfriend.
5 My grandma lives quite far away. But I ___ with her by text and email.
6 Hannah and Sophie ___ in the park every day after school.

Adjectives to describe feelings

2 a Match the words in box A to words with similar meanings in box B.

A sad angry relaxed worried

B anxious unhappy calm furious

b Choose the correct adjectives to complete the sentences.

1 Tom wanted to be good at football like his brother. He felt a bit *jealous / relaxed* of him.
2 Jill failed all of her exams and was so *depressed / brave*.
3 My sister broke my bike and I was absolutely *confident / furious* with her.
4 We met our new teacher for the first time. He was very *relaxed / kind* to us.

Grammar Present perfect and past simple

3 Choose the correct forms to complete the sentences.

1 I *have made / made* dinner for everybody last night.
2 *Have you ever been / Did you ever go* to the USA?
3 *Have you seen / Did you see* Sarah at the cinema last weekend?
4 We really *enjoyed / have enjoyed* the party on Saturday.
5 She *'s written / wrote* her first novel and she's really proud of it.
6 I *'ve never watched / didn't watch* a football match in my life.

Present perfect with *already* and *yet*

4 Write the dialogue. Use the present perfect. Add *already* and *yet* where necessary.

A You / finish / your Maths homework ? (yet)
Have you finished your Maths homework yet?
B No, I haven't. you / do / it ? (yet)
A Yes, I have. I / finish / it . (already)
B Oh, I / not / start / it . (yet) But I / do / my English homework . (already)

Present perfect with *for* and *since*

5 Write sentences with the present perfect and *for* or *since*.

1 Mick / live / in Paris / four years.
2 We / play / video games / two o'clock.
3 They / be / in the park / ten minutes.
4 She / write / songs / she was nine.
5 Dad / watch TV / two hours.
6 I / have / piano lessons / I was a child.

Everyday English Making invitations

6 Complete the dialogue with the words in the box.

anything forward fun joining not so

A Are you doing [1]___ on Friday?
B I don't think [2]___ . Why?
A Well, I'd like to go to the cinema. Do you fancy [3]___ me?
B Sure. Why [4]___ ! What film do you want to see?
A What about *Gladiators*? It starts at 5.30.
B Sounds [5]___ . I'm looking [6]___ to it.



Learning to learn
Keeping a diary in English

Try to keep a diary in English. It's a very good way to practise. You can just write a couple of sentences a day in your English notebook. Try and use any new language you have learned. Write about learning English, your daily life, your plans – anything!

➤ Workbook pages 20–21, exercises1–7

Проект Видавництво Ранок

My project

YOU FIRST! Do you keep a diary? Why? / Why not?

A bullet diary isn't an ordinary diary. You make your own notes every week. It helps you to focus on your life and how you spend your time. You can see what you have achieved and what you still need to do.





• My bullet diary

My bullet diary for the week 17th – 21st October

My hobbies

This week I've played the piano for three hours. I've practised two jazz pieces by Cole Porter for my exam. I'm also learning a piece that I found on the internet just for fun.

I've joined the leisure centre and I've already been there twice. I went swimming on Tuesday and played badminton on Thursday with friends.

My music

I've listened to lots of music. I've listened to Ed Sheeran's new album a lot. It's great. He's a really good musician. I've also watched some YouTube music videos of Zara Larsson. I really like her songs.

My friends

I've mostly hung out with my friends at school this week. Last weekend, I went to my friend Amelie's house and we watched films. We like the same types of film and we always get on well.

My tasks

- I've done most of my homework.
- I've tidied my room.

Things I haven't done yet

- I haven't done my English homework yet.
- I haven't bought a birthday present for my brother yet.
- I haven't helped Mum this week.
- I haven't done enough piano practice for my exam yet.

Successful week?

I've had quite a busy week and it's been quite successful. I haven't been lazy this week! But it hasn't been too stressful either. So, it's been a good week. I'll give it 3,5 out of 5!

1 a Get ready to write Read about bullet diaries. Think about the things you have done this week.

b Make notes under these headings. Answer the questions.

The hobbies or interests I have followed

Have you…

…done any sport? …baked a cake?

…read a book? …taken any photos?

The music I have listened to

Have you listened to music? What? When?

Time I have spent with friends

Have you hung out with friends this week? What did you do?

Tasks I have already achieved this week

Have you…

…done your homework? …tidied your room?

…helped at home?

Things I haven't done yet

What haven't you done yet that you really should do?

Has it been a successful week?

Have you had a good / bad week? Why?

2 Read Anya's diary, then read the Look! box. Find the examples in exercise 1b in the diary.

Look! Uses of the present perfect

Find:

1 the present perfect for an activity that happened in the past, but we don't know when
2 the present perfect with *for*
3 the present perfect with *already*
4 the present perfect with *yet*
5 the past simple with a specific time

3 a Start writing Choose three or four of the topics listed in exercise 1b to write about.

b Find some pictures on the internet or take some on your phone to illustrate your week.

c Organize your notes into sentences under each heading. Remember to use the present perfect when necessary.

d Decide how you are going to lay out your information and pictures.

4 Complete your project Put your diary on a large piece of paper with your pictures.

THE BULLET DIARY IS BASED ON THE BULLET JOURNAL® CONCEPT BY RYDER CARROLL FROM WWW.BULLETJOURNAL.COM.

2 Culture

How do you spend most of your time? What do you think US teens spend most of their time doing?

Teenage tech habits

Daily tech habits

By bedtime every day, US teenagers have already used media for entertainment for an average of nine hours. They have watched TV, played video games, listened to music and regularly checked social media. James Steyer, the manager of a media company, has interviewed over 2,600 young people. He says 'They spend far more time with media technology than any other thing in their life.'



Using a smartphone

63% of US teenagers have a smartphone, and use them when they are doing other things. During homework or exam revision, 60% said that they text and 75% said they listen to music. However, scientists have found that this can affect their memory.



Gaming versus networking

What are the differences between boys and girls? Well, 62% of boys said they enjoy playing video games compared to 20% of girls. And 44% of teenage girls preferred social networking to playing video games compared to 29% for boys.



TV and music

However, despite all the new media, teenagers still prefer TV and music above all else. They have favourite TV programmes which they watch regularly. And music apps have become very important to find and share new music, and to see what friends are listening to. Apps that let you make music videos have also become popular.

Technology is here to stay. The question is – how can we use it best?

1 ___ Time spent using media in one day

2 ___ Number of teenagers interviewed about their habits

3 ___ Percentage of teenagers who text during study

4 ___ Percentage of teenagers who listen to music while they study

5 ___ Percentage of boys who enjoy video games

6 ___ Percentage of girls who prefer social networking to playing video games

Source: http://edition.cnn.com/2015/11/03/health/teens-tweens-media-screen-use-report/

Questionnaire

1	Have you checked any social media sites today? How often do you do it?
2	Have you listened to music today? For how long do you listen to music every day?
3	Do you listen to music when you are studying?
4	Have you played a game on your phone or computer today?
5	How many messages have you sent to friends today?
6	How much TV do you watch a day? Do you have any favourite programmes?
7	Do you use technology for anything else?
8	How long do you think you spend with technology every day?
9	Do you have a smartphone?
10	Do you prefer video games or social networking sites?
11	Do you use any music apps?
12	Have you ever made a music video?

1 a Work with a partner. Look at the figures in the box and match them to the information 1–6 in the infographic.

62% 60% 75% 2,600 nine hours 44%

b Read the online article and check your answers. What is the favourite media technology of US teens?

2 What did you think was the most interesting fact in the text?

3 Look at the questionnaire. Answer the questions.

4 Work with a partner. Compare answers. Who uses technology more and for longer?

5 Over to you! How much is technology used by teenagers in your country? What are the advantages and disadvantages of technology?

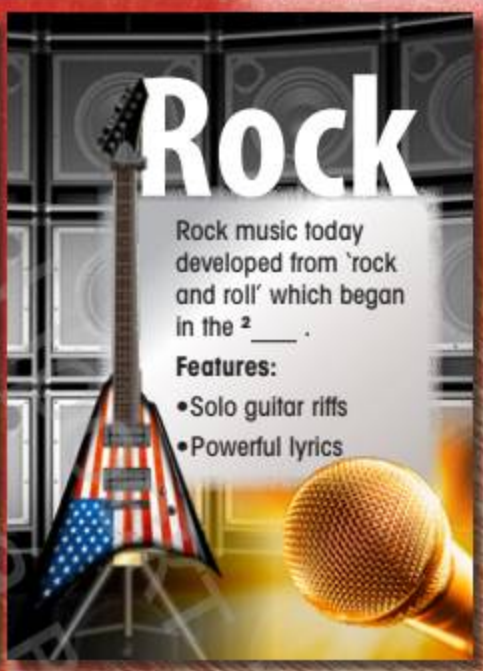
Do a class survey with the questionnaire. Compare the information in the article with your class's habits.

Video game technology

YOU FIRST! How many genres of music do you know? Which do you listen to?

Musical genres













1 a Look at the pictures. What musical instruments can you see?

b Match the correct dates to the types of music.

1750–1820 1920s 1950s 1960s 1970s 1980s

c 1.40 Listen and check.

2 a 1.41 Complete the quiz. Listen and match eight pieces of music to the genres in the box.

classical country
EDM (electronic dance music)
hip-hop jazz pop rock rock and roll

b 1.41 Listen again. How does each piece make you feel? Compare with a partner.

3 1.41 Listen again. Which musical instruments do you hear? Choose from the words in the box.

bass guitar cello drums keyboards
lead guitar piano saxophone violin

QUIZ – Test your musical knowledge!

	Genre	It makes me feel...
Piece 1		

Stories from the Campfire Episode 1

1 1.42 Read and listen to the story.




Why are you smiling, Matt?
Just this – perhaps Denny Page didn't die at all.
Come with me, Anna. Please! I just want to know for sure.

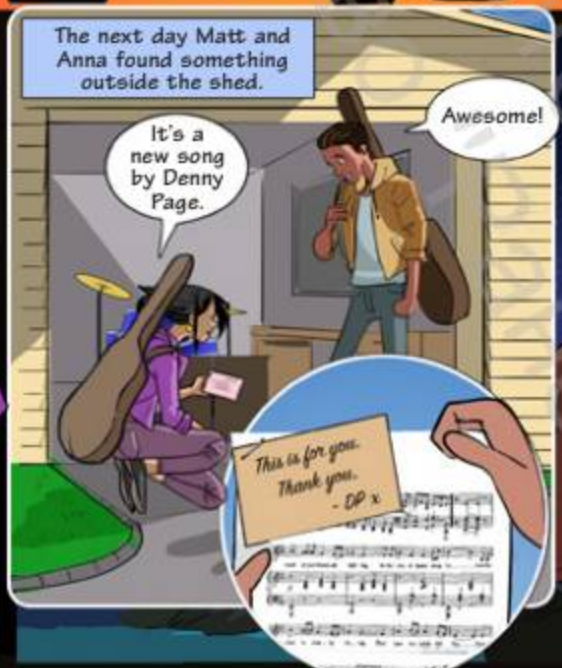

Anna agreed to go to the park with Matt.
Excuse me. This is a strange question, but... are you Denny Page?


The man looked up with a frightened expression. Then he ran...
Come back, please! I just want to talk!
Matt!


Please don't run, Mr Page.
Leave me alone. I don't want to talk about the past!


But they didn't see the lorry on the road behind them.
Watch out!
GO67 MLT


Thank you, but please understand something. Since Denny Page disappeared, I've been happier than ever. I don't want to go back to my old life.
We understand.


The next day Matt and Anna found something outside the shed.
It's a new song by Denny Page.
Awesome!
This is for you. Thank you. - DP x


They went to the park to say thank you. But Denny Page wasn't there. They never saw him again...

3 Me, myself and I

3A The human body

YOU FIRST! Which parts of the body do you already know? Write a list with as many as you can.

Vocabulary Parts of the body

1 a Look at the football players in the photos. Match the parts of the body (1–14) to the words in the box.

ankle calf chest elbow
forehead hip knee lips shin
shoulder thigh throat tongue wrist





b 2.02 Listen and check, then repeat.

2 2.03 Work in a group. Listen to the quiz and write the body parts.

3 Over to you! Work with a partner. Close your books and test your partner. Point to parts of your body. Your partner says the correct words.

➤ Workbook page 24, exercises 1–2

Grammar *can / could / will be able to*

4 2.04 **Read and listen to the webpage. Which fact do you find the most amazing?**

AMAZING THINGS THE BODY CAN DO ▲

1 Your eyes can tell you when your body's too cold. A Californian model was posing for photos in Antarctica in –20 degrees. After a while, she couldn't see anything at all! Our bodies do this to save energy. When this happens, you won't be able to see again until your body warms up.

2 Your ears can 'see'. As a child, blind skateboarder Ben Underwood learned that he could use sound to get a picture of the world around him. He can find out where objects are by clicking his tongue and listening to the echo. Now, in any new place, he will be able to work out where to go.

3 Your brain can remember everything! When she was 12, Jill Price realized that she could remember everything in her life, including every TV programme she watched! In fact, she can't forget anything at all. Scientists are studying her memory. They say, with training, people will be able to remember much more.

5 a Complete the sentences with the verbs from the text in exercise 4.

1 Your ears ___ 'see'.
2 Ben learned that he ___ use sound to get a picture of the world around him.
3 Now, he ___ work out where to go.

b Find the negatives of the verbs in the text in exercise 4.

c Read the rules and complete them with the words in the box.

can / can't will / won't be able to could / couldn't

We use ___ to talk about someone's ability now.
We use ___ to talk about someone's past ability.
We use ___ to talk about someone's ability in the future.

6 Work with a partner. Ask and answer the questions.

Can you…

1 roll your tongue?
2 lift one side of your top lip?
3 bend your hand back at your wrist?

Could you…

4 ride a bike when you were three?
5 swim when you were four?

Can you roll your tongue? — Yes, I can.

7 a Write sentences that are true for you.

1 In a year's time, I'll be able to…
2 In five years' time, I'll be able to…
3 In 50 years' time, I will / won't be able to…

b Over to you! Compare your completed sentences in exercise 7a with a partner.

In five years' time, I'll be able to drive. What about you? — Oh, me too. In five years' time, I'll be able to get a job.

➤ Workbook pages 24–25, exercises 3–5

Listening and Speaking

8 a Work with a partner. Discuss and choose the correct answers to complete the sentences.

1 In the past, scientists thought that humans couldn't run a mile in under *3 / 4 / 5* minutes.
2 A human can run at a top speed of *45 / 24 / 30* km an hour.
3 In the future, scientists think that humans will be able to run at *50 / 60 / 70* km an hour.
4 Scientists think that we *will / won't* always be able to improve our performance in the future.

b 2.05 **Listen to the podcast and check your answers in exercise 8a. Did you guess correctly?**

➤ Workbook page 25, exercises 6–7

9 a Get ready to write Work in a group. What will the human beings of the future look like? Discuss and draw your ideas.



b Present your ideas to the class.

Future humans will look like this. They will have a big head because… They won't…

EXTRA

Write three things that you could not do as a child that you can do now. Will you still be able to do them when you are 90?

I couldn't skateboard as a child, but I can now. I'm sure I won't be able to skateboard when I'm 90!

3B Shark Boy

YOU FIRST! What facts do you know about sharks?

Reading and Listening

1 Look at the photos. What can you see?

2 **a** Read the text and put the paragraphs (A–E) in the correct order.

b 2.06 Read and listen to the text. Check your answers.

3 2.06 Read and listen again. Answer the questions.

1 What did Achmat think he saw while he and his brother were swimming? What was it really?
2 How did he save his brother?
3 How did he get his leg out of the shark's mouth?
4 How did he feel after the accident and why?
5 What did he do after he became a swimmer?
6 What is Achmat's job now?

4 Over to you! What do you think of Achmat's story? Are you surprised by any of it?



Paralympic swimmer Achmat Hassiem

Shark Boy

A

In hospital, Achmat was depressed. He loved sports, but now he had to learn to walk with a false leg. Then he realized that he didn't have to give up sports. He could try swimming. So, he represented South Africa in three Paralympic Games and won a medal! He says, 'My nickname is "Shark Boy"!'

B

Achmat had to try and save his brother. Sharks go towards noise, so he started hitting the water with his hand. But now the shark was swimming towards him! Achmat tried to get on its back. 'That's when I saw that half my leg was in the shark's mouth already,' he said.

C

One summer in South Africa, Achmat and his little brother Tariq were swimming in the sea when Achmat saw a dolphin in the water. But then he realized that it was something bigger and much more dangerous. It was a shark! And it was swimming quickly towards Tariq!

D

And what does Achmat think about sharks? 'Now comes the crazy bit,' he laughs. He thinks that we don't have to be afraid of sharks – we have to save them. Now his job is to protect sea life, especially sharks. 'One hundred million sharks are killed every year,' he says. 'Who better to speak up for sharks than a shark attack survivor?'

E

Achmat felt the shark pulling him underwater. He had to get away. He started to kick and hit the shark's face, eyes, nose, anything. Suddenly, he heard his leg break. With his last breath, he swam as fast as he could to the surface. Tariq and the safety boat pulled him out of the water.



Пробная версия Burlington Books "Рыбка"

Grammar *have to and had to*

5 a Complete the sentences from the text in exercise 2. Then find more examples.

1 Achmat ___ try and save his brother.
2 Then he realized that he ___ give up sports.
3 He thinks that we ___ be afraid of sharks – we ___ save them.

b Complete the rules with *have to* and *had to*.

We use ___ to talk about rules, or things that are necessary to do in the present.

We use ___ to talk about rules, or things that were necessary to do in the past.

c What does the negative *don't have to* mean? Choose the correct answer to complete the rule.

We use *don't have to* to talk about things that...

a aren't necessary to do **b** we can't do
c we are not allowed to do

6 Complete the sentences. Use the correct form of *have to*.

1 Achmat and Tariq ___ escape from the shark.
2 The safety boat ___ get Achmat out of the water quickly.
3 Now, Achmat ___ walk with a false leg.
4 In the water, he ___ use his false leg.
5 Achmat thinks that millions of sharks ___ die every year.

➤ Workbook pages 26–27, exercises 1–4

Listening

7 a 2.07 Listen to Jamie talking about a recent challenge. What was the challenge?



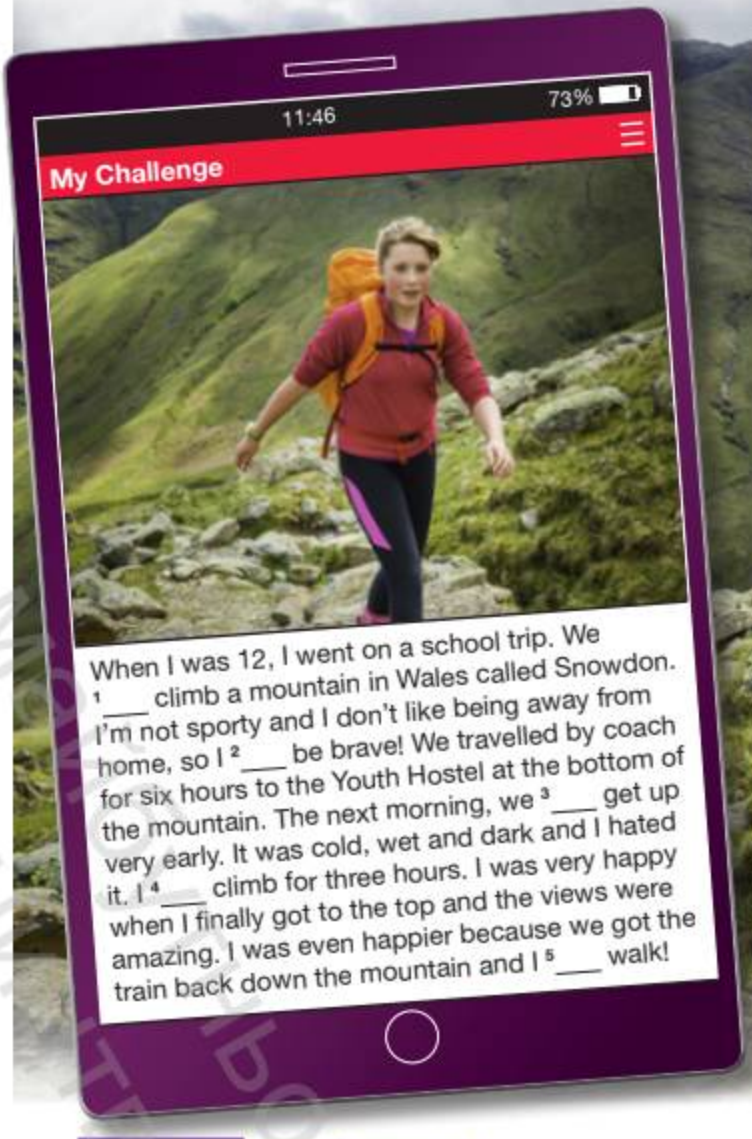
b 2.07 Listen again. Answer the questions.

1 When was the challenge?
2 What did he have to do when he felt nervous?
3 What happened in the end?
4 How did he feel?

Writing

8 a Read the text. What was the challenge?

b 2.08 Complete the text with the correct form of *have to*. Then listen and check.



➤ Workbook page 27, exercise 5

9 a Get ready to write Think of a challenge you have had to do. Make notes on these questions.

1 What was it?
2 When was it?
3 What happened?
4 How did you feel?
5 What happened in the end?
6 How do you feel about it now?

b Write a paragraph about your challenge. Use your notes and the text in exercise 8b to help you.

EXTRA **Write four things that you don't have to do this weekend.**

I don't have to...

3C Going to the doctor

YOU FIRST! When was the last time you were ill? What did you do or take to get better?

a Eva
b Jonny
c Sandra
d Mark
e Jane
f Mike
g Tim
h Katy
i Emma
j Sid
k Chloe
l James

Illnesses
a cold a cough a temperature a sore throat a headache a stomach ache a rash

Injuries
It hurts. It's bleeding. It's bruised. It's broken. It's infected.

Vocabulary Illnesses, injuries and treatments

1 a Look at the picture of a doctor's surgery. Match the correct illness or injury in the boxes to the patients (a–l).

b 2.09 Listen and check, then repeat.

c 2.10 Look at the picture again. Listen and answer the questions.

2 a Match the treatments (1–8) to the pictures (a–h).

1 have an X-ray
2 get a prescription
3 put on a bandage
4 take some cough syrup
5 take painkillers / antibiotics
6 put on some antiseptic cream
7 put on a plaster
8 wear a cast

b 2.11 Listen and check, then repeat.

c Work with a partner. Look again at the people in exercise 1. Discuss what treatments they need.

I think Mike needs some cough syrup.

Yes, and Eva needs some painkillers.



➤ Workbook page 28, exercises 1–3

Grammar Reflexive pronouns

3 a 2.12 **Read and listen to part 1 of the conversation. What's happened to Simon?**



Simon Owww!

Mum Oh, Simon! Have you hurt yourself again?

Simon I've cut myself. Look, Mum, my finger's bleeding. I was just making myself a sandwich.

Mum Oh dear. Then you need to put on some antiseptic cream and a plaster or it might become infected.

Simon OK, Mum, thanks.

Mum Tash, your brother's injured himself. Could you please go upstairs and get the antiseptic cream?

Tasha Sure, Mum. Simon, you're hopeless.

b 2.13 **Listen to part 2 of the conversation. What's happened to Tasha?**

4 a Read the rule and complete the examples from the dialogue in exercise 3a.

We use a reflexive pronoun when the subject and object of the sentence are the same.

I've ___ . Look, Mum, my finger's bleeding. I was just ___ a sandwich.

b Complete the chart with examples from the dialogue in exercise 3a.

Singular:	I → ___ you → ___ he → ___ she → herself it → itself
Plural:	we → ourselves you → yourselves they → themselves

5 Complete the sentences with the correct reflexive pronoun.

1 I didn't have guitar lessons. I just taught ___ .
2 She wasn't very polite. She didn't introduce ___ .
3 They had a great day. They really enjoyed ___ .
4 Everyone, please enjoy the party and help ___ to all the food.
5 The dog was running around annoying people and not behaving ___ .

might

6 Complete the sentence from the dialogue in exercise 3a.

It ___ infected.

7 Choose the correct answer to complete the rule.

We use *might* + verb to talk about something that is or will be ___ .

a possible **b** definite

➤ Workbook page 29, exercises 4–8

Listening and Speaking

8 a 2.14 **Listen to three conversations. Match the conversations to the people in exercise 1.**

b 2.14 **Listen again and complete the table. What is the problem, when did it start and what treatments do they suggest?**

	Problem	When started?	Treatment
1	cough		
2			
3			

9 a Get ready to speak **You are going to describe two pictures to your partner.**

Student A Look at page 86.

Student B Look at page 87.

b Look at your pictures. Decide what the illness or injury is and write the vocabulary and grammar you will need.

c Work with a partner. Describe your picture. Suggest possible treatments for your partner's picture. Do you agree with your partner's suggestions?

She's cut herself. She might need...

EXTRA **Make dialogues about these situations.**

fell in a hockey match
fell off a ladder had a bike accident

What's happened? Have you injured yourself?
Yes, I have. I hurt / broke... It might need...
Sounds terrible! / That was unlucky!

Пробный вариант. Не для продажи. Издательство "Титул"

3D An accident!



YOU FIRST! **Have you ever had an accident or injured yourself? What happened?**

1 a 2.15 **Read and listen to the dialogues. What happened when Simon was trying to rollerblade?**

1



Ethan Whoa, what are *they*, Simon?
Simon Hi Ethan. These are my new blades!
Ethan But do you know how to skate?
Simon Well, no, I have to learn first… But I'm sure I'll be able to do it very soon.
Ethan But you're not very good with things like this, Simon!
Simon Huh, thanks a lot.
Ethan Just be careful! And don't forget – we're all meeting at the shops later.

2 Later



Tasha What's happened? Oh no, Simon! Have you hurt yourself?
Woman I heard your friend shouting 'Help! Help! I can't stop!' Then he hit the postbox.
Simon I'm fine. No worries. Ow! My arm hurts.
Ethan Let's phone a doctor. Zoe, what's the best number?
Zoe Not 999. That's for serious emergencies. I'll call 111. That's the medical non-emergency number.
Simon I'm OK… Really.

3



Nurse Hello, 111. The NHS non-emergency number. Your name and address, please?
Zoe Zoe Robinson, 11, Newton Road, Oxford.
Nurse One moment, please… How can I help?
Zoe Can I have some medical advice, please?
Nurse What seems to be the problem?
Zoe My friend's had an accident and has hurt his arm.
Nurse Can he move it? Is it bleeding?
Zoe He can move it a bit. It isn't bleeding. What should we do?
Nurse Can I have some details, please? What's his name and where are you?
Zoe Simon Holt and we're on Chadlington Road, Kingsley.
Nurse OK. Can you get him to A&E? He has to get it checked. It might be broken.
Zoe Thank you. We'll do that.

b Are the sentences true (T) or false (F)? Correct the false sentences.

1 Simon was confident about using his rollerblades.
2 Ethan was worried about Simon and his new blades.
3 Simon injured himself.
4 Zoe called an ambulance.

2 a Spoken English **What do these expressions mean? How do you say them in your own language?**

Whoa...! | Huh, thanks a lot. | Just be careful! | What's happened? | No worries.

b Work in a group. Practise the dialogues.

➤ Workbook page 30, exercise 1

3 a What do you think will happen next?

b 2.16 Listen and check.

4 Over to you! Work with a partner. Answer the questions.

1 What was the joke about Simon's present?
2 Do you think Simon will stop trying dangerous activities now? Why? / Why not?
3 What did his friends do? Did they do the right things?

Everyday English Making a call

5 a Look at the useful phrases. Find examples in the dialogue.

Useful phrases: what you might hear

Your name and address, please?
One moment, please.
How can I help?
What seems to be the problem?
Can I have some more details, please?
Is it bleeding / swollen / bruised?
It might be…
Can you get him to A&E / a doctor?
He / She has to get it checked.



Useful phrases: responding

Can I have some medical advice, please?
What should we do?
Thank you. We'll do that.

b 2.17 Listen and repeat.

➤ Workbook page 30, exercises 2–3

Pronunciation /ɒ/ /əʊ/

6 a 2.18 Listen to the two different sounds for the letter 'o': /ɒ/ and /əʊ/. Listen and repeat the words in the box.

broke hospital no not off OK phone problem properly roller shop snow

b 2.18 Listen again and put the words in the correct columns.

/ɒ/	/əʊ/

c 2.19 Listen and check.

➤ Workbook page 31, exercise 4

Listening and Speaking

7 2.20 Listen to the phone call. Complete the information.

NAME OF CALLER:	___ Streeter
ADDRESS OF CALLER:	___, Bond ___, Cambridge
PROBLEM:	___
NAME OF INJURED PERSON:	___ Cairns
PLACE:	Kingsley ___
ADVICE GIVEN:	___

8 a Get ready to speak Work with a partner. Make notes for a short dialogue about an injury or illness. Use an idea in the box or your own.

fell off a wall has a rash had a skateboard accident
fell out of a tree has a sore throat and stomach

b Role-play the dialogue.

Student A Look at box A. You are the helpline.
Student B Look at box B. You are the caller.

Student A	Student B
Hello. NHS… Your name…	Give your name. Ask for some medical advice.
One moment, please. How can I help?	Say what has happened.
Can I have some details, please? What's…and…?	Give your friend's / family member's name and your address.
Is it bleeding? Is it…?	Give the information. Ask what you should do.
It might be… Can you get him / her to A&E / a doctor? A doctor has to…	Say you'll do it. Say thank you.

Hello. NHS non-emergency helpline. Your name, please?

My name's Jim…

➤ Workbook page 31, exercises 5–6

EXTRA Change roles and try again. Speak as fluently as possible without stopping.

3 Revision

Vocabulary Parts of the body

1 Choose the correct words to complete the sentences.

1 Can you touch your nose with your *tongue / calf*?
2 Have you got a temperature? Let me feel your *shin / forehead*.
3 Your *wrist / hip* is between your arm and your hand.
4 Ouch – my *throat / elbow*! Can I have some water?
5 'What size T-shirt do you need?' 'Um, my *shoulder / chest* is 96 cm, so medium, I think.'

Illnesses, injuries and treatments

2 Complete the sentences with the correct illnesses or injuries in the box

bleeding broken headache
prescription rash temperature

1 Tablets are good for a ___ or a ___ .
2 You need a plaster for your hand if it's ___ .
3 You need cream if you have a ___ .
4 You need an X-ray to see if your arm is ___ .
5 If you have an infection, you might need a ___ for some antibiotics.

Grammar *can / could / will be able to*

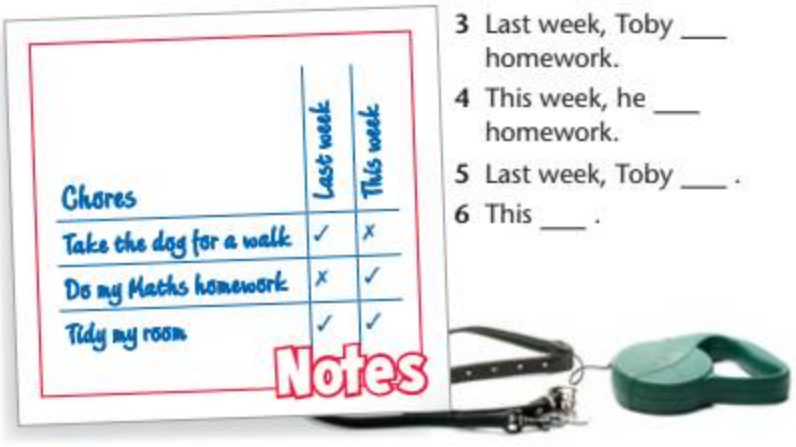
3 Write sentences about Gabby's abilities. Use *can, could* or *will be able to*.

1 Gabby / talk / when she was two.
2 She / sing / when she was three.
3 Now, she / play / guitar and piano very well.
4 She / write / songs, too.
5 Next year, she / go / to music college.

have to and *had to*

4 Look at Toby's list of chores. Compare last week and this week. Write sentences about what he *has to* and *doesn't have to* do and what he *had to* and *didn't have to* do.

1 Last week, Toby ___ take the dog for a walk.
2 This week, he ___ take the dog for a walk.
3 Last week, Toby ___ homework.
4 This week, he ___ homework.
5 Last week, Toby ___ .
6 This ___ .



Reflexive pronouns

5 Complete the sentences with the correct reflexive pronoun.

1 I was cold, so I made ___ a hot drink.
2 She doesn't really know how to play golf. She just taught ___ .
3 I don't know their names. They didn't introduce ___ .
4 We had a wonderful time. We really enjoyed ___ !
5 I've brought lots of biscuits for you all, so please help ___ !
6 My little brother was not behaving ___ . He was really annoying.

might

6 Write what might happen in these situations.

1 He's climbing along a wall.
He might...
2 She's carrying something hot.
3 They're cycling too fast.
4 We're running for the school bus.

Everyday English Making a call

7 Complete the dialogue with the words in the box.

advice bleeding doctor fingers hurt help

Nurse How can I [1]___ ? What seems to be the problem?
Zoe Can I have some medical [2]___ , please? I've [3]___ my hand.
Nurse Is it [4]___ ?
Zoe No, it isn't, but my [5]___ are swollen. I can't use my hand. What should I do?
Nurse Can you get to a [6]___ ? You have to get it checked.
Zoe OK. I'll do that.

Learning to learn
Improving your reading skills

Try these things before you read a text in detail.

1 Look at the title and pictures. Read the first and last sentences to understand the topic.
2 Read the beginning of each paragraph to get an idea of the structure and main points.
3 Read the questions for the text, so that you know what you're looking for.
4 Read the text for the first time quickly to get the general idea, and don't worry about unknown words.

➤ Workbook pages 32–33, exercises 1–8

Проект Министерства просвещения Российской Федерации

YOU FIRST! Do you like sports? Why?/Why not? Are sports a good thing?

A sport fact file

Sport fact file

Hockey

1 ___
I love hockey and can play it quite well. I play **every week** with the school team. We **often** play against other schools. We're training hard so that we'll be able to play well in the next tournament. We might win this year! I also like watching hockey. I loved watching **the last Olympics**.

2 ___
The rules of hockey are similar to football. There are 11 players in each team and you can score points **when** you hit the ball into the goal. Players have to use hockey sticks to hit the ball. They can't touch the ball with their hands or feet.

3 ___
Dhyan Chand is one of the greatest hockey players of all time. He was born in India in 1905. His nickname was the Wizard, because he could control the ball with his stick like magic! He scored more than 1,000 goals in his career and helped India to win three Olympic gold medals.

4 ___
The first hockey club was created in England in 1849, but **before that** the word 'hockey' was used by the English King Edward III in 1363! **Nowadays**, hockey is popular all over the world, especially in Australia, India and Pakistan.



1 a Get ready to write **Choose an interesting sport. Find facts and photos of your chosen sport – from home, on the internet, or from books and magazines.**

b Choose three or four topics. Use the ideas below to help you.



2 a Read Luc's fact file. Which four topics from exercise 1b has he chosen?

b Read the Look! box. Complete the examples with the time expressions from Luc's project.

Look! Time expressions

These are many different expressions to tell us when things happen. Look at the words in bold in the text. Add them to the correct groups.

A point in time, e.g. *today, last year, the next week,* the last Olympics, nowadays
Frequency (definite), e.g. *every day, every year,* ___
Frequency (indefinite), e.g. *always, sometimes,* ___
Relationship in time, e.g. *after, next, already,* ___
Linkers, e.g. *while, as,* ___

3 a Start writing **Make notes under the headings you have chosen.**

b Organize your notes into a paragraph under each heading.

4 Write your fact file. Try to use one or two time expressions.

5 Complete your project **Present your information on a large piece of paper with pictures. Make it look like a poster.**

6 Present your project to the class. Which is the most popular sport in the class?

3 Culture

YOU FIRST! What sports are played in your school? Do you have a favourite?

Four sports that were invented in Britain

Football



Modern football was invented in English schools in the 18th and 19th centuries. It became incredibly popular, but people in different parts of the country all played a bit differently. So, in 1863, all the football clubs met in London to finally decide the rules. They also agreed that the players could never use their hands to touch the ball. Before that, football was a very rough street game that was banned for hundreds of years!

Tennis

The modern game of tennis was created in the 1860s on a flat area of grass in Birmingham, England. One or two players stand on each side of a net and they have to use rackets to hit the ball. A player wins a point when the other player can't return the ball in the correct area of the court. In the 16th century, an earlier type of tennis was played indoors in a big room.



Rugby

Rugby used to be football! The story is that, in 1823, at Rugby School in England, pupils were playing football. Then, one boy called William Webb Ellis broke the rules. He picked up the ball and ran with it! The school started playing the game this way. The rules of rugby were decided by the Rugby Football Union in 1871. You have to use your hands to get the ball and throw the ball backwards.





Squash

The modern game of squash was invented at Harrow School, England, in the 19th century. The school built the first squash courts. You have to hit a small ball against a wall. A player wins a point when the other player can't return the ball to the correct area of the wall. Squash was based on an earlier game called 'rackets'. Bored prisoners invented it in Fleet Street Prison in London.

1 Look at the photos. How are they different now?

2 **a** Work with a partner.

Student A Read about football and squash.

Student B Read about rugby and tennis.

b Answer the questions in the table for each of your sports.

	When was it invented?	Where was it invented?	How is it played?	How did people play before?
Football				
Rugby				
Tennis				
Squash				

3 **a** Work with a partner. Ask and answer the questions about your partner's two sports. Complete the table.

b What did you think was the most interesting fact in each text?

c Which of these sports would you like to be good at and why?

4 Over to you! What are popular sports in your country? Is there a national sport in your country? What are the rules?

Football academy

Three sports that were invented in Ukraine



Combat Hopak

Combat Hopak stands as a uniquely Ukrainian martial art, drawing from traditional Cossack fighting and movements preserved in folklore dances like hopak, arkan, and metelytsia. This sport emphasizes impact techniques and wrestling. Interestingly, Cossacks, upon arriving at Sich, prioritized education, musical instruments, and dancing. Surprisingly, dancing served as a training ground for essential fighting elements like speed, powerful strikes, sturdy stances, tactics, character, and emotional charge. Hopak, exclusively for males, was passed from father to son, encompassing not only the art of fighting and dance but also a holistic system for personal and spiritual development. It is interesting that a special female martial art called Asgarda, was developed in Ukraine. This art was based on the technique of Combat Hopak, but it takes into account the anatomical and physiological capabilities of a woman.

Horting



Horting is not only a martial art, but also a system of physical training and spiritual self-improvement. One of the goals of horting is also to get closer to Ukrainian traditions. The peculiarity of horting is its universality. Many elements from different martial arts are melted together in horting: wrestling, sambo, judo, karate, jiu-jitsu, etc. The word "horting" comes from the name of the island Khortytsya where Zaporizka Sich was located.On August 21, 2009, the Ministry of Youth and Sports of Ukraine officially recognized horting as a sport.

In 2011, the first championship of Ukraine took place, and in 2015, the first world championship took place, in which 165 athletes from 11 countries took part. Over 50000 people in Ukraine practise horting nowadays.

Spas



Spas, often described as an ephemeral battle leading to annihilation, emerged in Zaporizhzhia in the mid-90s. This system of hand-to-hand combat serves as warrior conditioning crucial in critical situations, providing moral strength, self-control, and the ability to act calmly and without emotions. In 2017, it attained the status of a national sport, rooted in the cultural traditions of Ukraine. The rules, established in 1995, remain largely unchanged, incorporating Cossack competitions and global achievements. Notably, it originated during a time of fights without rules.

1 **Do you know any sports that originate in Ukraine?**

2 **a** **Work with a partner.**

Student A Read the text about Combat Hopak and Spas.

Student B Read the texts about Spas and Horting.

b **Read and mark the information as true or false.**

1 Combat Hopak comes from a Japanese Karate. *T/F*

2 Combat Hopak movements are based on those of a dance. *T/F*

3 Asgarda was developed as a martial art specifically for women. *T/F*

4 Spas is practised only in Ukraine. *T/F*

5 Horting is a martial art that develops both body and spirit. *T/F*

6 All the sports listed above are martial arts. *T/F*

3 Over to you! **What all the sports listed above have in common? Which sports are most popular in Ukraine? At which sports are Ukrainian athletes most successful and popular? What world sports events were held in Ukraine?**

3 Learn through English

YOU FIRST! Do you know any interesting facts about the human body?

Somatotypes

'Somatotype' means the shape of the human body. People with different body shapes are good at different sports. There are three basic somatotypes:



Mesomorph



Ectomorph



Endomorph

1 ___

(thin body shape)

- Narrow shoulders, hips and chest
- Not much fat or muscle
- Long, thin arms and legs
- Thin face, high forehead
- They are light and will be able to move fast.

2 ___

(strong and wide body shape)

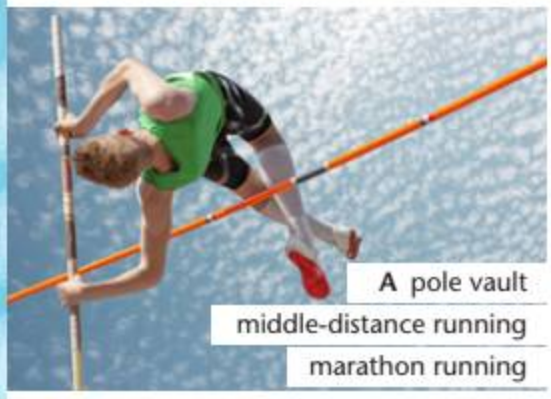
- Wide hips, narrower shoulders
- Can have fat on body, arms and legs
- Slim ankles and wrists
- They are strong and powerful.

3 ___

(triangular body shape)

- Wide shoulders, narrower hips
- More muscle than fat
- Strong arms and thighs
- They are muscular and strong.

Most people are a mixture of these basic body types. Most top athletes will be more mesomorph because you have to have a lot of strength for many sports. They will then have either ectomorph or endomorph features, depending on what they have to do in their sport. For example, a weight lifter will be more endomorph, and a footballer will be more ectomorph.



A pole vault
middle-distance running
marathon running



B rowing
swimming
gymnastics

C rugby
shot-putting
judo



1 **a** Match the body types to the descriptions (1–3).

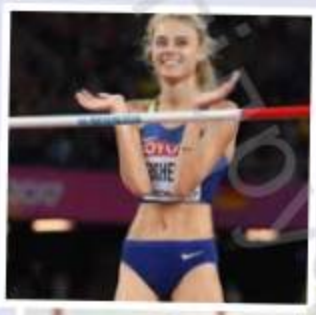
b 2.21 Listen and check.

2 Match the sports (A–C) to the correct body types in exercise 1a.

2.22 ➤ Song *Move Your Feet*

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Ukrainian sportsmen








1 Look at the pictures. Do you recognize people in the pictures? What kind of sports do they practise?

2 **a** Work in pairs. Look at the pictures and attribute the correspondent sports to the athlete.

Olga Kharlan – heavy-weight lifting, racing, fencing,
Yaroslava Maguchich – high jump/football/boxing
Vitalii Klychko – boxing/judo/tennis
Andriy Shevchenko – hockey/football/pole-vaulting
Elina Svitolina – gymnastics/figure skating/ tennis
Vasyl Virastiuk – conbined heaving events/swimming/ sumo

b Read interesting facts about the athletes. Two facts correspond to each sportsman. Discuss in pairs which fact concerns which sportsman.

1. The athlete is a six-time world champion, eight-time European champion, and Honored Master of Sports in fencing.
2. The athlete became the first 17-year-old in history to jump to a height of two meters.
3. After concluding his sports career, the athlete has actively pursued an acting career, appearing in movies, series, and advertisements.
4. She became the main sensation at the women's Olympic tennis tournament, defeating the world's top-ranked and four-time Olympic champion Serena Williams in the round of 16.
5. He became the first footballer in the history of independent Ukraine to be included in the FIFA 100 list compiled by Pele and later won the Golden Ball.
6. In 2020, the athlete became the prototype for the Barbie doll.
7. Throughout his career, the sportsman had 47 fights, of which he won 45 (41 of which by knockouts).
8. At the age of 14, the athlete won her first world championship.
9. The strongest man in the world in 2004 and 2007.
10. One of the few who is on the list of players who have scored four goals in one match.
11. Thanks to her model looks, she poses for famous magazines and brands. Her photos can be seen in Puma advertising campaigns, as well as on the covers of Vogue, Elle, and other magazines.
12. After concluding his sports career, he founded a political party called "The Blow."

3 Over to you! Do you know of such sports as rafting, snowboarding, kayaking, paragliding in Ukraine? Which of them do you consider most interesting? Which of them would you like to practise? Find more interesting sports facts about Ukraine in the Net.

4 It's a mystery

4A What's happening?

YOU FIRST! Do you like surprises? Why / Why not? How do they make you feel?


1 jump out of your skin


2 make your hair stand on end


3 have nerves of steel


4 tear your hair out



5 have butterflies in your stomach



6 see red


7 jump for joy

Vocabulary Idioms for strong emotion

1 a Look at the pictures (1–7). Do you know any of the idioms? Match them to the definitions (a–g).

a ___ very happy
b ___ very angry
c ___ very frustrated
d ___ very nervous
e ___ very surprised
f ___ very brave
g ___ very scared

b 2.23 Listen and check. Practise saying the idioms.

2 a 2.24 Listen to the conversations. What's happening in each conversation?

b 2.24 Listen again. Match them to the idioms.

In conversation 1 his hair's standing on end.

c 2.24 Listen again. Check with a partner.

3 Over to you! Work with a partner. Mime an idiom to your partner. Can your partner guess?

Are you tearing your hair out? Yes, I am!

➤ Workbook page 34, exercises 1–2

Grammar Relative clauses

4 2.25 **Read and listen to the dialogue. How is Simon annoying Tasha?**



Simon What are you watching?
Tasha Shhh. It's the new detective drama which everyone's talking about. It makes your hair stand on end.
Simon Oh, great. What's happening?
Tasha OK. You see the tall guy? That's the man who's looking for his friend.
Simon OK. Who's the woman who's following him?
Tasha She's the detective that's investigating the mystery.
Simon And what's she got in her hand?
Tasha That's the note that the friend wrote.
Simon Why did he write it?
Tasha I don't know yet. Just watch the programme.
Simon But why did the friend disappear?
Tasha I don't know. It's a mystery! Just watch!
Simon OK, OK. Calm down…

5 a Complete the sentences from the dialogue.

1 It's the new detective drama ___ everyone is talking about.
2 That's the man ___'s looking for his friend.
3 She's the detective ___'s investigating the mystery.
4 That's the note ___ the friend wrote.

b Read the information, then highlight the relative clause in sentences 2–4 in the same way as sentence 1.

The second part of each sentence is a relative clause. It tells us more about the person / object in the first part of the sentence.

Relative pronouns

6 Look at sentences 1–4 from exercise 5a and complete the rules with the correct relative pronouns.

The words *who, which* and *that* are called relative pronouns. We use them before a relative clause.
We use ___ and ___ for people.
We use ___ and ___ for things.

7 a Complete these definitions. Choose the correct relative pronouns, *who, which* and/or *that*.

1 It's a person … gives lessons at school.
It's a person who / that gives lessons at school.
2 It's something … tells the time.
3 It's a US city … is also called the Big Apple.
4 It's something … you need to play tennis.
5 It's someone … investigates crimes.

b In pairs, read a definition. Your partner gives the answer.

➤ Workbook page 35, exercises 3–4

Writing and Speaking

8 a Get ready to write **Work with a partner. Look at mystery photos 1–6 and guess what they are.**



b Make definitions for the photos 1–6 with the words and phrases in the box.

catches criminals | looks after people in hospital | cuts food | takes people to hospital | tests things in a laboratory | writes

Photo 1 is something that…

c 2.26 **Listen and check.**

9 a Get ready to write **Work in a group. Write definitions with relative pronouns for another four objects and people.**

➤ Workbook page 35, exercises 5–6

b Work with someone from another group. Give your definitions. Can your partner guess?

It's something that… | Is it a…?

EXTRA **Make definitions for the people and things you can see in the pictures on page 46.**

That's the girl who's got a present.
That's the boy that…

4B A story of suspense

YOU FIRST!

Do you read stories of mystery and suspense? Do you enjoy being scared? Do you know any scary films?

Reading, Listening and Speaking

1 Describe what you can see in the photo.

2 2.27 Read and listen to the first part of the story. Answer the questions.

1 Who is the story about?

2 Where were they?

3 2.28 Read and listen to part 2 of the story. Answer the questions.

1 What do they find?

2 What did the building look like?

3 Who wanted to go in?

4 Who didn't want to go in?

4 a Discuss in pairs. Where are they? What do you think happens next?

I think it's a.... Or perhaps a...

I think they try to...then they...

b 2.29 Listen to the rest of the story. Did you guess correctly?

Vocabulary Descriptive adjectives and adverbs

5 a Complete the example sentence from the text.

An adverb describes a verb.

It was winter, and we were all ___ driving along in my dad's ___ van.

An adjective describes a noun.

b Read the information and complete the examples from the text.

An adjective usually goes:

1 before the noun.

2 after the noun + *be*.

There weren't any lights in any of the ___ windows. It was a bit ___ .

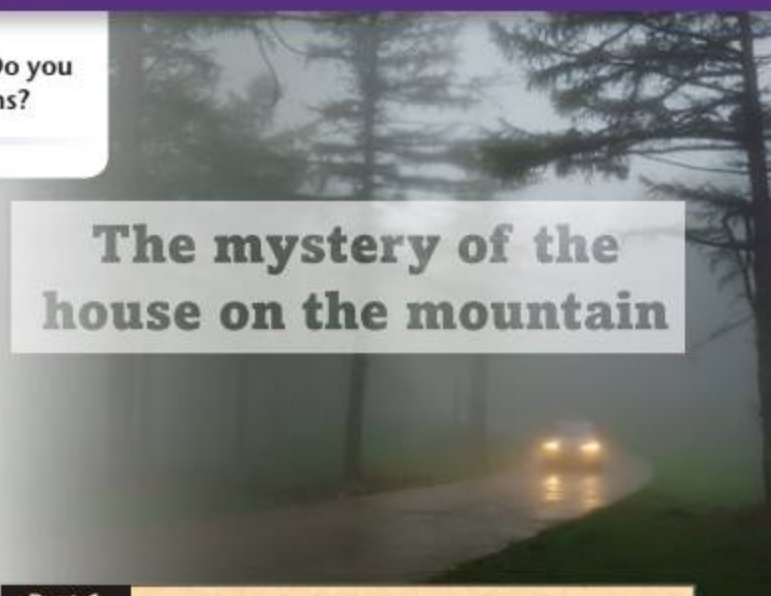
An adverb usually goes:

1 at the end of the sentence or clause.

Everyone was eating snacks, listening to music and singing ___ .

2 before the verb, especially if the sentence is long.

We were ___ driving up the mountain on an empty road through some dark trees.



The mystery of the house on the mountain

Part 1

It was winter, and we were all happily driving along in my dad's old van. Every holiday, my family and I choose somewhere different to visit. We travel and sleep in the van. It's usually great fun. But this time was different. This year my dad chose a village in the mountains that no one knew. He wanted to find an ancient castle. We were carefully driving up the mountain on an empty road through some dark trees. Everyone was eating snacks, listening to music and singing loudly.

All of a sudden we stopped. 'Oh no, is something wrong with the van?' asked my brother Sam nervously. 'It's getting dark and we're in the middle of nowhere.' Dad quickly jumped out to look for the problem. 'I'm sure it's nothing. I'll fix it,' he said confidently. We found the torches and we all got out to help. After half an hour, Dad gave up. 'I can't find anything wrong with it,' he told us worriedly.

Part 2

'OK,' I said. 'We mustn't panic. Does anyone have a mobile phone signal?' But nobody did. 'Well, let's go and find help,' said Mum. 'Someone must live near here.' Everyone started slowly walking up the road. It was dark by now and the moon was behind black clouds. Suddenly Dad called, 'I think I can see something over there. It looks like a house or hotel. Let's go and see if we can find someone to help us.' Through the trees, we could see a pair of huge, iron gates. We pushed them open with difficulty, and they moved noisily. We walked up the path to the tall, dark building. There weren't any lights in any of the big windows. It was a bit scary. I had butterflies in my stomach. Dad went up to the heavy, wooden door and knocked on it. 'Hello, is there anybody in?' he called. There was no answer, but we saw that the door was open. 'That's strange,' said Sam. 'I really don't like it.' Sam doesn't have nerves of steel! 'It'll be fine,' said Dad. 'Come on.' So we went inside.

c Look at the other adjectives and adverbs in the story. Where are they in the sentence?

➤ Workbook page 36, exercises 1–4

Grammar Indefinite pronouns

6 a Complete these sentences from the story.

1 Every holiday, my family and I choose ___ different to visit.

2 This year Dad chose a village in the mountains that ___ knew.

b Complete the table with the indefinite pronouns from the story.

Person	Place	Thing
___one/body	everywhere	everything
someone/body	some___	___
___one/body	anywhere	___
no one/body	___	___

c How do we use indefinite pronouns? Choose the correct answers.

We use indefinite pronouns when we talk about *a known / an unknown* thing, person or place.

We use *any-* in *positive / negative* sentences and questions.

Look!

We use verbs in the singular with indefinite pronouns, e.g. *Everyone was eating snacks.*

7 Look at the story and replace the indefinite pronouns with the exact information.

1 Everyone was driving up the mountain.

My mum, my dad, Sam and I were driving up the mountain.

2 Someone was trying to fix the van.

3 They took something to help them see in the dark.

4 They walked up the path to somewhere.

5 They didn't see anything in the big windows.

6 They realized that something wasn't locked.

➤ Workbook page 37, exercises 5–6

Speaking

8 a Get ready to speak Complete the sentences with the correct words.

1 ___ travelling in the old van.

2 They wanted to find ___ .

3 They were ___ in the van.

4 Then the van ___ .

5 ___ tried to ___ but it was impossible.

6 They decided to ___ .

7 They took ___ because it was dark.

8 They saw a ___ in the distance.

b Can you remember the story? As a class, summarize what happened. Each student adds a sentence.

The family were happily driving along in an old van.

c Now try again. Tell the story again around the class, using an indefinite pronoun when possible.

Everyone was driving somewhere. There was a problem with something. Someone tried to fix something...

Writing

9 a Get ready to write Work in a group. You are going to tell a story about a picture. Think about these things:

1 good descriptive adjectives and adverbs

2 information on:

- Who was the person?
- Who else was with him?
- Where was he?
- How did he get there?
- What did he find?
- What did he decide to do?

3 Think of some dialogue to go with the picture.



➤ Workbook page 37, exercise 7

b Work together and write a short story of the picture.

One evening some friends heard a strange noise upstairs.

EXTRA

Choose an adverb and think of an action to mime in that way. Can your partner guess the adverb?

Are you reading a book noisily? Yes, I am!

Пробний примірник Видавництво "Ранок" Проект Майбутнього

4C Real-life mysteries?

YOU FIRST!

Do you believe in ghosts? Why? / Why not?
Do you know any ghost stories?



Reading and Speaking

1 **Look at the photos. What can you see?**

2 **Read the text and answer the questions.**

1 Who are the people mentioned in the story?
2 When and where did it happen?
3 Who took the photo?
4 What did the experts say about the photo?
5 What else happened there?

THE TULIP STAIRCASE GHOST

There aren't many photographs that can claim to have a real ghost in them. Here is the story of one of the most famous ghost photos.

On Sunday 19th June 1966, an elderly couple from Canada were visiting the Queen's House in Greenwich Palace, London. The husband, a retired church minister called Reverend Hardy, loved taking photographs. There was still a little time left before closing and there were only a few people in the building. So, Reverend Hardy quickly photographed some rooms and the beautiful Tulip Staircase. The staircase was closed, with a rope across it. There weren't any people there. His wife was standing next to him while he took the photograph.

However, when Reverend Hardy developed the photograph, he could see a strange person who was climbing the stairs! He immediately took his photograph to experts at the camera company, Kodak, for some advice. They examined the photo carefully. They had a few theories, but couldn't find any evidence for them. After much examination, they said they couldn't give him any information about what was in the photo. Many other experts agreed that the picture could not be a fake.

So, the following year Reverend Hardy returned to the Queen's House to do a little research. It seems that staff and visitors have always seen ghosts around the staircase. In fact, a few years ago, some museum assistants watched a lady in an old-fashioned dress who walked along a balcony and through a wall!

3 **Over to you! Work with a partner. Discuss the questions.**

1 Do you believe that Reverend Hardy is an honest man? Why? / Why not?
2 Do you believe the photo is real? Why? / Why not?



Grammar Countable and uncountable nouns

4 **a** **Find ten blue nouns in the text. Are they countable or uncountable? Write them in the correct row.**

Countable:	ghost ___ ___ ___ ___
Uncountable:	___ ___ ___ ___ ___

b **Complete the rules with the words in the box.**

can can't don't have have

Countable nouns

These are things that we ___ count using numbers. They ___ a singular and a plural form.

Uncountable nouns

These are things we ___ count with numbers. They usually ___ a plural form.

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c Are these nouns countable or uncountable?

food fruit intelligence love money news

d Find the words in the table in the text in exercise 2. When can you use them? Complete the table.

	with countable nouns	with uncountable nouns
a / an	✓	✗
some		
any		
much	✗	
many		

a few and *a little*

5 a Complete the sentence from the text.

There was still ___ time left before closing and there were only ___ people in the building.

b Choose the correct words to complete the rules.

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

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

6 Rewrite the sentences with *a little* and *a few*.

1 There were some sandwiches left at the picnic.
2 There wasn't much time before the exam started.
3 There aren't many birds in the winter in my garden.
4 I like some milk in my tea.

➤ Workbook pages 38–39, exercises 1–6

Listening

7 a 2.30 Listen to Part 1 of an interview with Professor Gilmore. Choose the correct words to complete the sentences.

1 Do you have *a / an* explanation for the photo?
2 No, but I haven't seen *much / many* scientific evidence for believing in ghosts.
3 But *much / many* people say they have seen *a / an* ghost. Are they wrong?
4 I think that people do have *some / any* strange experiences.
5 But there aren't *some / any* ghosts?
6 No. I don't believe there are *any / some* things in the world that science can't explain.
7 A Are there *some / any* scientific explanations for ghosts?
B Yes, *a few / a little*.

b 2.30 Listen again and check.

c 2.31 Listen to Part 2 of the interview with Professor Gilmore. Choose the correct words to complete the sentences.

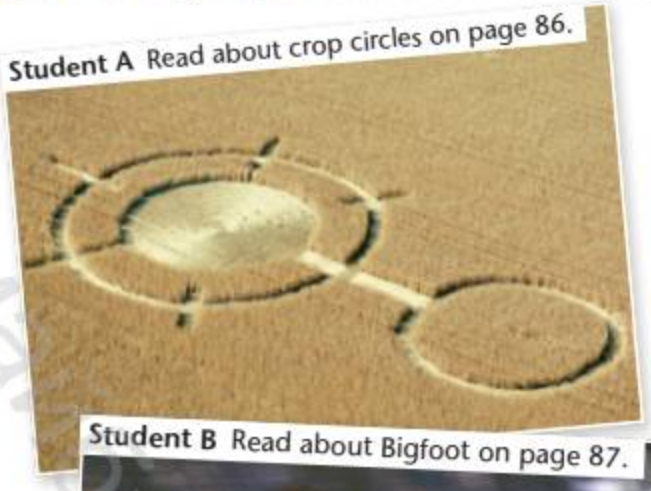
1 She says that ghosts *can / can't* be explained.
2 In her opinion our *minds / eyes* can cause strange problems.
3 We can also have strange experiences when we are *tired / dreaming*.
4 *The cold / Fear* is a common cause of strange experiences.

➤ Workbook page 39, exercise 7

Speaking

8 a Get ready to speak Read about another mystery.

Student A Read about crop circles on page 86.



Student B Read about Bigfoot on page 87.



b Work with a partner. Ask and answer the questions about your mysteries.

1 What is the mystery about?
2 When was it first reported?
3 What do people believe about this mystery?
4 Who made a confession about this mystery?
5 What did they say about it?
6 Why did they confess?
7 What do scientists say about it?

c Work with your partner. Who do you believe?

EXTRA Make a list of all the adjectives and adverbs you can find in the texts on pages 86 and 87.

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4D The secret

YOU FIRST! Are you good at keeping secrets? Why? / Why not?

1 a 2.32 **Read and listen to the dialogues. How many people did Simon speak to during the afternoon?**

1



Zoe And you're sure that Simon doesn't know anything?

Tasha Of course not. He hasn't got a clue. He never notices anything, except meal times.

Zoe Well, that's true.

Simon *What?! That's so not true!*

Zoe Come on, let's hurry up. He might see us!

Simon *What are they up to?*

b Are the sentences true (T) or false (F)? Correct the false sentences.

1 The girls saw Simon in the garden.

2 Simon saw what the girls were carrying.

3 Ethan knew what the girls were doing, but didn't say anything to Simon.

4 Simon's mum was trying to hide something.

2 a Spoken English **What do these expressions mean? How do you say them in your own language?**

He hasn't got a clue. | What are they up to? | I've got no idea. | ...I'm afraid. | How's things?

b Work in a group. Practise the dialogues.

➤ Workbook page 40, exercise 1

2



Simon Hey Ethan. I've just seen the girls. They seemed to be keeping a secret from me.

Ethan Did they? You're kidding!

Simon They were hiding something.

Ethan Were they? Really?

Simon Do you know anything about it?

Ethan Me? No, I've got no idea, I'm afraid. Well, see you later.

3



Simon Hi Mum.

Mum Oh, hello dear. How's things?

Simon Mum, everyone's behaving strangely today.

Mum Are they? I don't believe it!

Simon And Tasha said I never notice anything!

Mum Did she? That can't be true!

Simon I know! When's dinner? I'm starving.

Mum It's a bit later tonight, I'm afraid. Why don't you take the dog for a walk?

Simon But... Oh, OK then.

3 a Can you guess what Simon's friends and family are planning?

b 2.33 Listen and check. What was the secret?

4 Over to you! Work with a partner. Answer the questions.

1 Is Simon good at noticing things? Give reasons.
2 Was it a good surprise? Why? / Why not?
3 Would you like a similar surprise?



Everyday English

Expressing surprise

5 a Look at the useful phrases. Find examples in the dialogue in exercise 1. Who says them?

Useful phrases: expressing surprise

What?!	You're kidding!
Really?	That can't be true!
Are you serious?	
Wow!	I don't believe it!

Useful phrases: short questions

Were they? Did she?

b 2.34 Listen and repeat. Copy the intonation.

6 Choose the correct short question in response to the statements. Then work with a partner and practise saying them with the correct intonation.

1 I don't like that film.
   a Didn't you? b Don't you?
2 He can't drive.
   a Can he? b Can't he?
3 I've been to New York.
   a Have you? b Were you?
4 He went home.
   a Was he? b Did he?
5 I'm going out.
   a Are you? b Will you?

➤ Workbook pages 40–41, exercises 2–4

Pronunciation /ɪ/ /aɪ/

7 a 2.35 Listen and repeat the words in the box.

arrive dinner find hide I kidding
nothing notice surprise things this tonight

b How is the letter 'i' pronounced in the words in exercise 7a? Put the words in the correct column.

/ɪ/	/aɪ/

c 2.36 Listen and check.

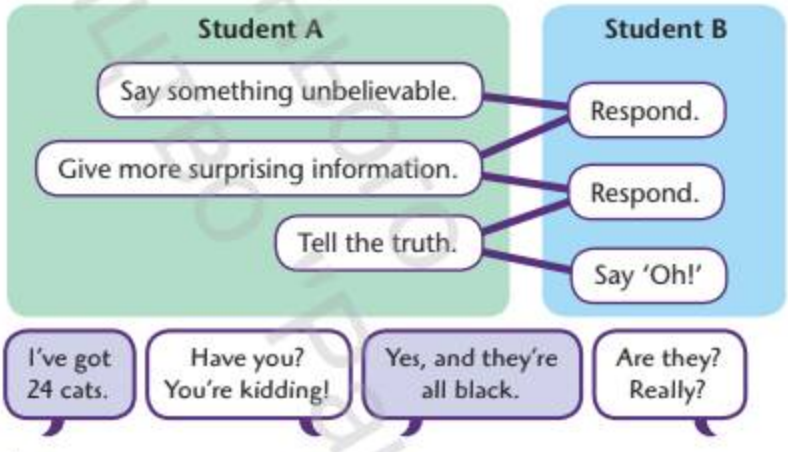
➤ Workbook page 41, exercises 5–6

Listening and Speaking

8 2.37 Get ready to speak Listen. Which sentences do you hear? Write the extra information.

1 My dog understands English.
2 My uncle is a detective.
3 I can play the trumpet.
4 You've got full marks in your English exam.
5 I've won the lottery!
6 She's got six brothers.
7 I've got 24 cats.
8 My aunt is a lorry driver.
9 I can play ice hockey.
10 You've completely failed your English exam.
11 Someone's stolen my wallet!
12 He's got three million friends on Facebook.

9 a Write short dialogues about something surprising. Use the ideas in exercise 8 or your own.



b Work with a partner. Role-play your dialogue for the class.

➤ Workbook page 41, exercise 7

EXTRA

Pretend to be a famous person. Can your partner guess who you are?

I'm a cartoon person. | Are you? | Yes, I'm yellow. | Really? That can't be true.

Пробная версия. Издательство Титул

4 Revision



Vocabulary Idioms for strong emotion

1 Complete the sentences with the words in the box.

butterflies end hair joy red skin steel

1 I took John's tablet without asking and he just saw ___ .
2 The film was so scary that it made my hair stand on ___ .
3 Our team won the match and we jumped for ___ .
4 I was so frustrated with waiting for my friend that I was tearing my ___ out.
5 He was very excited and nervous about meeting his favourite pop star, so he had ___ in his stomach.
6 If you can do that bungy jump then you must have nerves of ___ !
7 The dog suddenly barked so loudly that I jumped out of my ___ .

Descriptive adjectives and adverbs

2 Choose the correct words to complete the sentences.

1 He sat reading his book *quiet / quietly*.
2 The children were in the garden playing *happy / happily*.
3 'You are so *annoying / annoyingly*,' said his sister.
4 That was a really *nice / nicely* dinner, thank you.
5 I found that exam really *easy / easily*.

Grammar

Relative clauses and relative pronouns

3 Add the phrase in brackets to the sentence using *who*, *which* or *that*.

1 She saw a man. (the man used to be a detective)
She saw a man who used to be a detective.
2 They called a nurse. (the nurse lived nearby)
3 I sent an email to my friend. (my friend lives in France)
4 He likes books. (the books are about real people)
5 I lost my scarf. (the scarf was new)

Indefinite pronouns

4 Read the sentences and correct the indefinite pronouns.

1 There's something in the house! Who is it?
2 I searched nowhere, but my pet dog was anywhere to be found.
3 I didn't know no one at the party.
4 I was so worried about the exam that I revised everyone.
5 Anyone really enjoyed the school concert.

Countable and uncountable nouns *a few* and *a little*

5 Choose the correct words to complete the dialogue.

A I'm looking for *a / an* lemon to make my dessert.
B We don't have *some / any* lemons left. Why don't you buy some?
A OK. How *much / many* shall I buy?
B Six is enough. And we only have *a few / a little* ice cream.
A I'll buy some more. We only have *a few / a little* apples. I'll get some more.
B Yes, good idea. Get *some / any* more – maybe three or four.

Everyday English

Expressing surprise

6 Complete the dialogue with the words in the box.

Did (x2) Have kidding Really

Sue Hi Jed. How are you?
Jed Not very well. I crashed my bike!
Sue [1]___ you? You're [2]___ !
Jed I've hurt my arm, too.
Sue [3]___ you? [4]___ ?
Jed Yes, I had to go to the doctor's.
Sue [5]___ you? Poor you!

Learning to learn
Improving your listening skills

Try these things to help your listening.

1 Before you listen, think about the topic and what you might hear.
2 Read the questions you need to answer. They will give you an idea of what to expect.
3 While you listen, stay relaxed. Don't panic if you hear a word you don't know. Keep listening for the information you need.
4 Always listen again. You will understand more each time.

➤ Workbook pages 42–43, exercises 1–8

Проект майбутнього видавництво

YOU FIRST! Have you ever listened to a radio play or an audiobook?

A radio play

A strange thing happened...



Paragraph 1

They went on a camping holiday.

Where? What was it like?

They went for a long walk. They came to a forest.

Describe the forest. What noises could they hear? What did the characters say? Were they cheerful? Annoyed?

Paragraph 2

They were lost. It was getting dark.

How did they feel? What could they hear? What could they see in the bushes? Include some dialogue between the characters.

They saw a building in the distance. Describe it.

One person wanted to go to it. One person didn't.

What did the characters say? How does one person persuade the other to go?

Paragraph 3

They walked up to the door of the building.

Describe it. How did they feel?

They knocked on the door. Did they hear anything?

No one answered. They knocked again.

Did they hear anything this time?

They decided to open the door.

What did the characters say? Were they talking very quietly?

Paragraph 4

The door opened slowly. What did it sound like?

They saw someone or something in the dark.

What or who was it? An old woman? A vampire? A picnic basket? Something else?

Think of your own ideas. Decide whether you are going to make your story ending dramatic, scary or funny.

How does your story end? Did they all scream and run away? Did they all laugh when they saw what it was?

Decide your own ending.

Look! Linkers

We use linkers to show a relationship between two ideas. These ones can help when you tell a story:

Time: ***at first, eventually, suddenly***

We continued walking. Eventually, we realized we were lost. Suddenly, it began to rain.

Contrast: ***however***

We tried to go back. However, we had no idea where we were.

Attitude: ***fortunately / unfortunately***

We shouted for help. Unfortunately, no one could hear us.

1 Get ready to write **Work in a group. You are going to write and act out a radio play. You need:**

a narrator | two characters | a sound effects person

2 **Read and discuss the ideas in each paragraph box. Make notes on your ideas.**

3 **Read the Look! box. Then look at your notes in exercise 2. Where can you use the linkers?**

4 Start writing **Choose a title for your radio play.**

5 **a** **Use your notes to help you to write your radio play.**

b **Remember to include some adjectives and adverbs. Try to use one or two linkers.**

A strange thing happened...

A play for the radio

Narrator: Thomas

John: David

Belinda: Marie

Special effects by: Helena

Narrator: John and Belinda were camping in the French mountains. It was a beautiful but lonely place.

One sunny afternoon they went for a long walk. They came to a huge, dark forest. It looked cool and shady, so they walked through the forest for a while. They could hear...and they could see... It got darker and...

John: Let's go back now, Belinda...

[FX a bird in the trees]

Belinda: What's that noise?

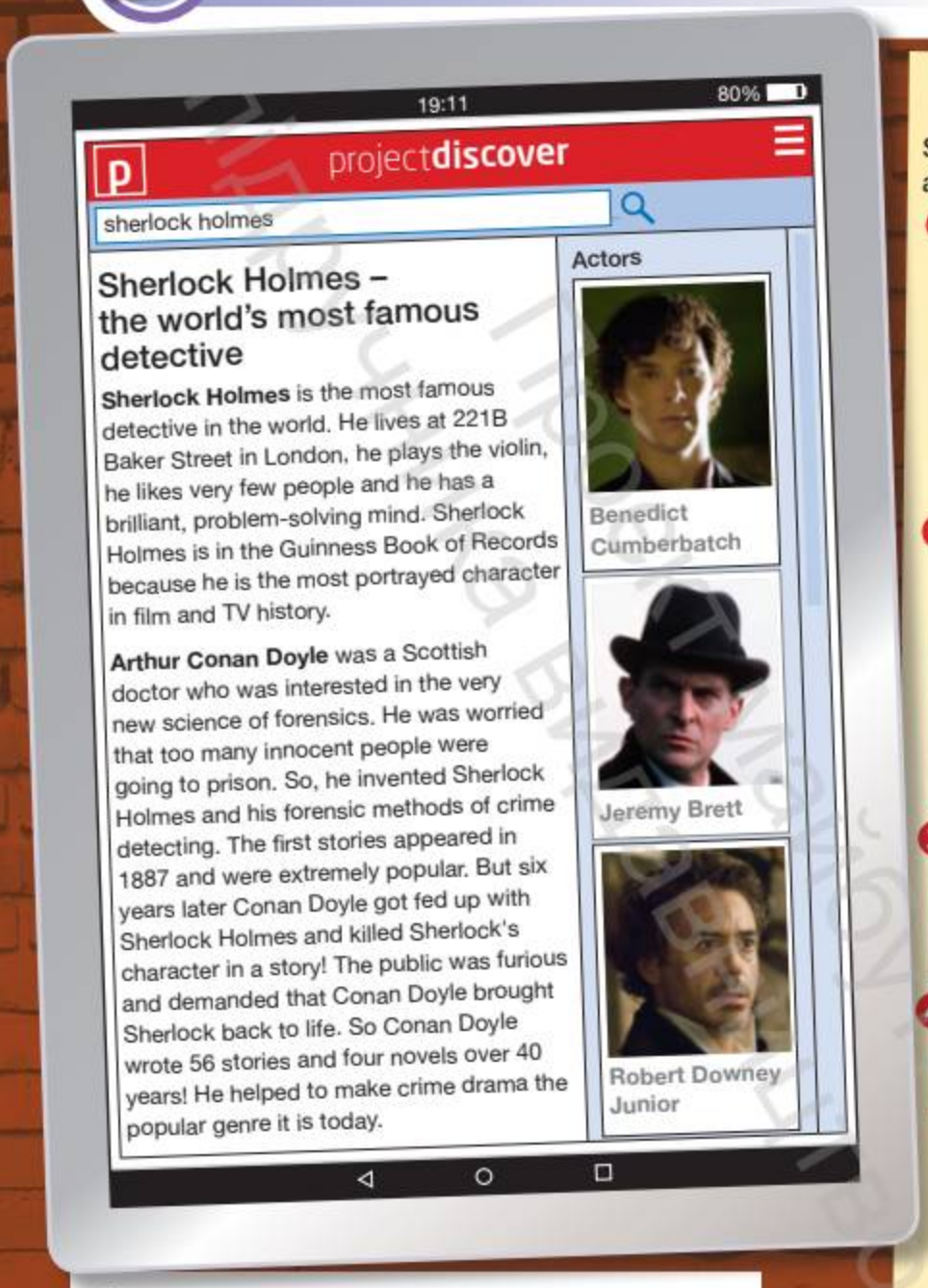
6 Complete your project **Practise reading your play aloud. Make it as dramatic / scary / funny as possible.**

7 **Record your play or read it aloud to the class. Which was the funniest / scariest / most dramatic?**

Проект підручника видавництва "Ранок"

4 Culture

YOU FIRST! Do you know who Sherlock Holmes is? Have you seen any films or heard any stories? What do you know about him?



1 Do you recognize any of these actors who have played Sherlock Holmes? Have you seen any of the films or TV series?

2 Work with a partner. What do you know about Sherlock Holmes? Discuss and decide if these facts are true (T) or false (F).

1 Sherlock Holmes lives in London.
2 He can play the flute.
3 He is in the Guinness Book of Records.
4 Arthur Conan Doyle was an English policeman.
5 Sherlock Holmes died and came back to life.

3 Read the text and check. Which fact did you find interesting?

QUIZ

ARE YOU A GOOD DETECTIVE?

Sherlock Holmes is famous for thinking carefully about a crime. Can you do the same?

1. A family lives on the tenth floor of a building. There's a primary school on the ground floor. Every day the son goes to school. He takes the lift from the family's flat on the tenth floor to the ground floor. When he goes home in the afternoon, he uses the lift to get to the fifth floor, and then uses the stairs for the other five floors. Why?
2. A father and son have a car accident. They are both badly hurt and ambulances take them to different hospitals. The boy needs an operation to save his life. The doctor comes in and says, 'I can't do the operation on this boy.' 'Why not?' asks the nurse. 'Because he's my son,' the doctor answers. How is this possible?
3. Jack said, 'This is my money not yours. I found it between pages 15 and 16 of my Harry Potter book.' Jill said, 'You're lying and I can prove it.' How did Jill know?
4. Two mothers and two daughters went out to eat. Everyone ate a burger, yet only three burgers got eaten. How is this possible?



4 Work with a partner or in a group. Read the quiz and discuss the questions. Can you work out the answers?

5 2.38 Listen and check. What did you get right?

6 Over to you! Do you know any other similar stories from films or real life? Who is the most famous fictional detective in your country? Why do you think that people like crime stories, TV programmes and films? Which ones do you like?

▶ Sherlock Holmes – scientific detective

YOU FIRST! What do the police look for at the scene of a crime? Work with a partner and write a list.

Forensic science



Forensic science now

Forensic science is the use of science in solving a crime. These are some of the people involved in investigating a crime:

Forensic science technician

These people investigate crime scenes and collect evidence like fingerprints, clothes and footprints. Then they examine all the evidence in a laboratory.

Psychologist

These scientists study the mind of a suspect or criminal. They try to discover the reasons for someone's behaviour.

Mobile device expert

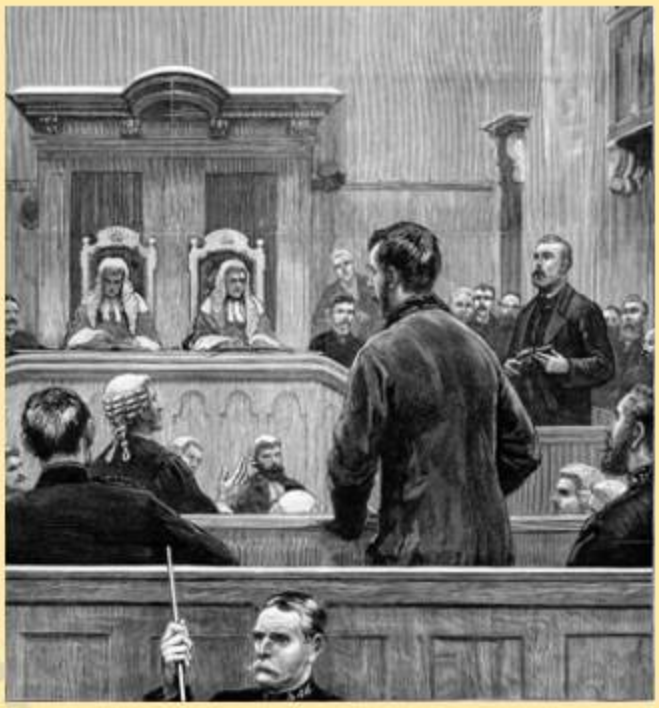
These people can get evidence from mobile phones, tablets and GPS devices.

DNA analyst

These people look at DNA samples from the crime scene to identify suspects. This evidence is very important because it shows who was at a crime scene.

Student A – ask Student B:

1 When did people start using forensic science?
2 How were people judged before then? What were the problems?
3 What annoyed a British chemist in a murder trial?
4 What did he do about it?



The history of forensic science

Forensic science is the use of science in solving a crime. But before the 19th century, judges had to rely on what people said about a crime. They listened to witnesses and the suspect and tried to decide who was telling the truth. There were obviously a lot of problems with this form of justice. Many innocent people went to prison and very good liars went free.

In the 19th century, poison was a very common way to murder someone. In 1832, a British chemist called James Marsh gave evidence in a murder trial. John Brodie was accused of murdering his grandfather, but he said he was innocent. Marsh tested the murdered man's drink and found poison. But the results of the test didn't last long enough to show the jury, so the grandson walked free. Marsh was so annoyed by this that he invented a much better test. After this, murderers used poison a lot less.

It was the beginning of forensic science.

Student B – ask Student A:

1 Where does a forensic technician work?
2 What does a psychologist do?
3 What does a mobile device expert know about?
4 Why is DNA evidence very important?

1 Look at the pictures. What can you see? What is forensic science?

2 **a** Work with a partner.

Student A Read about forensic science now.

Student B Read about the history of forensic science.

b Ask and answer the questions about your texts.

3 Compare what you know now with the list you made at the start of the lesson. What do the police look for at a crime scene?

Stories from the Campfire Episode 2

1 2.39 Read and listen to the story.















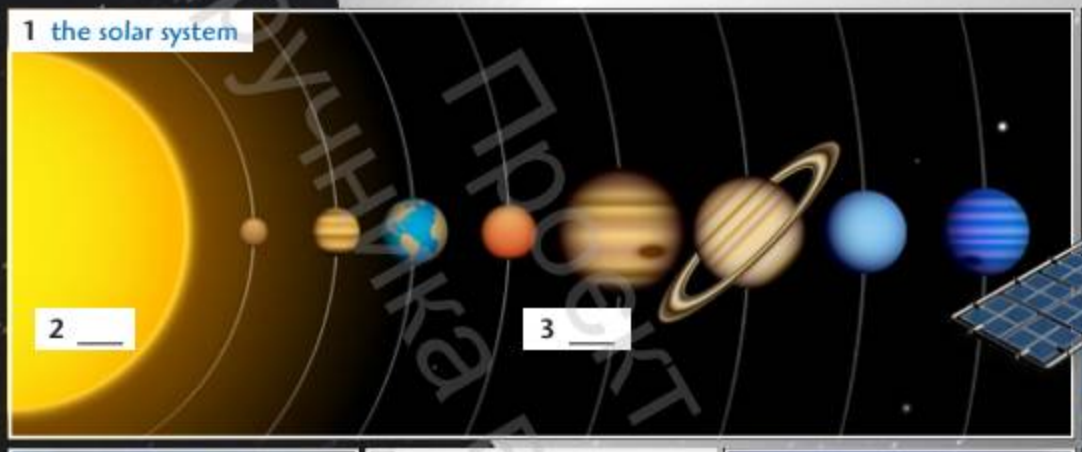



Josh ran back upstairs.
Suzy! I think Mr Blackhawk came home and his pet ate him!
No, Josh. This is Mr Blackhawk's diary. Listen...
I was in the hills by myself when the creature attacked and bit me. The bite became infected quickly and I was very ill. Then I began to change. Now the change happens for three days every month.
The monster in the basement didn't eat Mr Blackhawk. It is Mr Blackhawk!
You're kidding! Then where is he now?
Suddenly they heard something behind them. The monster had scales all over its body. It had a long tongue and lots of teeth.
Please stop. You don't want to eat us!
We know you're in there, Mr Blackhawk.
The monster jumped through the window and ran off to the woods.
The next day Mr Blackhawk came to Josh and Suzy's house. He had a bandage on his head and had his arm in a cast.
I wanted to say thank you and sorry.
We're sorry for you.
Is there anything that could help you?
NEWS TIMES
MYSTERY MONSTER IN TOWN
You don't understand. I was 80 years old and very ill when I found the creature that bit me. Now look at me – I feel fantastic!
Three days in the basement every month is a small price to pay.

5 Space: the final frontier

5A Space

YOU FIRST! Do you know any planets? What do you know about them?


1 the solar system
2 ___
3 ___


4 ___


5 ___


6 ___


7 ___


8 the Milky Way


9 ___


10 ___


11 ___


12 ___

Vocabulary Space

1 a Match the photos (1–12) with the words in the box.

meteorite comet constellation ~~the Milky Way~~ the moon planet rocket satellite ~~the solar system~~ space debris stars the Sun

b 3.02 Listen and check. Practise saying the words.

2 a Say the planet names in English. What are they in your language? Put the planets in order of distance from the Sun.

the Earth Jupiter Mars Mercury Neptune Saturn Uranus Venus

b 3.03 Listen to the conversation between Mark and his dad. Check your answers to exercise 2a.

c 3.03 What did Mark see other than the planets? Listen again and check.

3 Over to you! Work with a partner. Discuss the questions.

1 Have you ever looked through a telescope? When?
2 Have you seen any of the things that Mark saw?
3 Can you look at the Sun through a telescope? Why? / Why not?

➤ Workbook page 46, exercises 1–3

Reading and Grammar

4 3.04 **Read and listen. What are the two groups of planets?**

Our solar system

The Sun is the most enormous object in our solar system. Its heat and light makes life possible.

The inner planets – Mercury, Venus, the Earth and Mars – are made of iron and rock. Mercury is the smallest planet and the closest to the Sun. It is slightly larger than our moon. Venus is the hottest planet. In the night sky, it is bigger and shinier than all the other planets. Mars is the most colourful planet. Its mineral surface shines red. Mars has more powerful volcanoes and its weather is worse than any other planet.

The outer planets – Jupiter, Saturn, Neptune and Uranus – are made of gas. Jupiter is the biggest planet in our solar system with 63 moons around it. Saturn is the lightest planet. It is so light that it could float in water. It is also the furthest planet that we can see without a telescope. Its rings are made of ice. Neptune and Uranus are the coldest planets. Uranus is colder than Neptune – it is 80% ice.

Comparatives and superlatives

5 a Complete the sentences from the text.

Uranus is ___ Neptune. Saturn is ___ planet.

b What are the adjectives in blue? In red? Complete the rules with *-er* and *-est*.

To make a comparative adjective, we usually add ___.
To make a superlative adjective, we usually add ___.

c When do we use comparative and superlative adjectives? Compete the rules with *two* and *three*.

We use comparative adjectives to compare ___ things.
We use superlative adjectives to talk about ___ or more things.

d When do we use *than* and *the*?

Short adjectives

6 What are the spelling rules for short adjectives? Complete the table with examples from the text in exercise 4.

Short adjectives – spelling rules		
Ends in	Rule	Comparative/ Superlative
large close	+ -r/-st	___/largest closer/closest
big	double the consonant +-er/ -est	bigger/___
shiny	-y → -i + -er/-est	shinier/shiniest
Irregular	good far bad	better/best further/___ ___/worst

Long adjectives

7 a Complete the sentences from the text in exercise 4.

Mars has ___ volcanoes than any other planet.
The Sun is ___ object in our solar system.

b Complete the table with examples from the text.

Long adjectives – spelling rules		
2+ syllables	Rule	Comparative/Superlative
powerful colourful	more/ most	___/most powerful more colourful/___

8 Over to you! Work in groups of three. Compare things you have – your phones, bags, books, shoes – anything!

Your phone is better than mine.

Sam's bag is the biggest!

➤ Workbook page 47, exercises 4–7

Listening

9 a 3.05 **Listen to three pairs of people comparing three things. Which one do they choose?**

1 Dan and Jill: book, necklace or earrings?
2 Jed and Cleo: comedy, action film or sci-fi film?
3 Mum and Sara: dress, trousers or jeans?

b Why do they choose each thing?

Speaking

10 a Get ready to speak Match the adjectives in the box to things in the picture.

Student A Look at the picture on page 86.
Student B Look at the picture on page 87.

big/small far away/near shiny/dark
sleepy/surprised worried/friendly

b Work with a partner. Compare the pictures using the adjectives in the box.

In picture A, the Sun is bigger.

Yes, you're right. In B it's smaller.

c How many superlative sentences can you make? Compare the planets and the aliens.

EXTRA **Write a puzzle for your partner. Use comparatives and superlatives.**

I am closer to the Sun than Saturn and the biggest planet in our solar system. Which planet am I?



5B Life in space

YOU FIRST!

What do you think life is like for an astronaut in space? Exciting? Scary? Hard work?

Reading and Listening

1 Look at the photos. What is happening? How do you think they are feeling?

2 a 3.06 Read and listen to the text. Match the photos (1–4) to the paragraphs (A–D).

b Read the text again. Find words to describe these activities in space.

1 travelling
2 eating
3 working
4 sleeping
5 going outside



1

An astronaut's life

A Imagine sitting in a rocket, ready to take off. Excited? Actually, waiting is really boring. But then, wow! You travel faster than you ever thought possible. You go into orbit in eight and a half minutes! And it's the noisiest journey ever. You get a terrible headache and you feel sicker than you've ever felt before. You can't eat for a few days until your stomach feels better being in space.

B Food isn't important in space, anyway. It all tastes much worse than you can imagine. You can take lovely chocolate with you, but it tastes of nothing up there. However, you have the best view while you're eating. You can watch the Sun rise 16 times a day! You can see everything more clearly up there. Our planet looks amazing.

C When you are in orbit, there is no gravity, of course. So, you grow taller, which is nice. Except that there's little space in the space station! Everything floats, including you. You work a bit more slowly. Everything is harder to do. Going to bed is weird. You sleep much less comfortably. You have to stick your sleeping bag to a wall and stick your pillow to your head!

D If you go outside, you have to move a lot more carefully. Every step is so important that it can be stressful at times. But being in space in a spacesuit is the most amazing experience!

However, the hardest thing of all is returning home. It can take weeks for your muscles to remember how to move on the Earth!



2



3



4

3 Over to you! Would you like to be an astronaut? Why? / Why not? Which things would you find the hardest to do?

Grammar Comparative adverbs

4 a Complete the table and example sentences for each rule from the text.

We use adverbs to describe verbs – to say *how* things happen.

You **travel faster** than you ever thought possible.

1 with adverbs ending in *-ly*, we use *more*:

Adjective	Adverb	Comparative adverb
slow	slowly	___
easy	easily	more easily
careful	carefully	___
You can see ___ .		

2 other short adverbs are the same as comparative adjectives:

Adjective	Comparative adjective	Comparative adverb
hard	harder	harder
later	later	later
fast	faster	___
You feel ___ .		

3 some comparative adverbs are irregular:

Adjective	Adverb	Comparative adjective	Comparative adverb
good	well	better	better
bad	badly	worse	___
far	far	further	further
It all tastes ___ .			

b We often use *than* with comparative adverbs. Find the examples with *than* in the text.

c We can use *much*, *a lot* and *a bit* with comparative adverbs. Find an example of each one in the text.

5 a Complete the dialogues with the correct form of the words in brackets.

1 A I'm worried about the exam.
B I think you need to study a bit harder. (study / a bit / hard)

2 A Am I getting better at tennis?
B Yes, you're ___ . (play / much / good)

3 A I don't understand any of this lesson.
B You have to ___ . (listen / careful)

4 A Can we finish this in time?
B No, I think we need to ___ ! (work / a lot / fast)

5 A Why are you ___ normal? (walk / bad / than)
B I've hurt my ankle.

b 3.07 Listen and check. Then work with a partner and practise the dialogues in exercise 5a.

➤ Workbook pages 48–49, exercises 1–4

Speaking and Writing

6 a Get ready to speak Work in two groups. You are going to role-play an interview between a journalist and an astronaut.

Group A
You are the journalists. Write the questions.

What's it like to...in space compared to on Earth?
- get up
- work
- live
- exercise
- go for a walk outside

Group B You are the astronauts. Write the answers.

When I am in the space station I...
- get up / quick / because all the lights go on at 6 a.m.!
- work / careful / because I have to stick everything down or I lose it!
- live / simple / because there isn't any space to store things.
- exercise / much / hard / or my bones will become weaker.
- go for a walk outside / much / slow / because it's scary!

b Work with a partner from the other group. Ask and answer the questions in exercise 6a. Journalists interview the astronauts, make notes and report back to the class.

7 Get ready to write Work with a partner. You are going to write a short magazine article about life in space using your interview notes from exercise 6. Remember to include:

1 A headline
2 A short introduction to the article
- Who did you interview last week?
- What did you ask him / her about?

3 A short ending to the article
- What do you think about an astronaut's life?

➤ Workbook page 49, exercise 5

8 Write your article.

EXTRA

Make sentences with a word from each box and a comparative adverb.

I	my teacher	my best friend		
run	sing	get up	speak English	laugh
fast	beautiful	early	good	loud
me	my teacher	my best friend	me	

My best friend gets up earlier than me!

Проект Маши Ивановой Раздаточные материалы

5C Space debris

YOU FIRST!

Do you know what happens to the parts of rockets that break off in space? Do you know what NASA is?

Vocabulary Large numbers, distances and speed

1 a Look at how we say large numbers, distances and speeds.

100 = a/one hundred
1,000 = a/one thousand
10,000 = ten thousand
35,000 = thirty-five thousand
100,000 = a/one hundred thousand
250,000 = two hundred and fifty thousand
1,000,000 = a/one million



300 km = three hundred kilometres



100 kph = a/one hundred kilometres an/per hour

b 3.08 Listen and repeat the numbers.

2 a Look at the picture below. What do you think it shows?

b Look at the quiz and decide which you think are the correct answers. Practise saying the numbers.

➤ Workbook page 50, exercises 1–2



Space

the big rubbish bin?

QUIZ

Space debris is the name for all the pieces of rubbish floating in space – pieces of rockets, broken satellites, even astronauts' gloves! There are 29,000 large pieces of debris in orbit at the moment.

1 There are also more than ____ smaller pieces of debris travelling around the Earth. These pieces are between one and ten centimetres in size.
a 170,000 **b** 420,000 **c** 670,000

2 There are also ____ tiny pieces of debris in orbit that are smaller than one centimetre.
a 70 million **b** 170 million **c** 700 million

3 All of the pieces are travelling at ____ kilometres an hour.
a 15,000 **b** 28,000 **c** 50,000

4 They are flying at a distance up to ____ kilometres from the Earth.
a 20 **b** 200 **c** 2,000

Reading and Listening

3 a 3.09 Listen and check your answers to the quiz. Why is space debris a problem?

b 3.10 Read and listen to the fact file. Answer the questions.

1 Why can a tiny piece of metal cause a lot of damage in space?
2 When was the first satellite crash?
3 Why does NASA watch debris in space now?
4 How often does space debris fall from the sky?

c Over to you! **Which fact do you find the most surprising? Why?**

Space debris fact file

In space, all of these pieces of metal can cause a lot of damage because they travel so fast. Even very small pieces can damage satellites and rockets. If a tiny bit of debris landed on a rocket, it would be like a piano landing on a car!

In 2009, two satellites crashed for the first time. Both of them broke into more than 2,000 pieces. They were flying at a distance of 800 km from the Earth.

The International Space Station (ISS) flies in orbit 400 km from the Earth. This distance should be safe. But the ISS has been in danger from flying rubbish twice. Fortunately, neither piece of rubbish destroyed the station, but NASA didn't notice either of them. Now NASA watches all of the debris in space much more carefully.

Every day, a piece of space rubbish falls from the sky. None of the pieces have damaged anything so far. Most of them land in the Pacific or the Atlantic Ocean. But one of the biggest pieces of rocket landed in the United States. It landed in the Arizona desert in 2008.

Projekt maturalny

Grammar

both / either / neither / all / none

4 **Complete the sentences from the fact file. Read the rules. What do the words *all, none, either, neither* and *both* talk about in the sentences?**

1 In space, ___ of these pieces of metal can cause a lot of damage because they travel so fast.
2 ___ of the pieces have damaged anything so far.
3 In 2009 two satellites crashed for the first time. ___ of them broke into more than 2,000 pieces.
4 Fortunately, ___ piece of rubbish destroyed the station.
5 NASA didn't notice ___ of them.

Talking about two things

a **Both** (of them) = *this one AND that one* ✓ *and* ✓
b **Either** (of them) = *this one OR that one* ✓ *or* ✓
c **Neither** (of them) = *not this one AND not that one* ✗ *and* ✗

Neither is already negative. Don't use **neither** with another negative, e.g. ~~I don't want to watch neither film.~~

Talking about more than two things

d **All** (of them) = *every one* ✓ ✓ ✓ ✓
e **None** (of them) = *not one* ✗ ✗ ✗ ✗

5 **a** **Choose the correct words to complete the sentences. Then match the sentences (1–5) to the rules (a–e) in exercise 4.**

1 I have two brothers and I love *all / both* of them equally.
2 Have you invited everybody on the team? Can *all / both* of them come?
3 I won't choose *neither / either* the red T-shirt or the yellow one. I don't like those colours.
4 I asked all of my friends, but *none / either* of them can go to the cinema tonight, so I'm going on my own.
5 'Ham or chicken?' '*Either / Neither* of them, thank you. I'm a vegetarian.'

b 3.11 **Listen and check.**

➤ Workbook page 50, exercises 3–4

Uses of the

6 **Complete the sentences from the fact file. Then read the rules and match the sentences (1–5) to the rules (a–e).**

1 ___ ISS flies in orbit 400 km from ___ Earth.
2 One of ___ biggest pieces of rocket landed…
3 …pieces of rocket landed in ___ United States.
4 Most of them land in ___ Pacific or ___ Atlantic Ocean.
5 Every day, a piece of space rubbish falls from the sky. None of ___ pieces have damaged anything so far.

We use *the* + noun when we know exactly what we are talking about:

a There is only one.
b With a superlative adjective.
c Something we have already mentioned.
d For countries with *Kingdom, State* or *Republic* in the name.
e Mountain ranges (not mountains), rivers (not lakes), seas and oceans.

7 **Complete the sentences with *the* or nothing –.**

1 Mount Everest is ___ highest mountain in ___ world.
2 People used to believe ___ Sun went round ___ Earth.
3 My sister is visiting ___ Uncle Tom in ___ USA.
4 We've never been to ___ Alps before.
5 I'm watching a film. ___ film's called *Space Zero*.
6 ___ chocolate isn't good for me, but I like it.

➤ Workbook page 51, exercise 5

Speaking

8 **a** **Write a list of all the objects you can see in the pictures.**



b **Work with a partner. Answer the questions.**

1 Which things do all of the astronauts have?
2 What do both Mary and Mick have?
3 What do neither of them have?
4 Mary has either a pencil or a toothbrush in her hand. Which is it?
5 Which astronaut is holding the most things?

I think all of the astronauts have… No, one of them doesn't…

➤ Workbook page 51, exercises 6–7

EXTRA **Say some more long numbers for a partner to write down.**

127,000 34,000 400 kph 7,642 km

Проект «Англійська з Кулявцем та Притикіною»

5D Star Wars

YOU FIRST!

Have you seen any of the Star Wars films or trilogies? What do you think of fantasy and science fiction films?

1 a 3.12 **Read and listen to the dialogues. What is the Star Wars Challenge?**

1



Simon ...Well, I think the original three films are better than the final three.

Ethan No way! In my opinion, the second trilogy is the best.

Simon How can you say that? No one likes the second trilogy!

Tasha What are you talking about, boys?

Simon We're discussing all of the Star Wars films.

Zoe Boring!

Simon You can't say that. You just don't like fantasy films.

Tasha Well, I can tell you which ones are best – none of them!

Ethan Hey! Neither of you have seen any of them!

2



Simon You can't have an opinion on Star Wars unless you've seen the films.

Zoe I disagree. My opinion is that I don't like that type of film!

Tasha Me neither. We prefer either comedies or dramas. They're way more fun.

Ethan You can't say that. Sci-fi is all about drama! And there's comedy in Star Wars, too.

Tasha Yes, but I prefer films about real people.

Simon Rom-coms aren't real life!

Tasha Perhaps you're right. But they're more fun.

Simon Well, it seems that you need to do the Star Wars Challenge.

Ethan Excellent idea. All of you can come to mine on Saturday.

3



Saturday

Zoe So, what's this challenge, then?

Simon You have to choose one of the Star Wars trilogies. Then you have to watch all three of the films.

Tasha OK. I fancy the oldest films. Zoe?

Zoe Me too. Fine by me.

Ethan Good choice. They're the funniest.

Simon And you can have either popcorn or chocolate.

Zoe We'll need both!

Tasha Agreed!

b Are the sentences true (T) or false (F)? Correct the false sentences.

1 The boys agree about the Star Wars films.
2 Both girls aren't keen on the Star Wars films.
3 Zoe likes dramas.
4 Simon says he likes rom-coms.
5 The girls want to watch the most recent Star Wars films.
6 Simon and Ethan choose the snacks.

2 a Spoken English **How do you say these expressions in your own language?**

No way! | They're way more fun. | Fine by me. | Agreed!

b Work in a group. Practise the dialogues.

➤ Workbook page 52, exercise 1

3 a **What do you think the girls' opinions will be?**

b 3.13 **Listen and check.**

4 Over to you! **Work with a partner. Answer the questions.**

1 Do you agree with Zoe and Tasha's film preferences?

2 Do you think girls and boys generally disagree about film types?

Everyday English

Agreeing and disagreeing

5 a **Look at the useful phrases. Find examples in the dialogue in exercise 1.**

Useful phrases: giving opinions

I think (that)...

In my opinion,...

Useful phrases: agreeing

Perhaps you're right.

Excellent idea.

Useful phrases: disagreeing

How can you say that?

You can't say that.

I prefer...

Useful phrases: *Me too / Me neither*

I fancy the oldest films. Me too.

I don't like that type of film. Me neither.

b 3.14 **Listen and repeat.**

➤ Workbook pages 52–53, exercises 2–5

Pronunciation /ð/ /θ/

6 a 3.15 **Listen and repeat. Put the words in the correct column.**

anything both either neither than thanks the third three with

/ð/	/θ/
either	anything
___	___

b 3.16 **Listen and check.**

➤ Workbook page 53, exercise 6

Listening and Speaking

7 3.17 **Listen to the three dialogues. Does the second person in each dialogue agree or disagree?**

1 I think that astronomy is really interesting.

2 In my opinion, science fiction films are boring.

3 I really like studying science.

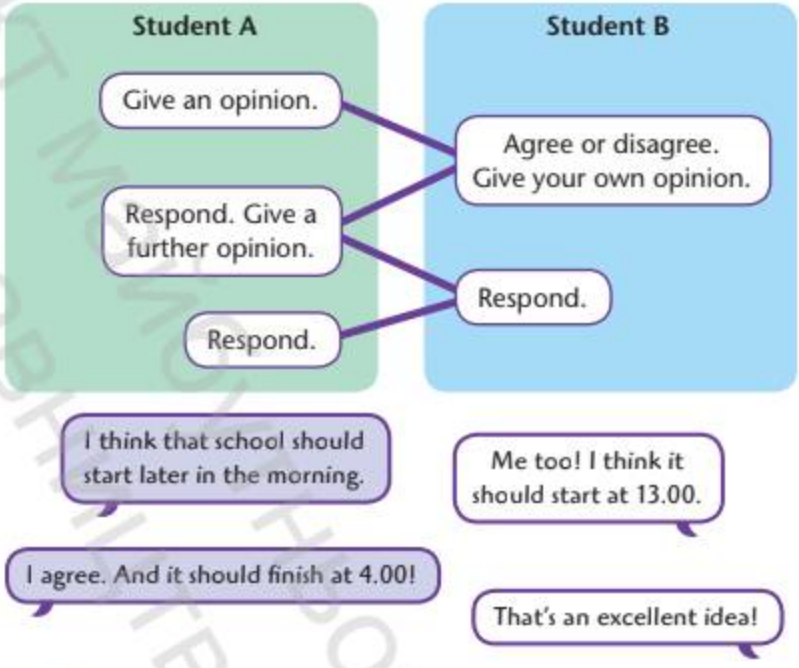
8 a Get ready to speak **Write sentences that are true for you. Use the ideas in the box or your own.**

cheap mobile phones fantasy films flying holidays in space studying science learning Spanish

In my opinion,... I really like...

I think... I don't like...

b **Work with a partner. Use your sentences from exercise 8a to give your opinion. Your partner agrees or disagrees. Try to continue the conversation.**



c **Write one of your dialogues from exercise 8a. Then role-play it for the class.**

EXTRA **Make conversations about these topics in pairs. Give an opinion. Agree or disagree. Make up some more opinions.**

There are aliens on other planets.
Homework is fun.
Video games are boring.



Проект Міністерства освіти України "Інтернет-урок"

5 Revision

Vocabulary Space

1 Complete the astronaut's talk with the correct words in the box.

Mars	moons	planet	
solar system	star	Sun	Venus

Imagine that we're leaving our [1]___ and exploring our neighbours in the [2]___ . Firstly, we can see our [3]___ , which is an enormous [4]___ . We're far away from it – over 93 million miles away. So, it looks small to us.

The next planet is Mercury. It's small, but you can sometimes see it in the night sky. The planet next to us is [5]___ . It is so bright that we can always see it at sunset. The planet on the other side of us is [6]___ . It has two [7]___ that travel around it.

Large numbers, distances and speeds

1,000,000
120 kph
285,000
40,100
700 km
999

2 Match the numbers in the box to the correct written numbers (1–6).

1 ___ nine hundred and ninety-nine
2 ___ one million
3 ___ seven hundred kilometres
4 ___ one hundred and twenty kilometres an hour
5 ___ forty thousand one hundred
6 ___ two hundred and eighty-five thousand

Grammar Comparatives and superlatives

3 Compare these things using the comparative or superlative. Give your opinion.

1 dogs and cats (friendly)
2 water, cola and lemonade (good)
3 cars, trains and planes (safe)
4 football and handball (popular)
5 English, Maths and Science (difficult)

Comparative adverbs

4 Look at the pictures and write sentences about Sue and Al. Make comparative adverbs from the adjectives.

1 (run / fast)
Sue runs faster than Al.
2 (cook / good)
3 (arrive / early)
4 (draw / beautiful)



both / either / neither / all / none

5 Complete the dialogues with *all, none, either, neither* or *both*.

1 A Which one do you like?
B I don't like ___ of them.
2 A Are ___ of the students going to the Science Museum?
B Yes, they are.
3 A Would you like tea or coffee?
B ___ thanks. I'd prefer orange juice.
4 A Have you finished all of your exams?
B Yeah, but ___ of them were easy. I'm a bit worried.
5 A I can't choose which of these two bags to buy.
B Well, buy ___ of them, then! They're great!

Uses of *the*

6 Complete the sentences with *the* or nothing –.

1 I visited ___ Beijing in ___ Republic of China last year.
2 ___ Dnipro is ___ longest river in ___ Ukraine.
3 There's an exam today. ___ exam is at 9.00.
4 ___ Queen lives in ___ Buckingham Palace in ___ London.

Everyday English Agreeing and disagreeing

7 Complete the dialogue with the words in the box.

too	agree	neither	think

A I ___ that Physics is interesting.
B Me ___ . I really like the lessons.
A I ___ . They're great. But I don't like Biology much.
B Me ___ . It's quite difficult.

Learning to learn Testing yourself

Regularly test yourself on new words. This helps to put them into your long-term memory.

1 In your vocabulary notebook, cover the words and see if you can remember them. Then cover the meanings and see how many words you can remember.
2 Work with a friend. Your friend gives you the meanings, you say the words.
3 Make word cards. Write the word on one side of the card and the meaning on the other. Test yourself when you have five minutes. It really works!

➤ Workbook pages 54–55, exercises 1–7

My project

YOU FIRST!

Are you a fact finder? How do you find information about things that interest you?

A comparative study: the Earth and Mars

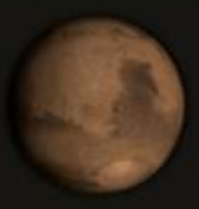
Mars is the nearest planet to the Earth in the solar system. Astronauts are planning to travel there in the future. But how different are the two planets?

The Earth



Size: about 13,000 km across
Made of: rock and iron
Distance from Sun: approximately 150 million km
Age: 4.54 billion years old
Travel speed: 365.25 days to orbit the Sun
Weather: getting warmer and wetter

Mars



Size: half the size of Earth 6.787 km
Made of: rock and iron
Distance from Sun: approximately 230 million km
Age: 4.54 billion years old
Travel speed: 687 days to orbit the Sun
Weather: used to be warm, now very cold and dry

The Earth and Mars both belong to the inner planets of our solar system. Both planets are about the same age and are made of rock and iron. However, Mars is smaller than the Earth and is further away from the Sun. The Earth travels much faster round the Sun. The Earth has an atmosphere, so the planet has a lot of water and is wetter and warmer than all of the other planets. Mars used to have an atmosphere, but now it's much colder and drier than the Earth.

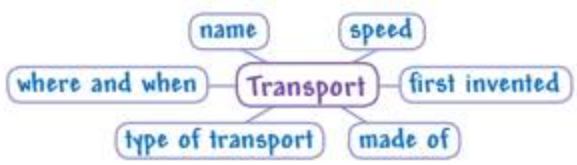
Although we have sent satellites to Mars, we don't have the technology to send a human there yet.

1 Get ready to write **Choose two things to compare that move fast, e.g. planets, transport or sports people.**

2 **Find information and pictures about your choices – on the internet, or from books and magazines.**

3 **Look at Sally's project above. Which facts is she comparing?**

4 **Make two fact files about your chosen topic. List some facts under headings like these:**





5 **Make some comparisons.**

Look! Linkers of addition and contrast

We can use linking words to join ideas in a sentence or a paragraph.

1 **and / so** – usually link two ideas within a sentence
2 **but / although** – usually contrast two ideas in a sentence
3 **However** – usually contrasts two sentences in a paragraph

Find an example of each of these linkers in Sally's project.

6 **Read Sally's project, then read the Look! box.**

7 **a** Start writing **Write a sentence to introduce your comparative study.**

b **Organize your notes into sentences under each heading.**

c **Try to use one or two linkers from the Look! box.**

8 Complete your project **Put your project on a piece of paper with pictures.**

9 **Present your project to the class. What is the most interesting fact?**

YOU FIRST!

How many countries do you think send astronauts into space? How can you check this?

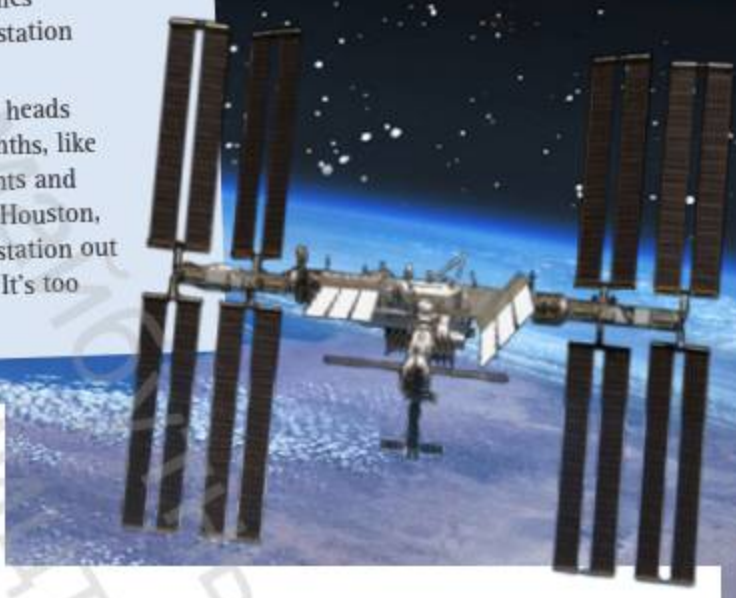
The International Space Station



Orbiting above our heads is the most amazing building in the world. This is the International Space Station (ISS). It weighs about [1]___ tonnes and is a bit larger than an American football field. It flies at a height of [2]___ kilometres above us and travels at [3]___ kilometres an hour. That means it takes only [4]___ minutes to go the around the Earth! The Space Station is brighter than Venus. You can see it as a shiny object moving across the night sky.

The ISS is the world's biggest multi-national project. It took [5]___ years and [6]___ billion dollars to build and to fly. It is the most expensive building that humans have ever made. [7]___ different space agencies from [8]___ countries paid for it. Astronauts from the USA flew into space [9]___ times to build it. They did [10]___ spacewalks to put each bit of the station together.

At this moment, there are [11]___ astronauts flying above our heads in the ISS. Astronauts usually live there for about [12]___ months, like the British astronaut, Tim Peake, in 2016. They do experiments and collect information, while the people in the control room in Houston, in the USA, look for dangerous debris. They have to fly the station out of danger, so that they can protect the station from a crash. It's too expensive to damage!



1 Look at the photos. Who is the astronaut? Read and find out.

2 **a** Work with a partner. Take turns to ask and answer the questions. (The answers to your partner's questions are at the bottom of the page.)

b Complete the article with your answers from exercise 2a.

c 3.18 Listen and check.

d Work with a partner. What do you think is the most amazing fact in the text? Do you think the ISS project is worth the cost? Is space travel important? Why? / Why not?

3 Over to you! What are your country's newest, biggest or most famous buildings?

Where are they?

How old are they?

Do you like them or dislike them? Why? / Why not?

The most famous building in my country is...

Student A

1 How much does the ISS weigh?
3 How fast does it travel?
5 How long did it take to build?
7 How many space agencies built it?
9 How many rocket launches did it take to build it?
11 How many astronauts can live on it?

Student B

2 How high does the ISS fly above the Earth?
4 How long is its journey around the Earth?
6 How much did it cost to build?
8 How many countries paid for it?
10 How many spacewalks did it take to put it together?
12 How long is an average trip for an astronaut?

Student A answers: 1 400 tonnes 3 28,000 km an hour 5 13 years 7 five agencies 9 40 launches 11 six astronauts

Student B answers: 2 400 km 4 90 minutes 6 150 billion dollars 8 26 10 159 12 six months

Space – what's next?

YOU FIRST! Do you or your family use any gadgets with GPS? Write a list of the gadgets.

How GPS works

GPS: from sci-fi to science

1 GPS stands for Global Positioning System. It is a constellation of satellites in orbit around the Earth. They go round the Earth [1]___ a day. It belongs to the US government.

2 GPS satellites send [2]___ signals to Earth from their atomic clocks – with information on where they are in space and the exact time that the signal left the satellite.

3 The radio signal travels through space at the [3]___ of light – 299,792 kilometres a second.

4 A GPS device on Earth [4]___ the signal and the exact time of arrival. The device then calculates how far it is from the satellite.

5 The GPS device needs this information from four satellites. Then it can use geometry to [5]___ where it is on Earth. It does this constantly. So when we use a GPS device, we always know where we are when we are travelling.

6 The US Airforce sends up new satellites to replace the old ones. The new satellites have even [6]___ technology. Now there's even a GPS app which helps you find treasure. It's called 'geocaching'. Check if there's a geocache near you!







1 a Look at the picture. What can you see?

b Complete the information with the words in the box.

better calculate radio receives speed twice

2 Work in a group. How can these people use GPS? There is one that is not possible.

1 A runner training for a marathon
2 Someone using a smartphone
3 A taxi driver in the city
4 Someone watching TV
5 Scientists studying wild animals and birds
6 Scientists studying earthquakes

3.19 ➤ Song *The Final Countdown*

6 Imagine that!

6A Films and books

YOU FIRST!

Do you prefer reading books or watching films? What kinds of stories do you like best?


a


b


c


d


e


f


g



h



i


j


k


l


m


n

Vocabulary Film and book genres

1 a Look at the pictures of different film and book genres. Match the pictures (a–n) to the genres in the box.

action and adventure autobiography
cartoon comedy crime drama documentary
drama fairy tale fantasy horror
musical romantic comedy (rom-com)
science fiction (sci-fi) thriller

b 3.20 Listen and check, then repeat.

c Work with a partner. Answer the questions.

1 Can you think of a book or film for each genre?

2 Which genres are non-fiction?

2 3.21 Listen to two students choosing genres for the school film club. Answer the questions.

1 What three genres do they agree on first?

2 Which genres do they finally decide on? Write the final list.

3 a Over to you! Write a list of your favourite five film genres in your order of preference.

b Work with a partner. Compare your lists and find three genres that you both like.

➤ Workbook page 56, exercises 1–3

Grammar Zero conditional

4 3.22 **Read and listen to the dialogue. What are the friends going to watch?**



Tasha Right guys, we did the Stars Wars Challenge, so now you have to watch something we choose.
Boys No rom-coms…please…
Zoe No complaining! If people complain, I get annoyed. And that's not good…
Simon OK. OK. So what are we watching? A thriller?
Ethan An adventure film? A crime drama?
Zoe Nope. None of those.
Simon That doesn't sound good. When I watch something boring, I fall asleep.
Tasha You fall asleep if you just sit on the sofa!
Ethan Hey, I get annoyed if I have to wait for people…
Girls OK. OK. Are you ready? …It's a musical!
Boys Oh, no! That's worse than a rom-com!

5 a Complete the sentences from the dialogue in exercise 4.

1 If people ___ , I ___ annoyed.
2 When I ___ something boring, I ___ asleep.
3 You ___ asleep if you just ___ on the sofa!

b Look at the examples in exercise 5a and answer the questions.

1 Which tense are all the verbs in? Complete the rule.

If + present simple, + ___ .
OR Present simple + *if* + present simple.

2 When do we need a comma (,)?
3 Which other word can replace *if*?

c Choose the correct word to complete the rule.

We use the zero conditional to talk about things that are *always* / *sometimes* / *never* true.

6 Write sentences with the zero conditional.

1 If water / get very cold / freeze.
If water gets very cold, it freezes.
2 If water / reach / 100 degrees / boil.
3 If I / borrow / my sister's tablet / get annoyed.
4 When I / go to bed early / feel great the next day.
5 If I / not do my homework / my mum get angry.
6 John / get sick / if / drink milk.
7 Mia / feel sad / when / rain.

➤ Workbook page 57, exercises 4–6

Listening

7 a 3.23 **Read and listen to the beginning of a radio programme. Choose the genre category (a–e) that most interests you.**

An easy way of measuring your personality is to answer this question: which kinds of TV, films and books do you enjoy? Choose one category only. Which is closest to what you prefer?

a talk shows, rom-coms, comedy and musicals
b drama, classics, foreign films and poetry
c horror, cult films and mystery novels
d news, documentaries, autobiography and non-fiction
e action and adventure, thrillers, sci-fi films and detective stories

b 3.24 **Listen to the rest of the programme. Do you agree with your personality type?**

➤ Workbook page 57, exercise 7

Speaking

8 a Get ready to speak **Read the quiz. Choose the answers that are true for you.**

WHAT AM I LIKE?

1 If you watch a musical, do you…?
a sing along **b** fall asleep **c** usually like it

2 If you watch a horror film, do you…?
a get scared but watch it **b** love it **c** hide behind the sofa

3 If you watch a documentary, do you…?
a get annoyed **b** get bored **c** find it fascinating

4 If you read a detective story, do you…?
a try to guess who did it **b** read the end of the book early **c** happily wait to find out what happens

5 If you watch a sad drama, do you…?
a always cry **b** never cry **c** sometimes cry

6 If you watch a film or read a book you like, do you…?
a tell everyone about it **b** watch / read it again **c** forget it the next day

b Work with a partner. Ask and answer the quiz questions. Give some extra information.

c Do you and your partner agree on anything? Tell the class.

EXTRA

Write sentences that are true for you.

1 If I eat too many sweets,…
2 If I spend a lot of time in the sun,…
3 If I get a lot of homework,…

6B A short story

YOU FIRST!

Do you think that some people have special powers?



Reading and Listening

1 a **Look at the picture. What's happening?**

b 3.25 **Read and listen to Part 1 of the story.**

2 a **Predict what happens in Part 2 of the story.**

1 Does everybody believe that Leonard can do magic?

2 If Leonard has magic powers, what will he do?

b 3.26 **Read, listen and check.**

3 a **Predict what happens in Part 3 of the story.**

1 When the guests see the wolf, how will they react?

2 What do you think Leonard will try to do next?

b 3.27 **Read, listen and check.**

4 a **Predict what happens at the end of the story.**

1 When Mary comes back, what do you think Mary will say?

2 What do you think Clovis will do or say?

b 3.28 **Listen to the end of the story. Answer the questions.**

1 How do you think Leonard feels now?

2 What do you think is the lesson of the story?

The She-Wolf

by Saki (adapted)

Part 1

Leonard Bilsiter was not very interested in the real world. He preferred to live in the world of his imagination. Nothing very exciting happened to Leonard until one year he travelled by train across Eastern Europe. He had a long conversation with a Ukrainian passenger who talked about magic and hidden powers in a most interesting way. Leonard was so excited. He came home with many stories about the strange, dark mysteries.

Leonard, together with his tales of hidden powers, was invited to Mary Hampton's house party. Several other people were also staying in the house and they all had to listen to Leonard talking about the mysteries of the unseen world.

'Do please change me into a wolf, Mr Bilsiter', said Mary Hampton during lunch. 'A she-wolf, of course,' she continued. 'But don't change me tonight. I want to play cards. Wait until tomorrow night.'

Leonard was rather annoyed. 'Mrs Hampton, you really must not laugh at these dark mysteries. They are not amusing,' he said. 'They can be stronger and more dangerous than we realize.'

Part 2

Clovis Sangrail listened silently to this conversation, and after lunch he spoke quietly to Lord Pabham. 'Tell me, Lord Pabham, have you got a friendly she-wolf in your zoo at Pabham Park?'

'There's Louisa,' said Lord Pabham thoughtfully. 'She's very gentle. Why do you ask?'

'I'd like to borrow her tomorrow evening,' said Clovis. 'May I?' Lord Pabham looked at Clovis and smiled. 'You're going to try a little magic. And has Mary agreed to help you?'

The next day, Leonard talked to the others all through dinner about magic. 'Dear Leonard,' said his aunt. 'Please show us something amazing. Change something into another shape.'

'That's right,' said Mary. 'Why don't you change me into a wolf? You promised.' She got up and went into the conservatory.

'Mrs Hampton...,' began Leonard seriously. Then, an icy wind seemed to fill the dining room. Just then, a big, grey wolf stepped out from behind a large, green plant.

Part 3

Leonard's aunt saw the wolf first. 'Leonard!' she screamed. 'Bring Mrs Hampton back at once!'

'I don't know how to bring her back,' said Leonard in a small, frightened voice.

'Then where is she, and how did that animal get into the conservatory?' asked Mr Hampton angrily.

'It doesn't matter how it got in. If it's hungry, it'll eat us!' cried Mavis.

'If this animal is Mrs Hampton,' said Clovis, 'she won't be interested in food. She's just had a big dinner.'

'I'll take her away if you find some sugar,' said Lord Pabham. He took some sugar and gave it to Louisa. She ate it quickly and followed Lord Pabham out of the room. Everyone turned to Leonard.

'If you have magic powers, will you please explain where my wife is?' asked Mr Hampton again.

'I tell you, I had nothing to do with it!' repeated Leonard again and again. But nobody believed him.

Vocabulary Adjectives with *-ed* or *-ing*

5 a **Complete the sentences with adjectives from the story.**

1 Leonard Bilsiter was not very ___ in the real world.

2 The Ukrainian passenger talked about magic and hidden powers in a most ___ way.

b **Find the adjectives in the story to complete the table.**

-ed	*-ing*	*-ed*	*-ing*
bored	boring	amazed	
	interesting		frightening
amused			annoying
	exciting	tired	

c **Complete the rules with *-ed* and *-ing*.**

We use ___ adjectives to describe things and people.

We use ___ adjectives to describe how we feel.

d Over to you! **Work with a partner. What things are annoying to you? What things are exciting? When do you feel bored? When do you feel frightened? Discuss and compare.**

➤ Workbook page 58, exercises 1–3

Grammar First conditional

6 a **Complete the sentences from the story.**

1 If this animal ___ Mrs Hampton, she ___ interested in food.

2 I'___ her away if you ___ some sugar.

b **Which sentence in exercise 6a has a comma (,)? Which word is at the beginning of that sentence?**

c **Complete the rule with the words from the box.**

present simple will / won't + verb

We make the first conditional with

If + ___ , ___ OR ___ *if* + ___ .

d **Find two more examples in the story.**

e **Choose the correct words to complete the rule.**

The first conditional describes a *possible / definite* future situation and its result.

7 **Write the first conditional sentences with the verbs in brackets in the correct form.**

1 If we ___ tonight, we ___ to the cinema. (go out / go)

2 Mum ___ angry if we ___ late. (be / get back)

3 If he ___ to the party, I ___ disappointed. (not come / be)

4 We ___ late if we ___ . (not be / hurry)

➤ Workbook page 58, exercises 4–5

Listening and Speaking

8 a 3.29 **Look at the picture. Listen and match the words in the box to the correct paths (1–6).**



a dangerous snake escape an evil magician
a huge dragon some soldiers some wolves

1 Path 1 ___ 3 Path 3 ___ 5 Path 5 ___

2 Path 2 ___ 4 Path 4 ___ 6 Path 6 ___

b Get ready to speak **Work with a partner. Look at the game and say the sentences.**

If the hero goes down path 1, he'll...

9 **Work with a partner. Ask and answer questions about all of the paths. How will the hero escape?**

Student A Look at the picture on page 86.

Student B Look at the picture on page 87.

What will happen if the hero goes down path 1?

Well, if he goes down that path, he'll meet a unicorn.

➤ Workbook page 59, exercises 6–10

EXTRA

Complete the questions to ask your partner.

1 What will you do if...?

2 If it rains tomorrow,...

3 If we win the World Cup...

Проект видавництва Лінгвіст Плюс

6C Use your imagination

YOU FIRST! How do you feel about the future? Are you relaxed or are you a worrier? What do you worry about?

How do you see the future?

If you do this quiz, you'll find out. You'll need to use your imagination. If you close your eyes, it will help!

1 Imagine lying in a forest. How does it feel? You decide to get up. You start to walk through the forest. What is the path like?

a It's sandy. **b** It's straight.
c It's rocky. **d** It has turns in it.

2 You continue walking until you come to a castle wall. You look for the door to the castle. Can you find it?

a With difficulty – plants are growing over the door.
b Yes, it's a big, strong door.

3 Look up at the castle. Does it seem exciting or a bit scary? Do you want to go in?

a Yes. **b** Not sure.

4 Imagine walking inside the castle. What's the first thing you see?

a A dark library full of old books.
b A huge fireplace with a fire in it.
c A large dining room with carpets and soft lights.
d A long hall with lots of closed doors.

5 You start looking around downstairs. You find a staircase and climb up it. What does the staircase look like?

a It's big and impressive.
b It's narrow and spiral.

6 You continue to walk up the stairs until you come to a small room with one window. How big is the window?

a It's huge and wide.
b It's small and quite high up.
c It's a normal window.

7 You need to see where you are. You look out of the window. What do you see?

a Big waves crashing onto rocks.
b Beautiful, green countryside.
c Your home town in the distance.

Listening and Speaking

1 3.30 Read and listen to the personality quiz and imagine the story. Then choose your answers.

2 Work with a partner. Ask and answer the questions and compare. Then go to the bottom of the next page and check your scores.

3 **a** 3.31 Listen to the conclusions. Which personality type are you: pessimist, realist or natural optimist?

b Over to you! Work with a partner. Do you agree with the conclusions? Why? / Why not?

Grammar Verb + *-ing* or infinitive

4 Read the rules and complete the examples from the quiz in exercise 1.

We sometimes use two verbs together.

1 After some verbs we use the *-ing* form, for example: *don't mind, enjoy, finish,* or *imagine.*

1 Imagine ___ in a forest.
2 Imagine ___ inside the castle.

2 After some verbs we use *to* + the infinitive, for example: *agree, decide, forget, hope, need, want,* or *would like.*

1 You decide ___ up.
2 Do you want ___ in?
3 You need ___ where you are.

3 Some verbs can take *-ing* or *to* + the infinitive with no change in meaning, for example: *continue, hate, like, love, prefer,* or *start.*

1 You start ___ through the forest.
2 You start ___ around downstairs.
3 You continue ___ until you come to a castle wall.
4 You continue ___ up the stairs until you come to a small room with one window.

5 Choose the verb that does not fit the sentence. Then rewrite the sentences correctly using these verbs.

1 He ___ to live in another country.
a wants **b** 'd like **c** imagines
He imagines living in another country.

2 We ___ going to Spain in summer.
a 've decided **b** love **c** like

3 I ___ to stay late at school.
a don't want **b** don't mind **c** need

4 They ___ to live in a big house.
a enjoy **b** would like **c** want

5 Do you ___ learning English?
a need **b** like **c** hate

6 She ___ to learn Spanish when she was 14.
a continued **b** finished **c** agreed

➤ Workbook pages 60–61, exercises 1–4

Speaking and Writing

6 a Write questions to ask your partner.

1 What / like / do / on Sundays?
2 What have / decide / do / this weekend?
3 What / often forget / do?
4 What / enjoy / do / on holiday?
5 What / have / always want / try?
6 Have / agree / do / anything this week?
7 Have / finish / do / your homework for the week?

b Work with a partner. Ask and answer the questions in exercise 8a. Then tell the class one thing you have found out about your partner.

7 a Get ready to write **Make notes on you and your future. Use the questions to help you.**

1 How often do you think about your future?
2 Do you mind not knowing what is going to happen in the future?
3 Are you relaxed about it or do you need to have a plan?
4 What do you imagine yourself doing?
5 What have you already decided to do about your future?
6 What job would you enjoy having?
7 What other things would you like to do?

➤ Workbook page 61, exercise 5

b Write your paragraph. Include these phrases if you can.

How I see the future

I think about the future...
I imagine myself living / working / travelling...
I would enjoy being a...
I would really like to...

c Give your paragraph to another student to read. Do you both have similar attitudes to the future?

EXTRA **Complete these sentences with your own ideas.**

I usually enjoy... I don't mind...
I always forget... I hate...



Scores
1 a 1 b 1 c 0 d 0
2 a 0 b 2
3 a 2 b 0
4 a 0 b 2 c 1 d 0
5 a 2 b 0
6 a 2 b 0 c 1
7 a 0 b 2 c 1

Проект Міністерства освіти України "Відкритий урок"

6D A new genre



YOU FIRST! Do you use your phone to make videos? How do you feel when people make videos of you?

1 a 3.32 ▶ **Read and listen to the dialogues. What film genres does Simon consider?**

1



Zoe Simon, what's up? You're clearly a bit stressed.

Simon I suppose I am! I have to do my film studies project. I have to choose a genre and film a scene for it.

Zoe Oh, that does sound tricky. What do you think you'll do?

Simon I'm not sure exactly. Maybe a documentary? No, a drama. Or perhaps a thriller. Oh, I have absolutely no idea. I need to use my imagination, but it seems I haven't got one!

Ethan Relax. We'll help you.

2 The weekend



Simon Maybe I could make a horror film. It might be the easiest to do.

Zoe We can be zombies! Or monsters!

Tasha Or vampires! If we go and find some costumes, perhaps we'll inspire you.

Simon Yes. Do that.

3



Ethan This is a bit messy. Are you sure about this?

Zoe Don't complain – it's fun! I'm pretty sure it will help.

Ethan And I'm pretty sure I'll look like an idiot.

Tasha You look lovely! Come on. Let's go down. Oh, hi Mum!

Mum What on earth?!

Zoe/ Ethan Oops, sorry, Mrs Holt!

b Are the sentences true (T) or false (F)? Correct the false sentences.

1 Simon is confident about his film studies project.
2 Zoe thinks it will be easy.
3 The others try to help Simon.
4 Simon's mum thinks they look very funny.

2 a Spoken English **What do these expressions mean? How do you say them in your own language?**

What's up? | That does sound tricky. | I have absolutely no idea. | Relax. | Oops!

b Work in a group. Practise the dialogues.

➤ **Workbook** page 62, exercise 1

3 a What kind of film do you think Simon will decide to make?

b 3.33 ▶ **Listen and check.**

c Over to you! **Do you think Simon's idea is a good one?**

Everyday English

Expressing certainty and uncertainty

4 a Look at the useful phrases. Find examples in the dialogue in exercise 1.

Useful phrases: expressing uncertainty

I'm not sure (exactly) (yet), but…
Maybe… I suppose…
Perhaps… It might be…
It seems… I'm pretty sure…

Useful phrases: expressing certainty

You're clearly… I know exactly (which)…

b 3.34 Listen and repeat.

➤ Workbook pages 62–63, exercises 2–4

Pronunciation The schwa sound /ə/

5 a 3.35 Read and listen.

This sound is called the 'schwa' sound. It is heard in unstressed syllables only. We pronounce many unstressed vowel sounds as /ə/ when speaking.

b 3.36 Listen and mark the stressed syllables in these words.

amazing camera
comedy director genius
horror a lot monster thriller

c 3.36 Listen again and now mark the unstressed vowels with the 'schwa' sound.

d Find the 'schwa' sound in these words.

again answer arrive drama future
happen picture today usual

e 3.37 Listen and check, then repeat.

➤ Workbook page 63, exercises 5–7

Listening

6 a 3.38 Listen to Part 1. Answer the questions.

1 Where is Simon filming: indoors or outdoors?
2 Why is Tasha not happy about it?
3 What does Tasha think she sees?
4 What was it really?

b 3.39 Listen to Part 2. Answer the questions.

1 Why did Simon seem delighted?
2 Did he win the best director prize?
3 What prizes did the film win?

Speaking

7 a Get ready to speak Work with a partner. Look at the film stills (A–D). Read the questions and make notes of your ideas.

1 What genre of film do you think it is?
2 Who do you think the people are?
3 What do you think is happening in the scene?
4 What is likely to happen next?









b Answer the questions about the film stills. Use phrases for expressing certainty and uncertainty.

I'm not sure what is happening in film A. I suppose it's a musical.

I'm pretty sure it's a fairy tale. The man on the right might be a king or someone important.

Yes, he's clearly very important...

EXTRA

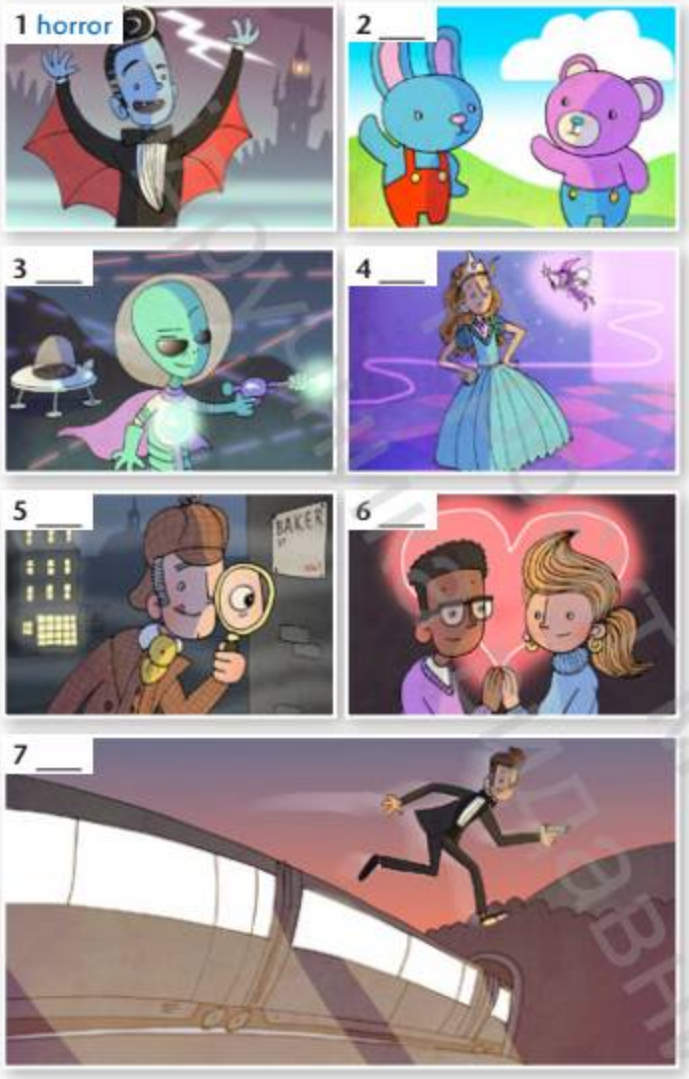
How does Tasha explain to her mum what they are doing? Write the conversation.

Mum Oh my goodness. What is going on?
Tasha Sorry Mum, we were just...

6 Revision

Vocabulary Film and book genres

1 **Look at the pictures and write the correct genres.**



Adjectives with *-ed* or *-ing*

2 **Complete the adjectives with the correct endings.**

1 Shall we go and see that film? It looks excit___ .
2 I've got nothing to do. I'm bor___ .
3 I've lost my mobile. It's very annoy___ .
4 We had a very relax___ holiday.
5 I fell over in the classroom and felt very embarrass___ .

Grammar Zero conditional

3 **Write sentences in the zero conditional.**

1 sleep better / not worried
I sleep better if I'm not worried.
2 go on a boat / feel sick
3 not know a word / look it up in the dictionary
4 water freeze / turn to ice
5 the moon is full / can see at night
6 press that button / the lights turn on

First conditional

4 **Write sentences using the first conditional.**

1 I / not go / if / you not come with me.
I won't go if you don't come with me.
2 If it / rain / I / go / to the leisure centre.
3 you / cook / if I / wash the dishes?
4 If / he / not come / tonight / she / be / upset.
5 I / be / surprised / if I / not pass / this exam.

Verbs + *-ing* or infinitive

5 **Choose the correct form of the verbs to complete the sentences.**

1 I enjoy *to walk / walking* in the rain.
2 I hope *to go / going* to university.
3 When do you want *to leave / leaving*?
4 She didn't mind *walk / walking* up the mountain.
5 When did you finish *to paint / painting* your bedroom?
6 Why did you decide *to buy / buying* that hat?

Everyday English

Expressing certainty and uncertainty

6 **Complete the dialogue with the words in the box.**

might pretty seem sure

A You ___ fed up. What's the matter?
B I'm ___ sure I can't play tennis after school now. If I play, I ___ not finish my project tonight.
B Are you sure that you have to finish it for tomorrow?
A Fairly ___ .
B OK. No worries. Good luck.

Learning to learn
English in the real world

Keep your English going by doing these things in English outside the classroom:

- listening to songs
- looking online
- watching films
- reading books or magazines
- speaking to people from English-speaking countries

How many do you do already?

➤ Workbook pages 64–65, exercises 1–6

YOU FIRST! What's your favourite book or film? What's your least favourite?

A review





A film review

Sophie Knowles

1 Batman Begins

2 The film *Batman Begins* was written and directed by Christopher Nolan in 2005. It is a superhero fantasy movie. It was the director's first global hit and became an extremely successful film.

3 The story begins in Gotham City. The young Bruce Wayne grows up there with his wealthy, kind parents. After his parents are murdered, the boy grows into an angry young man. He wants to find the person who murdered his parents and kill them. Gradually, he becomes Batman. Eventually, he decides to fight crime in Gotham City instead.

4 Bruce Wayne is the main character. He is played by Christian Bale. Michael Caine plays Alfred, the family butler who looks after him. The criminals are Scarecrow and Henri Ducard.

5 The style of the movie is dark and realistic. Although it's sometimes violent, the director wanted to tell a story about people with real feelings, not just comic book good guys and bad guys.

6 In my view, the actors are really believable. Nolan doesn't like to use CGI, but the film looks fantastic. I thought the story was emotional, scary and exciting.

7 I really recommend this film, even if you aren't a fan of superheroes! If you see it, I'm sure you'll enjoy it!

***** five stars

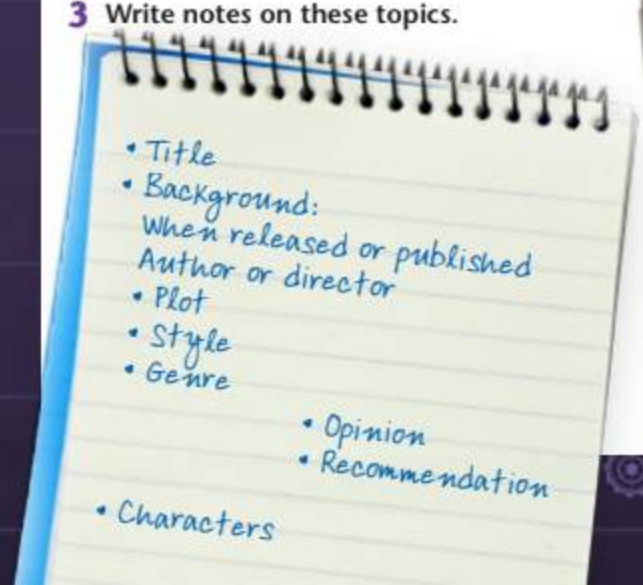
Look! Organizing paragraphs

We need to organize our ideas into paragraphs. A paragraph contains linked sentences on the same topic.

1 Get ready to write **Choose a book or a film that you have an opinion about. It can be a good or a bad opinion.**

2 Find information and pictures about your chosen book or film – on the internet, or from books and magazines.

3 Write notes on these topics.



4 Read Sophie's film review. Then read the Look! box and match the topics.

5 Start writing Organize your notes into sentences under each topic.

6 Complete your project Put your project on a piece of paper with pictures. Make it look like a magazine or website. How many stars are you awarding your film or book?

7 Present your project to the class. Which books or films would you like to read or see, based on your classmates' reviews?

6 Culture

YOU FIRST!

What are your favourite films?
Do you know who directed them?

Famous film directors

Exploropedia

Steven Spielberg



Steven Allan Spielberg was born in Ohio, USA, in 1946. He began making films early. When he was 12, he made a disaster movie with his toy trains. And at 13 he won a prize for a 40-minute war film, in which his school friends were the actors!

Spielberg didn't finish college. He got a part-time job at Universal Film Studios and stopped studying. The studio vice-president saw one of his short films. He was so impressed that he made the 21-year-old Spielberg a director.

Spielberg has made many famous films in so many genres – for example, thrillers (*Jaws*), sci-fi (*E.T.*) and action adventure (*Indiana Jones*).

He has won three Oscars for Best Director and his films have won many more awards. He is one of the most successful filmmakers in film history.

Exploropedia

Christopher Nolan



Christopher Nolan was born in 1970, in London. He started making films with his action toys at the age of seven! When he was 11, he decided that he wanted to be a film director.

He studied English Literature at university and continued to make short films. One of them won an award when he was 26. So he decided to make his first full-length crime drama with his own money. He won more awards and then finally some money for more films.

Since then, he has written hugely successful films about Batman and Superman. They are very clever and not typical superhero fantasies. He has also made amazing sci-fi films like *Inception* and *Interstellar*. All of them have won Oscars. He is one of the most imaginative filmmakers working in film.



1 **Look at the pictures. Do you know anything about the people or films?**

2 **a** **Work with a partner.**

Student A Read about Steven Spielberg.

Student B Read about Christopher Nolan.

b **Ask and answer the questions about your directors.**

1 When and where was he born?
2 When did he start making films?
3 What film work did he do when he was a student?
4 How old was he when he won his first film award?
5 Which different genres of films has he made?
6 Have his films won any Oscars?
7 How important is he in the film world?

3 **What did you think was the most interesting information in each text?**

4 **Which director's films do you prefer?**

5 Over to you! **Who are the most famous actors and directors in your country? Have you seen any of their work?**

Film school

Ukrainian cinema

Exploropedia

"My Quiet Thoughts"



"My Quiet Thoughts" is a charming 2019 Ukrainian dramedy directed by Antonio Lukich, marking a highly successful debut. The story revolves around Vadym, a young sound engineer and perpetual underachiever. His life takes an unexpected turn when he receives an order from a Canadian client to record the voices of rare animals and birds in the Transcarpathian region of Ukraine. To add a humorous twist, Vadim's mother, a taxi driver, joins him on this unconventional trip.

Premiering on July 4, 2019, at the "East of West" section of the 54th Karlovy Vary International Film Festival, the film garnered the Special Jury Prize. In Ukraine, it took home awards at the Odessa International Film Festival, including the Audience Award, the FIPRESCI Award for the best Ukrainian film, the award for the best acting work (Irma Vitovska-Vantsa), and a special mention from the jury.

The film hit Ukrainian theatres on January 16, 2020, and in just seven weeks, it surpassed UAH 10 million at the box office.

Exploropedia

"Mavka"



Ukrainian 3D animated fantasy film directed by Oleksandra Ruban, draws inspiration from Lesia Ukrainka's famous play, "The Forest Song". The movie introduces us to Mavka, a young and idealistic forest spirit committed to protecting the forest. The story focuses on the complex relationships between forest spirits, especially Mavka as the spirit of the forest, and humans.

What makes the film special isn't just its story but also its unique appeal. By combining cinematic orchestral music with traditional Ukrainian folk instruments and melodies, the soundtrack adds a distinct dimension to the movie.

"Mavka" represents a significant achievement in Ukraine's animation industry, blending elements of epic storytelling, heartfelt moments, and humor. Its engaging story and distinctive world-building are sure to captivate audiences. The film has already attracted international attention, with distribution rights secured by 10 companies across 20 territories, including Europe, the Middle East, and North Africa. Oleksandra Ruban is also a scriptwriter and the creative mind behind the animated series "Patron, the Dog".



1 **Look at the pictures. Have you seen the films? Have you read the books behind one of the screen adaptation?**

2 **a** **Work with a partner.**

Student A Read the text about "Mavka".

Student B Read about "My Quiet Thoughts".

b **Mark the information as true or false.**

1 "Mavka" is a 2D animated fantasy film. T / F

2 "My Quiet Thoughts" is very popular in the Middle East. T / F

3 "Mavka" is the only animated film Oleksandra Ruban has been working on. T / F

4 Mavka recorded the voices of rare animals. T / F

3 **Over to you! What kind of film festivals in the world do you know? Which Ukrainian films do you like most? Would you like to become a film director or an animation director? What kind of movies would you like to shoot?**

6 Learn through English

YOU FIRST!

Do you study your country's literature? Name some of the most famous books and authors in your country.

Literary genres











1 When they arrive at Baker Street on that dark November day, Holmes is alive. But Watson is afraid for his friend. The detective's face is yellow, and his eyes are red with fever. His hands move without stopping. When he speaks his voice is weak. 'Well, Watson, bad days are here, I think.' He smiles weakly.

2 'Don't be angry with your father, Anna. Try to be nice to him. He loves you. Things aren't easy for him now.'

'I know that, Jane. But…' And then I began to cry and I couldn't stop.

'What's the matter, Anna? You can tell me.'

And I told her about Selim. It was easy to tell Jane.

3 Matt could see the people on the boat now and they were very close. There were three men and a woman and they were all angry. Amy and Matt watched. Then one of the men took out a gun. But before he could do anything, the woman took out her gun and shot him. With a cry, the man's body went down into the water.

4 'Look over there! People are coming up out of the ground!' she says.

Tasha goes and looks. It's true. Dead people are coming alive. They are coming from under the ground. Their faces and bodies are grey. They don't speak but awful noises are coming from their mouths.

5 Soon, the queen had her baby, and the little girl had skin as white as snow, lips are red as roses, and hair as black as trees in winter.

'Oh, dear little child,' said the queen, 'you are very beautiful!' But a very sad thing happened. The queen was very ill and she died.

1 **Look at the list of genres in the box and match them to the book covers (a–e). What do you expect to read about in each genre?**

detective story drama fairy tale horror thriller

2 3.40 **Read and listen to the extracts (1–5). Then work with a partner and match each extract to the correct book (a–e) and genre. How did you make your decisions?**

3 3.41 **Imagine each of these books has been made into a film. Listen to the dialogues (1–5) and match them to the books (a–e).**

4 **a** **Choose one of the dialogues (1–5) from exercise 3. Work with a partner and write some more dialogue for it.**

b **Role-play the dialogue. Can the class guess which story it is?**

Учебник "Project Basic" Oxford University Press

Ukrainian books

Bullfighters of Vasiukivka

The story takes place in Vasyukivka, where the main character, Yava, comes up with a big plan to build a subway under a pigsty. The initial excitement turns funny when Manyunya, a big spotted pig, accidentally falls into the half-dug subway. Yava's grandfather, who isn't too happy about the project, tells them to fill in the pit, leading to a disappointed nap in the unfinished subway.

Yava is known for his adventurous spirit and talent for creating schemes. Whether it's organizing bullfights with a reluctant cow named Contribution or suggesting to build a homemade underwater boat using an old flat-bottomed boat, Yava's escapades keep things lively in the village.

Patron, the dog, and a Sock Monster

Everyone knows about the bomb-sniffing Patron, the dog, a war hero and a national icon. We all know how he saves thousands of lives by detecting mines and explosives. But, did you know that Patron also saved Earth from a gigantic Sock Monster that flew in from a distant galaxy? No? Then read this fantastic book, and you'll learn about what happened when Patron encountered the Monster, the dangers of aggressive socks, and how Patron, along with his friends, Holy Duckling and robot Gregory, defeated the invading fishmen. Such adventures are truly fantastical! But for Patron, all adventures are incredibly fantastical!

Mister Kotsky

Once, a man had an old cat that couldn't catch mice anymore. So, he took the cat to the forest, thinking, "Why keep him?"

In the forest, a fox approached the cat and suggested they become partners. The cat, named Mr. Kotsky, agreed. The fox treated him well and even brought him chickens.

One day, a hare planned to visit, but the fox warned him about Mr. Kotsky, causing a misunderstanding. The hare shared this with other animals, and they decided to prepare a feast.

As they cooked, they discussed inviting Mr. Kotsky. When he arrived and saw so much food, he exclaimed, "Meow! Meow! Meow!" They misunderstood him, thinking he wanted to eat them, causing chaos.

Eventually, they realized he was amazed by the food and had no harmful intentions. The feast continued, and they marvelled at the small cat not eating them all.





1 **Look at the book covers. Have you read these books?**

2 **a** **Work with a partner.**

Student A Read the first 2 texts.

Student B Read the last texts.

b **Ask and answer the questions.**

1 What genre does the book "Bullfighters of Vasiukivka" belong to?
2 What genre does the book "Patron, the dog, and a Sock Monster" belong to?
3 What genre does the book "Mister Kotsky" belong to?
4 How do the three texts above differ?
5 Which genre do the books listed above belong to?
6 Which of the genres was not described in the previous lesson?

3 Over to you! **Which genre is the most popular in Ukraine and why? Books of which genre would you like to read? What characteristics should books possess for you to read them?**

Stories from the Campfire Episode 3

1 3.42 Read and listen to the story.



Photocopiable © Macmillan Publishers Limited 2019


The visitor thought about this. Then...
You're changing.
I will spend one week on your planet. I will try to see the good in humans. If I see enough, perhaps we will let you stay here.
The tall woman stopped talking. The fire was dead now. Both Vicky and Connor were getting nervous.
Wait. That can't be the end of the story. What happened?
The story hasn't ended yet.
Today is the last day of my week here on Earth.
Y - y - you're the alien! The story's true!
I heard about a meteorite near here last week!
Vicky and Connor were both very frightened now.
Humans are interesting. In the last week I have seen many bad things. But I have seen some good qualities in you, too.
So what have you decided?
Can humans stay here on the Earth?
Yes, you can stay...for now. But I will return in ten years.
And if things here are still the same, I will be ...ANGRY.

Activities for student A

Unit 1C exercises 9a–10

Two friends were walking through the forest when they heard a noise. They turned round and saw a huge bear in the bushes. It was coming towards them and it was moving fast. The boys started to run. But then one boy stopped, took his trainers out of his bag and put them on.

His friend said, 'What are you doing? You don't have time to change shoes. You can't run faster than that bear!'

The first boy said, 'I know I can't run faster than the bear. But I only need to run faster than you!'

Unit 3C exercises 9a-c





Unit 4C exercises 8a-b

The mystery of crop circles

WHAT'S A CROP CIRCLE?

It's a circular pattern in a field of corn. They mysteriously appear at night. An Australian farmer discovered the first crop circle in 1966. He said that he saw a spaceship in his field that flew away.

WHAT'S THE STORY?

Many people believe that aliens make crop circles because they want to communicate with humans. They began at a time when UFOs and aliens were very popular in books and films. Over the years, crop circles have become bigger and more complicated.

FACT OR FICTION?

In 1991, two men from England made a confession. 15 years ago they started making crop circles at night all over the country. The men could make many complicated patterns using wood, rope, hats and wire – and could create a 60-metre circle in 15 minutes. They finally told everybody because one of their wives became suspicious. A few people still don't believe them, but scientists say that there isn't any evidence that aliens are involved.

Unit 5A exercises 10a-c

big / small far away / near shiny / dark
sleepy / surprised worried / friendly

Picture A



Unit 6B exercise 9



Unit 1C exercises 9a–10

A girl was walking into a country shop when she noticed a sign. It said 'Danger! Beware of the dog!' Inside the shop, a huge, fat, old dog was sleeping in the middle of the floor.
The girl asked the shopkeeper, 'Is this the dangerous dog that we have to be careful of?'
'Yes, that's him,' said the shopkeeper.
She said, 'Really? He doesn't look dangerous. Why do you need that sign?'
The shopkeeper answered, 'Well, before I put the sign up, everybody kept falling over him.'

Unit 3C exercises 9a–c





Unit 4C exercises 8a–b

The mystery of Bigfoot

WHAT'S BIGFOOT?
Bigfoot is a huge animal which is half human and half ape. It lives in the forests of North America. The first Bigfoot was reported over 100 years ago.

WHAT'S THE STORY?
Many people believe Bigfoot is an intelligent ape-like creature, which walks like a human. It is over 2 metres tall and apparently its footprints are 60 centimetres long. There are a few short films of Bigfoot from a distance.

FACT OR FICTION?
The most famous film of Bigfoot at Bluff Creek, California, in 1967, is apparently a fake. Thirty-five years after the film appeared, Bob Heironimus made a confession. He said he wore an ape costume for the film. He said he was tired of keeping his secret. A few people still don't believe him. However, there isn't any evidence to prove the existence of his Bigfoot population. With such a big creature, scientists say they should be able to find hair, footprints, bodies and skeletons, but so far they haven't discovered anything.

Unit 5A exercises 10a–c

big / small far away / near shiny / dark
sleepy / surprised worried / friendly

Picture B



Unit 6B exercise 9



Project Explore

«АНГЛІЙСЬКА МОВА (7-й рік навчання)»

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

Відкрийте для себе світ Project Explore з новими яскравими персонажами, захопливими історіями та всебічним сприянням розвиткові учнів. Уроки ґрунтуються на методології Project і її перевіреному підході до вивчення граматики та лексики. З цим підручником ваші учні почнуть впевнено спілкуватися англійською не лише в класі, а й поза його межами.

- Підготуйте учнів до використання англійської мови в реальному житті в різних сферах спілкування за допомогою різноманітних текстів і завдань.
- Задовольняйте потреби учнів за допомогою матеріалів, які створені з урахуванням освітніх потреб, компетентностей і можливостей кожного підлітка та підтримуватимуть його на всіх етапах навчання.
- Розпалюйте цікавість учнів за допомогою проєктів, уроків культури, фотоісторій і мультфільмів.
- Розвивайте життєві навички за допомогою вправ, що заохочують учнів до творчості, співпраці та спілкування англійською.
- Підтримуйте своїх учнів та кидайте їм виклик на кожному етапі їхньої навчальної подорожі.

Проект Нового Державного підручника видавництво "Ранок"

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